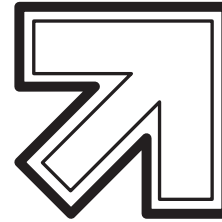


NORTHEAST
CONFERENCE
on the Teaching of Foreign Languages



61ST ANNUAL NECTFL CONFERENCE

Sustaining Communities through
World Languages

Janel Lafond-Paquin, Rogers HS, Newport RI, Chair



Thursday, March 27 – Sunday, March 30, 2014 | Marriott Copley Place Hotel, Boston

CONFERENCE PROGRAM SPONSORED BY
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Learn More at Booth #329

NECTFL Presentation:

Saturday, March 29, 2014
10:00-11:00am

Presentation Topic:

Creating Neighborhood Communities Through Language Learning

Presenters:

Aline Germain-Rutherford, Ph.D.
Lee McIsaac, Ph.D.



Visit us at Booth #329 or middleburyinteractive.com to learn more.

2014 NORTHEAST CONFERENCE EVENTS AT-A-GLANCE

Thursday, March 27

7:00 a.m. – 6:00 p.m.:
Registration open
4th Floor

9:00 a.m. – 11:00 a.m.:
SANS, Inc./Mead Fellows meeting
(by invitation)
Regis, 3rd Floor

9:00 a.m. – 12:00 p.m.
2:00 p.m. – 5:00 p.m.:
Meeting Rooms
Workshops
(open to ticketed registrants only)

12:00 p.m. – 1:00 p.m.
Meeting of the States Luncheon
3rd Floor Atrium

1:00 p.m. – 5:00 p.m.:
Meeting of the States
Regis, 3rd Floor
(by invitation only)

6:30 p.m. – 8:30 p.m.:
Kick-off activities!
“Speed-date” a new language!
Sing “Happy Birthday” to FLTeach!
All are welcome – wear your badge!
Provincetown, 4th Floor



Conference Tip!

Plan your schedule ahead of time, but be prepared with back-up choices in case a presenter is forced to cancel.

Friday, March 28

7:00 a.m. – 6:00 p.m.:
Registration open, 4th Floor
Hospitality open, 3rd Floor

8:00 a.m. – 9:00 a.m.:
Gala Opening of Exhibit Areas with coffee and muffins! Exhibit Areas visit time!
3rd Floor

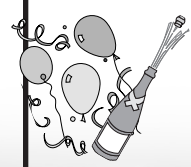
8:00 a.m. – 6:00 p.m.:
Exhibit Areas
3rd Floor

9:15 a.m. – 5:00 p.m.:
60-minute concurrent sessions
scheduled all day (see pgs. 36-37)

11:30 a.m. – 1:00 p.m.
2:00 p.m. – 2:45 p.m.
5:00 p.m. – 6:00 p.m.:
Exhibit Areas visit time!
3rd Floor

6:30 p.m. – 7:30 p.m.:
Awards Ceremony
Salon CD, 4th Floor

7:30 p.m. – 8:30 p.m.:
Awards Reception
3rd Floor Atrium
All NECTFL attendees are welcome!



Saturday, March 29

7:00 a.m. – 8:30 a.m.:
Past Chairs’ Meeting
(by invitation only)
Maine, 5th Floor

7:00 a.m. – 6:00 p.m.:
Registration open, 4th Floor
Hospitality open, 3rd Floor

7:30 a.m. – 9:00 a.m.:
NADSFL breakfast (members only)
Vermont, 5th Floor

8:00 a.m. – 8:45 a.m.:
Gala Reopening of Exhibit Areas –
FREE coffee & muffins!
3rd Floor

8:00 a.m. – 2:00 p.m.:
Exhibit Areas, 3rd Floor

8:45 a.m. – 4:30 p.m.:
60-minute concurrent sessions
scheduled all day (see pgs. 36-37)

11:15 a.m. – 2:00 p.m.:
Advisory Council Meeting and Lunch
(members only)
St. Botolph, 2nd Floor

12:15 p.m. – 2:00 p.m.:
Exhibit Areas visit time
3rd Floor

7:30 p.m. – ??:
Palms académiques dinner
Offsite – Bistro Petit Robert
(by invitation only)



Sunday, March 10

7:00 a.m. – 12:00 p.m.:
Registration open, 4th Floor

8:30 a.m. – 10:30 a.m.:
2-hour teaching labs
Meeting Rooms
(open to ticketed registrants only)

12:00 p.m. – 3:00 p.m.:
NECTFL Board of Directors Meeting
(Board members and staff only)
Regis, 3rd Floor



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We encourage you to contact them and add your thanks to ours!

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Santillana USA

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Wayside Publishing

A welcome letter from the 2013 NECTFL Conference Chair!



Dear Northeast Conference Participants,

Welcome to the 61st annual Northeast Conference at the Marriott Copley Place in the beautiful historic city of Boston!

It is both an honor and a privilege to serve as your 2014 Conference Chair!

I sincerely hope that you will use every opportunity while you are here to network with as many colleagues as possible and to take advantage of the dynamic presenters who have graciously agreed to share their professional expertise with you! Over the past year, our organization has been working to provide you with the best possible professional development experience and we are truly excited to share the results of our efforts with you here in Boston!

Over the course of the next few days, you will have the chance to connect with presenters, exhibitors and colleagues as you put together your own personal conference experience. Here is a brief summary of the exciting opportunities that we have in store for you!

- *Visit the exhibit areas from 8 a.m. – 6 p.m. on Friday as well as from 8 a.m. to 2 p.m. on Saturday to see what new materials you can find! This is the perfect time to renew your friendships with exhibitors with whom you have made contact throughout the years and/or to begin new friendships with exhibitors you may have not seen before!*
- *Fill your professional development coffers with as many sessions and workshops as you can! This is your chance to learn as much as possible so that you can return to your classes energized for the rest of this school year and beyond!*
- *Come to our Awards Ceremony on Friday from 6:30 p.m. to 8:30 p.m. and meet those who have made a distinct contribution to the world language profession as a whole. Your presence will make all the difference!*
- *Network with as many people as possible – it's all about sustainability of programs, practices and performances!*
- *Experience all that Boston has to offer! The area we are in is absolutely lovely and you will surely find something to pique your interest!*
- *Participate in our post-conference webinars in order to extend your professional development in the comfort of your own home!*
- *The Silent Auction has become a signature event for NECTFL that has attendees clustering around the tables! Come browse the items up for bid and keep your fingers crossed that you will be the last name on the bid list once the auction is closed! This year's offerings are spectacular!*
- *Register if you haven't already done so for our free hands-on Sunday morning teaching labs! Space is limited so go to the 4th floor registration counters to sign up now!*

I would be remiss if I did not mention our Local Committee members who have so graciously given of their time for both hospitality and session evaluation. Their service is invaluable to us. Please thank them if you see them during the course of the conference.

Please do not hesitate to approach me when you see me in Boston. I'd love to hear any comments, suggestions and/or concerns that you may have.

Welcome to Boston!

Welcome to NECTFL!

Warmly,

Janel Lafond-Paquin

2014 NECTFL Conference Chair

Rogers High School



*Janel Lafond-Paquin
Rogers High School
Newport RI*

TWO GREAT TRADITIONS AT THE NORTHEAST CONFERENCE!

THE “WALL OF RECOGNITION”

Whatever your role in our profession – teacher, administrator, researcher, program director, adviser, association leader, consultant – you are also a life-long learner.

You know how it feels to have been inspired, challenged, cared for, or encouraged by an educator.

You know how it feels to have earned someone’s respect, overcome someone’s disappointment in you, or completely surprised someone by exceeding expectations.

You know who deserves your gratitude ... who should be remembered and honored ... who would be truly thrilled to discover what he or she meant to you.



NECTFL believes in the power of teachers. But we know that individual teachers are not always recognized or honored as they should be. We know that making a difference in someone’s life isn’t always a flashy process that attracts attention.

Starting at the 2012 Northeast Conference and virtually on the

NECTFL website, a special Wall of Recognition celebrates those who have mentored, inspired and taught all of us.

Each honoree is represented on the Wall by a photo and a tribute written by the nominator.

Honorees are memorialized if they are no longer with us and designated as living legends if they are!

All honorees able to be present will be recognized, with their nominators, at our Friday, March 28, evening Awards Ceremony in the Salon CD on the 4th floor of the hotel. The Wall with all photos and tributes will be displayed throughout the Conference.

MAKE A BID AT THE THIRD ANNUAL SILENT AUCTION AND TAKE HOME AN ITEM YOU DIDN’T EXPECT TO FIND AT NECTFL!

Valuable classroom materials...

Baskets full of goodies from our member states...

A beautiful illuminated letter picture...

The third Annual NECTFL Silent Auction will take place on Friday from 8:00 a.m. until 2:00 p.m. and Saturday from 8:00 a.m. until 1:30 p.m. in the tabletop area of the exhibit hall on the 3rd level of The Marriott Copley Place Hotel. Each day will have different items available. Catalogues of the items are available in the auction area. Baskets from many of the states representing the Northeast region will be on display and available for bidding. Throughout the day, we encourage you to visit the area often to view the items offered and to make your bids.

Winners will be contacted via their cell phone so it

is important to include that information on the bid sheet in a legible manner. At 2:00 p.m. Friday and 1:30 p.m. Saturday, the highest bidders will be notified by phone. They will be asked to go to the registration desk on the 4th level to pay for the item with cash, check or credit card. They will then bring the receipt to the auction area and claim their item(s). After 30 minutes, if the item is not claimed, it will go to the next highest bidder. The FedEx Office, located on the 2nd floor, is open from 8:30 a.m. to 4 p.m. on Saturday and from 10 a.m. to 4 p.m. on Sunday if you wish to mail anything home.

All proceeds from the auction will benefit the professional development opportunities that the conference offers.

THE 61ST ANNUAL NORTHEAST CONFERENCE AWARDS

CEREMONY AND RECEPTION TO BE HELD FRIDAY, MARCH 28

CEREMONY FROM 6:30-7:30 P.M. IN SALON CD, 4TH FLOOR - ALL ARE WELCOME!

RECEPTION FROM 7:30-8:30 P.M. IN THE 3RD FLOOR ATRIUM - ALL ARE WELCOME!

Please join us to celebrate the accomplishments, commitment, or promise of these individuals to whom the profession owes so much! The reception will not be open until award winners arrive from the Awards Ceremony.

2014 Northeast Conference on the Teaching of Foreign Languages Annual Award for Outstanding Leadership in the Profession, given in memory of Nelson H. Brooks: GLADYS C. LIPTON



Gladys C. Lipton

Dr. Gladys Lipton is the Director of the National FLES® Institute, a Commandeur dans l'ordre des palmes académiques, former President of the American Association of Teachers of French, former chair of the AATF's National FLES®

Commission, former

Associate Editor of *Hispania*, author of over 160 varied publications including a FLES® methods book in its fifth edition, and educator par excellence at all levels of instruction in New York City and Anne Arundel County, Maryland. Not content to rest on such laurels, Dr. Lipton continues to support world language teachers with her online "Ask Gladys" feature (www.gladys-clipton.org)! She has set the standard for advocacy in our field, honing approaches to working with parents and administrators long before current challenges made such efforts every teacher's responsibility. Her honors include ACTFL's Steiner Award for K-12 Leadership, the Distinguished Alumna Award from Brooklyn College, NNELL's Special Recognition Award, the French Honors Award from NYU, NYS AFLT's Distinguished FL Leadership Award and many others. Her innumerable accomplishments reflect an uncanny ability to discern what is truly needed and to gather the resources required to fulfill that need: she thus created a World Language Outreach Program at the University of Maryland Baltimore County which included teacher seminars, an International Camp for children aged 7-10, a series of "Let's Talk" teacher days, and, at the AATF, the now venerable National French Week. Dr. Lipton, in the acknowledgements section of the 5th edition of *Practical Handbook to Elementary Foreign Language Programs (FLES®)* in Grades K-8, thanks her Brooklyn College methods instructor for "scheduling a class visit to a grade 4 French FLES® class." She went on to conduct her doctoral research on the place of reading in FLES programs. Starting her teaching career in a New York City high school, she remained dedicated to foreign language in elementary school. Through her many articles, books and personal presentations, she has worked to assemble a body of FLES® research that can help expand programs throughout the country. Dr. Lipton has been invited to speak

throughout the U.S. (in approximately 35 states) and internationally in Costa Rica, France, India, Japan, Quebec, Yugoslavia, and others, and she has presented or keynoted in many of the major regional and state organization meetings.

On a personal note, Dr. Lipton has been married to Robert Lipton for over 70 years. They have two daughters, four grandchildren, and five great grandchildren. In the past year, she has become devoted to painting and was invited to donate one of her paintings to NECTFL for the 2014 Silent Auction.

Gladys Lipton's influence extends across the country and the world, but she has always made the Northeast her home, and the Northeast Conference is honored that she is one of us! She served as a Director on the Board of NECTFL from 1973-1976 and was editor of the Northeast Conference Newsletter from 1993-1995. She has presented at NECTFL conferences on numerous occasions.

Dr. Lipton is among the most prolific Northeast Conference Reports authors listed in those volumes, having been invited by Conrad J. Schmitt to write on "Foreign Languages in the Elementary School" in 1964, by F. Andre Paquette to address "The Times and Places for Literature" in 1967, by Jerome G. Mirsky to explore "Inservice Involvement in the Process of Change" in 1971, by Stephen L. Levy to participate in the work of the Committee on Curriculum for the 1975 volume on Goals Clarification, and finally by Alice C. Omaggio to co-author "Foreign Language in the Secondary School: Reconciling the Dream with the Reality" in 1983.

Among all these remarkable contributions to the profession, the most remarkable is Gladys Lipton's determination to fight year in and year out for foreign languages and for the language educators who help children see the world from new, challenging and exciting perspectives. In an era when too many of us are discouraged, Gladys Lipton does not give up. She is a treasure, and we at NECTFL are privileged to confer on her the 2014 Brooks Award for her distinctive embodiment of "outstanding leadership in the profession." *Nous vous embrassons, chere amie, chere collegue!*

2014 Northeast Conference on the Teaching of Foreign Languages James W. Dodge Memorial Foreign Language Advocate Award, given outside the profession in recognition of work on behalf of languages: CLAY PELL



Clay Pell

In an interview with *Language Magazine* editor Daniel Ward*, Clay Pell - who has studied Arabic, Chinese, and Spanish - reflected on the significance learning another language can have: "... probably everyone who has built fluency in another language can speak in

their own way to how it has enriched their life. Certainly, learning a second language has been shown to improve cognitive development and learning outcomes across the board. And some of the findings I'm most excited about show how study-abroad experience can help close the achievement gap between minority college students and their majority peers." The Northeast Conference is honored to recognize Clay Pell's dedication to the critical importance of language study and immersion in the cultures where a language is spoken with its Dodge Award for foreign language advocacy. Clay Pell has dedicated his career to public service and making a difference in the lives of people. As the grandson of the late U.S. Senator Claiborne Pell - also a NECTFL Dodge Award winner! - his dedication to public service is deeply rooted. He is currently a candidate for Governor of the state of Rhode Island and believes the state needs a problem solver who can spur growth and link Rhode Island's economy and students to 21st century opportunities. After law school, Clay joined the Coast Guard, like his father and grandfather before him. As an officer in a service devoted to helping people and saving lives, Clay had the privilege of leading men and women in uniform. He represented the government as a prosecutor in military courtrooms, and also as a liaison with foreign military personnel from around the world. Clay then joined President Obama's national security team, serving as director for strategic planning. It was Clay's job to bring together stakeholders across the federal government - from the Department of Defense to the Department of Education - and look holistically at opportunities for their engagement in foreign policy and national security, during a time of competing priorities, challenges and very limited resources.

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— Wanda Cruz, middle school Spanish teacher in Tulsa, Okla.

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The president then appointed Clay Deputy Assistant Secretary at the Department of Education. There he led the U.S. government's efforts to equip America's students with the language and international education opportunities they need to succeed in the world economy. At his departure, Assistant Secretary Brenda Dann-Messier said that he had "brought tremendous energy, leadership, and vision to international education and providing America's students with global skills" and that he had "been a powerful and effective voice for strengthening the nation's international and foreign language programs."

Clay graduated first in his class from the Coast Guard Direct Commission Officer School, earned his J.D. from Georgetown University, and graduated from Harvard College with high honors in Social Studies and a Citation in Modern Standard Arabic. Clay is a recipient of the Defense Meritorious Service Medal and the Coast Guard Achievement Medal. He studied law in China and Argentina and has studied Chinese, Spanish, and Arabic.

Clay continues to drill as a member of the U.S. Coast Guard Reserve in East Providence. He resides in Providence with his wife, Michelle Kwan.

* http://languagemagazine.com/?page_id=6331 (date of access 3/4/14)

2014 Northeast Conference on the Teaching of Foreign Languages Stephen A. Freeman Award for Best Published Article: "Overcoming Curricular Bifurcation: A Departmental Approach to Curricular Reform," Die Unterrichtspraxis/ Teaching German Volume 46, Issue 1 (Spring 2013).



Maximilian Aue (posthumous award)

Usually, a tribute begins with a short biography of the author, detailing education, home institution, and research interests. This year's winner of the Stephen A. Freeman award for best article cannot be introduced in the traditional way because it practices what the title promises. The article is the result of a lengthy collaboration between the five full-time faculty members from the German Department at Emory University. Hiram Maxim is Professor of German Studies, Core Faculty member in the Linguistics Program, and Director of the Emory College Language Center; Peter Höyng is Chair of the German Studies Department and Associate

Professor of German, in addition to being affiliated with the Tam Institute for Jewish Studies; Marianne Lancaster is Senior Lecturer in the Department and Coordinator of the First Year Program; and Caroline Schaumann, an Associate Professor of German, is also affiliated with the Jewish Studies and Film Studies programs.



Peter Höyng

Together with their late colleague at Emory, Maximilian Aue, a faculty member in German and Comparative Literature, they describe, step by step, how they worked with each other and their students to overcome the traditional language-literature divide that so adversely affects student learning, retention and departmental governance in many collegiate foreign language programs. The essay serves as a roadmap for any language department seeking to address curricular reform.

Beginning with the chairperson's role in department-wide curricular reform, the other contributors outline institutional contexts, describe the curriculum's theoretical frame-

AWARDS (Continued)



Marianne K. Lancaster

work and detail how they selected and sequenced course materials that allowed them to integrate the study of language and content at all curricular levels. Together, they developed a curriculum that moves from narration at the beginning via explanation to argumentation at the final levels. At the time the article was published, Emory's German faculty was engaged in implementing a curriculum-wide assessment plan to determine how level-specific outcomes are being met.



Hiram H. Maxim

The Northeast Conference congratulates all five authors for the insightfulness, patience, dedication, collegiality, and talents required to effect this significant curricular change. The 2014 Freeman Award is an expression of our gratitude to them for sharing this work with the field at large.



Caroline Schaumann

2014 NECTFL Service Awards, given with gratitude to individuals who have contributed to the execution of the conference, will be announced at the Awards Ceremony.

2014 Northeast Conference on the Teaching of Foreign Languages Teacher of the Year Finalists

(The NECTFL Teacher of the Year will be presented at the Awards Ceremony on Friday, March 28, 6:30 p.m.)



Sean Boettinger, Greater Washington Association of Teachers of Foreign Languages (GWATFL)

Mr. Boettinger is a Spanish Teacher at the Dr. Henry A. Wise High School in Annapolis, MD



Margaret Carlson, Pennsylvania State Modern Language Association (PSMLA)

Ms. Carlson is a Spanish and French Instructor at Deer Lakes High School in Cheswick PA.



Hannah Gonzalez, Maryland Foreign Language Association (MFLA)

Ms. Gonzalez is a Spanish Teacher at Mt. Hebron High School in Woodbine, MD.



Abbe Guillet, New York State Association of Foreign Language Teachers (NYS AFLT)

Ms. Guillet is a French Teacher at C.W. Baker High School in Baldwinsville NY.



Kathleen Turner, Massachusetts Foreign Language Association

Ms. Turner is a French teacher at Sharon High School in Sharon MA.

2013 SANS, INC./MEAD LEADERSHIP FELLOWS

Congratulations to this year's Fellows and best wishes to them as they embark on their leadership projects!



Nathan Lutz, Foreign Language Educators of New Jersey Primary School French teacher – Kent Place School

"The Language and Culture Wiki Project"
As language teaching professionals, we uni-

versally accept that culture should be the centerpiece of our curriculum. Unfortunately, culture is often an add-on, or worse, is not taught in the target language. The Language and Culture Wiki Project acknowledges culture as

the fundamental context for learning a second language.

Cultural sensitivity, cultural literacy, and intercultural competence will be at the forefront of this project. The Language and Culture Wiki Project will serve as a clearinghouse for K-8 world language educators to share and borrow lessons that marry language and culture, and that are standards-based and steeped in best practices.

The Language and Culture Wiki Project seeks to:

- Promote understanding through cultural practices
- Spread the spirit of cultural diversity
- Generate a collaborative, creative, and team-spirited approach to cultural understanding
- Support the teaching experience
- Provide a teacher development tool
- Offer a platform for sharing resources, strategies, and perspectives

The Language and Culture Wiki Project will tap world language professionals to serve as contributors of culture-based lessons as well as seasoned veterans to serve on its editorial board. The site seeks to have a diversity of languages and grade levels represented within the K-8 continuum.



Nancy S. Zimmerman, Pennsylvania State Modern Language Association Spanish professor – Kutztown University

"Creation and Electronic Dissemination of Bilingual eBooks for

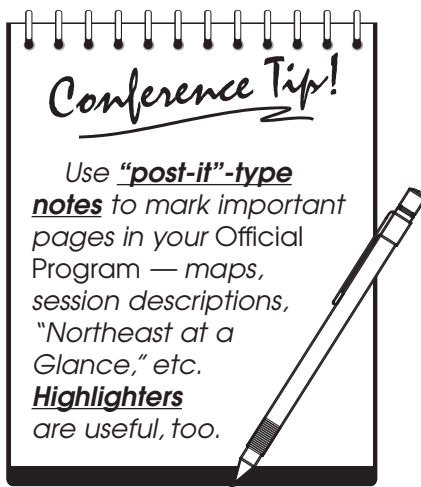
Young Language Learners"

The eBooks will consist of original texts and illustrations collaboratively written and produced in pairs of Spanish-speaking heritage and L2 university students.

In a collaborative effort, pairs consisting of one L2 learner and one Spanish-speaking heritage learner will write an original short story or children's book in prose or in verse. The paired university students will begin writing the story at the beginning of the Fall 2014 semester. The story/book must be suitable for young Spanish and English language learners in the region (or nationally for that matter); for example, for immersion schools and elementary schools in areas with large populations of bilingual (Spanish-English) students such as Reading, Allentown and Lancaster. The stories/books will be bilingual side-by-side books so that English language learners as well as Spanish language learners can benefit. All text will be edited by the instructor and returned for multi-

AWARDS (Continued)

ple revisions. The stories must be illustrated and/or visually represented in hard copy. For the final product, each pair will publish their text in an eBook format with narration in both languages (subject to Kutztown University's publication regulations). Additionally, the Language Resource Center at Kutztown University will assist in the technical aspects of this project. It is expected that these texts will be electronically published by the end of 2014 or beginning of 2015.



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& WORLD LANGUAGES EXPO

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Reaching Global Competence

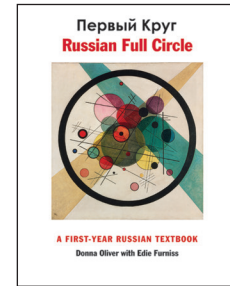
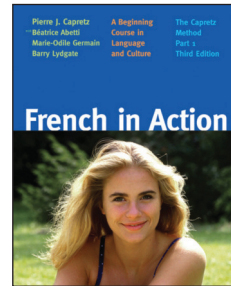
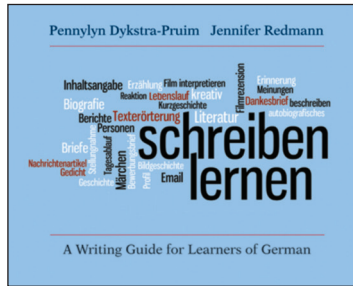
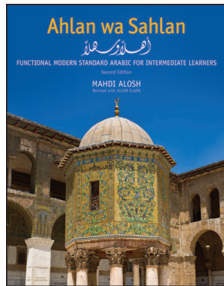
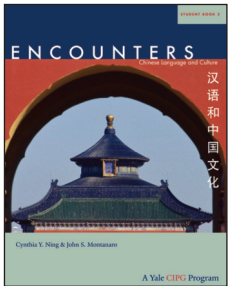
*Let's make convention
history together in
San Antonio!*



What you learn at ACTFL 2014 can change the world.

Chart Your Way Forward!





Methods

On Being a Language Teacher

A Personal and Practical Guide to Success
Norma López-Burton and Denise Minor

Chinese

Encounters

Chinese Language and Culture
Cynthia Y. Ning and John S. Montanaro

Learning Chinese

A Foundation Course in Mandarin, Intermediate Level
Julian K. Wheatley

Ancient Greek

Attica: Intermediate Classical Greek

Readings, Review, and Exercises
Cynthia L. Claxton

Learn to Read Greek

Andrew Keller and Stephanie Russell

Russian

Russian Full Circle

A First-Year Russian Textbook
Donna Oliver with Edie Furniss

Russian-English Dictionary of Idioms, Revised Edition

Sophia Lubensky

Spanish

An Introduction to Spanish for Health Care Workers

Communication and Culture, Fourth Edition
Robert O. Chase and Clarisa B. Medina de Chase

Fundamentos teóricos y prácticos de historia de la lengua española

Eva Núñez Méndez

A New Anthology of Early Modern Spanish Theater

Play and Playtext
Bárbara Mujica

Seamos pragmáticos

Introducción a la pragmática española

Derrin Pinto and Carlos de Pablos-Ortega

French

French in Action

A Beginning Course in Language and Culture: The Capretz Method, Third Edition

Pierre J. Capretz and Barry Lydgate, with Béatrice Abetti, Thomas Abbate, and Frank Abetti

Tu sais quoi?!

Cours de conversation en français
Annabelle Dolidon and Norma López-Burton

German

Schreiben lernen

A Writing Guide for Learners of German
Pennylyn Dykstra-Pruim and Jennifer Redmann

Kunterbunt und kurz geschrieben

An Interactive German Reader
James Pfrehm

Arabic

Ahlan wa Sahlan

Functional Modern Standard Arabic for Intermediate Learners, Second Edition

Mahdi Alish
Revised with Allen Clark

Arabic for Life

A Textbook for Beginning Arabic
Bassam K. Frangieh

Introduction to Spoken Standard Arabic

A Conversational Course on DVD
Shukri B. Abed with Arwa Sawan

Shou fi ma fi?

Intermediate Levantine Arabic
Rajaa Chouairi

Portuguese

Bom Dia, Brasil

3rd Edition of Português Básico para Estrangeiros
Rejane de Oliveira Slade
Revised by Marta Almeida and Elizabeth Jackson

WORKSHOPS AND TEACHING LABS

Please Note:

- ◆ Workshops are optional, three- or six-hour professional development experiences that are highly interactive and that explore a topic in depth. Workshops require advance sign-up on your registration form and the payment of a fee (in addition to your registration fee). They are offered on Thursday, March 27 only. Coffee service is included.
- ◆ Teaching labs are optional, two-hour professional development activities that are hands-on and that you will leave with materials and strategies to implement in the classroom right away. Teaching labs require advance sign-up on your registration form, but there is no cost added to your registration fee. They are offered on Sunday morning only. Coffee service is included.
- ◆ If you wish to register for workshops or labs, please indicate the workshop or lab number(s) on your registration form.
- ◆ Workshops are NOT sessions (see pages 20-39): sessions are 60 minutes long and are scheduled for Friday and Saturday only. You do NOT sign up in advance for sessions and there is NO ADDITIONAL FEE for them.
- ◆ We regret that we cannot honor requests to switch workshops.
- ◆ Workshop locations are printed on entry tickets.

THURSDAY, MARCH 27
9 AM - 5 PM
(BREAK FROM 12-2 PM)

1. ACTFL Workshop: Planning for Student Learning: Effective Curriculum, Unit, & Lesson Design (\$150)

Laura Terrill, *Independent Consultant*

Learn guiding principles for designing standards-based curriculum, units, and lessons focused on developing learners' language performance. Consider how the National Standards, 21st Century Skills, and Common Core guide the development of a vertically aligned curriculum that builds students' communication skills and cultural understandings. Participants explore thematic unit design and daily lesson planning with strategies that maximize student learning in support of curricular goals, with indicators of performance expected at each level of instruction.

THURSDAY, MARCH 27
9 AM - 12 PM

3. iTech, uTech, we all Tech (\$75)

Mercè Garcia, *The Chestnut Hill School*

Looking for more interactivity for your language classes? Do you want to know how to make technology a tool in your daily instruction, not the aim of it? Do you learn best by doing? This workshop will provide you with proven and ready to use ideas on how to integrate technology into your classroom activities. You will have time to experiment apps and other online resources we will be walking you through. Please bring your iPads and your computer so that you can fully take advantage

of the workshop. An online reference will be provided to every attendee. This session will be beneficial both to "digital natives" and "digital immigrants." Examples given can be adapted across all age levels.

4. Special Education Strategies and Modifications for the World Language Classroom (\$75)

Glennysha Jurado-Moran, *Piscataway (NJ) Public Schools*

Are you looking for strategies to help you meet the needs of learners in your classroom? Learn useful and practical strategies to modify instruction and assessments in all three modes of communication presented by a dual-certified Special Education and World Language teacher. Gain a background on learning disabilities. Make sense of Individualized Educational Plans and learn how to implement modifications in a way that benefits all students. Discover how integrating various learning strategies and simple modifications can not only meet the needs of all learners but also spice up your classroom.





5. The Elephant in the Room: Grammar and Proficiency (\$75)

Bill Heller, *SUNY Geneseo*

Reflect on the role of grammar in the communicative curriculum by examining the work of Lee and VanPatten, Doughty and Williams, De Mado and others through the lens of the ACTFL Proficiency Guidelines. The presentation will primarily be an interactive lecture interspersed with a variety of brief activities to process, assimilate and apply the main concepts presented. Participants will leave with some concrete strategies to try in making changes advocated in the workshop and with a detailed handout. No prior knowledge is assumed, but previous familiarity with the ACTFL Proficiency Guidelines and secondary teaching experience will be helpful. Warning: This workshop may raise more questions than it answers!

6. How to Plan and Propose a Good STARTALK Program (\$75)

Catherine Ingold, *National Foreign Language Center - U. MD.*

Jennifer Eddy, *Queens College/CUNY*

Mary Elizabeth (Betsy) Hart, *University of Maryland*

Nicole Rumeau, *University of Maryland*

This workshop guides participants on how to lead a successful STARTALK program, from Idea to Implementation. Since 2007, STARTALK has led the profession in providing summer language immersion experiences for students and highly focused professional development for teachers in critical languages. Presenters will help you craft a sound proposal, plan the curriculum, and guide you through implementation with a variety of tools, support materials, and hands on resources. Participants will have the opportunity to brainstorm ideas and use tools that will help them in their classrooms. They will understand how principles

for effective teaching are integrated into the STARTALK planning tools and will leave with greater understanding and specific information.

7. Trabajar con cortometrajes en la clase de español (\$75)

Esther Gimeno Ugalde, *Boston College*

Este taller pretende acercar al docente al medio cinematográfico y presentar el cortometraje como una útil herramienta didáctica. Se presentará una breve reflexión teórica acerca de las múltiples ventajas que ofrece este medio en las clases de lengua. El propósito de esta primera parte será introducir algunos criterios de selección que faciliten la tarea del profesor a la hora de optar por un cortometraje. Esta breve introducción servirá de base para presentar una secuencia didáctica elaborada a partir del cortometraje *Éramos pocos* (2005). En la segunda parte del taller, de carácter más práctico, los participantes deberán hacer sus propias propuestas didácticas a partir de una variedad de cortometrajes (*Ana y Manuel*; *Ella o yo*; *La Bruja*).

8. Groups, Games, Good Times and a Tidbit of Technology (\$75)

Valerie Greer, *Bay Shore (NY) Middle School*

Wendy Mercado, *Bay Shore (NY) Middle School*

Increase the level of enthusiasm and participation in your class with games, cooperative activities and use of technology. Learn activities that make the students feel like your class is all fun and games when it's actually a valuable learning environment that fosters all skills. Participants will learn many new games and activities that will enhance their lessons and make them more enjoyable for everyone. Each game and activity presented will include demonstrations and audience participation. Teachers will leave with a packet of materials and access to links that can be implemented with any language or level. Bring the life back to your language class and have your students begging for more!

THURSDAY, MARCH 27
2 PM - 5 PM

9. Communicative Latin: Speaking and Writing in the Classroom (\$75)

Jacqueline Carlon, *University of Massachusetts Boston*

This workshop will introduce teachers to a number of techniques and exercises that use speaking and writing to teach Latin grammar and enhance reading skills. The goal is to help teachers enliven their classrooms and address the varied learning styles of their students by incorporating active methods that engage students in

meaningful communication with one another and with the texts they read. All the activities are informed by recent research in second language acquisition. Participants should have a good working knowledge of Latin, as the workshop will be interactive, but no experience with speaking is necessary.

10. Using the iPad in the WL Classroom (\$75)

Dana Pilla, *Haddonfield (NJ) Public Schools*
Glennysha Jurado-Moran, *Piscataway (NJ) Public Schools*

Tap into the iPad world and learn how to use this engaging, yet easy to use technology. The iPad and its Apps are a fun way to inspire and motivate your students. Learn how the iPad can be used for instruction and assessment in all three modes of communication at all levels of language learning. Discover how it can not only bring authentic language directly to your students but can also enhance language learning in a manner that is appealing and meaningful to today's students. No significant background knowledge is required to benefit from this session.

11. Using Centers to Differentiate in the Early Language Classroom (\$75)

Nathan Lutz, *Kent Place School*

Differentiation is indisputably the best way to reach the academic needs of all our diverse learners. Managing a differentiated classroom, however, deters many teachers because of preparation time, materials management, and limited student face time with the teacher. With the implementation of learning centers, early language teachers can effectively have their students working independently at their instructional level while other students are receiving direct instruction or being assessed by their teachers in homogenous groupings.



This workshop will guide teachers through the logistics of designing centers, grouping students, and managing it all – whether teachers have their own classrooms or travel. Time will be spent creating and sharing activities, so teachers will leave with a handful of ready-to-use materials.

12. Best of NJ: Acquisition through Comprehensible Input - Gaining Micro-Fluency (\$75)

Liam O'Neill, *Pascack Valley (NJ) Regional HSD*

Current brain research suggests that a L2 is acquired most efficiently through Comprehensible Input (CI). CI Theory and current TPRS (Teaching Proficiency through Reading, Storytelling) practices draw from this brain research, address all modes of communication and are transforming classrooms across the country. Presenter will teach a lesson in Chinese, dissect the lesson with attendees and share videos of student work. Attendees will see the power of repetitive, comprehensible language input and get direction for further exploration. Can your year one students speak extemporaneously for over two minutes? Learn how most can when instructors make language engaging, comprehensible and meaningful. Explore CI Theory and TPRS practices.

13. Writing the ACTFL-CAEP Report (\$75)

Rebecca Fox, *George Mason University*

Do you need help preparing your ACTFL/CAEP Program Report? This workshop will prepare foreign language teacher education programs to write their ACTFL/CAEP (NCATE) Program Report as they seek national NCATE recognition. Participants will examine the program standards, the program report template, and sample assessments. Hands-on activities will focus on the types of assessments and data that can demonstrate achievement of the standards.

14. The Power of Formative Assessments: Unlocking Student Learning (\$75)

Deborah Espitia, *Howard County (MD) Public Schools*

Leslie Grahn, *Howard County (MD) Public Schools*

Want to know more about formative assessments and what to do with the data you collect from them? Then, join us as we explore, experience, and analyze a variety of formative assessment strategies. Time will be provided to create formative assessment tasks and highlight points in a lesson where formative assessments might occur. Then, we'll take that next step to identify possible responses to formative data based on what we know about our learners and their needs. A variety of resources will be provided and access to a wiki with many more.



SUNDAY, MARCH 30
8:30 AM - 10:30 AM
(NO FEES APPLY, BUT YOU MUST SIGN UP ON REGISTRATION FORM AND GET A TICKET.)

16. Hands-On Clay Gargoyles & Stained Glass Windows

Cheryl P. Berman, *Newington (NH) Public Schools SAU District 50*

This teaching lab will present two hands-on activities of creating a clay gargoyle and small stained glass window. This lab will bring cultural education into your French classroom. Each activity will be presented in an actual hands-on format where each attendee will make and take a lesson for these two items. Presenter will connect each activity to your French classroom with a vocabulary list and brief historical information. Participants will gain knowledge of how to bring these wonderfully historical pieces of French history to life! Attendees will make and take their own creations and receive the instructions and standards connections to make these wonders educational and affordable to their middle school students.

17. 1000 Words: Using Authentic Images to Spark Speech and Writing

Chela Crinnion, *Ethical Culture Fieldston School*

Images are powerful tools to spark speech and writing. By using authentic images — photographs, ads, and even those inspirational posters that inundate social media — you can spark great discussions and journaling in your classes. This teaching lab will focus on sources and approaches for incorporating authentic images into lessons. Examples will be presented thematically, with topics such as Friends and Family, Health and Wellness, and Community and Service. Participants will have time to collaborate, searching for authentic images and

adapting provided templates to create worksheets. All materials will be shared via Google Drive. Examples will be in Spanish, but templates can easily be adapted for other languages.

18. District Determined Measures: Oral Proficiency

Pat DiPillo, *Falmouth (MA) High School*

Have you been searching for a method or process to develop a District Determined Measure that addresses a specific need in regard to assessing oral proficiency and target use of language by students? Attending this teaching lab will help you to create an instrument that you can use to gauge target language use in an interactive collaborative way by assessing oral proficiency at whatever level you teach. Participants will be guided step by step through the SMART Goal creation process to design and take away a comprehensive Action Plan ready to be implemented in their respective districts and used immediately.

19. Technology to Get Students Talking

Holly Forsyth, *Fox Chapel (PA) Area SD*

Jessica Taylor, *Fox Chapel (PA) Area SD*

“Best in Conference” winners will present a hands-on teaching lab demonstrating best practices from collaborations across cultures and schools. Learn how to incorporate easy to use technologies such as flip cameras, iMovie, Skype, video and paper scrapbooks, Photobooth, YouTube, websites, iPods/ podcasts, and virtual learning into your instruction. Plan (free), sustainable and reasonable projects that can be accomplished in a few classes. Try out a few technological tools in break-out groups and plan for your specific context. See how our technology-enhanced mini lessons can combine into an integrated sequence and can connect to larger curricular goals and effective collaborations. Beginners welcome! Examples in Spanish and Quechua.

20. Digital Storytelling with Online and Mobile Tools

Angela Gunder, *Northern Virginia Community College*

Silvina Orsatti, *University of Pittsburgh*

Learn practical hands-on strategies and technology tools for bringing language learning to life through digital storytelling. Participants of all skill levels are invited to take part in an active and informative teaching lab that will showcase some of the best online and mobile tools for learning. All of the applications are specifically aligned to providing students with more time on task and better opportunities for engagement with the tar-

get language. The session will guide participants through the usage of the tech tools, demonstrate best practices for implementation in the classroom, and provide them with a hands-on project and rubric.

21. Engage and Motivate the Reluctant Language Learner

Norah Jones, *Fluency Language Services*

In this practical, participatory teaching lab, participants experience and practice activities that motivate and reconnect reluctant and unmotivated students to teachers, their classmates, and language-learning itself. Practical information on why adolescents disengage from language-learning is paired with specific activities to overcome fear and disinterest. Three foundational, breakthrough language “truths” in action can return students to peer approval, learning, and personal identity. The highly-integrated steps provide participants immediate and practical understanding, activities, and resources. A thorough handout is provided.

22. Engaging Activities for All Learners

Janel Lafond-Paquin, *Rogers High School*

Need some strategies for teaching your own target language? Come to this teaching lab and participate in more than twenty engaging activities that will enhance your students’ learning experience and provide you with ideas for reaching and teaching all your students. Activities and strategies can be used at any level of instruction and with any formal text or literary selection. They include paired activities, activities that target the four skills, cooperative activities, differentiated instruction activities, activities that promote logical thinking, technological activities, and creative activities. For those seeking to engage all students in active language learning and to prevent boredom, this lab is an opportunity to experience in two hours a myriad of activities that can be easily incorporated into their own language classes. A handout with all activities will be given to participants.

24. Hands-on Movie Making to Create Meaningful/Authentic Materials Enhancing Language Experiences

Celia Liu, *The College of New Jersey*

Movies (short film) offer more authentic and meaningful language experience than merely text or still pictures could. During this teaching lab, the presenter will demonstrate how easy it is to create movies using short video clips captured by smart phones, tablets or camera. Incorporated with appropriate PowerPoint slides and subtitles in the movie, a meaningful video, which is suitable to your own lesson plan, will be created in no time. This session will not only cover the movie making

techniques but will also illustrate how these customized self-created movies can be perfect teaching materials in developing the three modes of communication. We will examine how video carries many elements of the 5C standards in teaching foreign languages.

26. Assess For Success in the World Language Classroom

Ashley Tremper, *Trinity Episcopal School*

Looking for ways to assess your students that aren’t limited to multiple choice and fill-in-the-blank? After a brief overview of formative vs. summative assessment, a variety of hands-on and innovative activities will be presented and then created by the participants. Educators will walk away with numerous ideas and actual assessment tools to implement immediately in their own classrooms. While most of the examples will be in Latin, any language teacher can benefit from this learning lab. It has been taught at a New Teacher Institute for teachers of all grade levels with great success.

27. Glamorize Your Lesson Plans!

Arlene White, *Salisbury University*

Caroline Mark, *Parkside High School*

Need more glamorous lesson plans? Sparkling warm-ups? Intriguing transitions? Fascinating and engaging pair activities? Exciting exit strategies? Alluring resources? A hands-on lesson plan make-over may be just what you’ve been looking for! Come and see!





28. Voyage to the Louvre: Art in the World Language Classroom

Malachi Wood, *Princeton Public Schools*

Shannon Carr, *L.C. Bird High School*

Judith Csatari, *Richmond Middle School*

Christelle Palpacuer Lee, *Rutgers U Graduate School of Ed*

Let's go to the museum! In this teaching lab, participants are invited to travel virtually to the Louvre in Paris, and learn how to integrate a voyage into art into their world language classroom. Participants learn: (1) what the Louvre museum is, (2) how to integrate art into their classrooms, and (3) how to design a voyage to the art museum along with museum activities. Participants will discover the collections of the Louvre and art appreciation through interactive and fun activities they can use later in their classroom. They will then examine three classroom units developed by the presenters as well as samples from students' work and experiences at the museum. They will be able to use these units as templates to design tasks that target the world languages and Core Curriculum Contents Standards. The material created in this lab will include activities, assessments, and assignments. Handouts include unit and lesson plans, PowerPoint presentations, videos, and photos.

Conference Tip!

Turn off your cell phones in meetings, events, performances, workshops, and sessions, PLEASE!

A Language Lab is still the BEST instructional tool available for language learning!



LANGUAGE LEARNING AT ITS BEST

EXTENSIVE SET OF LANGUAGE LEARNING ACTIVITIES

- Listening Comprehension
- Model Imitation
- Reading Practice
- Round Table Discussion
- Pairing
- Web Browsing
- Free Study
- AP® Exam
- Six Individual Sessions
- Screen Transfer with Audio
- Integrated Whiteboard
- Quizzes with Live Feedback
- Thumbnails of Student PCs
- Dynamic Licensing
- Comparative Recording
- Voice Graph
- Bookmarks
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800-367-1137
info@tandbergeducational.com

The Study Suite was chosen by the Defense Language Institute Foreign Language Center (DLIFLC) for more than 650 of their language classrooms.

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• FRIDAY, MARCH 28 •

FRIDAY

8:00 AM - 9:15 AM: EXHIBIT AREA VISIT TIME!

9:15 AM - 10:15 AM FRIDAY TIME SLOT

30. ES: Accademia Italiana: Italian through Myth: Authentic Materials on Mythology in Italian Classes

Friday, 9:15 AM-10:15 AM, Clarendon Italian/Postsec

Francesca Romana Memoli, Accademia Italiana

This session highlights the use of authentic materials in Italian classes of US students, experiencing an important aspect of the culture: mythology. How teachers can build lessons, using authentic materials tailor-made for college and university students, setting up different phases, adopting modern teaching techniques, like guided virtual visits to famous mythological sites: Palinuro, Scuola Medica Salernitana, helmsman of Aeneas. Tips are given to participants.

31. ES: Vista Higher Learning: Form, Content, Strategies, Tools: Planning and Delivering Instructional Excellence

Friday, 9:15 AM-10:15 AM, Dartmouth French, German, Italian, Spanish/HS, Postsec
Norah Jones, Fluency Language Services

This interactive session presents, in turn, format, content, strategies, and visual tools for planning and delivering high-quality, integrated and scaffolded lessons and courses. Participants learn how to define appropriate expectations, and experience content and tools to meet and assess each expectation. Each participant leaves with a personalized instructional plan, having identified the basics of their preferred content, strategies, and tools. A thorough reference handout is provided.

32. ES: Explorica: An Inside Look at Student Travel

Friday, 9:15 AM-10:15 AM, Exeter All languages/HS, Postsec
Sarah Steinwedell, Explorica

In learning a foreign language, what could be better for your students than conversing with a native speaker - not in the classroom - but in another city or country? Join us to learn how you can provide your students with an affordable, educational trip within the US or abroad. Discuss how to overcome common obstacles and how to motivate and engage students.

33. ES: iEARN: Connecting Classrooms around the World with iEARN-USA

Friday, 9:15 AM-10:15 AM, Fairfield Arabic, Chinese/HS
Jennifer Russell, iEARN-USA

Connect your language class with schools around the world through technology. This session will explore opportunities and resources for language exchanges, both through study abroad and exchanges online, to connect students' in-class learning to the real world. Participants will learn about virtual exchange and online platforms that enable students to communicate and collaborate with peers from 140 countries on projects that address global issues.

34. Best of NH: Bewegtes Lernen mit Musik! (Active Learning with Music)

Friday, 9:15 AM-10:15 AM, Harvard German/All levels

Alison Pantesco, Keene State College

"Sieh es! Sag es! Tu es!" Music is a great vehicle for increasing enthusiasm in the German classroom, enriching vocabulary, internalizing grammatical structures and practicing pronunciation in a manner that students of all levels and their teachers (!) enjoy. Before you reach for another worksheet, try a little music with choreography! The presenter will guide participants in learning simple choreography for songs which they will then be prepared to teach in elementary and intermediate levels. Handouts of the lyrics with explanations of choreography will be available for participants when the session is completed. A video demonstration of upper level students presenting a song with more challenging lyrics will also be shown to illustrate the success of this instructional tool. NO dance experience is required, but participants should not be surprised if they leave this session humming and tapping their foot!

35. Crônicas: A Tool to Teach and Learn Portuguese FL

Friday, 9:15 AM-10:15 AM, Hyannis Portuguese/HS, Postsec

*Celia Bianconi, Boston University
Nilma Dominique, MIT*

This session is a Portuguese presentation on reading authentic material in a foreign language classroom through the use of crônicas, a rich literary genre that tells about an episode involving real people and that can be found in Brazilian newspapers and magazines. Students can benefit from working with crônicas to improve their vocabulary and word pronunciation, to learn about culture and to identify themselves with a particular passage. Our session promotes classroom discussion and analysis of real situations. This approach engages attendees to interact with peers to promote teaching and learning activities. The reading activities will be demonstrated and participants will discuss how to successfully incorporate them into language classrooms to increase cultural awareness and language proficiency. Exercises are also appropriate for Spanish speakers who are learning Portuguese.

36. Mens sana in corpore sano

Friday, 9:15 AM-10:15 AM, MIT Latin/Secondary

*William Clausen, Washington Latin PCS
Gabe Malone, Washington Latin PCS*

Students have not just a mind but also a body. And adolescents are competitive. This session will focus on drawing out the implications of these two observations. We will demonstrate and engage participants in roughly a dozen group activities designed to improve students' understanding of Latin. Activities include noun ending races with blacktop chalk, hopscotch with personal pronouns, conjugating verbs around the world using mini white boards, charades with vocabulary, comparative adjective songs, and more. The goal here is not to pacify students with games but rather to create activities that will drive superlative adjectives and the sequence of tenses deep into their minds. Participants will learn a number of new activities and be challenged to think about why they make the choices they do in class. Some background of Latin would be beneficial, but someone could learn from the presentation even without such knowledge.

37. What Teachers Should Know about Teaching and Assessment of Writing

Friday, 9:15 AM-10:15 AM, Northeastern Arabic/Postsec

Rabab El Nady, Tufts University

This presentation will highlight strategies and approaches, which are both useful and practical, that teachers can use to overcome the challenges they face while teaching and assessing writing. The presenter will show a successful model that was adopted to enhance learners' writing ability and enable teachers to assess learners' writing skills efficiently. The model outcomes, as well as the successes and challenges both teachers and students encountered while implementing the model, will be reported as well. A PowerPoint presentation in addition to hands on activities and handouts will be used throughout the session.

39. Using the LinguaFolio Can-Do Statements in a Standards-Based Classroom

Friday, 9:15 AM-10:15 AM, Regis German/K-12

Deborah Orth, Cony HS

This session will introduce the LinguaFolio Can-Do Statements and how they've been used to guide the development of a standards-based curriculum. The presenter, SANS, Inc./Mead Fellow Deborah Orth, will share her experiences and give examples of this ongoing work in progress. The session will also explore possibilities of using the Can-Do Statements in order to create a digital portfolio using Microsoft One Note.

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• FRIDAY •

FRIDAY

40. Let's Get Interpersonal: Teaching Social Skills to Improve Communication

Friday, 9:15 AM-10:15 AM, Salon AB

Spanish/HS, Postsec

Jim Ventosa, Marriotts Ridge High School

Learn new strategies to reduce student anxiety while increasing interpersonal competence. In this interactive presentation, teachers will learn to improve student social skills through engaging activities and games. With these improved skills, students will feel more comfortable taking the language from the classroom to the real world.

41. Learning about Haiti: Tasks for the First-Year French Classroom

Friday, 9:15 AM-10:15 AM, Salon CD

French/K-5

Mardi Michels, Royal St George's College

What started out as letter writing to children in Haiti ended with students learning about Haitian history, traditions, culture and current affairs. Students worked on writing tasks though a class blog, stories, and recipes, ending the unit researching and cooking a Haitian meal. A way of bringing the language alive outside the classroom.

42. Community-Based Material Development: Acción Directa and Spanish in Boston

Friday, 9:15 AM-10:15 AM, Simmons

Spanish/Postsec

Roberto Rey Agudo, Massachusetts Institute of Technology

Lissette Soto, Massachusetts Institute of Technology

This session reports on Acción Directa and Spanish in Boston, two web-based video collections based on student-led public service projects in Mexico and Colombia, and on interviews with Spanish-speaking professionals and representatives of organizations serving the Hispanic/Latino community in the Boston area, respectively. Both projects aim at creating authentic materials to foster social and cultural awareness at different levels of the language curriculum, and at forging relationships between the language classroom and the Spanish-speaking community. The presentation will discuss the projects in the context of community-oriented language learning, explore the different stages in the projects' development, from proposal to finished product, and conclude with a hands-on section on how to use these materials in the classroom.

43. Using Drama Techniques to Enhance Proficiency

Friday, 9:15 AM-10:15 AM, Suffolk

French, Spanish/All levels

Margarita Dempsey, Smithfield High School

Reawaken your inner actor! This hands-on session will present concrete examples of drama techniques that you can use in your classroom to enhance your students' interpersonal, interpretive and presentational proficiencies. Find your muse and add more activities to your repertoire that go beyond charades and help your students communicate. No acting experience necessary!....Really!!

44. Microteaching: Lessons from STARTALK Summer LCTL Teacher Education Programs

Friday, 9:15 AM-10:15 AM, Tufts

All languages/Adult, Professional

Anna Jacobson, University of Maryland

Mouna Mana, University of Maryland

What are the "do's" and "don'ts" of using microteaching in language teacher education programs? In this presentation, the presenters will discuss microteaching as it is used in summer STARTALK teacher programs. The audience will be invited to critique models of this practice derived from the presenters' research. With the presenters, they will brainstorm guidelines for using microteaching in 21st century language teacher education classes.

45. Bridging the Gap: Standards' Expectations and Performance Reality for Students

Friday, 9:15 AM-10:15 AM, Vineyard

French/HS, Postsec

Rosalie Cheatham, University of Arkansas at Little Rock

This session provides strategies to participants for utilizing the FL Standards and the world languages crosswalks developed by ACTFL for both the Partnership for the 21st Century and for the Common Core to redesign courses to include activities and projects that reflect real world language acquisition and usage by students at novice and intermediate levels. Sample activities and projects along with innovative assessment strategies are provided. Participants will have opportunities to interact with samples provided to develop activities for their classes and to bridge the gap between theory and student performance in all modes of communication.

46. Flipping the Foreign Language Class

Friday, 9:15 AM-10:15 AM, Wellesley

Spanish/HS, Postsec

Kristin Pontarelli, East Greenwich High School

Take the "direct instruction" right out of your teaching! Have more time in class to work on Project-Based learning and to have in depth conversations in the target language with your students! In this session, participants will gain a better understanding of what the "Flipped Classroom" approach is and how to execute it in their foreign language classes. This session

will explain the basics of the flipped class, what goes into making an effective tutorial and what to do in your class now that you have more time to work with the language. Specific examples of tutorials, formative assessments, authentic resources and daily activities will be highlighted to allow for better understanding of this topic.

10:30 AM - 11:30 AM FRIDAY TIME SLOT

47. ES: SANS, Inc.: Simplify and Maximize Your Technology Resources for Language Learning Anytime/Anywhere

Friday, 10:30 AM-11:30 AM, Clarendon

Spanish/HS, Postsec

Sandy Hayward, SANS, Inc.

Iris Sattar, SANS, Inc.

With so many platforms 1:1, iPad, BYOD it's overwhelming. "What do I use? Is it compatible? How do I keep track?" Learn easy authoring of audio/video content; connecting content, text book portals, and websites for tracked student access. Examples include individual and collaborative student oral recording, reading, and listening activities; with instructor feedback using audio/video/ text. SANSSpace Virtual Platform and other resources will be highlighted.

48. ES: Santillana USA: Spanish in the Secondary Grades and the Common Core

Friday, 10:30 AM-11:30 AM, Dartmouth

Spanish/HS

Mario Nuñez, Santillana USA Publishing Co, Inc.

Participants will explore the nature of the ELA National Common Core Standards (CCSSO, 2010) and their implications for the secondary Spanish language classroom, including their alignment with the National Language Standards, and the Common Core en español.

49. ES: Consulate General of France in Boston: DELF — A Worldwide Official Diploma in the French Language

Friday, 10:30 AM-11:30 AM, Exeter

French/K-12

Magali Boutiot, Consulate General of France in Boston

Fabrizio Mazzetta,

Learn how to encourage your students in elementary and secondary schools to obtain an official diploma in the French Language. The DELF is a diploma awarded by the French Ministry of National Education to assess language skills of people whose first language is not French. It is designed by the Centre International d'Etudes Pédagogiques (CIEP), a public body part of the French Ministry of Education.

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50. ES: Cambridge University Press: Intercultural Connections - Practical Teaching Strategies for a Cultural Language Experience

Friday, 10:30 AM-11:30 AM, Fairfield

Spanish/HS

Emily Stewart, Cambridge University Press

Research has shown that students learn more (and are more motivated and engaged) when they learn language in context and not in isolation. Using David Corbett's 'Intercultural Language Activities,' this session will provide practical ideas and strategies to discuss and see ways to move language learning in isolation to involvement with other cultural connections. This session will present and discuss a wide range of easily accessible activities that will help teachers engage and motivate students by providing them with topics that they WANT to learn about. This will be an interactive session with participants discussing and practicing key strategies to incorporate interculturalism into the classroom as a way to engage and motivate learners. After completion of this session, participants will have concrete practical activities and strategies that they can begin using immediately in their classroom to motivate and engage students in the language learning classroom.

51. The 5 Cs in Action: Collaborative Final Projects

Friday, 10:30 AM-11:30 AM, Harvard

German/Postsec

Jutta Schmiers-Heller, Columbia University

This session will show how 2nd year German college students use the final week of the semester to work collaboratively on group projects reviewing and using the materials they have learned throughout the semester as a basis for creating something new such as a game, a comic, literature, or even art. In this fashion students deepen existing knowledge while applying it in a new context, and continue to explore language in realm of the five Cs.

52. Making Literature Accessible to Second Language Learners

Friday, 10:30 AM-11:30 AM, Hyannis

Italian/HS

Maria Procopio-Demas, Newton North High School

How do we make literature accessible and interesting to second language learners at the high school level? During this session attendees will participate in a sample lesson using a novella from the Decameron and bringing it to life with many pre/post reading activities, including vocabulary learning activities, discussions and oral skits.

53. Panem et Circenses — Rome to Panem

Friday, 10:30 AM-11:30 AM, MIT

Latin/Secondary

Elise Gursabaney, Washington Latin PCS

This session will focus on strategies and activities for teaching Latin and Roman history and culture through Suzanne Collins' hit novel, "The Hunger Games." Instructors will have the opportunity to interact with "The Hunger Games" text and film to explore the influence of Rome throughout the story, and find practical ways to incorporate "The Hunger Games" into the Latin curriculum from elementary level through Advanced Placement. Sample assignments, student work and resources will be provided. This session is aimed at the middle school and high school level due to the mature content of "The Hunger Games."

55. Best of PA: What Can Kindergarten Teach Us? Reading Circles in the FL Classroom

Friday, 10:30 AM-11:30 AM, Provincetown

Spanish/All levels

Rich Madel, Colonial School District

Reading circles are used in elementary L1 classrooms as a way to model language, build vocabulary, reinforce comprehension, and bring literature to life. Learn how to go back in time in your classroom and get students engaged in reading texts in the target language. Reading (literacy) circles are an already well-developed method to encourage literacy in L1 elementary classrooms. Participants will be provided with research to support its efficacy, examples of how it has been used in the L2 classroom, and ideas to be implemented upon leaving the session. Participants will be able to incorporate new ways to model the target language, utilize new strategies to check for comprehension of target material, and energize their students by providing a safe, low-stress reading environment.

56. Re-Thinking Study Abroad: A Critical Intercultural Approach

Friday, 10:30 AM-11:30 AM, Regis

All languages/HS, Postsec

Nathan Ferrell, Howard High School

The goal of this presentation is to understand study abroad from a critical intercultural perspective and the various factors that may inhibit its transformative capacity for justice and peace, such as the language of tourism and the consumerist mentality of the study abroad experience. Attention will be given to the rhetorical strategies in study abroad literature and the language institutions used to frame the experience. Discussion will follow the presentation on how educators can better understand the shortcomings of a study abroad experience that is not critical and the challenges we face as we re-think the enterprise. The presentation

and discussion are part of a larger collaborative effort to offer alternative methods and pedagogies that prepare for growth in the field and to also work for change at our home institutions.

57. From Good Practices to Best Practices: Maximizing Communicative Interactions

Friday, 10:30 AM-11:30 AM, Salon AB

French, Spanish/Secondary

Carol Dean, SUNY College at Oneonta

Drawing upon actual teaching observations in middle and high school L2 classes, this session will provide numerous examples of how sometimes the simplest changes in a lesson can provide learners with richer and more frequent opportunities for interacting with the TL. Examples will be presented. Participants will analyze sample lessons and consider strategies, activities, and approaches to improve them. The presenter will also provide suggested improvements.

58. Prioritizing Communities: Planning a Unit from the Outside In

Friday, 10:30 AM-11:30 AM, Salon CD

French/Spanish, All levels

Eileen Glisan, Indiana University of PA

June Phillips, Weber State University, emerita

This session presents ideas for prioritizing the Communities Goal in the unit planning process by making interaction in target-language communities the primary objective. Presenters will share examples of real-time and virtual activities for connecting students to Communities and preparing students linguistically and culturally to interact in the target language within these communities. Participants will engage in collaborative planning of a unit with a Communities focus.

59. Teaching Geography through Comprehensible Input and TPRS

Friday, 10:30 AM-11:30 AM, Simmons

French/K-8

Allison Litten, Marion Cross School

In this session teachers will see the details of a unit that focuses on the geography of France used with fifth graders. Personalized questioning and vocabulary serve as points of departure. A folktale allows students to practice reading with written input. Photographs and videos increase the exposure the students have to the material covered in the unit and enhance the students' experience. During the session attendees will see an outline of the unit in addition to photos and videos of students in action, examples of student work and lesson plans. This session content is adaptable for all grade levels and languages. No prior knowledge of CI or TPRS is necessary to follow this session.

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60. Incorporating Québécois Culture into the High School Classroom

Friday, 10:30 AM-11:30 AM, Suffolk
French/HS

Jennifer Borgerding, Howard County Public Schools

Quebec is so much more than hockey but many Americans have yet to discover the breadth of its rich culture and heritage. This session is intended for intermediate/advanced French high school teachers who have limited knowledge of Quebec culture but who wish to incorporate authentic resources and culture into the classroom. Sites, music, culture, literature and activity ideas are organized by the six AP themes. The main goal is for participants to walk away with ready-to-use authentic resources and activity ideas as well as a greater confidence and increased motivation to incorporate Quebec culture into the French classroom. The presenter is a recipient of the summer 2013 AATF stage didactique grant to l'Université de Montréal. You may wish to bring your smart phone, but it is not required.

61. Case Studies of Three Successful Hybrid Classes in Chinese

Friday, 10:30 AM-11:30 AM, Tufts
Chinese/HS, Postsec

Amber Navarre, Boston University

Hybrid/blended learning, which may be broadly defined as an educational model where students learn partially through online venues and partially in traditional classroom settings, is an umbrella term that covers a great variety and spectrum of instructional practices and learning activities. "Whether" one makes a class hybrid (or not), despite being an important decision for the instructors, does not matter as much as "what" is actually done in the blended learning experience. This session will present three case studies of successful hybrid Chinese classes, in which different formats and technologies were adopted, for different learning purposes. The online activities range from simply incorporating online workbooks and exercises, online projects through blogging, to the flipped learning model that leads to a complete reversion of instruction. In addition to sampling the models and technologies utilized, teachers' reflections and students' feedback will be presented for a discussion of the impacts of these blended models upon learning outcome.

62. Sustaining Language Education as an Investment in the 21st Century

Friday, 10:30 AM-11:30 AM, Vineyard
All languages/All levels

Monique Roske, M2 Language Consultants/JNCL-NCLIS

The language enterprise in the US stands at the

nexus of globalization, intercultural communications, and the spread of stability and democracy worldwide. Our professionals are teachers, interpreters, translators and others. We enable the vital role played by language in 21st century citizenship. This session describes how the Joint National Committee for Languages and the National Council for Language and International Studies works to advocate for language in the US, and how you can help. No prior advocacy experience is required - just enthusiasm for languages.

63. Taking It Personally

Friday, 10:30 AM-11:30 AM, Wellesley
Spanish/Secondary

Karolyn Rodriguez, Hamden Public Schools

Anne Linley, Hamden Middle School

Erica Torruellas, Hamden Middle School

This session will address how to create cultural competency and value the diversity of the student population. In an effective classroom, teachers realize that students bring a wealth of personal and cultural experiences. Tapping into that resource is crucial to having an effective and enjoyable learning experience.

Teachers must adapt instruction to take into account the differences and diversity of students and to think beyond the textbook.

Learning styles, capabilities and needs of learners are addressed through activities that will help students develop language skills.

Participants will examine and discuss a variety of ways to create a cultural, comfortable and enjoyable learning environment. How do we hook our students? TAKE IT PERSONALLY!

11:30 AM - 1:00 PM: EXHIBIT AREA VISIT TIME!

1:00 PM - 2:00 PM FRIDAY TIME SLOT

64. ES: World of Reading: Spanish Elementary and Middle School Curriculum - Authentic and Innovative

Friday, 1:00 PM-2:00 PM, Clarendon
Spanish/K-8

Cindy Tracy, World of Reading, Ltd.

Roberto Riboli, Eli

Published by Eli, we will present 2 Spanish only curricula - "Vale" Spanish course in 3 levels for the primary school - student book, workbook, teacher's book, audio cd and interactive dvd. We will then present A Bordo, published in 2013 in 2 levels with a student book, workbook (with cd), grammar book, teacher's guide with tests, class cd and digital book for the teacher.

65. ES: Education Office, Embassy of Spain: Television Advertising: Authentic Materials that Motivate Students Learning Spanish

Friday, 1:00 PM-2:00 PM, Dartmouth
Spanish/Secondary

Maria del Mar Torres Ruiz, Education Office - Embassy of Spain

Advertising is a powerful tool for teaching language given that it helps to contribute the necessary context for the acquisition of the language. Attendees of this session, conducted in Spanish, will receive ideas about how to use television commercials in the teaching and learning of Spanish as a second language.

66. ES: Breaking the Barrier: The Ideal Lesson: Ten Steps to Total Fluency

Friday, 1:00 PM-2:00 PM, Exeter
French, Spanish/HS, Postsec

John Conner, Groton School/Breaking the Barrier, Inc.

In this session, John Conner, Dean of Faculty / Spanish teacher at Groton School and author of the acclaimed "Breaking the Barrier" series, leads participants through ten activities guaranteed to make classes more productive and exciting. Videoclips of his own students will be shown, and the ideas presented can be used in your classroom the very next day. Handouts will be provided.

67. ES: Centro Studi Italiani: Converse Today, Study Tomorrow

Friday, 1:00 PM-2:00 PM, Fairfield
Italian/Postsec

Giovanni Eric Pasotto, Centro Studi Italiani

An in-depth look at how a short University summer program can enrich its curriculum by adding daily study of the local language. Through analysis of the case study "Millikin University's Urbana summer program in Italy," we will demonstrate how the effectiveness of the conversational language study approach can lead to spontaneous individual follow up in the long term.

68. ES: Wayside Publishing: Neue Blickwinkel: A Thematic Approach to Teaching AP Themes

Friday, 1:00 PM-2:00 PM, Harvard
German/HS, Postsec

Cynthia Chalupa, West Virginia University

Heiko ter Haseborg, West Virginia University

Neue Blickwinkel is an AP/Intermediate textbook organized around 7 unique thematic units (chapters) that draw on multiple AP contexts in each. This iterative approach enables teachers to provide multiple inputs of the contexts through spiraled instruction. The presenters will discuss the thematic unit approach and provide Standards-based activities from the book.

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69. Give Your Members More: State Language Organizations in the 21st Century

Friday, 1:00 PM-2:00 PM, Hyannis

All languages/All levels

William Anderson, Massapequa School District

John Carlino, NYS AFLT/Ken-Ton UFSD

Ken Hughes, NYS AFLT

Your members want to be part of a vibrant and active organization, one that meets their professional development needs and supports them as educators. NYS AFLT has taken highly acclaimed productive strides in using technology to strengthen foreign language education in New York State. Come learn how our advocacy, webinars, conferences, merchandising, and social media efforts have kept NYS AFLT in the forefront of LOTE education in New York State and highly regarded in the nation. Come learn the processes and procedures that NYS AFLT has taken to bring its 1500 members together in the virtual world.

70. Revitalizing Memorization: Taking the Routine out of the Rote

Friday, 1:00 PM-2:00 PM, MIT

Latin/Secondary

Corey Martin, Washington Latin PCS

Crumpled handouts, listless stares out the window, incessant tweets to peers across the hall... You know it's true: boredom has set in, and it can describe student and teacher alike. The dilemma is that you need repetition to inculcate the rudiments of your language, but it quickly becomes cumbersome, lifeless, dry. Teachers are facing the reality that many students simply will not engage in material that bores them. This session draws on experience teaching DC public charter school students information best learned by rote (especially endings), but in an engaging and enjoyable manner. Come to see concrete examples of student and teacher led activities, competitions, and games that drill information, provide latitude for differentiation and require little preparation.

71. How to Start an Arabic Program in Your District

Friday, 1:00 PM-2:00 PM, Northeastern

Arabic/K-12

Steven Berbeco, Defense Language Institute

Interest in Arabic has been growing at the college level in the past decade, and programs have been starting in elementary, middle, and high schools across the country as well. This presentation will outline three of the critical elements for any successful program: current curriculum choices that are available on and off the market; where to find effective Arabic teachers and how licensing works for them in

several states; and what funding is available to start and continually support an Arabic program.

72. Best of ME: Backbone of Backwards Planning: Integrated Performance Assessment

Friday, 1:00 PM-2:00 PM, Provincetown

French, Spanish/All levels

Catherine Gram, Falmouth (ME) High School

Imagine your students looking forward to assessment! Imagine giving your students an assessment that motivates them to use the language! The new push towards Standards-Based instruction and assessment is encouraging all of us to move away from the traditional discrete point, fill-in-the-blank tests and, instead, engage our students in performance based tasks that require communication in the three modes: interpretive (reading or listening,) presentational (oral or written), and interpersonal (a true conversation). But how do we design such assessments? This session will engage you in a simple step by step approach to creating a culturally rich integrated performance assessment for your students. And once you have designed one, then the rest is easy!

73. Cultivating the 5Cs: The Development of a Sustainability Course Abroad

Friday, 1:00 PM-2:00 PM, Regis

French/Postsec

Lucile Duperron, Dickinson College

This session posits the theme of sustainability as a natural fit for the study abroad context. Reporting on an undergraduate summer immersion program in France, it provides a pedagogical framework to develop sustainability-related courses, and elaborates on the development of intercultural competence by intermediate learners of French. Articulation and limitations of the short-term study abroad context are discussed.

74. Building Students' Interpersonal Skills at the Novice and Intermediate Levels

Friday, 1:00 PM-2:00 PM, Salon AB

Chinese, French, Spanish/K-12

Cheri Quinlan, NJ Department of Education

Students are motivated and cognitively engaged when they take part in "minds on" opportunities to use language to exchange interesting information with others. Further, we know that the more learners struggle to understand and be understood, the stronger their language acquisition is. During this session, participants will take the role of students as they engage in learning tasks that intentionally build interpersonal speaking skills. Come prepared to fill your instructional repertoire with standards-based tasks that you can use in your classroom.

75. Hyper-Collaboration and Language Instruction in the 21st Century

Friday, 1:00 PM-2:00 PM, Salon CD

Spanish/All levels

Kevin Gaugler, Marist College

In the age of ubiquitous computing, mobile devices and wireless broadband, our students often have constant access to the Internet. How can this hyper-connectivity turn into hyper-collaboration in our pedagogical designs? How can we create connected learning experiences that support language acquisition both in and out of the classroom using these new tools? How can we harness the collective intelligence of various communities to create rich and meaningful learning experiences for our students? This session will present ideas for creating the hyper-collaborative classroom for the 21st century. Participants will evaluate specific classroom examples, brainstorm additional uses for these tools in the language classroom, review key steps to conducting assessments with these tools, and have the opportunity to discuss these practices. They will leave with specific tools and methods to make technology-enhanced activities more useful.

76. Breaking Stereotypes with Music

Friday, 1:00 PM-2:00 PM, Simmons

Spanish/Secondary

Erica Torruellas, Hamden Middle School

Anne Linley, Hamden Middle School

Karolyn Rodriguez, Hamden Public Schools

Who knew that listening to Pitbull in class would be considered a Spanish lesson? An integral part of a teenager's life is music, and to understand cultures deeply, it's important to listen to their music. We all know how greatly music affects our emotions, but many students have stereotypes about cultures based on the music they hear. Through this unit, students will break down barriers, and begin to compare their cultures to those being studied. The deliberate use of music in the classroom will enhance teaching and learning activities by bringing education to life. Participants will listen to cultural and pop music from Spain, Puerto Rico, Cuba, Dominican Republic and Colombia, and see how music works in a classroom.

77. Integrating Authentic Materials into Your World Language Classes

Friday, 1:00 PM-2:00 PM, Suffolk

French/All levels

Ed Weiss, Haverford Township SD

This is a session for teachers of any language who wish to energize their instruction by integrating engaging authentic materials into the curriculum. Concrete examples of music videos, advertisements and podcasts will be demonstrated along with strategies on how to find these resources. This session will provide

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skills that teachers will be able to use the very next day and for the rest of their careers. The integration of authentic materials has the potential to capture the interest of students and provide increased relevancy for your curriculum.

78. Ensuring Successful Reading Curriculum for AP Chinese Language and Culture

Friday, 1:00 PM-2:00 PM, Tufts

Chinese/Secondary

Cecilia Chang, Williams College

Helping students develop reading proficiency is a critical and challenging task for most teachers of Chinese. Proficient reading is a multidimensional task that requires automatic execution and smooth orchestration of an array of skills, both at the local and global levels. This session is designed to provide a deeper understanding of the essential skills needed for successful reading in the AP Chinese Language and Culture course and how to develop effective reading pedagogy to ensure such success. Specifically, the participants will learn how to build a strong vertical team to achieve the objectives delineated in the ACTFL Reading Proficiency Guidelines, how to incorporate research-based reading strategies to increase teaching efficiency, and about useful resources to enhance the reading curriculum.

79. Sustaining Languages in STEM-focused Schools by Creating Inclusive Language Classrooms

Friday, 1:00 PM-2:00 PM, Vineyard

German, Spanish/HS, Postsec

Susan Griffin, Boston University

Gisela Hoerberl-Alden, Boston University

The influx of STEM students in K-16 institutions means that visual-spatial learners encounter language teaching styles and curricula originally designed for auditory-sequential learners. They have difficulties with a more text-based course format and lack opportunities for acquiring more specialized language in literature-based instruction. Since a major motivation for language learning is the acquisition of global communication skills, enrollments in upper-level language decline. Presenters demonstrate how to adjust teaching approaches and enrich course content to accommodate all learning styles and retain students. Participants will engage in hands-on, multi-sensory, interactive project-based activities to see how to create learning communities and reinforce creative and critical thinking at all proficiency levels. Examples from German and Spanish, applicable to all languages.

80. Bridging the Gap between Language and Literature Classes: The Sonnet

Friday, 1:00 PM-2:00 PM, Wellesley

Spanish/HS, Postsec

McKew Devitt, University of Vermont

The sonnet is an engaging, interactive and useful tool for any level Spanish class and an effective way to develop cultural proficiency in the learner. The very structure of this poetic form requires an essential understanding of orthography and offers the opportunity to bridge language courses with a literary tradition.

Participants will consider the links between language and literature courses and discover a deeper appreciation of the sonnet and of writers from across the Spanish-speaking world. They will be introduced to terminology needed for interpreting sonnets, and will come away with tools for developing critical reading and discussion skills.

2:00 PM - 2:45 PM: EXHIBIT HALL VISIT TIME!

2:45 PM - 3:45 PM FRIDAY TIME SLOT

81. Studying Italian in High Quality Standard Schools in Italy: ASILS

Friday, 2:45 PM-3:45 PM, Clarendon

Italian/Postsec

Francesca Romana Memoli, Accademia Italiana

Since 1991 ASILS Association of Schools of Italian L2, with 40 schools in 10 Italian regions and with 28,000 students a year, is designed to guarantee the quality of instruction and professional level to students, interested in studying in Italy. It has brought together the top Italian schools and aspires to a national quality assurance system, vital for the prestige of the Italian language worldwide.

82. ES: Wayside Publishing: Weaving Products, Practices and Perspectives through TRIÁNGULO APROBADO

Friday, 2:45 PM-3:45 PM, Dartmouth

Spanish/HS, Postsec

Barbara Gatski, Millbrook School

John McMullan, Millbrook School

A very effective way to use the rich resources in this pedagogically flexible book for the Spanish AP Exam. We will share a thematic syllabus, activities that can be used immediately in the classroom, and a video of a successful IPA. The presentation will be in Spanish and English.

83. ES: Breaking the Barrier: The iPad in the Classroom - Breaking the Technology Barrier!

Friday, 2:45 PM-3:45 PM, Exeter

French, Spanish/HS, Postsec

John Conner, Groton School/Breaking the Barrier, Inc.

The iPad provides an incredible platform for learning! John Conner, Dean of Faculty at Groton School and author of *Breaking the Barrier*, will demonstrate the many features of the iPad version of his Spanish and French series, including its audio, video, and interactive capabilities. The iPad allows students to check their work as they move through a unit, freeing up class time for other activities.

84. ES: National Registration Center for Study Abroad: Volunteer in Latin America! Exciting, Rewarding Opportunities for You!

Friday, 2:45 PM-3:45 PM, Fairfield

All languages/Postsec

Joan Schaeffer, National Registration Center for Study Abroad

Like to volunteer somewhere in Latin America but don't know where? Learn about dozens of exciting opportunities for volunteer positions and internships. Costs are low, dates flexible and the rewards are great! Put your Spanish or French to practical use and even improve your language skills and cultural relevancy. Ideal for students and teachers! Attendees receive current listing of organizations with websites and job descriptions.

85. Kiezdeutsch: A New Ethnolect

Friday, 2:45 PM-3:45 PM, Harvard

German/HS, Postsec

Colette van Kerckvoorde, Bard College at Simon's Rock

Speakers of Kiezdeutsch are adolescents, mainly with a migration background. They use sentences such as "Ich mach' dich Krankenhaus." or "Morgen ich geh' Kino." In this session, we will focus on the linguistic features of Kiezdeutsch, listen to music and watch video-clips that illustrate the use of this ethnolect. Finally, we will explore ways to use such material in the classroom.

86. Reversing Word Order Errors with Google Translate

Friday, 2:45 PM-3:45 PM, Hyannis

Dutch/Postsec

Wijnie de Groot, Columbia University

This session presents the use of Google Translate as a positive tool to improve students' grammar in writing. Students are discouraged from using tools such as Google Translate, because they do not have the language skills to use them correctly. They use them nonetheless and usually to their disadvantage. The presenter will show that a different approach in assigning writing homework along with instructing students on how to use Google Translate successfully, followed by a critical review of their work, will result in better writing and fewer errors in grammar and vocabulary. For example, English-speaking students who speak or write in Dutch often make very

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specific word order errors, even though the word order rules are quite simple. Teaching those rules does not seem to have the desired effect: students keep making the same mistakes. This session will show how teaching students to use Google Translate in writing assignments can be a helpful way of reducing such errors. No knowledge of Dutch is required.

88. Populating Al-Kitaab with Animals

Friday, 2:45 PM-3:45 PM, Northeastern
Arabic/HS, Postsec

Shakir Mustafa, Northeastern University

Al-Kitaab is oddly devoid of animals! To restore natural order, I have introduced animals that can function as characters or can facilitate instructional strategies. As characters, I use the vocabulary introduced in a particular unit to rewrite its story, substituting animals for the textbook's characters. And to facilitate activation of vocabulary, I use animals in English cartoons for translation exercises emphasizing new lexical items.

89. Best of MD: Using Gestures to Support Vocabulary, Grammar, and the Target Language

Friday, 2:45 PM-3:45 PM, Provincetown
French, Spanish/Secondary

Ashley Eschenburg, James M. Bennett High

Promote the target language in language study through gestures to reduce dependence on L1 to zero. Language coding through gestures paired with L2 gives students a kinesthetic foundation to relieve the stress of immersion, use as a mnemonic device, and promote teacher-to-student/student-to-student communication in the target language. Gestures inspired by ASL, common sense, and ease of use become daily class-time rituals that support target language guidelines. Presented in French with examples in Spanish and English.

90. Engaging Language Learners: What's Reflection Got to Do with It?

Friday, 2:45 PM-3:45 PM, Regis
All languages/All levels

Mouna Mana, University of Maryland

Catherine Ingold, National Foreign Language Center - U. MD.

Reflection plays an important role in shaping the ways a language teacher engages his/her language learners. This session will specifically address aspects of how to connect reflection about one's own instructional practices with active implementation of learner-centered approaches. Presenters will share STARTALK-endorsed principles and illustrate and discuss how reflecting upon them promotes learner-centered classrooms. The session aims to nurture deep and ongoing reflection about learner-centeredness as a first and necessary step towards creating a learner-centered classroom,

and especially for the context of less commonly taught languages.

91. BANG! CLING! El uso del cómic en clases de lengua

Friday, 2:45 PM-3:45 PM, Salon AB
Spanish/HS, Postsec

Katica Urbanc, Wagner College

Pablo Pintado-Casas, Kean University

Margarita Sanchez, Wagner College

Desde los años 60 se ha producido una reivindicación artística del cómic, considerándolo como un "novo arte", aunque sea anterior al octavo arte (la fotografía) y al séptimo (el cine). Aunque existen manifestaciones importantes de la historieta en la antigüedad, es a partir del siglo XIX, con la aparición de la prensa, que la serie de dibujos con una historia comienza a difundirse masivamente. En Hispanoamérica los cómics argentinos y los españoles son los más conocidos. En este panel se hará una presentación sobre las numerosas ventajas de la utilización del cómic en las clases de lengua de nivel básico así como en cursos avanzados de composición, conversación, cultura y literatura. Although conducted in Spanish, this session will be of interest to teachers of other languages and will include examples in French.

92. Generating Demand for World Language Programs

Friday, 2:45 PM-3:45 PM, Salon CD
All languages/Adult, Professional

Anna Jacobson, University of Maryland

Janice Dowd, Independent Consultant

Mary Elizabeth (Betsy) Hart, University of Maryland

Rita Oleksak, Glastonbury Public Schools

Presenters will offer background information and data on successful advocacy for adding new languages to school year and before- and after-school programs. Strategies and tools for generating interest among stakeholders will be shared. A program administrator will provide first-hand information on the strategies and tools successfully used to bring a new Chinese language program to a school district.

93. CAPLfrançais: Using Authentic Images in the French Classroom

Friday, 2:45 PM-3:45 PM, Simmons
French/All levels

Katrine Pflanze, Washington and Jefferson College

Jean Copeland, J.R. Masterman Lab/Demo School

CAPLfrançais is an extensive collection of photographs shot in French-speaking locations. This open-source database provides a refreshing and up-to-date alternative to publisher-generated material for teaching language.

Participants will discover the advantages and techniques of using authentic images to teach culture and vocabulary simultaneously. The presenters will offer ideas for how to apply the images in classroom settings at the elementary through advanced levels of instruction. Finally, they will describe Pictolang, a collection of vocabulary building games added to the CAPL website in 2013.

94. Remembering the Holocaust on the Screen: Sarah's Key & La Rafle

Friday, 2:45 PM-3:45 PM, Suffolk
French/HS, Postsec

Tom Conner, St. Norbert College

On July 16-17, 1942 in Occupied Paris, more than 13,000 French Jews were arrested by French police. The victims were held in deplorable conditions at the Vélodrome d'Hiver or "Vel d'Hiv" before being sent to detainment camps just outside of Paris or in the Loiret, from where they were deported to extermination camps. Roughly 75,000 Jews were deported from France and only 3% survived. Learn about the detailed planning by the Vichy Government behind the Round-up and how the French nation has since dealt with the pain and shame of this traumatic event. Presenters will share literary and cinematic excerpts to demonstrate how to teach this subject in the French language and culture classroom.

95. Using Songs as a Classroom Management Strategy

Friday, 2:45 PM-3:45 PM, Tufts
Chinese/K-12

Ye Shen, University of Maryland

Classroom management skills are always vital and challenging for new teachers. This session presents strategies for using different songs in managing the classroom. Songs may be used as a prompt or transition between different tasks. New songs may be created from familiar melodies to help students and teachers maintain a harmonious classroom. I will first present several songs that American students are familiar with, interacting with attendees. Then, I will present my own modified version of different useful songs. When they leave, attendees will have learned a skill for modifying and creating songs to serve as classroom management prompts. There are so many nursery songs both in the United States and in China: how to effectively use those famous melodies to serve in our classrooms is a problem that can be solved. Attendees will have the chance to create songs with the presenter in this session.

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96. Postsecondary Networking Session: Revising the Undergraduate Curriculum

Friday, 2:45 PM-3:45 PM, Vineyard

All languages/Postsec

*Dennis Looney, Modern Language Association
Peter Höyng, Emory University*

The 2014 NECTFL Freeman Award for the best published article on the teaching of language and culture will go to the authorial team at Emory University that wrote "Overcoming Curricular Bifurcation: A Departmental Approach to Curriculum Reform," published in *Die Unterrichtspraxis* 46, 1 (Spring 2013). Peter Höyng, the Department Chair and one of the authors, will represent the team at NECTFL and will lead an informal networking session, moderated by ADFL Director Dennis Looney, on curricular reform at the undergraduate level. We may address such issues as designing a systematic and coherent approach to language learning that spans the entire college curriculum; the development of cultural literacy; and the articulation of the grammar-content nexus. Join us to share your own experiences or just to listen!

97. Communicative Activities that Build Classroom Communities

Friday, 2:45 PM-3:45 PM, Wellesley

Spanish/Community College

Martha Davis, Northern Virginia Community College

In this interactive session, attendees will participate in activities that increase communication among students and create a community of language learners in the classroom. If you are looking for lesson ideas that are fun, easy to implement and suitable for beginning through intermediate levels, this session is for you! Educators who are relatively new to the profession are particularly welcome to attend.

4:00 PM - 5:00 PM FRIDAY TIME SLOT

98. ES: RECF: Vivante et vibrante : Introduction au corpus franco-canadien

Friday, 4:00 PM-5:00 PM, Clarendon

French/All levels

Caroline Boudreau, RECF

Saviez-vous qu'il y a 1,5 million de francophones au Canada qui vivent à l'extérieur du Québec? Ces francophones, éparpillés d'un océan à l'autre et qui vivent en situation linguistique minoritaire, ont une littérature bien à eux. Présentation des auteurs et des ouvrages marquants de ce corpus qui touche plusieurs genres et qui s'adresse à tous les âges et propositions de pistes d'exploitation.

99. ES: Santillana USA: Teaching Reading in the Bilingual and Spanish Heritage Elementary Language Classroom

Friday, 4:00 PM-5:00 PM, Dartmouth

Spanish/K-5

Mario Nuñez, Santillana USA Publishing Co, Inc.

During this session, participants will review the ELA Common Core Standards (CCSSO, 2010) and their implications for educators teaching Spanish in a variety of instructional models (FLES, bilingual, dual language, Spanish for heritage speakers, etc.), including the Spanish version, the Common Core en español.

100. ES: Pearson: Three-In-One! Integrating Communication, Common Core, and Pre-AP® Together!

Friday, 4:00 PM-5:00 PM, Exeter

Spanish/Secondary

Richard Sayers, Prentice Hall

Hot Issues in the World Language Classrooms! This interactive session shows you how to develop communication skills, address the Common Core ELA Standards, and build important pre-AP skills in the same class with your current resources! Take back great ideas to use on Monday. Examples in Spanish but applicable to all languages.

101. ES: French on Location/Spanish on Location: The Imperative for Off-Site Field Trips for World Language Students

Friday, 4:00 PM-5:00 PM, Fairfield

French, Spanish/Secondary

Michael Donovan, Spanish on Location/French on Location

It is no secret that French and Spanish field trips can really motivate and inspire language students, but for every student who can afford a trip overseas, there are 25 who cannot. French on Location and Spanish on Location have taken 100,000 students on short, affordable, domestic field trips where students see and learn first-hand what they've been reading in books. Seeing IS believing.

102. Wise Guys im DaF-Unterricht: Materialien für den Unterricht

Friday, 4:00 PM-5:00 PM, Harvard

German/All levels

Mohamed Esa, McDaniel College

Wer kennt die Wise Guys nicht? Die bekannteste und beliebteste "Vokal-Pop"-Band im deutschsprachigen Raum begeistert mit ihren witzigen und intelligenten Texten zahlreiche Fans jeden Alters. Im Beitrag geht es um den effektiven und kreativen Einsatz einiger ihrer neueren Lieder im DaF-Unterricht. Anhand eines kompletten Unterrichtsentwurfes zu

einem der Lieder erleben die TeilnehmerInnen abwechslungsreiche Aktivitäten zu Grammatik und Wortschatzwiederholung. Die vorgestellten Ideen können direkt am Montag in den Deutschunterricht eingesetzt werden.

103. Engage Students Online: Best Practices & Challenges in Japanese 101-102

Friday, 4:00 PM-5:00 PM, Hyannis

Japanese/HS, Postsec

Takako Shigebisa, Northern Virginia Community College

As technology advances and Open Educational Resources become popular, online language courses have emerged as a more affordable and convenient counterpart to face-to-face courses. However, student outcomes and quality of design and delivery could use more assessment. The presenter, whose Japanese 101 course was awarded the 2013 Blackboard Catalyst Award, will share her pedagogic design for student engagement and course delivery to maximize student outcomes.

104. The "Write" Way to Success on AP/IB Latin Exams

Friday, 4:00 PM-5:00 PM, MIT

Latin/Secondary

Ashley Tremper, Trinity Episcopal School

Success on the AP and IB Latin exams is often determined by the student's ability to interpret, analyze, and translate Latin passages. However, students must be able to effectively communicate their thoughts via writing to exhibit mastery. This session examines and demonstrates a variety of writing strategies that enhance AP and IB Latin students' competence for the final exam via mentor texts, previous exams, and writing prompts. Participants will walk away with a variety of writing strategies to implement immediately in their upper level Latin classes.

105. Developing Reading Skills in Arabic across Levels

Friday, 4:00 PM-5:00 PM, Northeastern

Arabic/All levels

Haci Gunduz, Tufts University

Reading in any foreign language can be frustrating yet rewarding. Arabic is no exception. Knowing "how to read" helps students achieve this seemingly hard-to-attain skill. Reading is fundamentally important to reach a level where a language learner will read a wide range of material with ease to better immerse in the target language's culture and literature. Like other skills, reading has strategies to master. This presentation will help you help your students! It will be interactive and hands-on. I will provide sample readings, and comprehension and word elicitation questions for these readings. In addition, the presentation will also cover

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reading strategies, how to choose and/or edit readings, how to apply grammar knowledge and what to include/avoid in readings.

106. Best of CT: Differentiation in the World Language Classroom

Friday, 4:00 PM-5:00 PM, Provincetown

French, Italian, Spanish/Secondary

Amanda Robustelli-Price,

"Differentiation" is a buzzword in education. What does it mean? What would it look like with your students? In this session, participants will explore ways to structure both the class and activities to engage and empower the diverse students in our classrooms, thus creating an environment that allows teachers to work with small groups or individuals. In addition to sharing my own journey with differentiation and strategies for effectively grouping students, this session will give examples of differentiation by content, process, product, and by student trait. Participants will have the opportunity to personalize learning for their own classroom use.

107. Ecotourism: The Mayan Route and Ecodestinations in Central America

Friday, 4:00 PM-5:00 PM, Regis

Spanish/K-12

Flor Berman, Chatbam High School

An exploration of how Ecotourism has been developed in three Central American countries. This session will showcase a thematic unit based on the many ecotourism destinations of Costa Rica, El Salvador and Guatemala. The presenter will demonstrate integrated performance assessments (IPA) based on 21st century skills. The resources provided will include available authentic materials relevant to teaching the Spanish language within the ecotourism context.

108. SANS, Inc./Mead Session: Tapping Podcasting's Professional Development Potential

Friday, 4:00 PM-5:00 PM, Salon AB

All languages/All levels

Douglass Crouse, Sparta Middle School

This session by a SANS Inc./Mead Leadership Fellow will focus on the use of audio podcasts as a tool in distributing and consuming professional development content, with some discussion of podcasting as a tool in the classroom. Attendees will learn about terminology related to podcasting, the advantages of audio podcasts as a professional development tool, and resources and hardware available for creating audio podcast series. Presenter will describe how an ongoing podcast series on critical issues in the field of world language education was designed, planned, and produced.

109. Engaging Your Students: Strategies from National Teacher of the Year

Friday, 4:00 PM-5:00 PM, Salon CD

All languages/All levels

Mary Lynn Redmond, Wake Forest University

Linda Egnatz, ACTFL

The ACTFL National Language Teacher of the Year shares effective strategies to engage and motivate students, combining language and culture to develop learners' language performance. These instructional strategies are applicable to all languages and all levels. Be inspired with new ideas and examples directly from the Teacher of the Year's classroom.

110. Bringing a Multicultural Dimension to Language Students in Every Class

Friday, 4:00 PM-5:00 PM, Simmons

French/HS, Postsec

Rebecca Stanton, Groton School

This session is geared to language teachers who are eager to incorporate rich cultural content into the classroom on a daily basis. It will highlight different techniques and sources to be tapped, including literary pieces, movies, clips, online resources, social media and others, all of which bring a multicultural dimension and awareness to language students. Examples provided will be mainly from the Francophone world. Teachers attending will also have the opportunity to collaborate and learn from each other.

111. Integrated Performance Assessments: A Student-Centered Approach to Developing Proficiency

Friday, 4:00 PM-5:00 PM, Suffolk

Spanish/HS

David Brightbill, William Penn Charter School

Sarah Aguilar-Francis, William Penn Charter School

Eric Jimenez, William Penn Charter School

Jean Taraborelli, William Penn Charter School

Integrated Performance Assessments (IPAs) are an authentic task-based approach to increase student motivation and engagement in a modern language class. Participants will learn how to create their own IPAs to differentiate instruction and help students develop proficiency with the three modes of communication. They will receive access to a website with examples of IPAs for all levels and a list of resources for future reference.

112. Whiteboard Message Warmups: Tools for Differentiation, Authentic Communication, and Discipline

Friday, 4:00 PM-5:00 PM, Tufts

Chinese/Secondary

Christina Stouder, Washington Latin PCS

This presentation explores variations on a useful literacy warm up activity in which students start each lesson by reading and copying a personalized message to their class in Mandarin. This simple, low-tech classroom routine serves multiple purposes and can be adapted for any age or proficiency level. It acts as a tool for differentiation and classroom management, engages students with content more relevant and interesting to them than outside texts, and provides training in a wide range of literacy skills, such as use of context clues, vocabulary usage, responding to writing prompts, and exposure to richer varieties of comprehensible input.

113. Evolving from Editor to Applied Linguist: 21st Century Language Instruction

Friday, 4:00 PM-5:00 PM, Vineyard

French, Italian, Spanish/K-12

John De Mado, John De Mado

Despite good intentions, much of what is considered common methodological practice for language teachers is actually 'anti-linguistic'; i.e., it works against language acquisition. The 'Language Acquisition Hypothesis' supports and respects the "nature of language, thus helping World Language teachers in their evolution from simply the classroom 'editor' to the 'Applied Linguist.'" Come discover how and why this is critical to 'sustaining communities though World Languages.'

114. Papiers-Mâchés: An Online Writing Tutorial

Friday, 4:00 PM-5:00 PM, Wellesley

French/HS, Postsec

Aline Baebler, New York University

John Moran, New York University

Papiers-Mâchés is a newly developed online open-resource writing tutorial for French. In this session, we will present the motivating factors behind the creation of Papiers-Mâchés as well as the program itself, which provides personalized interactive instruction that challenges and encourages students at each step of the writing process — from questions of vocabulary choice and grammatical structure to elements of organization and style.

5:00 PM - 6:00 PM: FINAL FRIDAY EXHIBIT AREA VISIT TIME!

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8:00 AM - 8:45 AM: EXHIBIT AREA VISIT TIME!

8:45 AM - 9:45 AM SATURDAY TIME SLOT

115. ES: Studio Arcobaleno: Methodology and Didactics of Teaching Italian

Saturday, 8:45 AM-9:45 AM, Clarendon

Italian/All levels

Mirtilli Morgana, Studio - Arcobaleno

Sonia Beretta, Studio - Arcobaleno

Gabriella Guidali, Studio - Arcobaleno

Federica Protti, Studio - Arcobaleno

Our focus is on new integration perspectives between textbook units and multimedia online interactivity. We will also demonstrate the thread between language and thought; between the current Italian language, widely diffused, and culture, which embraces all aspects of Italian reality. Finally, we will emphasize the student's learning process towards a communicative language goal that is useful, practical, and effective in cultural exchanges and life.

116. ES: Pearson: How Do You Know They Know It? Digital Formative Assessments!

Saturday, 8:45 AM-9:45 AM, Dartmouth

Secondary/Spanish

Richard Sayers, Prentice Hall

This session shows fun, effective and easy-to-use ways to use digital resources for quick formative assessments. Check out very cool Interactive Whiteboard activities, online Instant Checks, Quizzes with built-in remediation, and other tools and tips to help you know if your Spanish students got it! Great for all Spanish teachers!

117. ES: EMC Publishing: EMCLanguages: Digital Learning for the 21st Century

Saturday, 8:45 AM-9:45 AM, Exeter

All language/Secondary

Kristin Hoffman, EMC Publishing

Discover. Expand. Perform. EMC Languages (EMCL) is a dynamic learning environment designed to drive educator effectiveness and student fluency in K-12 world language classrooms. Built upon award-winning curricula integrated seamlessly with innovative digital platforms, EMCL is an engaging, research-based environment that allows your students to discover, expand, and perform their target language.

118. ES: Carousel Tours: Boost Enrollment with Host & Travel Opportunities

Saturday, 8:45 AM-9:45 AM, Fairfield

All languages/HS

Sue Boswell, Carousel Tours

Leslie Anton, Carousel Tours

The focus of the presentation will be to provide insight for foreign language teachers to increase enrollment for their classes by introducing a travel and/or hosting program into their curriculum.

119. AATG Session: Supporting the Teaching and Learning of German

Saturday, 8:45 AM-9:45 AM, Harvard

German/All levels

Keith Cothrun, AATG

Learn about the many programs of the AATG including professional development opportunities for educators at all levels. Find out more about AATG's new online community, the newly revised National German Exam, how to use the Common Core standards to advocate for German, scholarship opportunities, and ways to honor students at all levels of instruction. Join us to learn about our new initiatives!

120. Swap Shop for Latin

Saturday, 8:45 AM-9:45 AM, MIT

Latin/All levels

Jason Stanga, Dulaney HS

Teachers of Latin at all levels of instruction should gather Saturday morning in the Latin meeting room, MIT, with ideas to share! Bring 50 copies of a successful activity to distribute — be sure to make clear the objectives, the materials needed, the time involved, any post-activity assessment measures, and the Latin level(s) and age(s) for which your activity would be appropriate. You may also wish to share your website URL with colleagues. Include your name and email address to facilitate this exchange of ideas after the conference ends!

121. Incorporating Literature into the Arabic Language Curriculum: Methods and Results

Saturday, 8:45 AM-9:45 AM, Northeastern

Arabic/Postsec

Abdulkareem Said Ramadan, Gettysburg College

Miled Faiza, Brown University

Younasse Tarbouni, Washington University in St. Louis

This presentation examines the role of literature in Arabic language teaching. The presenters will introduce several samples of literary texts utilized in teaching Arabic as a foreign language in America, covering a variety of genres — such as poems, short stories, plays, and excerpts from novels — and different periods ranging from the pre-Islamic to the postmodern. Participants will learn about the rationales for choosing these texts, the work involved in preparing them and the challenges encountered with such authentic materials, especially

for beginning and intermediate students. We will end with suggestions for evaluating the success of the texts, including students' feedback, and for making literature an integral part of language instruction. Samples that have been used in the classroom and the students' feedback will be provided.

122. Innovative Technology and Language Instruction in the Middle School

Saturday, 8:45 AM-9:45 AM, Provincetown

Spanish/Middle school

Susana Epstein, Collegiate School

Luke Dixon, Collegiate School

Technology should be an inspiring tool in the 5-8 foreign language classrooms. Learning can be interactive, rigorous, and fun all at once when you integrate technology into your lesson plans. No language lab required. This session combines innovative technology and language instruction to develop a comprehensive, content-based learning experience in a motivational environment. Presenters will demonstrate the use of selected technological tools, both computer software and mobile apps, while sharing projects grades 5-8.

123. Professional Learning Communities for Improved Student Outcomes

Saturday, 8:45 AM-9:45 AM, Regis

Spanish/HS

Sarah Jay, Prospect Hill Academy Charter School

Language learning is collaborative, why shouldn't language instruction be the same? In this session, I will present a variety of collaborative practices — assessment design, rubric calibration, intervention activities, and data analysis — that can be used by language teachers to support their own professional learning communities. I will stop frequently to facilitate guided practice with participants and invite sharing. Session participants will leave our meeting with tools for collaboration within and across language levels, protocols for looking at student work as well as connections with practitioners from other schools. This session is appropriate for novice or veteran instructors and administrators.

124. Best of RI: Incorporating Art into the Classroom

Saturday, 8:45 AM-9:45 AM, Salon AB

Spanish/Secondary

Gabriela McNamara, Narragansett High School - RIFLA

Help your students appreciate art by integrating this unit into your world language curriculum. Interactive, hands-on unit to help students develop an understanding and appreciation of art and higher level thinking skills by compar-

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ing and contrasting styles and artists. All materials will be given in Spanish but can easily be adapted to other languages.

125. Linking Standards and Proficiency to Your Classroom

Saturday, 8:45 AM-9:45 AM, Salon CD

All languages/All levels

Marty Abbott, ACTFL

Mary Lynn Redmond, Wake Forest University

How do National Standards, 21st Century Skills, and Common Core impact language teaching and learning? Find out how standards, proficiency levels, and classroom assessments can combine to inform state and local systems for teacher effectiveness. ACTFL resources help educators prepare for effective student learning by unwrapping the updated standards and linking them to proficiency levels.

126. Online Language Classes: Lessons Learned

Saturday, 8:45 AM-9:45 AM, Simmons

Spanish/HS, Postsec

Gladys Robalino, Messiah College

Amy Ginck, Messiah College

Considering teaching online? In this session we will share some of the lessons that we have learned over the past five to six years that we have taught such courses. We will talk about best practices, creating a sense of community in the online classroom, and how technology (e.g., Voicethread, Notability) can be used to develop language skills. Examples of student work will be shared, and a period of open discussion with participants at the end of the hour is planned.

127. Notre-Dame de Paris: le spectacle – Réanimé

Saturday, 8:45 AM-9:45 PM, Suffolk

French/HS, Postsec

Jonathan Shee, St. Luke's School

In this dynamic, fast-paced, music-filled session, Jon Shee, two-time winner of "Best of NECTFL," will show participants how to actively teach the rock opera "Notre-Dame de Paris" as an engaging, multi-week unit: perfect for high school or college students! Attendees will receive digital versions of the full transcription of the rock opera and ideas for creating innovative assessments (student-centered, technology-based, and iPad components).

128. Google Apps for Foreign Language Teaching: An Overview

Saturday, 8:45 AM-9:45 AM, Tufts

Chinese/Postsec

Daliang Wang, Mercyhurst University

With examples in teaching Chinese, the presentation explores effective methods in using Google apps to teach foreign languages. Those

apps include Google Docs, Google Voice, Google Drive, and Google Translation. An overview of educational Google apps is presented and followed by other specific yet practical classroom applications in various perspectives in language teaching.

129. Intercultural Communication: A "Language Requirement" for the 21st Century

Saturday, 8:45 AM-9:45 AM, Vineyard

French/Postsec

Sbaron Wilkinson, Simpson College

The traditional undergraduate "language requirement," based on a proficiency model of instruction, is beginning to face resistance around the country, as more and more colleges and universities revamp their general education programs for the 21st century. This presentation offers a case study of how one college, in the face of such adversity, reshaped its long-standing (but relatively ineffective) language proficiency requirement into an "intercultural communication" requirement with the added benefit of reinvigorating its language programs.

130. Differentiation in the World Language Classroom

Saturday, 8:45 AM-9:45 AM, Wellesley

French, Spanish/Secondary

Janice Stewart, Hempfield Area HS / PSMIA

Differentiated learning in the classroom fosters a greater degree of engagement in the students by allowing them to choose tasks/assignments of interest to them that appropriately challenge them according to their ability levels. In this session, the presenter will focus on ways to incorporate differentiated learning in the classroom, share examples/templates (French, German, Spanish), and provide an opportunity for participants to collaborate with others.

131. ES: BABILONIA Center for Italian Studies: A Journey through Cinema in Sicily

Saturday, 8:45 AM-9:45 AM, Yarmouth

Italian/Postsec

Alessandro Adorno, BABILONIA Center for Italian Studies

During this session we will present the history of cinema in Sicily and journey through Sicily by means of the images in the many movies filmed on the island.

10:00 AM - 11:00 AM SATURDAY TIME SLOT

132. ES: EF Educational Tours: The Formula for Successful Language Immersion: at Home and Abroad

Saturday, 10:00 AM-11:00 AM, Clarendon

Spanish/HS

George Stewart, EF Educational Tours

Explore the benefits of immersive language learning and how to facilitate these experiences both at home and abroad. Examine a formula for immersion using themed days to tie together classroom time and immersive experiences, then discuss examples from educators currently utilizing this model with success. Brainstorm ways to create these immersive moments in your home community and gain resources for international language immersion programs.

133. ES: Middlebury Interactive: Creating Neighborhood Communities through Language Learning

Saturday, 10:00 AM-11:00 AM, Dartmouth

Chinese, French, Spanish/K-12

Rachel Connor, Middlebury Interactive

Aline Germain-Rutherford, Middlebury Interactive

Lee McIsaac, Middlebury Interactive

In this presentation we will examine how access to language learning will enable students to better connect with their neighborhood communities. We will focus specifically on lessons learned from the Vermont Initiative Case Study.

134. ES: Wayside Publishing: Engage Pre-AP/Intermediate Spanish Learners with Authentic Communicative Tasks

Saturday, 10:00 AM-11:00 AM, Exeter

Spanish/HS, Postsec

Janet Dannemiller Parker, College of William & Mary

Catherine Schwenkler, The Global Learning Collaborative NYC

Eltz Tchakarian

This interactive session features scaffolded communicative activities that engage intermediate level students with relevant video, audio, literature, and web content aligned with the new AP and IB themes. Tejidos is an innovative standards-based Spanish immersion program that provides teachers with authentic materials accompanied by multiple scaffolded activities, vocabulary, structures, performance tasks and assessments. The program supports courses taught the year prior to the exam level.

135. ES: CLI Dante Alighieri: Learn the Italian Language and Culture in Rome

Saturday, 10:00 AM-11:00 AM, Fairfield

Italian/Postsec

Fabrizio Fucile, CLI Dante Alighieri

The CLIDA Rome group specializes in teaching Italian language and culture (Literature, Art History, Opera & Society) to foreign students, year-round. We are familiar with American college programs and we take care of the students from arrival to departure (Visa, housing service;

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full program of extra activities). Our support staff is available to students 24/7.

136. OMG – Did They Just Say...? Soap Operas in the Classroom

Saturday, 10:00 AM-11:00 AM, Harvard German/HS, Postsec

Gary Harger, Obama Academy of International Studies

The Internet gives learners nearly unlimited access to authentic material set within a larger cultural context, but students often need help in navigating the digital world of another culture. The use of a soap opera as an ongoing part of the curriculum can increase listening comprehension skills, develop communicative competencies, and exercise writing skills. Topics will include: selection of the soap opera, strategies for introducing the characters and structure of a soap opera, and methods for adapting activities for multiple levels. Examples from the German soap opera *Lindenstrasse* will be used. This session is appropriate for all languages.

137. Latin, History, and the Bayeux Tapestry

Saturday, 10:00 AM-11:00 AM, MIT Latin/HS

Thomas Howell, Belchertown High School

The Bayeux Tapestry is not just a wonderful cultural artifact of the Middle Ages but also a great opportunity to explore authentic Latin with students in a fun, visual way. You will learn about the Tapestry's surprising depth and subtle narrative, and take back to your class a ready-to-run unit full of creative, fun ideas that can springboard easily to other high-interest literature for students.

138. Fun Games and Activities to Develop Interpersonal Communication

Saturday, 10:00 AM-11:00 AM, Northeastern Arabic/Middle school

Belal Joundeya, Renaissance Academy

Come and join us to see 20 amazing games and activities for interpersonal communication in any target language. Participants will leave with many ideas for interactive games and activities to use the next school day. See videos and pictures of these activities in action. Handouts will be provided. In English with examples in Arabic and of special interest to elementary and middle school educators.

139. Best of DC: The Spanish Language Integrated Curriculum

Saturday, 10:00 AM-11:00 AM, Provincetown Spanish/K-5

Karen Adamson, GWATFL/Maret School

The Spanish Language Integrated Curriculum benefits teachers and students. Maret School has developed an integrated curriculum for the

Lower School, shifting from a more isolated teaching approach to a more fluid, holistic one. I will share some of the units that I have developed in Spanish class through a Prezi presentation that includes information, videos and pictures of the projects my students have done in class and through printed materials. One example is an interactive bird-zoo exhibit using Aurasma (Augmented Reality platform). Participants will learn how to integrate their lessons with other resource classes, will consider various thematic units, and will see the benefit of the integrated curriculum. Of particular interest to elementary school teachers wishing to explore something new, develop new curricula, and lose their dependence on a textbook.

140. NAKS - National Standards for Korean Language, K-8 Curriculum

Saturday, 10:00 AM-11:00 AM, Regis Korean/K-8

Loraine Kang, DLIFLC

The presenter developed and sponsored the National Standards and Curriculum for Korean schools with four other Korean Teachers, K-8 in affiliation with the NAKS (National Association for Korean Schools) organization. The presenter will introduce the National standards and curriculum for Korean schools; secondly, the presenter will display National standard tests and diagnostic assessments. Lastly, the presenter will provide examples on how to apply standards to Korean lesson plans. The standard curriculum is divided into five steps: introductory level, basic level, beginner level, intermediate level and advanced level. Each step of the standard curriculum will be introduced and sample lesson plans will be given.

141. Culture, Commerce and Sustainable Communities: A Study-Abroad Model

Saturday, 10:00 AM-11:00 AM, Salon AB Spanish/HS, Postsec

Vicki Galloway, Georgia Tech

The centrality of culture in the interdependence of all dimensions of sustainable development is the theme of Georgia Tech's faculty-led overseas Spanish immersion programs in Latin America designed to orient intermediate-level Spanish students toward professional-level communication skills and deep, textured cultural understanding. This session will describe the structure and content-based approach of Georgia Tech's summer study abroad programs in Mexico, Ecuador and Peru, including discussion of the need for interdisciplinary, multi-lensed approaches to culture, pitfalls observed in overseas culture learning, and development of critical reflection tasks and issues-based research projects that foster engagement with diverse segments of local communities overseas for an appreciation of the complexity of "cultural perspectives" and their impact on how today's critical world challenges are addressed.

142. Assessment to Inform Instruction

Saturday, 10:00 AM-11:00 AM, Salon CD All languages/All levels

Laura Terrill, Independent Consultant

What does language performance look like? ACTFL provides a variety of assessments for distinct purposes. Examine examples from assessments of proficiency and performance, assessments tied to units of instruction, and the new assessment of performance (AAPPL). Build understanding of key characteristics of novice, intermediate, and advanced ranges of performance to guide classroom instruction and assessment.

143. How Can We Best Teach Spanish Grammar in Context to Motivate Students toward Meaningful Language Use?

Saturday, 10:00 AM-11:00 AM, Simmons Spanish/HS, Postsec

Aixa Said-Moband, New Jersey City University

The aim of this session is to provide teachers with different techniques to help their students to acquire grammar in context. Participants will learn how to move away from the temptation of grammar "drill and kill" mechanical exercises and explicit presentations, and instead to use approaches that will both motivate students and get them to use the structures in meaningful ways. The session will provide activities such as games, stories, TPR, songs, and images. Spanish grammar topics such as the preterite versus the imperfect will be used as examples.

144. Expanding Communities by Expanding Contexts

Saturday, 10:00 AM-11:00 AM, Suffolk French/HS, Postsec

Jan Solberg, Kalamazoo College

Larissa Dugas, Kalamazoo College

Complementing a text with other "texts" (images, social science readings, statistics, etc.) and including activities from various disciplines (math, science, art, theater, etc.) engages diverse students and whets curiosity about disciplines beyond one's comfort zone. It also allows weaker language students to demonstrate academic strengths in other disciplines and share their passions with classmates. Lecture, small- and large-group activities and discussion. Main audience: high school and college teachers. Opportunities to apply concepts to lower levels. Handouts provided.

145. Teaching Chinese Language and Culture through Characters

Saturday, 10:00 AM-11:00 AM, Tufts Chinese/Postsec

Xingbo Li, Norwich University

In this session, we will discuss the importance

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of Chinese characters in Chinese culture and present some ways to use Chinese characters with students at the beginning level. By means of these examples, attendees will see how such an approach to learning is well within a distinct tradition of Chinese communication and is thus not only desirable but necessary for learners to achieve more advanced cultural literacy as their language skills improve. Teachers of Chinese will experience a new approach, and teachers of other languages will acquire some knowledge of Chinese characters.

146. AATF Session: Promoting French at Every Opportunity

Saturday, 10:00 AM-11:00 AM, Vineyard
French/All levels

Jayne Abrate, AATF/ Southern Illinois University

Sister Mary Helen Kaschuba SSJ, Chestnut Hill College

Attendees will be invited to share their own successful efforts to promote French as well as particular challenges they are facing. The session will include an exploration of the on-line resources available through the AATF. Each attendee will receive a sample of various promotional flyers, posters, and other materials.

147. Teaching with Tablets

Saturday, 10:00 AM-11:00 AM, Wellesley
French, Spanish/All levels

Catherine Ritz, Arlington Public Schools

Unsure how to use your tablet to teach? This session will demonstrate the use of tablets for teacher instruction, taking the iPad as an example. The presenter will show how she has used an iPad effectively with her classes to present information, develop interactive activities, and better engage with students and parents. Examples of apps will be given, and technical requirements will be discussed.

148. L2 Social-Satire and Political Cartoons: Pedagogical Perspectives and Learner Feedback

Saturday, 10:00 AM-11:00 AM, Yarmouth
Italian/HS, Postsec

Marinella Garatti, SUNY New Paltz

A valuable tool for linguistic, critical-thinking, and visual-analytical skills in the L2 classroom, social-satire and political cartoons can help us access a culture's products, practices, and the often elusive perspectives of its people. Practical examples from Italian cartoonists such as Altan and Staino show how social-satire and political cartoons can be integrated even into lower-level classes. Pedagogical benefits are discussed in light of student feedback.

11:15 AM - 12:15 PM SATURDAY TIME SLOT

149. ES: Houghton Mifflin Harcourt: Mobile:Ready Technology with a Common Core Twist

Saturday, 11:15 AM-12:15 PM, Clarendon

French, Spanish/Secondary

Daniel Battisti, Houghton Mifflin Harcourt
Colleen McMahon, Houghton Mifflin Harcourt

Tasked with finding a way to incorporate tablets into your lessons but don't know where to start? Are terms like: 21st Century Skills and CCSS buzzing in your district? Would you like your students to be active members of culture and not just spectators? Join us! Participants will receive access codes to HMH's NEW Mobile-ready online sites and examples of HMH ELA CCSS Cross-walk correlations.

150. ES: Applause: Improv, Theater Games and Skits Energize Language Lessons

Saturday, 11:15 AM-12:15 PM, Dartmouth

French, German, Italian, Spanish/Secondary

Patti Lozano, Dolo Publications, Inc.

Lively new generic improvisational activities, from basic comprehension to advanced speaking, to capture students' imaginations and get them conversing about YOUR instructional topic, irresistible and hilarious theater games for 100% student participation, and the preparation and performance of a 7-minute short play. Presentation is extremely fast-paced, active and enjoyable. Lots of handouts, and a skit (choose Spanish, French, German, English or Italian) for each participant.

151. ES: Vistas in Education: Quels sont les espoirs d'un étudiant en 2014?

Saturday, 11:15 AM-12:15 PM, Exeter

French/HS, Postsec

Jane Weinstein, Vistas In Education
Yoninab Dadon, Vistas in Education

At a young age French adolescents are faced with enormous decisions about future careers and academic programs. They are also confronted by the prospect of unemployment even upon successful completion of their education. Vistas in Education's French intern, a native speaker of French, will explore the choices her contemporaries are making through a series of interviews of French high school and university students. The interviews will shed light on the complexity of the education system of France in 2014. The PowerPoint presentation, including the interviews, will be given to attendees to share with their American students. This multimedia presentation will be in French.

152. ES: Avant Assessment: Avant and STAMP - Today and Tomorrow

Saturday, 11:15 AM-12:15 PM, Fairfield

All languages/K-12

David Bong, Avant Assessment

Bob Bone, Avant Assessment

STAMP blazed the trail for the standards-based measurement of proficiency in 2002. Avant has delivered STAMP without substantial change since. This spring, Avant launches the first of a new generation of STAMP with our Hebrew test, developed in partnership with Hebrew at the Center. Avant is also launching groundbreaking placement tests for English and Arabic this year. Come hear where Avant is leading language assessment.

153. Language Acquisition Strategies for Middle Schoolers

Saturday, 11:15 AM-12:15 PM, Harvard

German/Middle school

Laura Ernst, Rundlett MS

Alexandra Bennett, Wellesley Middle School

Get your middle school students engaged in speaking freely and confidently during class. We will offer ideas and distribute templates in German to help you set a tone in your classroom for communication in the target language. Descriptions of the activities and examples will be given in German. Participants will try their hand at not only implementing the strategies, but also role-playing as students. Attendees will have concrete ideas to implement in their classes and templates to take home. Middle school experience in teaching German would be beneficial to those participating.

154. What Do Students Want? Needs Analyses & National Latin Survey

Saturday, 11:15 AM-12:15 PM, MIT

Latin/Secondary

Elliott Goodman, Teachers College, Columbia U

The National Latin Survey asked over 5,000 students and 1,000 teachers what they wanted from Latin class. This session will talk about: 1) how we envision classrooms and curricula with a mind towards change, 2) constructing a needs analysis for classroom, district, or national audience, and 3) preliminary results from the National Latin Survey. There will be a mix of lecture and small group discussion. Participants will have some tools to ask students or other stakeholders what skills and knowledge they hope to gain from their foreign language learning experience.

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155. Colloquial Arabic and MSA: Ensuring a Successful Integrated Approach

Saturday, 11:15 AM-12:15 PM, Northeastern Arabic/HS, Postsec

Rajaa Chouairi, United States Military Academy

With the recent trend of teaching both varieties of Arabic (spoken and classical MSA) at the same time and in the same course, some programs may be discovering that the students are confused between colloquial and MSA and are not mastering either. Is this confusion normal and healthy? Will it eventually dissipate? This session will discuss the soundness of this dual integrated approach and the possibility of eliminating any confusion in the mind of the student while learning both varieties at the same time. We will analyze the different approaches adopted by the different existing books in the market, compare them and explore actual results from different programs. No background knowledge of Arabic is necessary for this session.

156. Flipping Out! Flipping the Classroom – Flip or Flop?

Saturday, 11:15 AM-12:15 PM, Provincetown Spanish/HS

Crystal Dunkin, St. Marys Ryken

What exactly is flipping the classroom? How does it work? What are the benefits and challenges? Is it really that much work? Join me for my capstone presentation on flipping as I share the ups, downs and adventures from the past year of my SANS, Inc./Mead Leadership project. Presentation will take attendees through a day of flipping my class with a series of video clips from my classroom, lesson plan ideas and suggested how-to's of flipping your own classroom.

157. Using Authentic Stories with Different Proficiency Levels

Saturday, 11:15 AM-12:15 PM, Regis

Russian, Spanish/K-12

Anna Jacobson, University of Maryland

Using authentic materials with low-proficiency level students can seem very daunting to teachers, but it is not impossible. In this session, the presenters will demonstrate activities incorporating stories in their language classrooms, and will share activities collected from STARTALK teachers. Participants will leave able to confidently use a collection of interesting ideas for exploring culturally authentic stories with students of all proficiency levels.

158. Combining Technology and Grammar to Create Personalized Projects

Saturday, 11:15 AM-12:15 PM, Salon AB

Spanish/Secondary

Janice Dowd, Independent Consultant

Sara Buchbaum, Northern Highlands Reg. High School

In today's world of language teaching, it is important to allow students to create projects that are in media that are useful and modern. In this demonstration teachers will learn how to use various tools, such as Glogster and Voki, to create more meaningful and personalized project presentations.

159. Best of NY: Differentiating LOTE Classrooms

Saturday, 11:15 AM-12:15 PM, Salon CD

Spanish/Secondary

Sarah Braunscheidel, St. Francis High School

Ever think of your class as a "mixed bag" of students with varying levels of capabilities? Find yourself struggling to get those lower level students up, push the average students just a little bit further, and what about those advanced students who always finish first but have nothing else to do? Learn how to differentiate your LOTE classroom in order to make students more comfortable in the learning environment and take them to the next level of comprehension. Participants will get a brief background on differentiated instruction and how to apply it to foreign languages. Participants will leave this session with a packet of useful and classroom-ready strategies/techniques designed to increase knowledge for all levels of learners.

160. Toolbox of Takeaways: Ideas that Invigorate

Saturday, 11:15 AM-12:15 PM, Simmons

French, Spanish/Secondary

Jonathan Shee, St. Luke's School

Lee Bruner, Avenues: The World School

You'll leave this fun session with dozens of tips, tricks, apps, tools, and tech that will invigorate your WL classes. Lee Bruner and Jon Shee, two-time winners of "Best of NECTFL," serve up a high-energy, fast-paced session that will leave you with practical ideas that are ready to roll with your students. We will present and demo effective uses of the "latest and greatest" apps, websites, global interaction platforms, and also offer examples of the essentials needed to build successful online-learning communities and blended learning models. Examples include Haiku, iTunes U, Edmodo, Nearpod, Subtext, Padlet, Powtoon, GoAnimate, audio notation/portfolios. We will present with a multimedia Keynote that addresses standards for writing/reading/speaking/listening. Interactive attendee participation will be encouraged via social media, which will also continue after the conference to build commu-

unities and advance the sharing of ideas. Though no significant background knowledge is essential for attendees, familiarity with iPads and learning management systems would be a plus. With topics like online course development, novelties for iPad and apps, and the latest WL web tools, this classroom-tested toolbox will inspire you!

161. Teaching French with Sports-themed Activities

Saturday, 11:15 AM-12:15 PM, Suffolk

French/Secondary

Kristen Purdy Russett, Marblehead Veterans Middle School

Explore the francophone world through its athletes, learn about the Quebecois sport of Kin-ball, and get the kids excited about French through hockey! Sports are an excellent way to reach young people and can be used to teach French students about culture, vocabulary and grammar in a fun and engaging way. The session will provide teachers with practical sports-themed classroom activities - exploration of "la francophonie" through sports, an introduction to the exciting and cooperative game of Kin-ball, detailed hockey lesson plans, geography and "patrimoine" of France through the Tour de France, and more - that can be modified for any level and adapted for other world languages. The presenter will also demonstrate how these activities can be used in program advocacy and improving enrollment.

162. Chinese Small Talk (Liao): Pragmatic Variation and Teaching Applications

Saturday, 11:15 AM-12:15 PM, Tufts

Chinese/Postsec

Hui Cbib (Hilda) Huang, University of Maryland, Baltimore County

While more and more students wish to visit Mainland China and Taiwan, the pragmatic features of Chinese small talk in these two areas are infrequently introduced in Chinese teaching. This presentation will compare and contrast pragmatic features in gossiping from sitcoms in Mainland China and Taiwan. Moreover, a lesson plan that shows how indirectness in gossiping is conducted in Beijing and Taipei will be presented.

163. La culture des affaires: A Unit for Third-Year French

Saturday, 11:15 AM-12:15 PM, Vineyard

Diana Moen, EMC Publishing

This unit, the product of a teacher grant, covers globalization, international trade, and regionalism in French commerce, presented as a PowerPoint. The first section begins with les produits de luxe and France's role in la mondialisation. Activities ask students to examine

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clothing, electronics and appliances at home to see how they are personally affected by globalization. The next focus is on France's world position as an exporter and trade between France and the U.S., as well as how to conduct oneself in social settings while in France. Students learn how to avoid social taboos in communicative activities. Finally, we discuss regionalism, the structure of French companies, and marketing in France. Teachers find out about the French trade connection in their region. Students create an ad to sell an American product on the French market, based on what they have learned about French culture. An examination follows of careers in international business and training for students who want to combine their French with a business specialization. Teachers are given online access to the unit, including audio accompanying dialogues audio, recorded by native speakers. The unit does not contain any grammar - it can be taught any time in a third-year French class.

164. Toward Global Communities: Fostering Intercultural Communication in the Classroom

Saturday, 11:15 AM-12:15 PM, Wellesley
Spanish/Postsec

Maria Amores, West Virginia University

This presentation will focus on techniques for integrating culture into Spanish language instruction. Several activities based on authentic materials - art, films, printed texts, TV shows - native speakers, and the Internet will be explored and analyzed according to the theoretical principles of teaching for cultural understanding. The activities will be adaptable to all levels of instruction and will target the interpretive, interpersonal, and presentational modes of communication. Thus, teachers will be provided with guidelines for developing effective cultural activities aimed at increasing their students' level of cultural competence and preparing them to better communicate in an increasingly global society.

165. Community of Learners: Social Media Short Distance with Native Speakers

Saturday, 11:15 AM-12:15 PM, Yarmouth
Italian/Hs, Postsec

Michela Baraldi, Cornell University

This session explores how modern social media like Skype, Facebook and Blogs, while enhancing cultural learning, create a social community in a language classroom as well as a large community that goes well beyond the classroom to include native speakers. We will discuss how such communities were created in one classroom via social media and the new platform that facilitated the connections between students from the United States and Italy. The presenter will highlight how the project improved students' critical thinking and cross-cultural awareness.

12:15 PM - 2:00 PM: FINAL SATURDAY EXHIBIT AREA VISIT TIME!
2:15 PM - 3:15 PM SATURDAY TIME SLOT

166. An Experiential Learning Course: Students in the Community

Saturday, 2:15 PM-3:15 PM, Harvard

German/Postsec

Susanne Sutton, UMBC

Brigitte May, UMBC

Xenia Wolff, UMBC

The presenters will relate their experiences planning and implementing a new course 'Experiential Learning' that enables students of German to develop crucial skills for today's world outside the college classroom. Students can fulfill this course in three ways: (a) lead a discussion hour for one of the beginning language courses; (b) blog and Skype with UMBC's language courses while studying abroad; (c) provide services for German institutions in the area (e.g. Zion Church of Baltimore, Maryland Historical Society, International Red Cross). Participants will learn from presenters how they designed the new course format, devised learning experiences, formed ties to local institutions and mentored students during the course. The presentation can also serve as starting point for networking among educators and institutions interested in providing experiential learning opportunities.

167. Best of VA: Commodity Wars: Bringing Ancient Economies to Life

Saturday, 2:15 PM-3:15 PM, MIT

Latin/Middle school

Benjamin Holec, Academy of Int'l Studies at Rosemont

Commodity Wars is a fun, hands-on activity for students that subtly introduces them to important geographic locations, products, historical events, and ideas of statecraft in the ancient world of the Romans. This conference session will have participants playing a research-based, large-scale strategy game based on the economic, historical, and geographic realities of the Ancient Mediterranean world. Through participating in the game, educators can take the idea back to their own schools and play it with their own students, while in the process assisting in further development of the game.

168. Effective Use of Technology to Learn Arabic Anytime Anywhere

Saturday, 2:15 PM-3:15 PM, Northeastern

Arabic/HS, Postsec

Luluab Mustafa, Boston University

Amani Abu Shakra, Buckingham Browne & Nichols

Kheireddine Djamel Bekkai, Boston University

The presenters will demonstrate the effectiveness of two technology tools - blogs and voice thread - in allowing students to engage with and produce language. The presenters will demonstrate step by step how these strategies were implemented and will demonstrate the effectiveness of both tools through examples of students' production at novice, intermediate and advanced levels. Presenters will also demonstrate how these tools use the 5 C's in teaching. Participants will walk away knowing how to benefit from blogs and voice thread in their classrooms and maximize the use of technology in language instruction. No background knowledge of use of blogs and voice thread is required as the presenters will demonstrate their use and implementation.

169. Using Commercials in the Spanish Classroom

Saturday, 2:15 PM-3:15 PM, Provincetown
Spanish/Secondary

Kara Jacobs, Kingswood Regional HS

Commercials are an engaging authentic resource that can take the place of your typical "audio activity" from a textbook. This session will share some commercials, transcripts, and activities that can be used in the Spanish classroom.

170. Using Collaborative Spaces to Connect with a Larger Audience

Saturday, 2:15 PM-3:15 PM, Regis

Spanish/K-8

Alexandra Shourds, Powhatan School

Create more task-based and meaningful lessons for your students using digital media! Students can post digital media projects to a class wiki and share them with family, friends, and native speakers of the target language. Guide your students to make deeper connections with their immediate communities and those abroad. By the end of the year, students will have a complete online portfolio of projects to review and evaluate improvement.

171. Best of WV: Blending to Flipping and Beyond: Creating a Student-Centered Class

Saturday, 2:15 PM-3:15 PM, Salon AB

Spanish/HS

Shirlene Groseclose, Pocahontas County HS

During this interactive presentation, I will define and share my experiences in blending or flipping a world language classroom. Through technology, visuals and the use of my own collected data, I hope to clarify the experience of a flipped classroom and inspire a desire to create a more student-centered classroom. I will provide information on technology tools that go hand in hand with a blended or flipped approach. I will also share both the challenges and triumphs, and I will give each participant

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relevant tools and advice needed to begin the journey. No specific knowledge or ability is required: just bring your desire to create a more student-centered classroom. The information shared will thus benefit even those who do not wish to blend or flip but who seek to create a student-centered atmosphere through the use of tools such as stations in the classroom.

173. Motivate & Engage Your Students by Integrating the Arts

Saturday, 2:15 PM-3:15 PM, Simmons
French, Spanish/All levels

Patricia Klos, Anne Arundel County PS

Learn how to plan exciting Arts Integrated lessons that will engage and motivate your students and get them talking and writing! This interactive session will provide the how and why of Arts Integration, experience with a variety of techniques, including Artful Thinking Routines, and help to identify ways to integrate dance, music, drama and/or visual arts into lessons. Come away with strategies to implement immediately.

174. "Allons au cinéma": Promoting French through Francophone Films

Saturday, 2:15 PM-3:15 PM, Suffolk
French/HS, Postsec

Joyce Beckwith, Wilmington HS (Ret)

Dolliann Hurtig, Louisiana Tech University

Film is a valuable tool for promoting French! With this in mind, the Co-Chairs of the AATF Promotion Commission will present several new francophone films, each with activities, projects, Internet resources, web quests and assessments for all learner variables. The presenters will also preview the newly published AATF "Promoting French through Film" Manual with the audience. In this interactive session, participants will also propose initiatives and strategies to promote French which they have successfully implemented in their classrooms and in their districts. They will have the opportunity to offer recommendations for newly-released films which they would like the presenters to consider for future sessions.

175. Creating Global Citizens in the Chinese Class

Saturday, 2:15 PM-3:15 PM, Tufts
Chinese/All levels

Janice Dowd, Independent Consultant

In the 21st century, it is increasingly important to train students to be global citizens by showing them how they can use their overall knowledge to benefit the world. In this session, the presenters will demonstrate how STEAM issues (science, technology, engineering, mathematics plus art and design) can benefit and enliven Chinese language classrooms. STEAM serves to enhance the areas of critical thinking, collabora-

tion, and creativity that are necessary for 21st century learners.

176. Technology as a Tool for Linguistic and Cultural Development

Saturday, 2:15 PM-3:15 PM, Vineyard
French/HS, Postsec

Emmanuelle Vanborre, Gordon College

This session explores numerous ways to make students proficient readers and writers, and to integrate art, culture and literature in the curriculum through technology. Boston College graduate students created a series of web sites for use by middle school to college level students of French, Italian, and Spanish. These sites contain activities written by the graduate students that can only be completed by examining existing L2 web pages written for and by L2 speakers. Strategies presented will facilitate comprehension and expression by focusing on developing reading and writing skills while enhancing background knowledge of culture, history, geography, and politics. Activities for beginning to advanced students will be presented. This session will concentrate on French sites and will be in French. Handouts provided.

177. Assessing Intercultural Competence through the Glasport Prototype Prompt

Saturday, 2:15 PM-3:15 PM, Wellesley
All languages/All levels

Rita Oleksak, Glastonbury Public Schools

Meghan Zingle, Glastonbury High School

The session will focus on intercultural competence and how it is incorporated into curriculum and assessment. Background will be shared on development of the Glasport prototype prompt and rubric development for assessing intercultural competence. Participants will leave with suggestions on how to successfully incorporate intercultural competence into existing units and lessons or to modify the learning appropriately. Participants will have access to the Glasport prompt template so that they can pilot it in their own learning environments with support from the Glasport teachers. Participants will be invited to partake in a free webinar series sponsored by Glastonbury Public Schools. Professional collaboration will be ongoing.

178. What They Need When: A Timeline for Language Program Community-Building

Saturday, 2:15 PM-3:15 PM, Yarmouth
All languages/HS, Postsec

Erin Papa, University of Rhode Island

Heather Price, University of Rhode Island

The International Engineering Program (IEP) and Chinese Language Flagship Program at the University of Rhode Island have overlapping purposes, but the place where they intersect is with the niche student: the Flagship Engineer.

In order to recruit and retain this niche student, we have worked together to develop better ways of structuring both programs overall. The outcome of our collaboration is an academic timeline for community-building, based on customization, communication, and continuity, that is adaptable for language students at various ages and levels of proficiency. In this interactive session, participants will reflect on each stage of their language program to evaluate how community is developed within and between the stages. Focusing on customization, communication, and continuity, we will compare experiences and contribute to a collective toolbox that can be used for developing our own language program community-building timelines.

3:30 PM - 4:30 PM SATURDAY TIME SLOT

179. Creating Culturally Rich Materials Using the QR Code

Saturday, 3:30 PM-4:30 PM, Harvard
Arabic, German/All levels

Mobamed Esa, McDaniel College

QR codes are one of many new technology tools that can be utilized in the classroom in both the creation and the reading of culturally rich materials. With QR codes you can create a one page handout with links to various multimedia materials (a literary text, an image, an audio recording, a song or YouTube video). You (or your students) can promote an event, a lecture, an exhibition, a conference, or your own course. Here are other ideas for the use of QR codes: cultural scavenger hunt, learning stations, virtual museum trip in the classroom, providing research links, reviews for exams, etc. In this interactive session, the participants will learn how to create such codes, but most importantly how to use them more creatively and effectively. Participants should bring along their own devices (smartphone, iPod Touch [2nd or 3rd gen.]) or their iPads to be able to create their own culturally rich materials using QR codes. No significant background knowledge is needed.

180. Using Meetups to Build Local Language Communities

Saturday, 3:30 PM-4:30 PM, MIT
Latin/All levels

Jason Slanga, Dulaney HS

Teachers of less commonly taught languages often face the challenge of having few colleagues with whom to collaborate on a regular basis. This session will discuss how Meetup.com has been used to organize a Baltimore language group for Latin speakers. We will cover the nuts and bolts of the Meetup website, as well as general community building suggestions. Participants will be empowered to

Northeast 2014 Sessions

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Dartmouth	31. ES: Vista Higher Learning: Form, Content, Strategies, Tools: Planning and Delivering Instructional Excellence, <i>Jontes</i>	48. ES: Santiliana USA: Spanish in the Secondary Grades and the Common Core, <i>Núñez Torres Ruiz</i>	65. ES: Education Office, Embassy of Spain: Television Advertising: Authentic Materials that Motivate Students Learning Spanish, <i>Torres Ruiz</i>	82. ES: Wayside Publishing: Weaving Products, Practices and Perspectives through TRIANGULO APROBADO, <i>Gaiski, McMillan</i>	99. ES: Santiliana USA: Teaching Reading in the Bilingual and Spanish Heritage Elementary Language Classroom, <i>Núñez</i>
Exeter	32. ES: Explora: An Inside Look at Student Travel, <i>Steinvedal</i>	49. ES: Consulate General of France in Boston: DELF -- A Worldwide Official Diploma in the French Language, <i>Boutiot, Mazzetta</i>	66. ES: Breaking the Barrier: The Ideal Lesson: Ten Steps to Total Fluency, <i>Conner</i>	83. ES: Breaking the Barrier: The iPad in the Classroom - Breaking the Technology Barrier!, <i>Conner</i>	100. ES: Pearson: Three-In-One! Integrating Communication, Common Core, and Pre-AP® Together!, <i>Sayers</i>
Fairfield	33. ES: IEARN: Connecting Classrooms around the World with IEARN-USA, <i>Russell</i>	50. ES: Cambridge University Press: Inter-cultural Connections - Practical Teaching Strategies for a Cultural Language Experience, <i>Stewart</i>	67. ES: Centro Studi Italiani: Converse Today, Study tomorrow, <i>Pasoto</i>	84. ES: National Registration Center for Study Abroad: Volunteer in Latin America! Exciting, Rewarding Opportunities for You!, <i>Schaeffer</i>	101. ES: French on Location/Spanish on Location: The Imperative for Off-Site Field Trips for World Language Students, <i>Zorovan</i>
Harvard	34. Best of NH: Bewegtes Lernen mit Musik! (Active Learning with Music), <i>Pantescio</i>	51. The 5 Cs in Action: Collaborative Final Projects, <i>Schmiers-Heller</i>	68. ES: Wayside Publishing: Neue Blickwinkel: A Thematic Approach to Teaching AP Themes, <i>Chalupa, ter Haseborg</i>	85. Klezdeutsch: A New Ethnolcct, <i>van Kerckvoorde</i>	102. Wise Guys im DaF-Unterricht: Materialien für den Unterricht, <i>Esa</i>
Hyannis	35. Crônicas: A Tool to Teach and Learn Portuguese FL, <i>Bianconi, Dominique</i>	52. Making Literature Accessible to Second Language Learners, <i>Procopio-Damas</i>	69. Give Your Members More: State Language Organizations in the 21st Century, <i>Anderson, Carfino, Hughes</i>	86. Reversing Word Order Errors with Google Translate, <i>de Groot</i>	103. Engage Students Online: Best Practices & Challenges in Japanese 101-102, <i>Shigenisa</i>
MIT	36. Mens sana in corpore sano, <i>Clausen, Malone</i>	53. Panem et Circenses -- Rome to Panem, <i>Gursahaney</i>	70. Revitalizing Memorization: Taking the Routine out of the Rote, <i>Martin</i>	88. Populating Al-Kitaab with Animals, <i>Mustata</i>	104. The "Write" Way to Success on AP/IB Latin Exams, <i>Temper</i>
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Salon CD	41. Learning about Haiti: Tasks for the First-Year French Classroom, <i>Michels</i>	58. Prioritizing Communities: Planning a Unit from the Outside In, <i>Glasin, Phillips</i>	75. Hyper-Collaboration and Language Instruction in the 21st Century, <i>Gaugler</i>	92. Generating Demand for World Language Programs, <i>Jacobson, David, Hart, Dieksak Egnatz</i>	109. Engaging Your Students: Strategies from National Teacher of the Year, <i>Redmond, Egnatz</i>
Simmons	42. Community-Based Material Development: Acción Directa and Spanish in Boston, <i>Aguila, Solo</i>	59. Teaching Geography through Comprehensive Input and TPRS, <i>Litten</i>	76. Breaking Stereotypes with Music, <i>Torruellas, Linley, Rodriguez</i>	93. CAPL francais: Using Authentic Images in the French Classroom, <i>Pflanzer, Coppeland</i>	110. Bringing a Multicultural Dimension to Language Students in Every Class, <i>Stanton</i>
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	Session Six	Session Seven	Session Eight	Session Nine	Session Ten	Session Eleven	Session Twelve	Session Thirteen
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Exeter	117. ES: EMC Publishing: EMCLanguages: Digital Learning for the 21st Century, <i>Hoffman</i>	134. ES: Wayside Publishing: Engage Pre-AP/Intermediate Spanish Learners with Authentic Communicative Tasks, <i>Parker, Schwenkler, Tchakarjian</i>	151. ES: Vistas in Education: Quels sont les espoirs d'un étudiant en 2014?, <i>Weinstein, Dadon</i>	Room unavailable	Room unavailable	Room unavailable	Room unavailable	Room unavailable
Fairfield	118. ES: Carousel Tours: Boost Enrollment with Host & Travel Opportunities, <i>Boswell, Alton</i>	135. ES: CLJ Dante Alighieri: Learn the Italian Language and Culture in Rome, <i>Fucile</i>	152. ES: Avant Assessment: Avant and STAMP - Today and Tomorrow, <i>Bong, Bone</i>	Room unavailable	Room unavailable	Room unavailable	Room unavailable	Room unavailable
Harvard	119. AATG Session: Supporting the Teaching and Learning of German, <i>Cottrill</i>	136. OMG -- Did They Just Say...? Soap Operas in the Classroom, <i>Harger</i>	153. Language Acquisition Strategies for Middle Schoolers, <i>Erist, Bernatt</i>	166. An Experiential Learning Course: Students in the Community, <i>Sutton, May, Wolff</i>	179. Creating Culturally Rich Materials Using the QR Code, <i>Esa</i>	180. Using Meetups to Build Local Language Communities, <i>Slanga</i>	181. Keep Them Talking: Developing Oral Proficiency at All Levels, <i>Mustafa, Khoury</i>	182. Best of MA: Practical Take-Aways: Using iPads and More in Your Classes, <i>Braghgi, Alvarez, Dion, Festa</i>
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Northeastern	121. Incorporating Literature into the Arabic Language Curriculum: Methods and Results, <i>Ramadan, Faiza, Tarbouni</i>	138. Fun Games and Activities to Develop Interpersonal Communication, <i>Joundeja</i>	155. Colloquial Arabic and MSA: Ensuring a Successful Integrated Approach, <i>Chouairi Mustafa, Abu Shakra, Bekkal</i>	168. Effective Use of Technology to Learn Arabic Anytime Anywhere, <i>Mustafa, Abu Shakra, Bekkal</i>	183. SANS Inc./Mead Fellow Session: Action Research in Maximizing Target Language Use, <i>O'Hearn</i>	184. Twitter as a Community-Building Tool in the Foreign Language Classroom, <i>Ramsden</i>	185. Facing Our Fear of Writing, <i>Mulholland</i>	186. Resources for Less Commonly Taught Language Programs, <i>Hart, Mana</i>
Provincetown	122. Innovative technology and Language Instruction in the Middle School, <i>Epstein, Dixon</i>	139. Best of DC: The Spanish Language Integrated Curriculum, <i>Adamsen</i>	156. Flipping Out! Flipping the Classroom- Flip or Flop?, <i>Dunkin</i>	169. Using Commercials in the Spanish Classroom, <i>Jacobs</i>	186. Resources for Less Commonly Taught Language Programs, <i>Hart, Mana</i>	187. L'Exploitation pédagogique de la bande dessinée en classe de langue, <i>Tchoumi</i>	188. Teaching History and Culture in an Elementary Modern Greek Class, <i>Katradis</i>	189. La Poésie française et la Première Guerre Mondiale, <i>Kashuba SSJ</i>
Regis	123. Professional Learning Communities for Improved Student Outcomes, <i>Jay</i>	140. NAKS - National Standards for Korean Language, K-8 Curriculum, <i>Kang</i>	157. Using Authentic Stories with Different Proficiency Levels, <i>Jacobson</i>	170. Using Collaborative Spaces to Connect with a Larger Audience, <i>Shourds</i>	187. L'Exploitation pédagogique de la bande dessinée en classe de langue, <i>Tchoumi</i>	188. Teaching History and Culture in an Elementary Modern Greek Class, <i>Katradis</i>	189. La Poésie française et la Première Guerre Mondiale, <i>Kashuba SSJ</i>	190. Teaching History and Culture in an Elementary Modern Greek Class, <i>Katradis</i>
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Tufts	128. Google Apps. for Foreign Language Teaching: An Overview, <i>Wang</i>	145. Teaching Chinese Language and Culture through Characters, <i>Li</i>	162. Chinese Small Talk (Liao): Pragmatic Variation and Teaching Applications, <i>Huang</i>	176. Technology as a Tool for Linguistic and Cultural Development, <i>Vanboore</i>	192. Study Abroad Assessment: Language Proficiency and Intercultural Competence, <i>Vazulik, Folau, Gagnon, Watson</i>	193. Study Abroad Assessment: Language Proficiency and Intercultural Competence, <i>Vazulik, Folau, Gagnon, Watson</i>	194. Study Abroad Assessment: Language Proficiency and Intercultural Competence, <i>Vazulik, Folau, Gagnon, Watson</i>	195. Study Abroad Assessment: Language Proficiency and Intercultural Competence, <i>Vazulik, Folau, Gagnon, Watson</i>
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join existing community language groups or to create their own groups, so that they may engage in regular professional and linguistic development.

181. Keep Them Talking: Developing Oral Proficiency at All Levels

Saturday, 3:30 PM-4:30 PM, Northeastern Arabic/Postsec

Luluab Mustafa, Boston University
Giselle Khoury, Boston University

This session will introduce participants to effective strategies for sustained oral communication at all levels of Arabic instruction. Presenters will share materials they have developed to help their students progress from reactive and guided conversations to creative and spontaneous oral conversation about a variety of topics. Presenters will show how to sequence material appropriately and how to tie topic contents to specific proficiency levels and instructional goals. Through hands-on practice, participants will learn what types of questions best assess students' communicative facility. At the conclusion of the session, participants will discuss how to adapt their own materials and develop oral assessment strategies for their own Arabic programs.

182. Best of MA: Practical Take-Aways: Using iPads and More in Your Classes

Saturday, 3:30 PM-4:30 PM, Provincetown French, Spanish/HS

Giulio Binaghi, Reading Memorial High School

Joanne Alvarez, Reading Memorial High School

Mary Christine Dion, Reading Memorial High School

Emeline Festa, Reading Memorial High School

A practical, hands-on approach to using apps easily accessible through iPads or BYOD, the Reading (MA) High School Foreign Language Department will show how students use iPads and more in their classes. Participants will briefly use apps and explore using Socrative in the classroom with BYOD, try Wiffiti, a text message board, learn how to flip the classroom with Educreations, explore a virtual dream home project, and share ideas and favorite apps. Participants may BYOD; we will bring iPads. A basic knowledge of iPads may help.

183. SANS Inc./Mead Fellow Session: Action Research in Maximizing Target Language Use

Saturday, 3:30 PM-4:30 PM, Regis Spanish/Middle school

Jeanne O'Hearn, Masconomet Regional MS
2013 SANS Inc./Mead Leadership Fellow will report on the initial results of her action research project. After 17 years of teaching, the

presenter was inspired to change her technique in order to increase the communicative competence of her 7th grade Spanish students. She will describe the experience and process of conducting action research in the classroom. After an interactive activity that demonstrates the Organic Language Acquisition (OLA) approach, participants will have an opportunity to share their views and to brainstorm ideas of how action research may benefit their own work.

184. Twitter as a Community-Building Tool in the Foreign Language Classroom

Saturday, 3:30 PM-4:30 PM, Salon AB Spanish/HS, Postsec

Graziana Ramsden, Massachusetts College of Liberal Arts

Twitter is a very effective capture tool, and it is unmatched for facilitating dialogue among students in the target language. Conversations recorded on Twitter can be archived for future use as well. I am currently using Twitter with my 300-level Spanish Conversation students, who are required to publish one tweet a day in Spanish on any topic pertinent to their academics or their personal life, and who are also required to comment on their classmates' tweets. This practice builds community in the classroom as well as fluency and quick thinking in the target language, and it can be extended to all levels of proficiency.

185. Facing Our Fear of Writing

Saturday, 3:30 PM-4:30 PM, Salon CD Spanish/HS, Postsec

Monica Mulbolland, George Mason University

This session is geared towards educators interested in exploring writing as a means of self-expression. The main objective of the session is to turn what is usually a painful requirement of the language class into an exhilarating journey of self-discovery. Attendees are encouraged to bring materials for inspiration, such as a photograph they care about, and an object of their choice. The techniques shared will be easily applied to the high-school and college high-intermediate and advanced classroom.

187. L'Exploitation pédagogique de la bande dessinée en classe de langue

Saturday, 3:30 PM-4:30 PM, Suffolk French/HS, Postsec

Bertrand Tchoumi, Baltimore Polytechnic Institute

By the end of the session, participants will be equipped with skills and strategies allowing them to teach effectively with comic strips and enhance language learners' proficiency in writing, speaking, reading and listening. Furthermore, participants will discover a wealth of resources on comic strips available

online that they can use to supplement their practice. The presentation will be conducted in French with examples in French.

188. Resources for Less Commonly Taught Language Programs

Saturday, 3:30 PM-4:30 PM, Tufts LCTs/Adult, Professional

Mary Elizabeth (Betsy) Hart, University of Maryland

Mouna Mana, University of Maryland

This session will introduce participants to STARTALK's many publicly available resources to support language learning and teacher training programs. The resources include guides and templates for curricula, units, lessons, and field trips, resource lists and sample materials for less-commonly-taught languages, online professional development workshops, and teaching demonstration videos. The session will be presented in English and will be useful to teachers of all languages.

189. La Poésie française et la Première Guerre Mondiale

Saturday, 3:30 PM-4:30 PM, Vineyard French/HS, Postsec

Sister Mary Helen Kashuba SSJ, Chestnut Hill College

French teachers can take advantage of this anniversary year of World War I by using the poetry associated with the events and their effects on society. The presenter will discuss authors such as Charles Péguy, Guillaume Apollinaire, Blaise Cendrars, and Max Jacob. This session will explore poetry selections easily accessible to students as well as the personal experiences of these authors, and suggest classroom applications.

190. Teaching History and Culture in an Elementary Modern Greek Class

Saturday, 3:30 PM-4:30 PM, Wellesley Modern Greek

Maria Katradis, George Mason University

This session will apply the "weave" of the 5Cs in lesson planning in the context of a Greek history and culture lesson in an elementary level HL Modern Greek language class. The presentation will demonstrate the development of the lesson plan, intended outcomes, implementation, and the long-term outcomes of fully integrating the 5Cs in a history and culture lesson taught through the target language. The session will demonstrate interactive approaches to effectively integrate the 5Cs in a HL/LCTL classroom. Proficiency-oriented materials for teaching modern history and culture in the target language will be shared, and participants will be asked to brainstorm ways to integrate history and culture in their own classrooms with the goal of active student engagement in

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mind. The presentation may also be applicable to other teachers of HLLs and LCTLs who can utilize the process in preparing innovative history and culture lesson plans for their students.

191. Study Abroad Assessment: Language Proficiency and Intercultural Competence

Saturday, 3:30 PM-4:30 PM, Yarmouth

German, Russian/Postsec

Johannes Vazulik, U.S. Military Academy

Ian Folau, United States Military Academy

Mark Gagnon, United States Military Academy

Jeff Watson, United States Military Academy

Language proficiency and intercultural competence are the two major outcomes of study abroad, but how can they most effectively be assessed and what is the relationship between those outcomes? Our study analyzes assessment data from 3+ years of language proficiency (LP) and intercultural competence (IC) testing of undergraduates in West Point's academic semester-abroad programs in Germany, Austria, Russia, and Ukraine. This session, intended for a general audience, investigates best practices in quantitative and qualitative assessment using standardized tests and task-based measures.

Statistical analyses of the gains in LP and IC, as well as correlation analyses between the two outcomes, will be discussed. Qualitative measures from a task-based distance learning course which monitors student development through weekly reflective essays will also be examined, as will variables of type of institution attended and time on task. Attendees will be encouraged to interact with presenters throughout the session.

Conference Tip!

Get out into the city!

Ask someone at the Hospitality Desk to recommend free Boston activities or to point out inexpensive restaurants. Go see a foreign film — even if movie tickets are more expensive in a big city than in your home town, a movie is still cheaper than many other forms of evening entertainment. Use the T — it's a great way to get around.



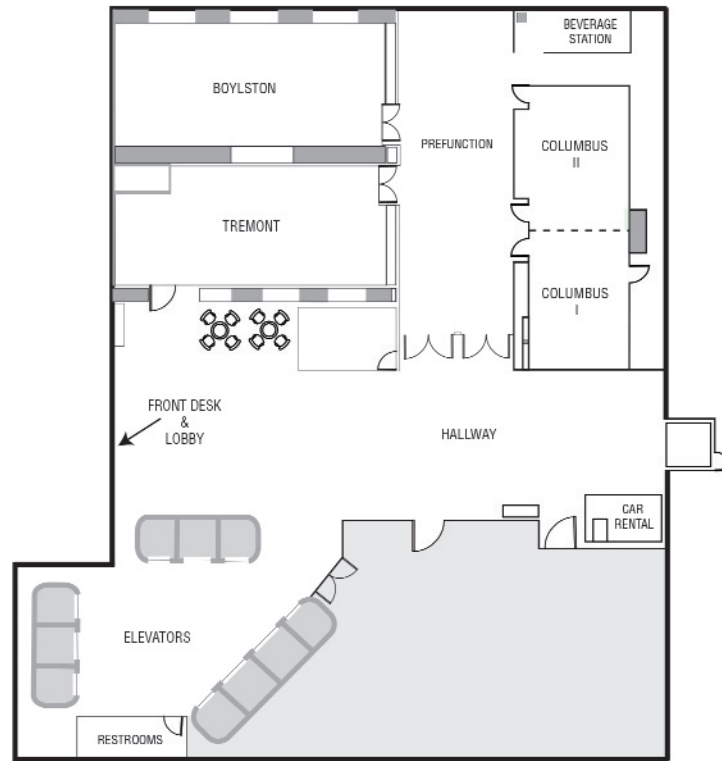
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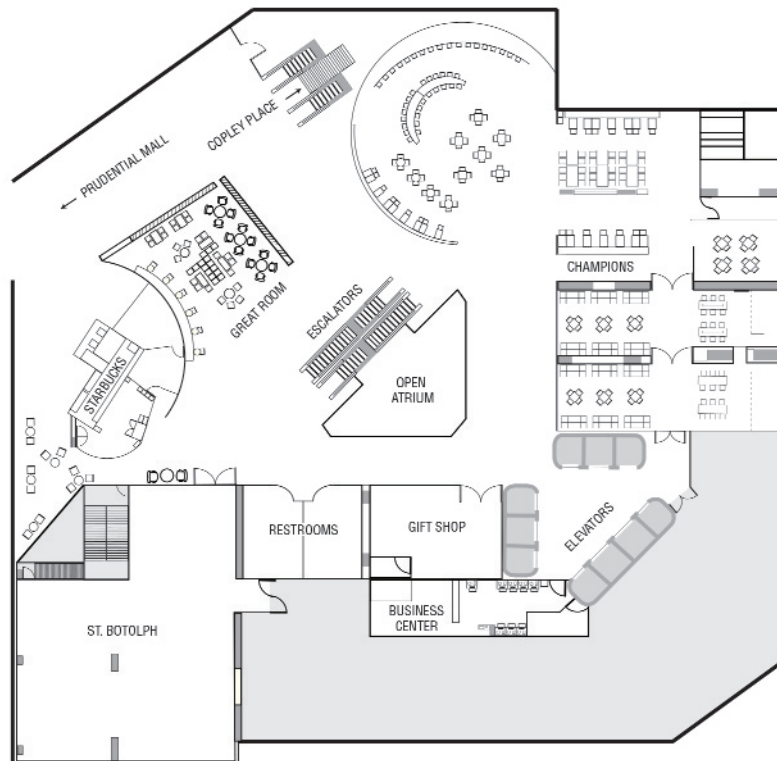
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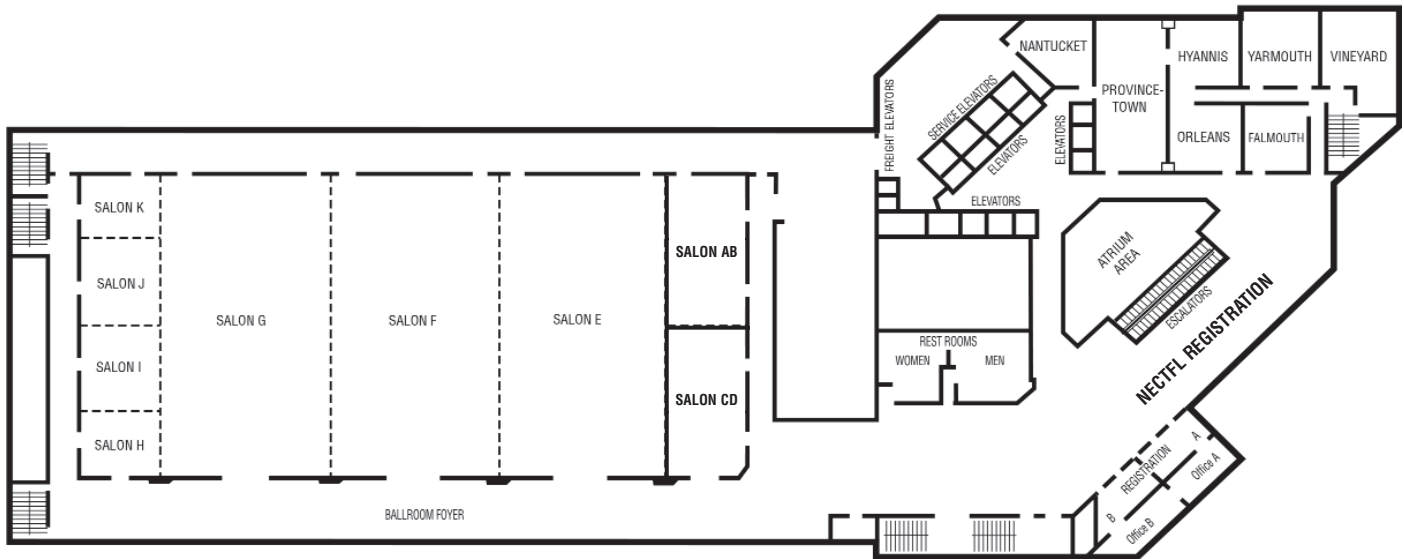
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Northeast Conference 2014 Evaluation

Help make your Conference even better: take a moment to complete this form.

Please complete this form and either return to the Local Committee Hospitality Desk (4th level) or mail your evaluation to us after the Conference at: Northeast Conference Program Committee, P.O. Box 1773, Carlisle PA 17013-2896; FAX 717-245-1976. E-mail us at: nectfl@dickinson.edu

1. *Name _____ *E-mail _____

*Please check here if you would like an e-mail reply to your evaluation comments (possible only if you provide the above contact information). We shall do our best to respond.

*This information is optional.

2. Check all that apply.

Current position:

- Teacher
 Administrator
 Student
 Other: _____

Level:

- Elementary
 Middle/Jr./High School
 College/University
 Other: _____

Institution Type:

- Public
 Private

3. What language(s) do you teach? _____

4. Is this your first time at NECTFL: Yes No If no, how many times have you attended? _____

5. Which best describes your reason for attending?

- Sessions/workshops/teaching labs Exhibit Hall Professional Development Credit
 Interaction with colleagues Professional development Other: _____

6. Where did you hear about the NECTFL Conference?

- listserv, blog, twitter, etc. Colleague Ad in another professional journal
 NECTFL Conference Preview Trifold NECTFL website Other: _____
 Another association's Conference

7. What types of events did you attend at NECTFL this year? (Check all that apply.)

- 3- or 6-hour workshop Exhibitor events
 2-hour teaching lab NADSFL breakfast (Saturday)
 60-minute sessions Advisory Council events (Saturday)
 Exhibit Areas State Association events
 Kick-off Activities (Thursday) Other: _____
 Awards Ceremony (Friday)

8. What were the most valuable aspects of this year's NECTFL Conference for you? Please give a brief explanation.

9. NECTFL strives to provide the highest quality professional development opportunities for language educators. What suggestions do you have for helping us better meet this goal?

10. Additional comments or suggestions (use space on back if necessary):

Conference Session Evaluation Form

If you wish to evaluate a session you attended, we would be grateful for your feedback. This form may be duplicated.

Please complete and return to Local Committee member or to the Hospitality Desk.

SESSION NUMBER AND TITLE: _____

PRESENTERS: _____

SESSION DATE, TIME AND ROOM: _____

1. Type of session. This session involved mostly...

- presentation
- audience participation
- panel discussion
- networking
- other: _____

2. Presenter(s). Is this a presenter you would like to hear again? Why or why not? (For two or more presenters, please comment on each one separately.)

3. Ideas and materials. Did you benefit from this session in the ways that you had hoped? Why or why not?

4. What would you like to do in response to this session?

- Keep in touch with the presenter and/or other participants via technology.
- Implement ideas and then consult with an expert.
- Read more about this in the NECTFL Review.
- Present my own session on the topic!

5. Overall rating. NECTFL strives to provide the highest quality professional development opportunities. Please indicate how well this session contributed to our goal.

- An outstanding contribution, one of the best sessions I have attended.
- A solid contribution, I am glad that I attended.
- My reaction is mixed, but the strengths of this session outweigh its weaknesses.
- This session did not contribute to NECTFL's goal of high quality.

Additional comments: _____

Thank you for taking the time to share your feedback with us!

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AATSP

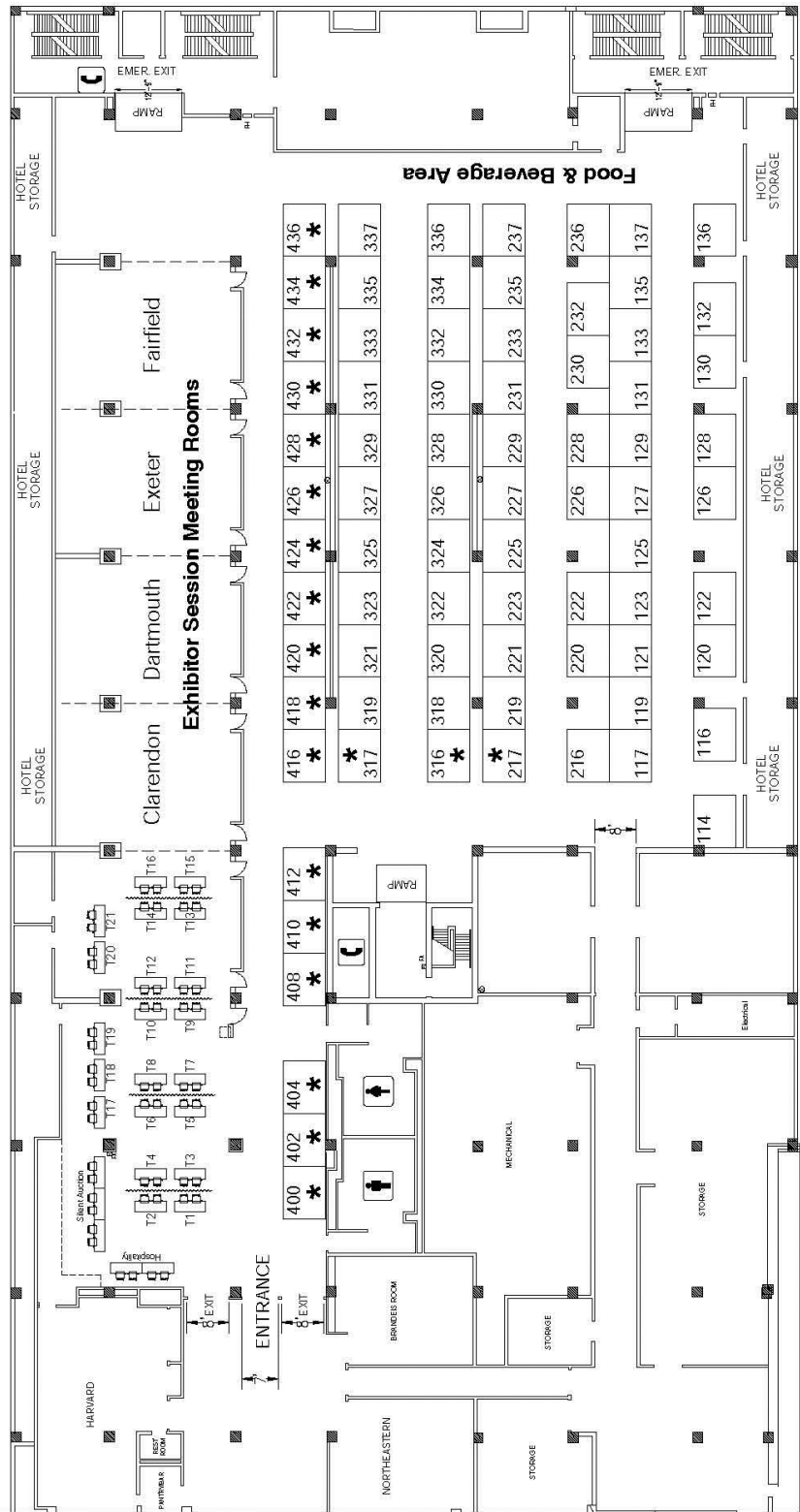
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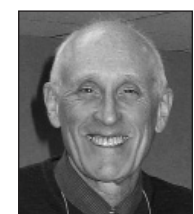
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This year, those retiring from the Board as Directors are: Rebecca Fox, who will continue as Vice Chair and become Chair in 2016; Jennifer Eddys and Dali Tan. These three talented and dedicated individuals have contributed disproportionately to our organization and to the profession. We thank them sincerely and hope they will continue to be part of NECTFL.

The slate of candidates for the class of 2018 is:

- Stacy Blair
Sherri Harkins
José Ricardo-Osorio

2014 NORTHEAST CONFERENCE BOARD OF DIRECTORS ELECTION

Candidates

Stacy Blair

Autobiographical Sketch



After graduating from Loyola University Chicago with a degree in French Literature and Sociology, I worked as a counselor at a French Immersion Camp run by Concordia College. This experience deeply impacted the way I teach: my theatrical nature, my immersion practices, and my attempts to contextualize learning, allowing language to be acquired organically. I truly fell in love with teaching in this environment, where rustic adventures and early-evening improv theatre revealed strengths that I never knew I possessed.

The two following years, I taught English in France, which furthered my love for the profession. It also

allowed me to gain a unique perspective on education and French culture. Later, I received a Masters from NYU and landed my dream job as a French teacher at Essex Street Academy, a progressive Title 1 high school located in the Lower East Side of Manhattan. Here, I have assumed many leadership roles: member of the annual Gala planning committee, our school's Consortium Liaison, and a facilitator for small break-out groups during staff meetings. My passion for creating meaningful connections between my students and native French speakers led me to develop an exciting cultural exchange program with a high school in France.

Statement

As education continues to evolve in our country, so do the roles and responsibilities of the Northeast Conference. The organization performs many functions in order to provide the best possible professional development for its participants. First and foremost, the Northeast Conference facilitates collaboration amongst educators of

many levels and professional discourse around critical topics of interest. The annual conference and online webinars support teachers of all grades and with diverse experience to improve their pedagogy, to advocate for endangered programs, and to engage in dialogue surrounding the state of foreign language education. Through these forums for professional development, we celebrate foreign language education; we share inspiring stories of amazing teachers and outstanding students. The Conference brings together many who share a common, yet very distinct experience. It cultivates a network of bright and curious professionals, allowing us to grow and work together towards a hopeful future. Finally, the Northeast Conference communicates changes in the field, providing great workshops that introduce new national standards and assessment methods.

If elected to the board, I look forward to collaborating with my fellow board members to ensure a sustainable future for the organiza-

tion. I believe the best way to do this is by bridging the gap between teacher needs and professional development opportunities. As a new teacher with three years of experience at an urban, public high school, I offer a unique perspective on education and foreign language pedagogy. I believe that my experience with standards- and performance-based assessment would be an asset to the organization.

I am dedicated to novel approaches to meeting the professional development needs of educators at all points of their career, despite financial constraints. I would work with the committee to create mentoring programs. I would also find ways to offer facilitative leadership training to empower colleagues to be teacher leaders in their professional communities. As a group, we would provide a platform for critical friends groups to meet online, and we would collect submissions for a monthly "Best Practices / Classroom Successes" newsletter or podcast. Benefiting from a strong partnership with New York University, I would also work closely with the Steinhardt School of Education to encourage teachers in training to take advantage of the organization's many avenues of support. Finally, as a passionate Francophile, I would continue offering workshops related to the Francophone world and/or collaborate to create materials for teaching French.

Sherri Koontz Harkins

Autobiographical Sketch



With a BA in Communications, Public Relations, a MEd in School Leadership and having been a fashion boutique owner, Sherri Koontz Harkins came to teaching via a non-traditional path. Her teaching career began in September of 2001 and just two weeks in Ms. Harkins came to understand the importance of global citizenship as she tried to help her middle school students grasp the events of September 11th. Ms. Harkins has taught middle school Exploratory Foreign Language, 6th through 12th grade English, and French FLES, and levels I through AP. She is an experienced curriculum writer, including her district's pilot elementary program grades 3-5, and served as a reviewer of the latest College Board AP French test. In 2011, Ms. Harkins represented her school as a district Teacher of the Year semi-finalist. That same year, she was honored as the Maryland Foreign Language Association and the NECTFL Teacher of the Year. Ms. Harkins has presented at the local, state, regional and national level on topics including L2 reading, cross-curricular connections, and advocacy. Most recently, she was the keynote speaker at the Foreign Language Association of North Carolina's fall conference. Ms. Harkins resides in Fruitland, Maryland with her husband and two daughters.

Statement

I would not be the education professional I am if it weren't for the Northeast Conference! My first experience with NECTFL was almost ten years ago. Despite the many attractions of Times Square, I was more fascinated by the idea that I could teach grammar while

dancing. During my many conference sessions since, my classroom and my teaching style have become growing, dynamic entities that are student centered. More importantly, I am connected to an organization who seeks to better our profession as a whole, while giving our students invaluable experiences.

In my years attending, I have come to better understand the role of the Northeast Conference. NECTFL does provide an exceptional variety of timely, high quality professional development. However, when considering the overall state of education, and global politics and economics the role of NECTFL is so much more. NECTFL is now educating attendees on: how we can impact education on a political level, how we can train new (and veteran) teachers to address educational reform, how we can connect our students globally, and how we, as world language teachers can take the lead in our schools and districts to produce college and career-ready students.

My experiences during the teacher of the year process were enlightening and through them I saw that advocacy is a role that every one of us should embrace. By joining NECTFL in an official capacity, I hope to strengthen NECTFL's advocacy by educating and enlisting our members as advocates. Using the ACTFL model, I would like to see NECTFL create a pool of teacher of the year finalists and winners who could serve as spokespersons for our profession and organization. By working with our state organizations to recognize exceptional individuals in our profession, we can continue to foster quality world language educators. Through this process, I feel we can strengthen our connections with our state organizations and, ultimately, grow membership at the state and regional levels.

NECTFL is more than just a conference. It is a valuable organization seeking to remain relevant in a new era. In response to this, NECTFL is working to reinvent itself. This process will require us to take on many new roles, including in public awareness. As we work to achieve this in theory and practice, I believe that my business and public relations background give me valuable perspectives and a skill set that will help to move us forward in this direction. Initiatives like the Wall of Honor and the silent auction are just the start of the changes we are making and will continue to make, not only to secure NECTFL's financial position, but to continue to build the community of world language professionals who will take us into the future.

José Ricardo-Osorio

Autobiographical Sketch



Dr. José Ricardo-Osorio is an Associate Professor of Foreign Language Education and Spanish in the Department of Modern Languages at Shippensburg University of Pennsylvania. He has served as Chairperson of the department since 2011. At present, he is holding the interim position as Associate Dean of the College of Arts & Sciences. He earned an M.A in Spanish and an Ed.D in Higher Education and Foreign Language Teaching from the University of Arkansas Fayetteville).

Dr. Ricardo-Osorio is an accomplished teacher and scholar and has provided service and leadership for the profession in many ways. He has served on the MLA Delegates Assembly and is currently a PSMLA Board member and co-chair of its 2014 fall conference. In 2000, he joined ACTFL and has pre-

sented in various opportunities at the ACTFL Conference. In 2006, he joined the NECTFL Advisory Board and has participated as a session facilitator. He is a member of AATSP where he has also served as a conference presenter.

In addition to his service to the language teaching profession, Dr. Ricardo-Osorio is a Middle States accreditation reviewer. He has been invited to lead workshops on the assessment of institutional effectiveness as well as program and student learning outcomes assessment. He has also published articles on the assessment of learning outcomes.

Statement

In an era of technology-mediated communication, NECTFL has positioned itself as one of the leading professional organizations in the use of webinars for language teaching training. This move has definitely opened new horizons to the organization. In my opinion, this is the way to go and NECTFL must continue to reinvent itself and think outside the box to grab the attention of the new generation of language teachers. The role of NECTFL is to keep all its members abreast of top-of-the-line approaches and research on the teaching of foreign languages. Nevertheless, a new role must be defined (or a current one must be redefined). This new purpose must focus on attracting, mentoring, and preparing (not just training) pre-service language teachers. This population should also have an active voice in the leadership of the organization. The future of the profession lies in the hands of this generation and therefore, we have an obligation to tend to their professional needs in a more holistic way.

I am sure that NECTFL will grow stronger as the membership composed by teachers in training regard NECTFL as the organization

where they can expand and complement their college training. NECTFL has members of vast skills and professional experience who may serve as mentors. Technology can facilitate this exchange and the best mentor-mentee partnerships can be recognized at the annual conference. I envision NECTFL creating online courses on best practices led by master teachers. Pre-service teachers can take these courses as part of their college preparation. If a credit agreement is reached with local higher education institutions, the courses can be taken for credit and be transferrable. In other words, the NECTFL of the 21st century must be the training hub of the new generation. NECTFL can be a pioneer in launching new pedagogical programs and teaching approaches for the world to take advantage of. We have the human resource and the motivation to reach this goal.

If I am given the honor of joining the Board of Directors, I will use my expertise and background as a language teacher educator to aid NECTFL in pursuing this new role more purposefully. I also pledge to facilitate the attainment of the organization's goals by participating actively in committee assignments and providing ideas on how to enhance the organization's profile. I am also interested in helping NECTFL carry out an assessment of organizational effectiveness. The results of this wide assessment can be used to identify strengths and weaknesses and to redefine performance outcomes or introduce new ones.



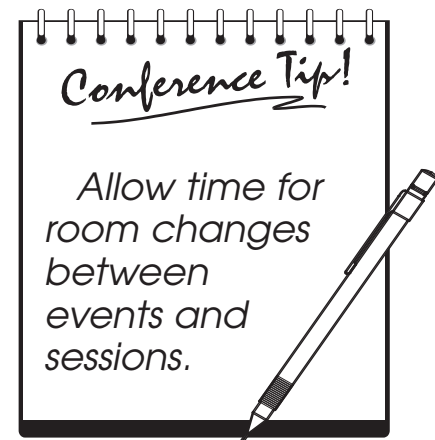
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The Hospitality Desk is open throughout the Conference to assist you with your questions about the Conference and about Boston.

Local Committee members will also conduct session evaluations. Look for these important volunteers and help us thank them for their commitment to the Conference!



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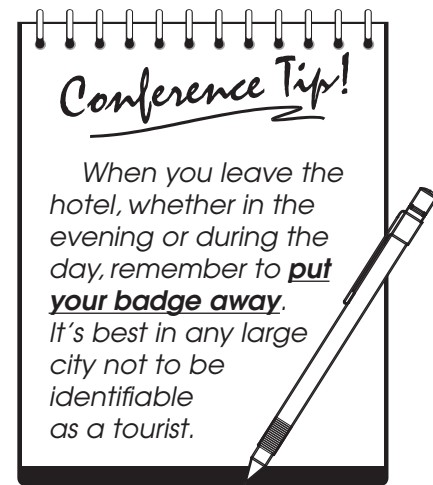
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MFLA/Dulaney HS
Timonium MD

Sarah Steverman
RIFLA/Westerly Public Schools
Westerly RI

Susan Terranova
MFLA/Mount Saint Joseph HS
Baltimore MD

Ronie Webster
MaFLA/Monson High School
Monson MA





Conference Chairs, 1954-2014



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



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

1968 Stephen A. Freeman Middlebury College	1981 Laurence Wylie Harvard University	1992 Sandye Jean McIntyre II Morgan State University	2004 Martha G. Abbott Fairfax County (VA) Public Schools
1969 Nelson H. Brooks Yale University	1982 Lorraine A. Strasheim Indiana University	1993 Dorothy James Hunter College	2005 Ray Clifford Defense Language Institute
1970 Harry L. Levy Fordham University	1983 James R. Frith Foreign Service Institute	1994 Eleanor Jordan, Emerita Cornell University	2006 Kathleen Riordan Springfield MA Public Schools
1971 Robert G. Mead University of Connecticut	1984 Wilga M. Rivers Harvard University	1995 Earl W. Stevick, Emeritus Foreign Service Institute	2007 Stephen L. Levy, Roslyn NY Schools (ret.)
1972 Freeman Twadell Brown University	1985 James E. Alatis Georgetown University	1996 Edward D. Allen, Emeritus Ohio State University	2008 Eileen W. Glisan, Indiana University of Pennsylvania
1973 Emma Birkmaier University of Minnesota	1986 Robert Lado Georgetown University	1997 A. Ronald Walton National Foreign Language Center (posthumous award)	2009 Marjorie Hall Haley George Mason University
1974 Donald D. Walsh Northeast Conference	1987 Mary P. Thompson Glastonbury (CT) Public Schools	1998 Helene Zimmer-Loew AATG	2010 Yu-Lan Lin Boston Public Schools
1975 Theodore Andersson University of Texas	1988 Leo Benardo New York City Public Schools	1999 June K. Phillips Weber State University	2011 Gregory Duncan InterPrep, Inc.
1976 Wilmarth H. Starr New York University	1989 Dora Kennedy Prince George's County (MD) Public Schools	2000 Protase E. Woodford Educational Testing Service (ret.)	2012 Richard Brecht CASLS
1977 Kenneth W. Mildenerger Modern Language Association	1990 Ann Beusch Maryland State Department of Education	2001 C. Edward Scebold ACTFL	2013 Heidi Byrnes Georgetown University
1978 Howard Lee Nostrand University of Washington	1991 Helen Warriner-Burke Virginia State Department of Education	2002 Robert J. Ludwig NYS AFLT	2014 Gladys C. Lipton National FLES* Institute
1979 Dwight Bolinger Harvard University		2003 Frank W. Medley, Jr. West Virginia University	
1980 Richard I. Brod Modern Language Association			

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This award is endowed with the interest from a grant by Stephen A. Freeman of Middlebury College. It has been awarded since 1968 at the discretion of the Board of Directors to recognize the best published article on teaching techniques to have appeared during the preceding year.

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



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

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

Dear Colleagues and friends,



Cheryl Berman

My name is Cheryl Berman and I am a K-6 teacher of Spanish, French, and Hebrew in the New Hampshire seacoast area. The Newington Public School is my home base, and we are thrilled to be on the NECTFL map. Serving as your Chair for the 2014-2015 academic year is an honor and a privilege that I take very seriously.

For over 60 years, NECTFL has provided you with the best of professional development and networking opportunities. It is our full intention to continue to serve our educators in this capacity and beyond. You are of great value to us as attendees, exhibitors, presenters, colleagues and, above all, dedicated educators in all fields of World Language in and outside of the classrooms. We hope that we always tailor our conferences to meet your needs, but we also know teachers' needs are changing.

We are now living in more difficult and challenging times, yet the need for world language programs is greater than ever before. We at NECTFL realize that it is time to go in a different direction with regard to the delivery method of our professional development offerings. Constituent needs must be our priority and we are listening to all of you. It is our responsibility to serve the needs of all our constituents in the best way possible and to provide professional development to those who may not have access or may prefer it to be delivered differently. As we focus our planning for 2015, we have chosen the theme "Differentiating in a Multi Media World." This theme will allow our dedicated Board of Directors to explore and expand the current NECTFL delivery system to something broader and more inclusive so we reach all our constituents, near and far, but especially in the 14 northeast states of NECTFL.

Your input will be invaluable as we move forward to re-design NECTFL's manner of providing professional development, and we enthusiastically embrace this wonderful opportunity! Please keep in mind that you are all part of the NECTFL community and that NECTFL looks forward to hearing from all of our members including new teachers, methods instructors, teacher interns, state leaders, former award winners, webinar presenters, former Board members, Advisory Council members and more as we prepare for 2015 and beyond. Please continue to check our website www.nectfl.org for the latest information

From the seacoast of New Hampshire, I welcome your input, and I look forward to working with and hearing from all of you.

Sincerely,
Cheryl P. Berman
2014 NECTFL Chair

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Typed Name _____ Signature _____

Position _____ Date _____

Mail award to: _____

PLEASE TYPE OR PRINT

Name of Student Nominated _____

Language Studied _____ Level or Course Number _____

Name of School _____

School Address _____

City _____ State _____ Zip _____

Telephone _____ Fax _____

Date of Award: Month/Day/Year _____

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- | | |
|---|---|
| <input type="checkbox"/> Faculty committee | <input type="checkbox"/> Recommendation by teacher |
| <input type="checkbox"/> Student competition | <input type="checkbox"/> Choice of principal |
| <input type="checkbox"/> Recommendation by guidance counselor | <input type="checkbox"/> Choice of Language Department head |
| <input type="checkbox"/> Other (please describe) _____ | |

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Schools may duplicate this form locally. Payment must accompany form. NO PURCHASE ORDERS.

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This form must be mailed at least four weeks before award date. (Forms requesting awards sooner than 4 weeks in advance cannot be guaranteed timely delivery.)



Many schools offer achievement awards to their outstanding students. The Board of Directors of the Conference believes that more language students should be among those recognized; accordingly, it offers the Award For Excellence in Language Study, to be awarded nationally.

Schools which are Advisory Council Members of the Northeast Conference may submit nominations free of charge. Other institutions must enclose \$15 for each award to cover the cost of printing, postage, and handling.

Any school wishing to recognize outstanding student achievement with the Award should complete a nomination form and return it to the Conference. Individual certificates will be sent to the school for presentation to the students.

Nominees must be graduating students (although they may be graduating from any level, e.g., elementary, junior high, college, etc.) they must be enrolled in the most advanced course of the language for which the Award is being made, and they must show evidence of interest in foreign language and international studies beyond work in the classroom.

Each school may devise its own selection process for each language for which an Award is made.

The Award may be presented at any time of year, but nominations must be received by the Conference at least four weeks prior to the award date to allow time for delivery of the certificates. The names of students receiving awards and their nominating schools will be published the following fall in the NECTFL Review.

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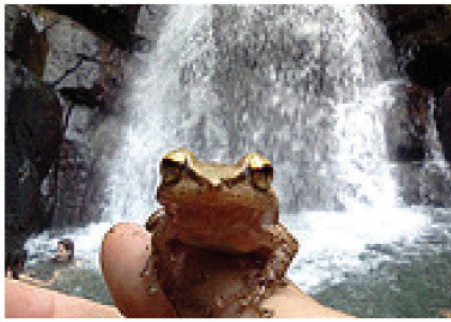
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