

# NORTHEAST CONFERENCE

on the Teaching of Foreign Languages



## 65th Annual Conference

beyond-the-book

context

in-the-moment exploration

real-world

dual-language

# Authentic Language

real-life

real

actual  
target-language

# Learning

acquisition

purposeful

goals

# meaningful

competence

cultural

immersion

communicative

communication

relevant

classroom audience

face-to-face

NECTFL 2019

## *Authentic Language, Authentic Learning*

### February 7 – 9, 2019

### New York Hilton Midtown

[WWW.NECTFL.ORG](http://WWW.NECTFL.ORG)

*Rosanne Zeppieri, Conference Chair*

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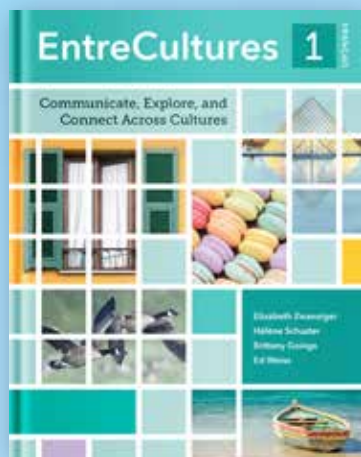


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SPANISH FRENCH ENGLISH GERMAN ITALIAN CHINESE ESL

# THE FUTURE IS FRENCH

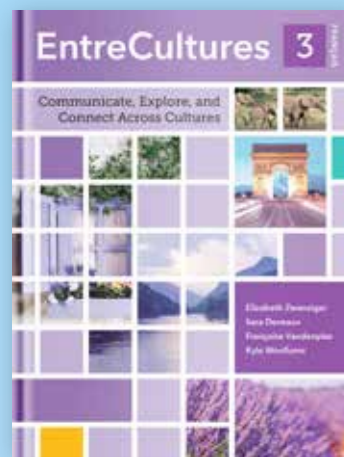
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# Table of Contents

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NECTFL Board of Directors	4
NY Hilton Midtown – Concourse and Second Floor	6
NY Hilton Midtown – Third Floor and Americas Hall 1&2	7
Welcome Message from the 2019 Chair	8
Conference Sponsors	9
Program Overview	10
Schedule at a Glance	11
Local Committee	12
Exhibit Hall Floor Plan	13
Directory of Exhibitors	14
Sessions at a Glance	19
Directory of all Workshops and Concurrent Sessions	21
NECTFL State Associations	46
Index of Presenters	63
2019 Award Winners	65
2019 Mead Fellows	66
Teacher of the Year Finalists	67
Past NECTFL Teachers of the Year	68
Past Award Winners	69
NECTFL Advisory Council	71
The NECTFL <i>Review</i>	72
Past Chairs of the Northeast Conference	73
Message from the 2020 Chair	74

# 2018–2019 NECTFL Board of Directors

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School and Bryant  
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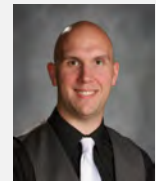
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**Robert M. Terry**  
Editor

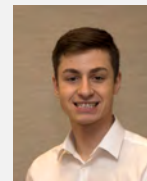


**Thomas S. Conner**  
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**Salvatore Glosek**  
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**Sean McDonough**  
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Assistant

# Newly-elected Class of 2023 (terms begin July 2019)

## Georges Chahwan, Choate Rosemary Hall (CT)

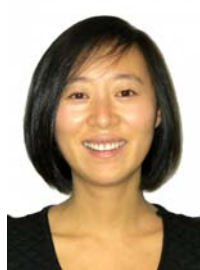


Holder of a DESS from the Lebanese University and an MA from the University of Geneva, Georges' belief in the power of languages, as well as his scholarly endeavors, led him to teach Arabic and French at the Lebanese

University, the American University of Beirut, Grenoble University in France, and at Choate Rosemary Hall in Connecticut. Throughout his teaching career he has designed curriculum, developed and taught online courses, and created Arabic and Middle Eastern Studies programs, including Arabic immersion programs in Jordan, Oman, and Morocco. Georges has also leveraged his expertise in communications and media in the design of an advanced French language course at Choate, entitled "The Francophone Press."

A leader in language pedagogy and curriculum, Georges has presented on differentiated instruction and assessment, skills reinforcement, students' empowerment, and confidence building through Project-Based Learning, iPad and technology integration, cross-cultural competence, 21<sup>st</sup> Century Skills, and World Readiness Standards at national, regional and international conferences including the American Council on the Teaching of Foreign Languages (ACTFL), the New York State Association of Independent Schools (NYSAIS), the Global Language Project (GLP), Fudan University – Shanghai, Mutiara International Grammar School - Kuala Lumpur, and Casa Árabe – Madrid. In 2012, Georges was invited by ACTFL to help develop and refine the Assessment of Performance toward Proficiency in Languages (APPL) in Modern Standard Arabic. Georges' most recent venture into academic leadership is the directorship of Choate's summer teaching intern program, for which he recruits, designs professional development, and mentors aspiring teachers of languages and other disciplines. Georges currently serves as the head of the language department at Choate Rosemary Hall, the chair of the ACTFL Arabic Special Interest Group (SIG), the vice-chair of the Global Language Project board of directors and a board member of the Qatar Foundation international Arabic honor society advisory board.

## Xiaoyan Hu, University of Rhode Island (RI)



Xiaoyan Hu enjoys the challenge of creating curricula and learning experiences for Chinese learners of all ages and levels, whom she has taught in a variety of settings, from weekend heritage school to the university level. Through

teaching, she has learned that languages allow us to explore new worlds within. Learning a language involves development of the students' own ideas, which are uniquely shaped by life experience. The most effective learning occurs when students know how to apply the knowledge they learn from textbooks to their daily lives.

Creating authentic contexts and structured practice empowers students to be proactive in the learning. Students who feel they have a dynamic and supportive environment become naturally motivated to work hard, generate ideas, and sharpen skills to reach their goals. These are crucial skills for them in becoming lifelong learners. Through the use of technology-mediated teaching methods, a proficiency-oriented curriculum setting, and project-based assignments such as TEDTalk and Real-Life Show where students research a topic of interest and share with the classroom community, Xiaoyan witnessed a transformation in her students. They began to think more critically about the world and their experiences and became more confident in their communication and in turn, became more engaged in the learning process.

Teaching to understand a culture expands the students' view of the world, which is important in today's interconnected society. Continuous reflection throughout the language learning process allows us to open a window into another world, as well as into our own, allowing us to bridge divides, develop greater empathy, and gain multidimensional perspectives on today's complex issues.

Currently Xiaoyan is the Academic Director of the URI Chinese Flagship Program, a program for students in any major to achieve Superior proficiency in Chinese that culminates with a capstone year of study and internship in China. To prepare her students for this experience, she centers her passion for educating the whole learner through authentic, task-based teaching methods in the classroom, and individualized mentoring and advising outside of the classroom.

## Jill Schimmel Sopa, NYCDOE (NY)



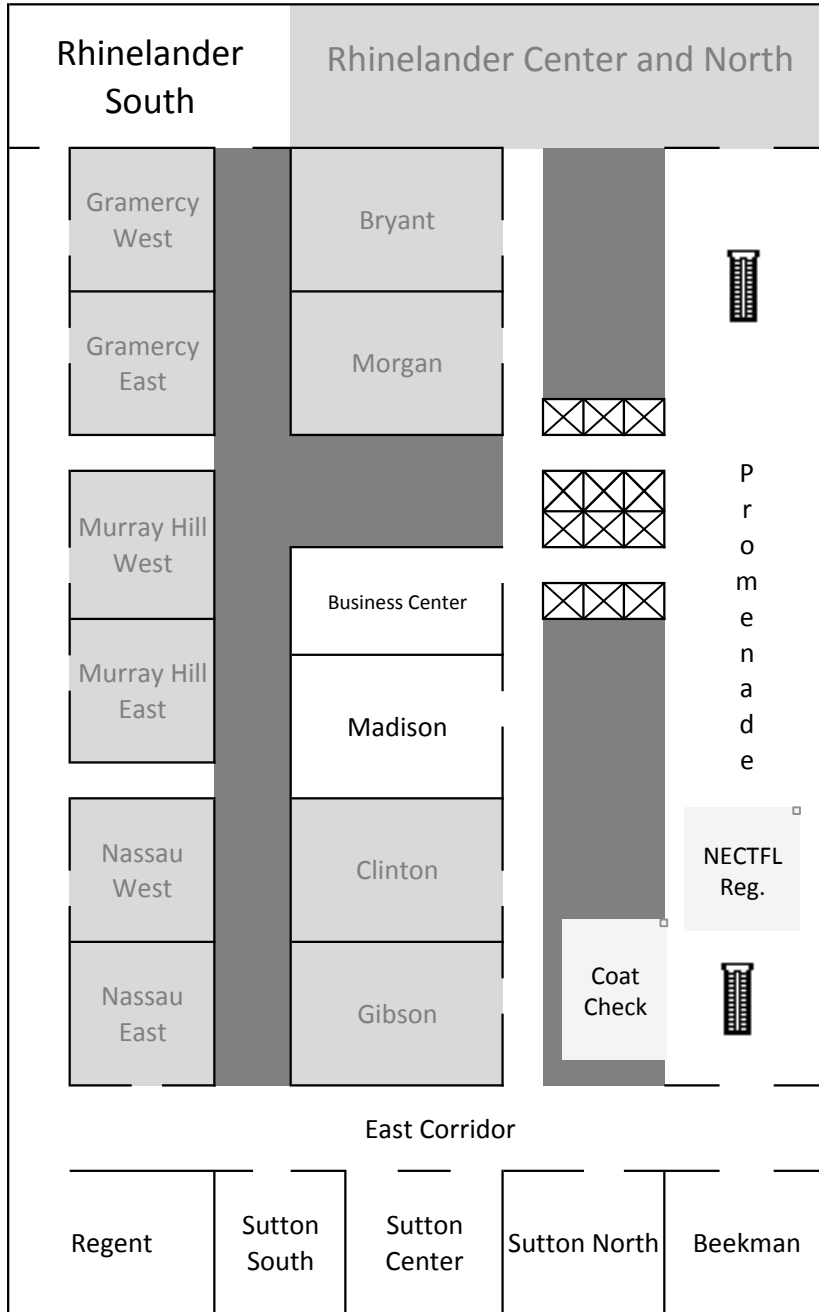
Jill Schimmel, as an educator and a parent, believes that prioritizing quality world language education in New York City Department of Education (NYCDOE) should be part of the Equity and Excellence agenda--- every child in

every New York City neighborhood should have the opportunity to learn multiple languages to thrive in our global society. She considers herself a citizen of the world, having studied in Spain and taught in Japan, and has spent over 10 years as an educator in New York City Department of Education (NYCDOE). She taught ENL and Japanese to middle school students, and now, within the Central office and Bronx Field Support Center, Ms. Schimmel provides professional development and support to teachers of ELLs and language teachers, as well as guides administrators. In addition to the University of Virginia and Fordham University, she completed School Building Leadership and School District Leadership programs at Bank Street College of Education.

During her time in the Division of English Language Learners and Student Support (DELLSS), Ms. Schimmel expanded professional development opportunities for language teachers across all five boroughs, for over 1,000 language teachers at hundreds of NYCDOE schools. In addition, she guided the NYCDOE implementation of the New York State Seal of Biliteracy for multiple schools and hundreds of students. She also re-established "World Language Supervisors" meetings, with the goal of defining promising practices to guide the city. Ms. Schimmel has created partnerships across the NYCDOE in order to strengthen language programs across the city.

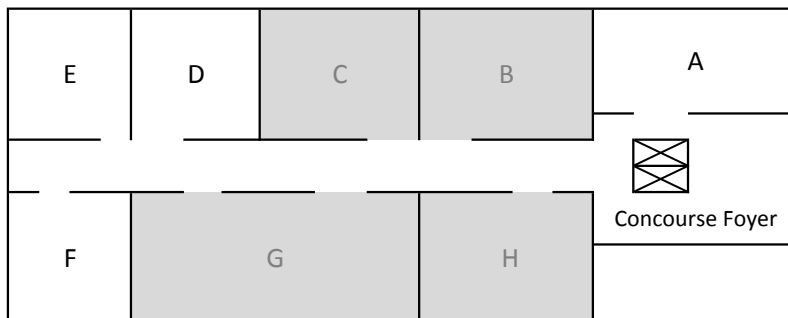
New York City schools have 1.1 million future ambassadors and world leaders in their classrooms, many bringing their own linguistic and cultural gifts. Ms. Schimmel continues to advocate to all stakeholders for all students to have access to quality education in languages and cultures. In the words of Michael Gove, "learning a foreign language, and the culture that goes with it, is one of the most useful things we can do to broaden the empathy and imaginative sympathy and cultural outlook of children."

# New York Hilton Midtown Second Floor



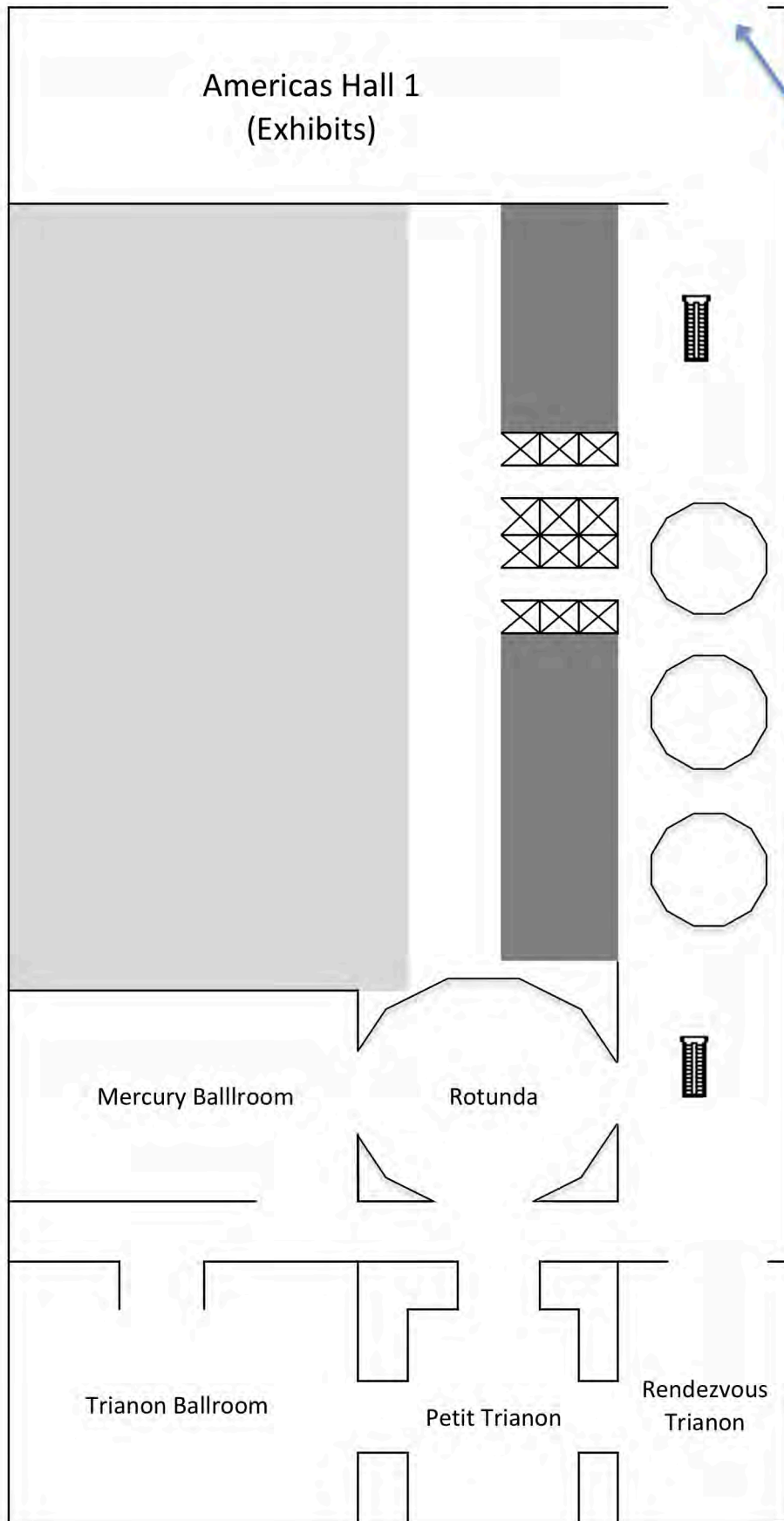
## Concourse Level

Take the escalator to the Main Lobby, then the elevator or stairs down to the Concourse Level





# New York Hilton Midtown – Floor Plan Third Floor, Americas Hall 1 & 2



## A Message from the 2019 Chair



Dear NECTFL colleagues and friends,

On behalf of John Carlino, the Executive Director of the Northeast Conference on the Teaching of Foreign Languages (NECTFL), and the Board of Directors, I am pleased to welcome you to the 65th NECTFL Conference, a time for professional learning with colleagues from Maine to Virginia, across the United States, and the world. This year the theme, *Authentic Language, Authentic Learning*, will delve into the challenges posed by the *World-Readiness Standards for Learning Languages in the 21st Century*, “to guide learners to develop competence to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world.” Where better to explore multilingual communities and authentic language but in New York City, where residents speak approximately 800 different languages and the immigrant population is constantly changing and growing. We welcome you to the Hilton Midtown and to all that New York City has to offer.

In addition to a wide array of workshops and sessions on general topics of interest in the field, the conference will host research roundtables and tech lab sessions where individuals present their research findings and first-hand experiences with new technology tools. Further, NECTFL 2019 will host specific sessions that explicate the conference sub-themes: authentic resources; authentic classroom discourse; authentic learning; the integration of culture, content, and language; and authentic assessment. Look for “panel discussions” facilitated by experts in the field who will discuss their insights on these topics and solicit your comments, ideas, and personal experiences in the classroom.

On Saturday morning, Laura Terrill will deliver the keynote address. I am excited that she will share her expertise with us. She has extensive experience in teaching and learning and is a professional who continually grows and learns. She began her career as a French teacher and subsequently worked as a Coordinator of Foreign Languages and English as a Second Language, as a Director of Curriculum, and currently as an Independent Consultant. In 2019, she will join the STARTALK team at the National Foreign Language Resource Center at the University of Maryland to work on professional training for instructors of critical languages.

As you visit the exhibit hall, please thank our sponsors for their contributions. Not only are there vendors but also representatives from the Northeast state organizations, consulate members, private and public institutions, and all who work with us to make the Conference a rich and meaningful experience. Once again, the state organizations have submitted outstanding candidates for the Northeast Teacher of the Year. Join us at the awards ceremony on Friday evening to meet these teachers and to congratulate the Nelson H. Brooks awardee for outstanding leadership in the field, the James W. Dodge Foreign Language Advocate Award, the Stephen A. Freeman winner for the best published article, and the NECTFL Mead Leadership Fellows who will develop projects throughout the year that contribute to the teaching profession.

Thank you for joining us and for your contributions to the students K-16 who benefit from your continued scholarship and desire to improve world language teaching and learning.

Sincerely,

*Rosanne*

*Please help us extend  
a very special thank-you  
to our 2019  
sponsors and supporters:*

*ACTFL*

*EMC School*

*The Language RBERN @ NYU*

*Vista Higher Learning/Santillana*

*Wayside Publishing*

*World of Reading*

# 65<sup>th</sup> Annual Northeast Conference Program Overview

## THURSDAY, FEBRUARY 7

8:00 a.m.–6:00 p.m.	Conference Registration
9:30 a.m.–4:30 p.m.	Six-hour Ticketed Workshops (one-hour lunch)
9:30 a.m.–12:30 p.m.	Three-hour Ticketed Workshops – Morning
1:00–4:30 p.m.	State Leaders Luncheon and Meeting
1:30–4:30 p.m.	Three-hour Ticketed Workshops – Afternoon
5:00–9:00 p.m.	Board of Directors Meeting and Dinner

## FRIDAY, FEBRUARY 8

7:00 a.m.–5:30 p.m.	Conference Registration
8:00 a.m.–5:00 p.m.	Conference Exhibit Hall Open
8:30–9:30 a.m.	Session 1 and Mead Leadership Collaborative
9:30–10:30 a.m.	Exhibit Hall Grand Opening and Coffee Break
10:30–11:30 a.m.	Session 2
11:30 a.m.–1:00 p.m.	Lunch Break/Exhibits
11:30 a.m.–1:30 p.m.	Palmes Academiques Luncheon (by invitation only) – Offsite
1:00–2:00 p.m.	Session 3
2:00–2:30 p.m.	Exhibit Break
2:30–3:30 p.m.	Session 4
3:30–4:15 p.m.	Exhibit and Coffee Break
4:15–5:15 p.m.	Session 5
6:00–7:30 p.m.	NECTFL Awards Ceremony

## SATURDAY, FEBRUARY 9

7:00–8:00 a.m.	NADSFL/NCSSFL Breakfast Meeting
8:00 a.m.–5:30 p.m.	Conference Registration
8:00 a.m.–1:30 p.m.	Conference Exhibit Hall Open
8:00–9:00 a.m.	Session 6
8:00–9:00 a.m.	Past Chairs Breakfast Meeting
9:00–9:30 a.m.	Exhibit and Coffee Break
9:30–10:30 a.m.	Keynote Address and General Session
10:30–11:00 a.m.	Exhibit and Coffee Break
11:00 a.m.–12:00 p.m.	Session 7
12:00–1:30 p.m.	Lunch Break/Exhibits and Coffee Break
12:00–1:15 p.m.	Advisory Council Meeting and Luncheon
1:30–2:30 p.m.	Session 8
2:45–3:45 p.m.	Session 9
4:00–5:00 p.m.	Session 10

# Conference Schedule at a Glance

Start Time	Thursday, February 7			Start Time	Friday, February 8	Start Time	Saturday, February 9		
7:00				7:00		7:00			
7:15				7:15		7:15	NADSFL/NCSSFL		
7:30				7:30		7:30	Breakfast Meeting		
7:45				7:45		7:45			
8:00				8:00		8:00	Session 6		
8:15				8:15		8:15	&		
8:30				8:30	Session 1	8:30	Past Chairs Breakfast Meeting		
8:45				8:45		8:45			
9:00				9:00		9:00	Dedicated Exhibit Time		
9:15				9:15		9:15			
9:30	Three-hour Ticketed Workshops		Six-hour Ticketed Workshops	9:30	Dedicated Exhibit Time	9:30	Keynote Address		
9:45				9:45		9:45	&		
10:00				10:00		10:00	General Session		
10:15				10:15		10:15			
10:30				10:30	10:30	Dedicated Exhibit Time			
10:45				10:45	10:45	Session 2			
11:00				11:00	11:00				
11:15				11:15	11:15	Session 7			
11:30				11:30	11:30				
11:45				11:45	11:45				
12:00			Lunch Break, and Dedicated Exhibit Time	12:00	Lunch Break and Exhibit Time	Advisory Council Meeting and Luncheon			
12:15				12:15			12:15		
12:30				12:30			12:30		
12:45			12:45	12:45	12:45				
1:00	State Leaders Luncheon and Meeting	Three-hour Ticketed Workshops	Six-hour Ticketed Workshops	1:00	Session 3	1:00			
1:15				1:15		1:15			
1:30						1:30	Session 8		
1:45						1:45			
2:00						2:00	Dedicated Exhibit Time		
2:15						2:15			
2:30						2:30	Session 4		
2:45						2:45			
3:00						3:00	Session 9		
3:15						3:15			
3:30			3:30	Dedicated Exhibit Time					
3:45			3:45						
4:00			4:00	Session 5					
4:15			4:15						
4:30			4:30	Session 10					
4:45			4:45						
5:00	Board of Directors Meeting and Dinner (5:00–9:00 p.m.)			5:00					
5:15				5:15	5:15				
5:30				5:30	5:30				
5:45				5:45	5:45				
6:00				6:00	6:00	Awards Ceremony and Reception			
6:15				6:15	6:15				
6:30				6:30	6:30				
6:45				6:45	6:45				
7:00				7:00	7:00				
7:15				7:15	7:15				
7:30	7:30	7:30							

## 2019 NECTFL LOCAL COMMITTEE



Local Committee chairperson, Bill Anderson, and the Local Committee cordially invite you to visit the hospitality desk on the 2<sup>nd</sup> floor Promenade. The hospitality desk is open throughout the conference to assist you with your questions about the conference and about New York City. Local Committee members will also conduct session evaluations. Look for these important volunteers and help us thank them for their commitment to the conference!

## WE SINCERELY APPRECIATE THE PARTICIPATION OF OUR 2019 COMMITTEE:

Wilfredo Abrahante, Roslyn Public Schools, NY  
Ana Aguiar, North Shore School District, NY  
Leslie Berger Port, Toms River Regional Schools, NJ  
Carolina Bustamante, SUNY Old Westbury, NY  
Jennifer Carson, Virginia Beach Schools, VA  
Georges Chahwan, Choate Rosemary Hall, CT  
Lionel Chan, Plainview-Old Bethpage Schools, NY  
Betty Chang, East Hartford Magnet School, CT  
Carol Chen-Lin, Choate Rosemary Hall, CT  
Marissa Coulehan, The Dalton School, NY  
Jenny Delfini, New Paltz Central School District, NY  
Donna DiNatale, Connetquot School District, NY  
Tim Eagan, Wellesley Public Schools, MA  
Lisa Estrada, Hicksville Public Schools, NY  
Rebecca Fox, George Mason University, VA  
Roxanne Franquelli-Beras, Valhalla School District, NY  
Jacob Friedman, Great Neck South High School  
Victoria Gilbert, Saint David's School, NY  
Valerie Greer, Bay Shore Schools, NY

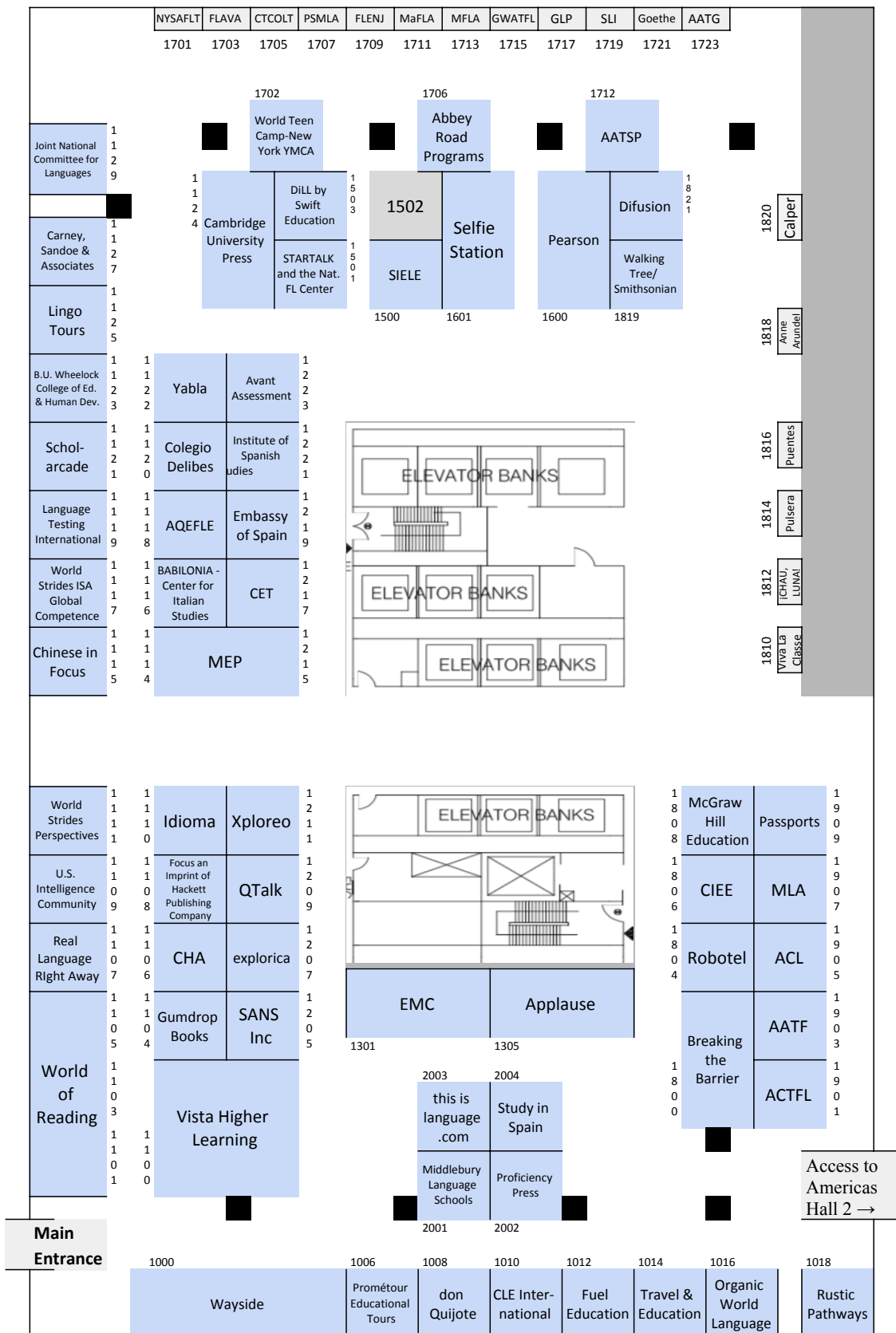
Sam Harb, Lenox Public Schools, MA  
Jonathan Hernandez, Bay Shore School District, NY  
Leslie Kudlack, Greenville Central School District, NY  
Lori Langer de Ramirez, The Dalton School, NY  
Monique Lopez, Bay Shore Schools, NY  
Wendy Mercado, Bay Shore Schools, NY  
Joanne O'Toole, SUNY Oswego, NY  
Rita Oleksak, Glastonbury Public Schools, CT  
Jill Schimmel, New York City DOE, NY  
Holly Schnittger, Thomas McKean High School, DE  
Jennifer Short, John Dickinson High School, DE  
Beth Slocum, Genesee Valley Educational Partnership, NY  
Emilio Sosa, Longwood Central School District, NY  
Kathy Stotler, Bernards Twp Public Schools, NJ  
Alexis Thornton, Pleasant Valley Central School District, NY  
Harry Tuttle, Onondaga Community College, NY  
Christopher Wendel, Appoquinimink School District, DE

### **Session and Workshop Feedback and Evaluation**

Please assist us in evaluating any workshops or sessions that you attend. Your input will help us select the “Best of NECTFL” as well as assist us in future conference planning. Just look for the “Evaluation and Feedback Form” at the bottom of every listing in the conference app. Thank you!

# Exhibit Hall Floor Plan

The exhibit hall is located in Americas Hall 1, which is located on the third floor.



# Directory of Exhibitors

## American Association of Teachers of French 1903

<http://frenchteachers.org>  
[aatf@frenchteachers.org](mailto:aatf@frenchteachers.org)

Jayne Abrate (815) 310-0490

The AATF is the largest professional association devoted exclusively to French. We provide services to help members promote French and develop and defend programs at all levels. The AATF publishes the French Review and National Bulletin, sponsors the Grand Concours, French Honor Society, National French Week, holds an annual convention, and produces many teaching and promotional materials and online resources.

## American Association of Teachers of German 1723

<http://www.aatg.org> info@aatg.org  
 Keith Cothrun (856) 795-5553

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

## American Association of Teachers of Spanish and Portuguese 1712

<http://www.aatsp.org> spainelong@aatsp.org  
 Sheri Spaine Long (205) 506-0600

The American Association of Teachers of Spanish and Portuguese (AATSP) promotes the study and teaching of the Spanish and Portuguese languages and their corresponding Hispanic, Luso-Brazilian and other related literatures and cultures at all levels of education. The AATSP encourages, supports and directs programs and research projects involving the exchange of pedagogical and scholarly information.

## American Classical League 1905

<http://aclclassics.org> littles@aclclassics.org  
 Sherwin Little (513) 529-7741

The American Classical League celebrates, supports, and advances the teaching and learning of the Greek and Latin languages, literatures, and cultures and their timeless relevance.

## American Council on the Teaching of Foreign Languages (ACTFL) 1901

<http://www.actfl.org> membership@actfl.org  
 Genevieve Borello (703) 894-2900

The American Council on the Teaching of Foreign Languages (ACTFL) is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 12,500 language educators and administrators from elementary through graduate education, as well as government and industry.

## Anne Arundel County Public Schools 1818

<http://www.aacps.org> esummers@aacps.org  
 Gene Summers (410) 222-5424

AACPS is located in the state capitol of Annapolis, Maryland. A large public school system of over 70,000 students, language programs are housed primarily in our 30 secondary schools. We are seeking qualified, passionate educators who value a communicative-based approach utilizing authentic resources for language instruction and acquisition. Preference to certified teachers. Conditional employment possible while seeking certification.

## Applause Learning Resources 1305

<http://www.applauselearning.com>  
 info@applauselearning.com  
 Michael Pollack (800) 277-5287

Supplementary materials in Italian, Spanish, French, German and Latin. Huge selection of books, games, CDs, DVDs, maps, posters, flags, dictionaries, readers, banners, stickers, pins and much more!

## Avant Assessment 1223

<https://www.avantassessment.com/>  
 mike.reynolds@avantassessment.com  
 Michael Reynolds (412) 736-2557

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

## AQEFLE 1118

<https://www.aqefle.com/>  
 rejean.chatigny@aqefle.com  
 Réjean Chatigny (418) 930-6244

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

## BABILONIA - Center for Italian Studies 1116

<https://www.babilonia.it/> director@babilonia.it  
 Alessandro Adorno +39 0942 23441

Taormina, Sicily is an ideal location for study abroad programs in Italy for semester, summer and January programs as well as for internship programs. Scholarships for students and teacher study grants are available. Graduate students and teachers can also earn professional development credits for their courses. Study abroad programs in Taormina, Sicily: an experience of a lifetime!

## Boston University, Wheelock College of Education & Human Development 1123

<http://www.bu.edu/wheelock/> critz@bu.edu  
 Catherine Ritz (617) 353-3267

BU Wheelock offers graduate and undergraduate degree programs in modern foreign language education, with licensure programs for Arabic, French, and Spanish.

## Breaking the Barrier, Inc. 1800

<http://www.tobreak.com>  
 info@tobreak.com  
 John Conner (978) 448-0594

Breaking the Barrier is a leader in print and digital language learning. Featuring instruction in Spanish, French and English, Breaking the Barrier offers students the fastest path to true language fluency.

## CALPER at Penn State 1820

<http://calper.la.psu.edu> calper@psu.edu  
 Gabriela Appel (814) 863-1212

The Center for Advanced Language Proficiency Education and Research (CALPER) at The Pennsylvania State University is one of the national Language Resource Centers. CALPER creates teaching materials, conduct professional development workshops, and develops extensive free online resources in support of language education in the U.S.

## Cambridge University Press 1124

<https://www.cambridge.org/>  
 tspringer@cambridge.org  
 Tracy Springer (347) 401-2102

Cambridge University Press has been at the forefront of language acquisition and teaching since 1534. Our mission is to unlock people's potential with the best learning and research solutions, and we extend our reputation for high quality to meet the needs of learners across the globe.

## Carney, Sandoe & Associates 1127

<http://www.carneysandoe.com>  
 adamcelroy@carneysandoe.com  
 Ada McElroy (617) 542-0260

Carney, Sandoe & Associates is an educational recruitment firm that matches passionate teachers with jobs at K-12 private, independent schools worldwide. Since 1977, we have placed more than 32,000 teachers in exciting positions in all subject areas, including languages like Spanish, French, Mandarin, Latin, ESL, and more. Our personal, professional placement service is free to job seekers.



# Directory of Exhibitors

**CET Academic Programs** 1217

<http://www.cetacademicprograms.com>  
[cet@cetacademicprograms.com](mailto:cet@cetacademicprograms.com)  
 Laurie Black (800) 225-4262

CET Academic Programs, a study abroad organization delivering innovative education abroad since 1982, offers pre-college summer programs and intensive language gap programs. While focusing on relevant themes in China, Cuba, Italy, or Vietnam, high school students take college courses and earn four credits. gap programs in Arabic, Chinese, Italian, and Japanese are available for the summer, semester, or academic year.

**CHA Educational Tours** 1106

<http://www.cha-tours.com> info@cha-tours.com  
 Tina Falcione (800) 323-4466

Founded by two foreign language teachers and celebrating our 50th anniversary in 2019, CHA has introduced over one million teachers and students to the rewarding benefits of international travel since 1969. Choose from over 100 pre-designed itineraries to destinations throughout Europe, the Americas and Asia or design your own unique custom tour. Teachers travel free with every six students!

**¡CHAU, LUNA!** 1812

<http://chauluna.com> ximena@chauluna.com  
 Ximena Diego (646) 661-5862

A carefully curated collection of Spanish-language books for children and young adults, ¡CHAU, LUNA! specializes in attractive, thought-provoking and engaging titles from Latin America and Spain.

**Chinese in Focus** 1115

<http://www.chineseinfocus.org>  
[kswanson@chineseinfocus.org](mailto:kswanson@chineseinfocus.org)  
 Kathy Swanson (781) 740-0545

Chinese in Focus is a textbook series that is designed for American middle and high school students. The outstanding feature of this series is the combination of cartoon stories and precise language explanations. The presentation of the content is visual, lively, clear, and entertaining. Culture and traditions are weaved into each lesson, making this the most culturally rich series available.

**CIEE: The Council On International Educational Exchange** 1806

<http://ciee.org/globalnavigators>  
[hsabroad@ciee.org](mailto:hsabroad@ciee.org)  
 Caryn Berman (207) 553-5048

CIEE is the leader in the international education industry with 70 years of experience as a non-profit cultural exchange company. Our Global Navigator High School Programs offer students the opportunity to study abroad for a semester, year, summer or gap year in over 30 locations across the globe.

**CLE International** 1010

<http://www.cle-international.com>  
[mbegouin@cle-inter.com](mailto:mbegouin@cle-inter.com)  
 Marjolaine Begouin

As a specialist publisher for teachers of French as a foreign language, CLE International is constantly listening to teachers and taking into account different needs, preferences, traditions and learning cultures. Our catalogue is constantly updated and improved, and represent a unique choice of teaching materials.

**Colegio Delibes** 1120

<http://www.colegiodelibes.com>  
[delibes.miguel@colegiodelibes.com](mailto:delibes.miguel@colegiodelibes.com)  
 Miguel Benito Sanchez

Colegio Delibes is located in Salamanca, Spain and provides full immersion language programs. We organize language classes, activities, host family stays, and excursions. Stop by to ask more about opportunities for teachers and students to study abroad. Scholarships available for Spanish teachers.

**CT COLT** 1705

<http://www.ctcolt.org> Lea Graner Kennedy

The Connecticut Council of Language Teachers (CT COLT) is a non-profit that promotes language proficiency and knowledge of world cultures. CT COLT advocates for world language learning for all students at all grade levels. The organization supports teacher and student activities that demonstrate language teaching and learning, and it recognizes the successes of teachers and students of world languages.

**Difusion** 1821

<http://www.difusion.com> +34 932680300  
[anunez@difusion.com](mailto:anunez@difusion.com) Amaya Núñez

Difusión is a Spanish publishing house specialized in providing instructors and students with the highest-quality Spanish as a Foreign Language and Spanish as a Second Language textbooks and materials. Today, over 400,000 students are studying Spanish with Difusión, at Instituto Cervantes and at different schools and universities in the USA and across the world.

**don Quijote** 1008

<https://www.donquijote.org>  
[Claudia.barquet@iegrupo.com](mailto:Claudia.barquet@iegrupo.com)  
 Claudia Barquet +34 91 591 2119

Since 1986, don Quijote keeps at the forefront of Spanish language learning with over 35 schools in Spain and Latin America. We offer tailor-made programs that meet any specific needs or requirements of each school, including faculty-led, short-term and semester programs that cover a variety of subjects and electives.

**Embassy of Spain - Education Office** 1219

[www.educacionyfp.gob.es/eeuu/portada.html](http://www.educacionyfp.gob.es/eeuu/portada.html)  
[agregaduria.newyork@educacion.gob.es](mailto:agregaduria.newyork@educacion.gob.es)  
 Carmen García Argüelles (212) 629-4435

The Education Office of Spain in New York is a technical body of the Spanish Diplomatic Mission in New York and represents the Ministry of Education and Professional Development of Spain. It manages the foreign education policies of Spain in the northeast region, promoting the Spanish language and culture and offering pedagogical and technical support to teachers of Spanish.

**EMC School** 1301

<http://www.emcp.com> info@emcp.com  
 Peter Hodges (800) 328-1452

For over 60 years EMC School has been a recognized leader in learning solutions to classrooms throughout the nation. Located in St. Paul, Minnesota, EMC publishes instructional materials, supplements and assessments for the K-12 market, delivering print and digital resources for World Languages, including Spanish, French, German, Italian, and Chinese.

**explorica** 1207

<http://www.explorica.com> info@explorica.com  
 Request Info (888) 310-7120

We work one-on-one with teachers to create incredible educational tours that meet their specific needs and budget. All Explorica tours are fully inclusive and expertly designed to immerse participants in the local culture while introducing them to the people, places and experiences that make each destination unique.

**FLAVA** 1703

<https://flavaweb.org> Sue Robertson

FLAVA is the Foreign Language Association of Virginia, a growing, dynamic organization of professionals in education and business, students, and all those who have a common interest in promoting and utilizing world languages to accomplish their various goals.

**FLENJ** 1709

<http://www.flenj.org> Frank Ruggiero

FLENJ (Foreign Language Educators of New Jersey) is a non-profit organization of professionals with a common vision of multilingual global citizens who collaborate and connect to the world as a result of meaningful world language experiences. FLENJ advances and promotes the teaching of languages by influencing policy and practice to ensure high quality WL education in NJ schools and beyond.

# Directory of Exhibitors

**Focus an Imprint of Hackett Publishing Company** 1108

<https://www.hackettpublishing.com>  
[laurylf@hackettpublishing.com](mailto:laurylf@hackettpublishing.com)  
 Lauren Fischer (617) 497-6307

Hackett Publishing Company is an independent Publisher serving the humanities since 1972 with offices in Indianapolis, IN, and Cambridge, MA. Hackett's Focus imprint includes modern and classical language titles in French, German, classical Greek, Italian, Latin, Portuguese, Russian, and Spanish.

**Fuel Education** 1012

<https://www.fueeducation.com/>  
[ceraighill@fueeducation.com](mailto:ceraighill@fueeducation.com)  
 Charles Craighill (434) 386-1610

Fuel Education partners with school districts to fuel personalized learning through innovative pre-K–12th grade online learning solutions. FuelEd has served 2000 districts with the industry's largest catalog of digital curriculum, certified instruction, professional development, plus the PEAK™ Personalized Learning Platform, which enables teachers to customize courses. Visit [fueeducation.com](http://fueeducation.com).

**Global Language Project** 1717

<http://www.glpny.org> [info@glpny.org](mailto:info@glpny.org)  
 Elisabeth Shovers (646) 657-8075

Global Language Project (GLP) is an NYC-based nonprofit that supports world-language learning through innovative teacher development and best-in-class curricula, thus enabling students, particularly those in underserved communities, to develop language proficiency for further education and the global workforce. We offer curriculum for elementary-level instruction in Spanish, Arabic, and Mandarin, as well as after-school program curriculum in Spanish, Mandarin, and French!

**Goethe-Institut New York** 1721

<http://www.goethe.de/newyork>  
[info-newyork@goethe.de](mailto:info-newyork@goethe.de)  
 Andrea Pfeil (212) 439-8700

The Goethe-Institut is the Federal Republic of Germany's cultural institute, active worldwide. We promote the study of German abroad and encourage international cultural exchange.

**Gumdrop Books** 1104

<http://www.gumdropbooks.com>  
[jim.hopper@gumdropbooks.com](mailto:jim.hopper@gumdropbooks.com)  
 Jim Hopper (585) 303-8325

Gumdrop Global Solutions provides educational materials that serve multiple language needs. In addition to a very diverse collection of Spanish print and bi-lingual options, we offer materials in seven popular languages.

**GWATFL** 1715

<http://www.gwatfldc.org> Donna Clark

Since its founding in 1965, the non-profit organization Greater Washington Association of Teachers of Foreign Language (GWATFL) has focused on advocacy and professional development for World Language teachers in Washington, D.C., Northern Virginia, and Maryland.

**Idioma Education & Consulting** 1110

<http://www.idiomaconsulting.com>  
[mwalles@idiomaconsulting.com](mailto:mwalles@idiomaconsulting.com)  
 Mellissia Walles (978) 494-6430

Idioma Education and Consulting, LLC., is an online provider of graduate and professional development courses for world language teachers who are focused on developing skills necessary to expand their knowledge and meet the challenges of the 21st century classroom. Language and methodology courses are offered through several partner universities and designed for salary advancement, licensure, curriculum enhancement, and advanced degrees.

**Institute of Spanish Studies (ISS)** 1221

<https://issvalencia.com/> [laura@issvalencia.com](mailto:laura@issvalencia.com)  
 Laura Diaz +34 963696168

Our 69 years of experience and more than 25,000 students enable us to offer the highest quality study abroad programs in Valencia, Spain. The ISS offers: Spanish teacher training programs in collaboration with Marywood University where participants can obtain three graduate credits in Spanish, as well as Programs for university students and tailor-made faculty led programs.

**Joint Nat. Committee for Languages** 1129

<http://www.languagepolicy.org>  
 Trey Calvin (202) 580-8684

The Joint National Committee for Languages (JNCL) represents the Language Enterprise to the US government and business community. We raise public awareness of languages on Capitol Hill as an enterprise vital to national security and personal well-being. JNCL represents over 300,000 professionals from more than 130 organizations: exchanges, research, technology, translation, interpretation, localization, testing and more!

**Language Testing International** 1119

<http://www.languagetesting.com>  
[sales@languagetesting.com](mailto:sales@languagetesting.com)  
 Andrew Bowen (800) 486-8444

Since 1992, Language Testing International has been the leader in the development of language proficiency testing for more than 120 languages in more than 60 countries. We conduct hundreds of thousands of tests for a broad range of academic needs, including entrance and placement exams, graduation requirements, credentialing of teachers and language professionals, and language proficiency tests for K-12.

**Lingo Tours** 1125

<http://www.lingo-tours.com>  
[info@lingo-tours.com](mailto:info@lingo-tours.com)  
 Karl Johan Scherstén +31 655554136

At Lingo Tours, we specialize in customized cultural group tours. When you travel with us, you have the power to request it all - from central hotels to your favorite tour manager. Our language group tours are designed in a variety of formats, customized to meet your needs both in language level and intensity. Join us and discover the world!

**MaFLA** 1711

<http://www.mafla.org> Nicole Sherf

MaFLA is committed to the teaching and learning of all languages PK-20 and beyond. MaFLA is a provider of various professional development opportunities for members and a strong advocate for proficiency-oriented teaching and programming in the state of MA.

**McGraw Hill Education** 1808

<http://www.mheonline.com>  
[linda.brutger@mheducation.com](mailto:linda.brutger@mheducation.com)  
 Linida Brutger (614) 430-4694

For more than 125 years, McGraw Hill Education has been a leader in education. Our content and platforms have provided educators around the world with the flexible solutions they need to meet a diverse student population. That tradition continues today, as we leverage the power of adaptive technology and data reach students in ways never before possible.

**MEP Education** 1114

[www.mepeducation.net](http://www.mepeducation.net) [info@mep-inc.net](mailto:info@mep-inc.net)  
 Daniel Eastman (847) 676-1596

Leading distributor of foreign language materials for K-12 and beyond. We supply French, German, Italian and Spanish textbooks, reference materials, literature, AP, Teacher Resources, periodicals, audiovisuals, games, posters, software and more...

**MFLA** 1713

<http://mflamd.org> Stephanie Gerhold

The purpose of MFLA is to provide leadership in foreign language education, pre-K through post-secondary, by promoting the study of foreign languages and cultures and by providing opportunities for individual professional growth by symposia, regional meetings, and media.

**Middlebury Language Schools** 2001

<http://www.middlebury.edu/languages>  
[hjohannessonforgit@middlebury.edu](mailto:hjohannessonforgit@middlebury.edu)  
 Haviland Johannesson-Forgit (802) 443-5239

The Middlebury Language Schools has been helping students build language fluency for more than 100 years over six, seven or eight week summer sessions. We offer options to study eleven languages in a 24/7 immersion environment under our renowned Language Pledge®.

# Directory of Exhibitors

**Modern Language Association 1907**  
<http://www.mla.org> khansen@mla.org  
 Kath Hansen (646) 576-5000

For more than a century, members of the Modern Language Association have worked to strengthen the study and teaching of language and literature. The essential database for research in language and literature, the MLA International Bibliography with Full Text contains millions of citations as well as full text for more than 1,000 journals.

**NYSAFLT 1701**  
<http://www.nysaftl.org> info@nysaftl.org

NYSAFLT has been serving the needs of the profession since 1917. The association is dedicated to professional development for teachers and the promotion of world language skills and cultural awareness among students.

**Organic World Language 1016**  
<http://www.owlanguage.com>  
[info@organicworldlanguage.com](mailto:info@organicworldlanguage.com)  
 Jaclyn Hathaway-Rubé (857) 293-1706

Organic World Language offers interactive and informative workshops for all educators interested in student-centered, proficiency-based instruction. We are a vibrant, active community of educators dedicated to working to establish classroom environments where learners are empowered and engaged. OWL techniques and strategies align with the National and World Readiness Standards, ACTFL Proficiency Guidelines, the Common Core Standards, IB and AP programs.

**Passports, Inc. 1909**  
[www.passports.com](http://www.passports.com) info@passports.com  
 Kathleen Mueller (508) 885-4600

Passports is a family-owned and operated student group tour company located in central Massachusetts, that specializes in sending teachers and their students on faculty-led, high-quality tours to western Europe. Think: "The French class goes to France with their teacher."

**Pearson 1600**  
<https://www.pearsonschool.com/> Rich Sayers  
[rich.sayers@pearson.com](mailto:rich.sayers@pearson.com) (303) 907-9114

Pearson is working to create real results that break through the challenges in education today. We partner with educators to deliver new personalized ways of learning through effective, scalable assessment, instructional tools, services, and technologies. We help individuals improve learning outcomes and achieve their own definitions of success.

**Proficiency Press Co. 2002**  
<http://proficiencypress.com> (888) 744-8363  
[patlen@optonline.net](mailto:patlen@optonline.net) Pat Lennon

Proficiency Press offers proficiency style culturally based, teacher-made materials that you can use immediately with your classes. Read-to-Write and Performance based materials provide the three communicative modes in Spanish, French, Italian and German.

**Prométour Educational Tours 1006**  
[www.prometour.com](http://www.prometour.com) info@prometour.com  
 Antoinette Pinelli (800) 304-9446

With over 25 years of experience in educational travel, Prométour Educational Tours brings world languages and culture to life through global connections and unique travel experiences. Our programs include non-combined & tailor-made cultural group trips, school exchanges, and language immersion programs.

**PSMLA 1707**  
<http://www.psmla.org> Phyllis Rzodkiewicz

The Pennsylvania State Modern Language Association is dedicated to the teaching and learning of languages and cultures in Pennsylvania.

**Puentes 1816**  
<http://www.puenteslanguage.com>  
[jadegen9@gmail.com](mailto:jadegen9@gmail.com) (203) 671-3165

Jennifer Degenhardt is the author of several short novels written in accessible language for learners of second languages. Currently she has many stories in Spanish, few in French and many more coming - in other languages. Her novels are infused with relevant culture so as to provide an education in this aspect as well.

**QTALK Publishing LLC 1209**  
<http://www.qtalk.com> info@qtalk.com  
 Tiffany Zhang (877) 549-1841

QTALK is a groundbreaking language learning method that accelerates language acquisition by increasing comprehensible input and promoting immediate language production. Our digital learning platforms make the classroom interactive, keeps students engaged, and generates results exceeding both teachers' and parents' expectations. With state-of-the-art technologies, we are proud to serve more than 2,000 schools with 100,000 teachers and students over the world.

**REAL LANGUAGE right away 1107**  
<http://www.reallanguagerightaway.com>  
[info@reallanguagerightaway.com](mailto:info@reallanguagerightaway.com)  
 Elizabeth Roberts (630) 408-2425

The REAL LANGUAGE right away program is a unique communicative approach for beginner language students. This method, based on a conversational model, allows students to have a meaningful exchange in the target language right away. Accessible to a wide variety of learners, students find it rewarding and fun to be able to use authentic language so quickly!

**Robotel Inc. 1804**  
<https://www.robotel.com/> gsullivan@robotel.ca  
 Gerry Sullivan (450) 680-1448

SmartClass+, our award-winning language teaching platform, supports a blend of classroom and self-access activities. SmartClass+ works with laptops, tablets, Chromebooks and smart phones, and is ideal for BYOD and one-to-one programs. MFL, ESL and ASL are supported. Let's Talk! is our new English curriculum package that includes a digital media library with over 2,000 student activities from beginner to advanced.

**Rustic Pathways 1018**  
<http://www.rusticpathways.com/educators/groups@rusticpathways.com>  
 Jared Kahan (440) 487-4445

Rustic Pathways partners with educators to provide superior quality international service, education, and adventure programs for students. We offer culturally immersive and customized private travel opportunities throughout the year. Operating in over 20 countries, covering a range of interests, topics, and activities, our programs exceed safety expectations and align with your school's curriculum.

**SANS Inc. Instructional Technology for Language Learning 1205**  
<http://sansinc.com> moreinfo@sansinc.com  
 Stella Derum (877) 285-7729

Our SANSSpace™ LIVE instructional technology platform can help you to: Increase target language communication in your classroom. Partner students for collaboration & speaking practice. Easily collect student recordings and provide audio, video, text feedback. Monitor & assess students in class. Prep/administer AP exams. Browser-based - use with Chromebook™, iPad®, Windows® PC, MAC®, and Smartphones. Developed and supported in the U.S.A.

**Scholarcade 1121**  
<http://spywatchlex.com> dan@scholarcade.com  
 Dan Turcotte (203) 615-1947

Supplementary foreign language education through video games! Learning language shouldn't feel like homework; it should feel like an adventure. This is the experience we provide.

**STARTALK and the National Foreign Language Center 1501**  
<https://startalk.umd.edu/public/starttalk@nflc.umd.edu>  
 Betsy Hart (301) 405-9828

As a research institute of the University of Maryland, the NFLC works to define current and future language needs of the nation and helps build capacity to meet those needs.

# Directory of Exhibitors

**STUDY IN SPAIN** 2004

hwww.Spainedu.org Inmaculada Gutierrez  
miami@comercio.mineco.es (305) 446-4387

Study in Spain features the best higher learning studies, language and culture programs, educational opportunities and services, that promote Spain as a study abroad destination. Study in Spain coordinates annual events, study abroad fairs, conference exhibits, the Study in Spain workshop and US delegation trip to Spain, and the Student Ambassadors Program in US universities.

**Summer Language Institute for French and Spanish Language Teachers** 1719

http://sou.edu/sli sli@sou.edu  
Ann Connor (541) 552-6113

Southern Oregon University's Summer Language Institute is an exciting master's degree program focusing specifically on the needs of middle school, high school, and community college Spanish and French teachers. It offers a unique opportunity to improve language skills and cultural understanding and to learn the most current second language practices and pedagogy. Held in beautiful Guanajuato, Mexico and Angers, France.

**The Pulsera Project** 1814

www.pulseraproject.org Jillian Bonner  
pulseraproject@gmail.com (484) 319-7040

The Pulsera Project is a nonprofit organization that educates, empowers, and connects Central American artists with students in more than 2,100 U.S. schools through the sale of colorful hand-woven bracelets. We brighten U.S. schools with art and compelling cultural education while employing nearly 200 artists and investing proceeds to create lasting change in Central American communities.

**thisislanguag.com** 2003

www.thisislanguag.com (703) 634-4860  
sarah@thisislanguag.com Sarah Hawkins

Do you want to inspire your classroom with authentic language? Are you looking to slash your grading time? At thisislanguag.com we produce the very best language videos, activities and games to help your students engage with World Languages whilst saving your department and district hours of grading time. Come visit our booth to find out more!

**Travel & Education** 1014

www.travelandeducation.org Patrizia D'Adamo  
info@travelandeducation.org (215) 396-0235

T&E is a provider of study abroad for both students and faculty to Spain and other European and Latin American destinations including Cuba! All programs are all-inclusive for teachers with at least 5 students! Stop by our booth for your chance to win a scholarship to our 2 week Faculty Development program in Salamanca Spain! See you there!

**U.S. Intelligence Community** 1109

http://www.intelligencecareers.gov  
amyek@dni.giv

Amy Kowalczyk (301) 243-0680

The DNI's Foreign Language Program Office works with the Intelligence Community to integrate and synchronize initiatives to enhance its foreign language capabilities. These efforts include support for language education and training, human language technology development, language proficiency assessment, and related policies and programs to ensure the IC has the foreign language capabilities, processes, and policies to achieve mission objectives.

**Vista Higher Learning** 1100

http://vistahigherlearning.com  
itran@vistahigherlearning.com Isabel Tran

Since 2000, we've been living our dream. As a privately owned publisher, we focus only on what we love and do best—developing world language materials that get teachers and students as excited about cultural learning as we are.

**Viva la clase** 1810

http://www.vivalaclase.com Carmen Alessi  
lastressenoras@gmail.com (609) 425-1736

We are three Spanish teachers who love to create teaching materials using authentic resources for our students. All of our resources are tested and approved by students! Stop by and meet Las Tres Señoras!

**Walking Tree Travel / Smithsonian Student Adventures** 1601

http://www.WalkingTreeTravel.org  
travel@walkingtree.org

Nicole Kirchner (303) 242-8541

Walking Tree Travel specializes in creating unique, customized adventures for students and educators to destinations around the world. Our travelers have opportunities to work with locals on community service, collaborate with researchers on conservation efforts, and strengthen language skills through immersive homestays. Our philosophy of meaningful travel encourages students to become global citizens and leaders, not just tourists.

**Wayside Publishing** 1000

http://www.waysidepublishing.com  
marketing@waysidepublishing.com

Michelle Sherwood (888) 302-2519

At Wayside Publishing, we create Spanish, French, Italian, German, and Latin secondary school language programs that allow you to spend less time researching and more time focusing on your students. Combining modern resources, cultural exploration, and the latest language learning pedagogy, our programs will help you inspire, challenge, and support your students as they work towards communicative and cultural competence.

**World of Reading Ltd.** 1101

https://www.wor.com polyglot@wor.com  
Cindy Tracy (800) 729-3703 or (404) 233-4042

Since 1989, we have offered the largest variety of foreign language and ESOL books, CDs, DVDs, games and software. We offer over 100 languages, for all ages, with competitive prices and from publishers worldwide so that your students can learn another language, learning IN another language. Let us make an objective recommendation for the best product for your needs.

**WorldStrides - Perspectives** 1111

http://www.worldstrides.org  
requestinfo@worldstrides.org (855) 868-5490

WorldStrides offers educators, students, and parents a personalized approach to student travel. Our goal is to create an educational experience for each student that is truly unforgettable. WorldStrides believe in engaging students and helping them develop life-long skills and a passion for learning that extends well beyond the classroom.

**WorldStrides ISA Global Competence** 1117

https://worldstrides.com/global-competence-programs/  
reginas@worldstrides.org

Regina Siqueira (800) 522-2398

An educational leader since 1967 and the first travel company to be accredited as a school. Customize itineraries across the curriculum for your school with only 10 students in 100 worldwide destinations and with college preparatory credit included on all programs. Study at world-renowned universities on global language immersion, service-learning, academic study and leadership experiences.

**Xploreo** 1211

http://www.xploreo.com carl@xploreo.com  
Carl Jaramillo (917) 403-2663

Xploreo creates custom trips for students. Our trips take place in French, Italian and Spanish speaking countries.

**Yabla** 1122

http://www.yabla.com support@yabla.com  
Hanser Pimentel (212) 625-3226

Yabla is a revolutionary resource for language learners that offers innovative tools built around authentic video content from around the world. Yabla is designed to act as an immersion workbook, improving students' language acquisition through regular exposure to real native speakers and consistent spelling and vocabulary practice. And it's fun!

**Exhibitors who registered late are listed in our conference app.**

Room	Session 1, 8:30–9:30 a.m.	Session 2, 10:30–11:30 a.m.	Session 3, 1:00–2:00 p.m.	Session 4, 2:30–3:30 p.m.	Session 5, 4:15–5:15 p.m.
<b>Beekman</b>	101. Best of ME: Kinesthetic Movement in the World Language Classroom	120. Best of MA: Total Spanish Immersion through Latin Dances	140. Best of VA: Increasing Access: Tools for Teaching Differently-abled World Language Learners	160. Best of CT: Use it/Lose it!-Introducing Vocabulary in Authentic Contexts	180. Best of RI: Increasing Speaking Proficiency in the World Language Classroom
<b>Sutton North</b>	102. Best of GWATFL: People, Place & Time - Smithsonian Learning Lab	121. Panel Discussion: Authentic Resources	141. Lead Powerful Learning	161. Panel Discussion: Integration of Culture, Content, and Language	181. Best of NJ: Make Words Work for You
<b>Sutton South</b>	103. What's My Next Line? Moving Our Learners to Independence	122. The Best Language Teacher Might Be Right Next Door	142. Can-Do: Designing Performance Assessments with Can-Dos that Work	162. El Bobo Patiazul: A Virtual Reality Exploration for Spanish Students	182. The Digital Transition of World Language Assessments
<b>Sutton Center</b>	104. Reducing Student Stress through a Standards-Based Approach	123. Beyond Binary Gender Roles in the World Language Classroom	143. The Immigrant Experience through Latin Music	163. Keep It in Context	183. Making Connections with the Target Language and the Community
<b>Regent</b>	105. Authentically Elementary: Use of Authentic Resources in K-8 Language Learning	124. Linking Grammar and Culture Learning by Using Authentic Texts	144. Bridging the High School-College Gap With Authentic Materials	164. Exploring Cultural Masterpieces is Like Making a Great Sandwich	184. Authentically Connected: Students Embracing Fair Trade through Cultural Resources
<b>Rotunda</b>	106. Dyslexia and the Foreign Language Learner	125. Indigenous Peoples in the Spanish Language Classroom	145. Authentic Learning: Rights of Children and of the Disabled	165. Un voyage au Maroc	199. Exhibitor: Auténticamente español
<b>Mercury Ballroom</b>	107. If It Isn't "Real," It Isn't Part of the Curriculum	126. Departmental Authenticity: Developing a Language Department that Cooperates	146. Sketchnotes, Scribblestories, and Drawing for Proficiency in the Language Classroom	166. Teaching Spanish with Children's Literature: Lessons from Chile	185. Focus on Proficiency, Coach for Performance
<b>Petit Trianon</b>	108. Authentic Cultural Exploration and Self-Expression	127. 抛砖引玉: Teaching Chinese through Authentic Idiom Stories	147. Effective Use of Technology in Three Modes of Communication	167. Contemporary Poetry as Authentic Text	186. Authentic Materials in French for Students with Learning Differences
<b>Trianon Ballroom</b>	109. Escape Rooms: Authentic Language Unlocks the Excitement in Your Classroom	128. Engage, Motivate, and Challenge Your Students to Increase Proficiency	148. Capture Authentic Learning with Proficiency-Based Grading	168. The Power of Choice: Revamping Project-Based Learning	
<b>Rendezvous Trianon</b>	110. Global Competence through Authentic Resources and Meaningful Tasks	129. #techlab	149. Research Roundtable	169. Solving Puzzles to Improve Proficiency and Communication	187. What Works: Visible Learning and World Languages
<b>Americas Hall 2 - 1</b>	111. Exhibitor: ALIRA and Assessing Interpretive Reading in the Latin Classroom	130. Exhibitor: A Better Way to Vocabulary Acquisition	151. Exhibitor: Deutschlandjahr: Building Bridges across the Atlantic and across the U.S.	171. Exhibitor: Differentiation in the Latin Classroom	189. Exhibitor: Keep them Talking in the TL, the RLRA way!
<b>Americas Hall 2 - 2</b>	112. Exhibitor: Simulating Authenticity: Intercultural Learning in Immersion Classrooms	131. Exhibitor: Using the Francophone World to Promote French Programs	152. Exhibitor: Meeting the Interculturality Can-Do Competencies with EMC's ¡Qué chévere!	172. Exhibitor: Authentic, Fantastic, Pedagogic: These Are Our Main Goals	190. Exhibitor: The MLA International Bibliography: Research in SLA and Teaching
<b>Americas Hall 2 - 3</b>	113. Exhibitor: Authentic Spanish Resources that Build Proficiency: Spanish 1 through AP	132. Exhibitor: What's New at the AATSP?	153. Exhibitor: Experience Deepening Discourse - Learner Centered Strategies that Work!	173. Exhibitor: "Hey ... I Got That!" Building Student Confidence with Authentic Resources	191. Exhibitor: Passport: The Learning Platform that Gives All Students a Voice
<b>Americas Hall 2 - 4</b>	114. Authentic Learning: High-Leverage Teaching Practices From K-12	133. Preparing High School Students for the Seal of Biliteracy	154. Exhibitor: Organize Authentic Language/Cultural Student Trips — Tips & Tricks	174. Exhibitor: Using Target Language Readers to Enhance Students' Proficiency	192. Exhibitor: Identity and Storytelling
<b>Concourse D</b>	115. Exhibitor Session: Breaking the Barrier + Nearpod: Language Learning Solutions in the Digital Age	134. Building and Maintaining a Collegial Network	155. Promoting Authenticity in Language and Culture Learning: Creating Project Modules	175. Mead Project: Mentoring and Networking Initiative	193. Using the National Latin Exam as a Teaching Tool
<b>Concourse E</b>	116. Collaboration Across States, Disciplines, and Students: A German STEM Weekend	135. Building Novice Arabic Learners' Communicative Competence	156. The Challenge of Authenticity: A Genre-Based Approach	176. Cultural Cues for Competent Communication	194. Keep Them Talking: Fun Games to Increase Language Proficiency
<b>Concourse F</b>	117. Bridging the Distance: Authentic Learning in the Distance Learning Classroom	136. Say What? Circumlocution for Survival	157. Four Tech Tools for Four-Step Instruction: Films in Language Classrooms	177. Conversations about Art: Spontaneous Discourse in the Student-Centered Classroom	195. Effectively Planning Differentiated, Student-Centered Instruction
<b>Hilton Boardrm.</b>	118. Mead Collaborative	137. LILL Networking Session (11:30-12:30, closed group)	158. Teacher of the Year Nominees Networking Session (closed group)	178. Writing Good Well: Getting Your Prose into Publishable Form	196. Bad News from Nature: Franz Hohler's "Weltuntergang"

Room	Session 6, 8:00–9:00 a.m.	Session 7, 11:00 a.m.–12:00 p.m.	Session 8, 1:30–2:30 p.m.	Session 9, 2:45–3:45 p.m.	Session 10, 4:00–5:00 p.m.
<b>Beckman</b>	201. Best of NH: Using One Word Images Effectively at All Levels	220. Amazing Technology-Based Tools to Promote Transformative Learning in the Classroom	240. Sustaining a Self-Directed Learning Community in the 1:1 WL Classroom	260. Best of DE: How to Maintain 90% Target Language in Your Classroom Today	280. Best of MD: Grammar in Context in the Proficiency-Based Classroom
<b>Sutton North</b>	202. Moving from Unit to Lesson Plan to Create Authentic Learning	221. Panel Discussion: Authentic Discourse in the World Language Classroom	241. Panel Discussion: Authentic Assessment	261. Virtual Reality: Adding Another Dimension to Your Class	281. Best of PA: Google Tools in the World Language Classroom
<b>Sutton Center</b>	203. Tackling Social Justice Topics through Digital Games	222. Break Out of Your Routine	242. More Isn't Always Better: Refocus with High-Leverage Teaching Practices	262. Is This Real Life? Intercultural Competence in the Language Classroom	282. The New York City Spanish Summer Immersion Project (SSIP)
<b>Sutton South</b>	204. A Mindful World Language Classroom	223. Dig Deeper into Culture with the IMAGE Model	243. Authentic Voices: Creating LGBTQ+-Affirming Classes through Language and Content	263. High School Electives: Culture as a Path to Proficiency	283. Reaching Beyond the Classroom with Authentic Activities and Assessments
<b>Regent</b>	205. Language Portfolios: Connecting Evidence and Reflections to Demonstrate Proficiency	224. MLA Language Enrollment Census: Models of Successful Programs	244. Dictionaries and Google Translate: Using Them as Teaching Tools	264. Adapting Story Content: Intermedia Projects across Platforms in Language Classrooms	284. Authentic Materials: The Importance of Contextualized Design and Meaningful Integration
<b>Madison</b>	206. Enhancing Authentic Language and Culture Competence through Film Literacy	225. World of Possibilities: Connecting the Core Practices to Advanced Literacies	245. Virtual Reality in the Classroom: A Tool for Authentic Learning	265. Engagement and Moral Reasoning in an Advanced French Conversation Course	285. Online Authentic Resources for the Secondary Classroom
<b>Rhineland South</b>	207. Effective Strategies from the National Language Teacher of the Year	226. Purposeful Planning for Building Language Performance: From Input to Independence	246. Engaging and Empowering Language Learners	266. Today's Issues, Tomorrow's Leaders: Social Justice in the World Language Classroom	286. Taking the First Step Toward 90% Target Language Use
<b>Rotunda</b>				267. Exhibitor: Potential Careers in the Intelligence Community Using Foreign Language Skills	287. Global Education Access: Using Language and Culture to Promote Inclusiveness
<b>Mercury Ballroom</b>	208. Throwing Out the Textbook: Backward Design With Authentic Materials	227. To Correct, or Not to Correct? That Is the Question	247. Making Input Comprehensible and Maximizing Authentic TL Use	268. Un-Con: Top Tech Tools	288. Bookmapped Storytelling: Authentic Language and Culture in the Classroom
<b>Petit Trianon</b>	209. Using Visuals to Prompt Immediate Language Production	228. Celebrating 20 Years of FLES and Beyond	248. Make It Real: Authentic Resources that Improve Chinese Proficiency	269. Co-Teaching Students with Disabilities	289. #NoMoreBullying
<b>Trianon Ballroom</b>	210. Achieving ACTFL's Culture Standards with Authentic Visuals	229. Accessible Authentic Resources	249. Give Your World Language Students a Break from Technology	270. Using Authentic Resources in Daily Warm-Ups	290. Mentoring World Language Teachers: How to Help Language Teachers Thrive
<b>Rendezvous Trianon</b>	211. Exploring French and Francophone Culture through Engaging Theme-Based Courses	230. Selecting Authentic Resources for Cultural Immersion and Interpersonal Communication	250. Diversifying Authentic Language and Culture: Vive le Québec!	271. Communicating What You Value through Your Assessments	291. Mead Project: A Step-by-Step Guide to the Seal of Biliteracy
<b>Americas Hall 2 - 1</b>	212. Exhibitor: Come on, Let's Get Real: Authentic Assessments with IPAs	232. Exhibitor: Using Board Games for Authentic Language Learning	251. Tips from TOYs: Leading from the Classroom	272. Mentor Scholarship Winner Debrief	292. Tools for Reluctant Learners in the World Language Classroom
<b>Americas Hall 2 - 2</b>	213. Exhibitor: Spanish Works!	233. Exhibitor: Middle School Language: Bridging Gaps Between Elementary and High School	252. Español en vivo: Building Authentic Language Connections to the Community	273. Mead Project: Does, um, the Medium, uh, Matter? Fluency in Communicative Groups	293. Speak-a-Thon! Creating a District-Wide Competition for World Language Students
<b>Americas Hall 2 - 3</b>	214. Exhibitor: Unlocking Authentic Speaking: Discourse Markers Are the Key	234. Exhibitor: More Capable Than They Think: Using Annotated Photojournaling as Communication	253. What's New(s)? Current Affairs in the Language Classroom	274. Can You (escape/échapper/táo zǒu/fugire) the Room?	294. ¡El STEAM no nos quemará!
<b>Americas Hall 2 - 4</b>	215. Exhibitor: Project-Based Learning (PBL) in Spanish Language Teaching	235. Exhibitor: On the Road to Proficiency	254. Creating Curriculums that Promote an Inclusive Environment in the Classroom	275. Bilingual Advocacy for a Future of Education in Two Languages	295. Energizing Your Curriculum with Authentic Materials
<b>Concourse D</b>	216. Labkovski Project: Synthesizing Language, Art, and History in L2 Classrooms	236. The Art of Questioning	255. Authentic Language for Specific Purposes: Using Authentic Documents for STEM	276. Who is Lesbia? Essential Questions on Love and Relationships	296. Secrets of Short Stories: Unlocking the Power of Short Stories
<b>Concourse F</b>	217. Theory and Practice: The Natural Approach Question Sequence (NAQS)	237. Exploring the Rhine River	256. NNELL Networking "Un-Con"	277. Promoting Authentic Language Proficiency as a Critical Career and Workplace Skill	297. Hyperdocs for Empowered and Engaged Learning

## Pre-conference Workshops – All Day

**1. High-Leverage Teaching Practices: A How-To Boot Camp (\$100)**9:30 a.m.–4:30 p.m. (6 h.) **Beekman**

Great teachers are made, not born. So how do you get great? In this workshop, presenters will demystify the magic by exploring six high-leverage teaching practices as featured in "Enacting the Work of Language Instruction" (Glisan & Donato). Presenters will highlight key research findings, break down practices into smaller parts, expose common pitfalls, model strategies, and provide practical examples of effective application. Participants will explore, dissect, and rehearse practices; simulate a mini-lesson and debrief its execution; and leave the workshop with tools to continue learning and specific teacher "moves" to use the next day. This hands-on workshop will both inspire and empower teachers for continued professional growth.

**Organizer/Presenter(s):**

Rebecca Blouwolf,   
Wellesley Middle School, Wellesley, MA

Catherine Ritz, Ed.D.,   
Boston University, Boston, MA

**Intended Audience(s):** PreK-12**Keyword:** Instructional strategies**Examples in:** French, Spanish**Language(s) spoken:** English**2. Developing Performance from Novice to Intermediate (\$100)**9:30 a.m.–4:30 p.m. (6 h.) **Sutton North**

What do learners need to demonstrate with increasing independence and in numerous contexts to move out of Novice and into the Intermediate level and beyond? Unpack the NCCSFL-ACTFL Can-Do Statements and analyze learners' language samples to find out. How can educators support learners to develop the strategies to leave Novice and function in the Intermediate range? Experience strategies for instruction that develop and assess learners' abilities to function at an Intermediate level in Interpersonal and Presentational Communication; explore strategies for learners to practice using language beyond Novice level to investigate, explain, and reflect on topics through authentic resources; and examine effective assessment strategies to chart learners' progress across the proficiency continuum.

**Organizer/Presenter(s):**

Paul Sandroek, ACTFL

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** Several**Language(s) spoken:** English**3. Purposeful Lesson Planning: Making Every Minute Count (\$100)**9:30 a.m.–4:30 p.m. (6 h.) **Sutton Center**

Multiple factors impact the quality of a lesson. If lessons are to be designed for maximum effectiveness, it is critical to consider what we know about how the brain learns and what causes learning to stick. Participants will investigate each part of the learning cycle, from gaining attention and providing input to performance with feedback, in order to pinpoint what matters most at each stage of the lesson and how to determine if each learner is meeting the lesson's goals. Teachers will engage in instructional strategies that move learners from input to output by using authentic texts to bring culturally rich and cognitively engaging content into the lesson.

**Organizer/Presenter(s):**

Laura Terrill, Independent Consultant

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** French, Spanish**Language(s) spoken:** English**4. Picturing Culture: Developing Visual Literacy in Language Classes through Art (\$100)**9:30 a.m.–4:30 p.m. (6 h.) **Off-site:****Participants will be informed by email of meeting location.**

After discussing theoretical approaches at the conference site, participants develop strategies for integrating art into daily instruction. By sampling successful K-16+ activities, learners will understand how to connect culture to target language instruction, discuss how to measure students' performance in interpersonal communication and presentational speaking, and write assessments to monitor student progress. During a brief lunch break, participants head over to the Metropolitan Museum of Art, where they will integrate products, practices, and perspectives of their target language and culture into lessons they develop. At the end of the workshop, they reconvene as a group in the museum to share their approaches.

**Organizer/Presenter(s):**

Gisela Hoecherl-Alden, Ph.D.,   
Boston University, Boston, MA

Kathy Fegely,   
Antietam High School, retired, Reading, PA

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Curriculum**Examples in:** French, Spanish**Language(s) spoken:** English

## Pre-conference Workshops – Morning

### 5. Keeping Kids Engaged and Coming Back for More (\$50)

9:30 a.m.–12:30 p.m. Sutton South

Is your enrollment declining? Are your students becoming increasingly more difficult to motivate? This workshop will provide takeaway strategies that will keep students engaged and returning to your classes for subsequent years of instruction. Participants will discover how to use songs, current events, history, kinesthetic movement, storytelling, and homework choice to inspire students, increasing both engagement and enrollment. Michelle Kindt, a National Board-Certified Teacher of French, will facilitate the workshop, providing teachers with resources they can utilize Monday morning.

#### Organizer/Presenter(s):

Michelle Kindt,  
Hershey High School, Hershey, PA

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

**Keyword:** Instructional strategies

**Examples in:** French

**Language(s) spoken:** English

### 6. Authentic Input and Inspired Output with Early Language Learners (\$50)

9:30 a.m.–12:30 p.m. Regent

We affirm that the target culture is the true content of any world language course and that it lies at the heart of the standards-based approach to language education. The best way to delve into culture is by using authentic resources rather than watered-down cultural summaries or, worse, culture explained in English. In this workshop, we'll show how even Novice-level learners can tap into the power of using authentic resources to serve as rich input. Join us as we explore various types of authentic, cultural resources to better inform students' knowledge of cultural products, practices, and perspectives. We'll also explore ways in which we can use those carefully gleaned #authres to create engaging activities to inspire our students to better speak and write in the target language.

#### Organizer/Presenter(s):

Nathan Lutz,  
Kent Place School, Summit, NJ

Amanda Seewald, Consultant

**Intended Audience(s):** PreK-8

**Keyword:** Materials

**Examples in:** French, Spanish

**Language(s) spoken:** English

### 7. Transform Your Language Classes with Technology: Applied Digital Skills (\$50)

9:30 a.m.–12:30 p.m. Rendezvous Trianon

Do you want to create more engaging lessons? Do you have tech-savvy students and want to harness their passion for tech in a constructive way? Do you want to save time and improve student learning? Then this session is for you. We will focus on using tech skills to create a more efficient and effective language classroom. Participants will review free, online technology tools that can transform the classroom. Using devices, participants will perform missions where individual teachers get an opportunity to explore different ways to use these tools. Teachers will come away with a variety of ways they can transform their classes through effective and engaging technology tools. This workshop will be helpful for everyone, from beginners to active tech users looking for new ideas.

#### Organizer/Presenter(s):

Maureen Lamb,  
Kingswood Oxford School, W. Hartford, CT

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

**Keyword:** Technology

**Examples in:** English, Latin

**Language(s) spoken:** English

### 8. Enhancing K-12 Chinese Curriculum with High-Impact STEMM Integration (\$50)

9:30 a.m.–12:30 p.m. Americas Hall 2 - 1

The integration of the Chinese language with the STEMM subjects and the effective implementation of such curricula will help us nurture much-needed talents who are creative, highly advanced, and globally competent. The Chinese civilization, past and present, has made tremendous contributions to STEMM fields around the world. This workshop will explore ways to integrate STEMM subjects into Chinese instruction so that teachers can help promote student interests in learning Chinese from various perspectives. The presenters will share classroom examples to demonstrate the effective integration of Chinese instruction into STEMM content. Participants will be guided to integrate one of the STEMM subjects into their current unit and create effective instructional activities for implementation.

#### Organizer/Presenter(s):

Dali Tan, Ph.D.,  
No. VA. Comm. College, Alexandria, VA

Lucy Lee, Ed.D.  
Livingston High School, Livingston, NJ

Baocai Jia, Ed.D.  
Cupertino High School, Cupertino, CA

Carol Chen-Lin,  
Choate Rosemary Hall, Wallingford, CT

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

**Keyword:** Curriculum

**Examples in:** Chinese

**Language(s) spoken:** English, Chinese

### 9. Engaging All Learners (\$50)

9:30 a.m.–12:30 p.m. Americas Hall 2 - 2

Language educators are challenged on a daily basis to meet the needs of all learners in their classrooms. The needs of students vary based on their readiness level, interests, and learning preferences. This workshop will offer seven key strategies for engaging all learners in the language classroom: differentiated instruction, varied approaches, scaffolds and supports, flexible grouping, student choice, tiering, and responding to student data.

#### Organizer/Presenter(s):

Leslie Grahm,  
Howard County Public Schools, retired, MD

**Intended Audience(s):** PreK-12

**Keyword:** Instructional strategies

**Examples in:** Several

**Language(s) spoken:** English

Please assist us in evaluating any workshops or sessions that you attend. Your input will help us select the “Best of NECTFL” as well as assist us in future conference planning. Just look for the “Evaluation and Feedback Form” at the bottom of every listing in the conference app. Thank you!



**10. How to Create a Theme-Based Curriculum Using Authentic Cultural Materials (\$50)****9:30 a.m.–12:30 p.m. Americas Hall 2 - 3**

This workshop will guide participants step-by-step through the process of creating an outline for one thematic unit, which will then function as a guide for revamping a course's overall curriculum. We will start with an authentic, cultural material in the target language and teach participants how to select a larger theme for this text, how to formulate essential questions for working with it, how to connect it to other authentic materials, how to create can-do statements for the students that help them approach the intended tasks/goals, and how to build formative and summative assessments for the unit in the three modes of communication.

**Organizer/Presenter(s):**

Molly Monet-Viera, Ph.D.  
Alison Carberry Gottlieb, Ph.D.  
Boston University, Boston, MA

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Curriculum**Examples in:** English, Spanish**Language(s) spoken:** English**11. Putting Grammar in Its Place in Proficiency Development (\$50)****9:30 a.m.–12:30 p.m. Americas Hall 2 - 4**

For many, the teaching of grammar is the biggest challenge in our profession's shift to teach for proficiency. Within this new paradigm, it is all about what learners can do with the language in various contexts rather than teaching to the order of the grammatical concepts as they appear in the textbook. Participants of this workshop will overview the research and leave with strategies and activities to put grammar in its proper place in teaching and assessment.

**Organizer/Presenter(s):**

Nicole Sherf, D.M.L.,  
Salem State University, MA

**Intended Audience(s):** High School & College**Keyword:** Instructional strategies**Examples in:** French, Spanish**Language(s) spoken:** English**CT****12. Got Articulation? Designing Articulated Integrated Performance Assessment Tasks (\$50)****9:30 a.m.–12:30 p.m. Concourse A**

Articulation is intentional curriculum and assessment design for language performance and proficiency goals between levels, buildings and schools. This workshop guides department chairs and teacher leaders to design tasks in the three modes of communication and develop specific can-do statements for them, keeping Seal of Biliteracy goals in mind. We will explore Interpretive, Interpersonal, and Presentational mode tasks around a theme, articulated vertically for three levels of student engagement: Novice High, Intermediate Mid, and Intermediate High/Advanced Low. Participants receive examples and templates to bring back to their department in this hands-on, working session.

**Organizer/Presenter(s):**

Jennifer Eddy, Ph.D.  
Queens College, CUNY, Flushing, NY

**Intended Audience(s):** Secondary (6-12)**Keyword:** Articulation**Examples in:** Several**Language(s) spoken:** English**Pre-conference Workshops – Afternoon****13. Grammar as a Concept in Context (\$50)****1:30–4:30 p.m. Sutton South**

Wonder how to start down the path to teaching grammar in context? We have the answer: by using authentic resources, authentic tasks, and a process of discovery. This interactive workshop will guide participants through the process of creating "grammar in context" lessons: accessing authentic resources that model the language structure; highlighting the structure; making predictions; testing hypotheses; and applying the structure through authentic tasks.

**Organizer/Presenter(s):**

Deborah Espitia,  
Howard County Public Schools, MD, ret.

Jay Ketner, Consultant

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** French, Spanish**Language(s) spoken:** English**14. The Simplicity of Authenticity (\$50)****1:30–4:30 p.m. Regent**

We know all too well that assessment drives instruction and the horrors of teaching to the test. What if teaching to the test created an ideal world language learning experience, a learning experience that is standards-based, student-centered, encourages proficiency gains, and has measurable outcomes? The IPA model already leads with language and culture. Learn how to use the IPA model for daily instruction to propel proficiency upward and seamlessly weave authentic texts into your daily instructional practice. Learn how to design authentic, learner-driven activities and create environments that recognize and accommodate learner variability, packaged in authentic culture while also incorporating the global themes across all proficiency levels.

**Organizer/Presenter(s):**

Glennysa Jurado-Moran,  
Piscataway Township Schools, NJ

Dana Pilla,  
Rutgers University, Camden, NJ

**Intended Audience(s):** PreK-12**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**15. Leveling Up: Unleash Your Students' Growth in Proficiency (\$50)****1:30–4:30 p.m. Americas Hall 2 - 1**

Help your learners level up! Aiming for higher proficiency is key to growth, but how do we help students reach higher levels of functional ability? Too often, students stick at a given proficiency level, preferring to stay with the safe and easy. By focusing on students' abilities, plus what they will need to perform at the next level, teachers and learners can bridge that gap. This interactive workshop offers concrete strategies to get students unstuck. Learn to build this target-and-support strategy into your curriculum, then brainstorm and develop a wide variety of techniques that move students up the proficiency scale, including scaffolded activities, challenges and incentives, directive feedback, and explicit proficiency targets.

**Organizer/Presenter(s):**

Charlotte Gifford,  
Greenfield Community College, MA

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** French, Spanish**Language(s) spoken:** English

**16. Courageous Conversations in the World Language Classroom (\$50)****1:30–4:30 p.m. Americas Hall 2 - 2**

Using carefully selected authentic media drawn from pop culture, current events, and student lives, world language teachers can engage students in learning that counters racism, xenophobia, homophobia, and other forms of discrimination. Through highly participatory methods grounded in SLA theory and comprehensible input, the presenters will demonstrate how to engage students through the three modes of communication while developing the knowledge, skills, and ethical disposition of a global citizen.

**Organizer/Presenter(s):**

Kevin LaMastra,  
Linden Public Schools, Linden, NJ

Rocio Horzepa,  
Linden Public Schools, Linden, NJ

**Intended Audience(s):** Secondary (6-12)**Keyword:** Culture/Literature**Examples in:** Spanish**Language(s) spoken:** English**17. Lost in Translation: Activating the Interpretive Mode (\$50)****1:30–4:30 p.m. Americas Hall 2 - 3**

They read it, but how do we know the students understood it? They listened, but now what? Almost all of our standards ask that students demonstrate understanding of text, print, and audio resources, and the push is on to integrate authentic resources as quickly and as often as possible. How do we help our students work with and understand these materials, most of which are not constructed with language learners in mind? In this workshop, participants will explore how to develop tasks that engage students, build confidence, pave the way for proficiency growth, and provide evidence of understanding.

**Organizer/Presenter(s):**

Greta Lundgaard,  
Consultant, Dallas, TX

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Several**Language(s) spoken:** English**18. Writing and Reviewing the ACTFL/CAEP Report****Attendance with permission only.****1:30–4:30 p.m. 4229 42nd Floor**

This workshop will examine the ACTFL/CAEP Report as it is written by faculty members in programs that prepare world language teachers and as it is reviewed by ACTFL reviewers. Participants who are faced with the opportunity to write their program's report will view the report components in detail, learning what constitutes a successful report leading to national recognition from ACTFL. Participants who are interested in becoming reviewers of reports will receive an introduction to program review and will gain a glimpse into how to analyze and review a submitted report in order to determine the appropriate recognition decision and provide support to the program.

**Organizer/Presenter(s):**

Teresa Bell, Ph.D.,  
Brigham Young University, Provo, UT

Rebecca Fox, Ph.D.,  
George Mason University, Fairfax, VA

**Intended Audience(s):** Post-secondary**Keyword:** Policy/Issues**Examples in:** English**Language(s) spoken:** English**19. Two by Two: Moving Along the Proficiency Continuum (\$50)****1:30–4:30 p.m. Text Americas Hall 2 - 4**

Pair work is one of the most effective strategies in giving students the speaking ability they want. In addition to being a highly effective engagement strategy, it allows students to practice in a less exposed setting and provides them many more opportunities to speak than in a teacher-dominated environment. This session establishes what good pair activities look like and how we should go about effectively implementing them. Attendees will experience several pair activities, debrief about them, and be directed to resources that can be accessed for use in their own classrooms.

**Organizer/Presenter(s):**

Greg Duncan, Consultant, InterPrep

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** English**Language(s) spoken:** English**20. Authenticity in Action: Studying Real Women in the German Curriculum (\$50)****1:30–4:30 p.m. Off-site**

Discover fun, engaging lessons with a focus on significant history-making women across the span of German history, from Hildegard von Bingen to Angela Merkel. Join us as we continue the journey to create culturally authentic, gender-balanced, and thought-provoking curricular experiences for our students. Proven lessons from Novice through Intermediate course content provide the inspiration for hands-on learning in this workshop, including: dynamic profiles of famous women throughout history; Merkel's role in Germany and the world; a comparison of women's rights in German-speaking countries' constitutions; and the struggle for women's suffrage in Switzerland in the 1970's. Participants receive classroom-ready materials: authentic interpretive and presentational tasks, and assessment tools.

**Organizer/Presenter(s):**

Christopher Gwin,  
University of Pennsylvania, Philadelphia

Ester Eichler,  
Abington Senior High School, Abington, PA

Margaret Gonglewski, Ph.D.  
George Washington University,  
Washington, DC

**Intended Audience(s):** High School & College**Keyword:** Curriculum**Examples in:** German**Language(s) spoken:** English**21. State Leaders Meeting****1:00–4:30 p.m. Concourse A**

This is a closed meeting for leaders of state associations.

**22. Board of Directors Meeting****5:00–7:00 p.m. Hilton Boardroom**

This is a closed meeting of the NECTFL Board of Directors.

**DC**

**100. Mentor Scholarship Winners Meet and Greet 7:45–8:15 a.m., Rotunda**

This is a closed meeting for Mentor Scholarship Program participants. If you haven't met your mentor yet, meet here and plan your conference experience. If you've already connected and made your plans, enjoy your day!

**Session 1****101. Best of ME: Kinesthetic Movement in the World Language Classroom****Session: 1** **Beekman**

Are you looking for new ideas to get students up and moving in your world language classrooms? Memory is stored all over the brain and research shows that movement helps shift information from short-term to long-term memory more quickly for everybody, but especially for kinesthetic learners. Come experience both seated and standing activities, with and without props, as well as full-body movements that get the blood flowing and that honestly engage all types of students. Join the fun using everything from parachutes and hula-hoops to your beautiful imaginations to give the kinesthetic learners what they need and everyone else what they want in your active classroom!

**Organizer/Presenter(s):**

Anne Archambault,  
Maranacook Community School, retired,  
Readfield, ME

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** German, French, Spanish**Language(s) spoken:** English**102. Best of GWATFL: People, Place & Time - Smithsonian Learning Lab****Session: 1** **Sutton North**

Art reflects culture and shapes the way we see the world, others, and ourselves. The Smithsonian Learning Lab collections allow us effectively to integrate online museum resources in the world language curriculum. These materials provide a rich variety of authentic resources and digital art that tap into multiple themes that pertain to global issues and promote global-mindedness, curiosity, and empathy, all while fostering students' communication, critical thinking, and collaboration skills. We will showcase three collections and implement Thinking Routines or Global Thinking Routines to unveil products, practices, and perspectives in the artwork.

**Organizer/Presenter(s):**

Marcela Velikovsky,  
Bullis School, Potomac, MD

Vicky Masson,  
Christ Episcopal School, Rockville, MD

Tess Porter,  
Smithsonian Center for Learning & Digital  
Access, Washington D.C.

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**103. What's My Next Line? Moving Our Learners to Independence****Session: 1** **Sutton Center**

Are you a helicopter teacher? Do you help learners too much? It's important for students to learn from mistakes, but what about the flip side? To move our learners from merely performing tasks to building proficiency and developing independent production is an overarching goal. Are your routines and strategies unintentionally keeping students from progressing to independent practice? This interactive session will address these questions and more as we focus on ideas that move learners from dependence to independence.

**Organizer/Presenter(s):**

Greta Lundgaard, Consultant, Dallas, TX

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** English**Language(s) spoken:** English**104. Reducing Student Stress through a Standards-Based Approach****Session: 1** **Sutton South**

School avoidance, anxiety, and stress are major obstacles to student success in today's classroom. What can we do in our classrooms to break down these barriers? In this session we will explore strategies for designing assessments, creating rubrics, giving feedback, and communicating with empathy to empower our students. A standards-based approach allows us to develop proficiency and mastery while being flexible and adapting to our students' social and emotional needs.

**Organizer/Presenter(s):**

Jason Caputo,  
Jennifer Kang,  
Ridge High School, Bernards Township, NJ

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** English, Italian, Spanish**Language(s) spoken:** English**105. Authentically Elementary: Use of Authentic Resources in K-8 Language Learning****Session: 1** **Regent**

Incorporating authentic resources into instruction for younger, Novice learners can be challenging. In this session, participants will explore specific authentic resources that have been tested in elementary and middle school classrooms. Participants will have the opportunity to view such resources, and the scaffolding and learning activities that helped to successfully engage students with them. These resources will be shared electronically so you can leave with ideas for next week's classes. The examples will be in Spanish, but the ideas and concepts can be transferred to any language.

**Organizer/Presenter(s):**

Rebecca Aubrey,  
Ashford School, Ashford, CT

**Intended Audience(s):** PreK-8**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**106. Dyslexia and the Foreign Language Learner****Session: 1** **Rotunda**

This workshop will teach world language educators best practices in interventions and strategies that address the needs of students who have a severe reading/writing disability or dyslexia/dysgraphia. It will include a list of assisted technology/online programs that help students learn and spell vocabulary with accuracy, as well as strategies for reading comprehension that focus on speaking and listening from the first day to help them gain fluency.

**Organizer/Presenter(s):**

Maria Santiago,  
Somerset County Vocational and Technical  
Schools, Bridgewater, NJ

**Intended Audience(s):** Secondary (6-12)**Keyword:** Diversity**Examples in:** French, Spanish**Language(s) spoken:** English

We regret that WiFi  
access is not free.  
Attendees are  
encouraged to use  
their own data plan.

**107. If It Isn't "Real," It Isn't Part of the Curriculum****Session: 1**                      **Mercury Ballroom**

Join us for a conversation around the work one district is doing to update curriculum to maximize opportunities for authentic learning experiences. Essential questions, thematic units, and backward design, built on a foundation of the 5 C's, form the key elements of authentic units of study. Focusing on the interpretive mode, presenters will share how one district is updating/revising its "reading, listening, and viewing" experiences and comprehension activities to ensure authentic learning opportunities that help students reach identified learning targets. Presenters will share interpretive samples from a variety of units and lessons across the languages and levels taught in the district. Presenters will also highlight examples that incorporate the use of 21st-century skills.

**Organizer/Presenter(s):**

Rita Oleksak,  
Glastonbury Public Schools, CT  
Megan Villanueva,  
Smith Middle School, Glastonbury, CT

**Intended Audience(s):** PreK-12**Keyword:** Curriculum**Examples in:** Several**Language(s) spoken:** English**108. Authentic Cultural Exploration and Self-Expression****Session: 1**                      **Petit Trianon**

Students learn a foreign language not just to master the language itself, but also because they are intrigued by its culture. Making the target language culture appealing and related to students is especially important in the classroom. Giving students self-expression opportunities while engaging them with the target language culture is an effective way to do that. Self-expression allows learners to bring personalities, backgrounds, and experiences into their understanding of connections among cultures. The presenter will use Chinese zodiac and Chinese folklore as examples to show how teachers can relate authentic culture to language learners through self-expression activities. Secondary school student sample work will be shared.

**Organizer/Presenter(s):**

Hui Chen, Ph.D.,  
Oneida-Herkimer-Madison BOCES, NY

**Intended Audience(s):** Secondary (6-12)**Keyword:** Connections/Comparisons**Examples in:** English, Chinese**Language(s) spoken:** English**109. Escape Rooms: Authentic Language Unlocks the Excitement in Your Classroom****Session: 1**                      **Trianon Ballroom**

Rethink the way your students interact with language. Escape rooms bring a popular phenomenon to the world language classroom. This introduction to escape room activities will show how students can use authentic resources to solve real-life problems using the target language. These interactive activities reinforce critical thinking, teamwork, and complex problem solving, and can easily be adapted for use in any language, at any level. Learn what the excitement is about and leave with ready-made games available in Spanish, French, and German.

**Organizer/Presenter(s):**

Chrissy Roe,  
Hannah Rae Joseph,  
Spain Park High School, Birmingham, AL

**Intended Audience(s):** PreK-12**Keyword:** Instructional strategies**Examples in:** Spanish, French, German**Language(s) spoken:** English**110. Global Competence through Authentic Resources and Meaningful Tasks****Session: 1**                      **Rendezvous Trianon**

As world language educators, we help our students develop language skills and intercultural competence to become active and confident participants in a globalized world. Authentic documents and media are effective resources for this mission. This session will present concrete examples of such resources from "Contemporary French Society through its Media," an advanced-level French conversation and composition course. Building blocks of this course are constructed using backward design, in alignment with national standards. This session will demonstrate how you can choose media artifacts and then construct a lesson or a variety of tasks that motivate students, engage them in cultural-critical thinking, and offer meaningful communicative practice in a variety of modes.

**Organizer/Presenter(s):**

Chantal Philippon-Daniel,  
University of Pennsylvania, Philadelphia

**Intended Audience(s):** High School & College**Keyword:** Instructional strategies**Examples in:** French**Language(s) spoken:** English**111. Exhibitor Session: ALIRA and Assessing Interpretive Reading in the Latin Classroom****Session: 1**                      **Americas Hall 2 - 1**

ALIRA, the ACTFL Latin Interpretive Reading Assessment, is a tool for Latin teachers to assess their students' progress along the proficiency continuum. ALIRA is the only proficiency-based assessment tool available for Latin teachers. Participants will explore the concept of measuring proficiency and how that differs from other assessment tools teachers utilize. Participants will learn how to make use of the proficiency data they will receive from ALIRA, and how they can use that to plan learning activities to help their students advance their proficiency skills.

**Organizer/Presenter(s):**

Sherwin Little,  
American Classical League  
Mark Pearsall,  
Glastonbury High School, CT

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Assessment**Examples in:** Latin**Language(s) spoken:** English**112. Exhibitor Session: Simulating Authenticity: Intercultural Learning in Immersion Classrooms****Session: 1**                      **Americas Hall 2 - 2**

Despite efforts to implement culturally sensitive information in the teaching of world languages, intercultural awareness remains a topic fraught with tensions. Taking a cue from immersive classroom pedagogy, this workshop focuses on the process of authentic language learning, going beyond simplistic models of applying linguistic rules and phrases. It discusses ideas about how to simulate authentic contexts in which students of world languages can incorporate aspects of intercultural awareness as a key element in understanding the target language and culture. Presenters will show first-hand strategies and everyday examples of intercultural learning, and participants will learn how to sensibly discuss cultural differences and similarities in order to avoid intercultural misunderstandings.

**Organizer/Presenter(s):**

Elena Alston,  
Goethe-Institut New York, NY

**Intended Audience(s):** High School**Keyword:** Diversity**Examples in:** English, German**Language(s) spoken:** English

**113. Exhibitor Session: Authentic Spanish Resources that Build Proficiency: Spanish 1 through AP****Session: 1**                      **Americas Hall 2 - 3**

This session explores the use of different types of authentic resources in the Spanish classroom to build proficiency at all levels and with all students. The presenter will introduce examples of video, audio, and print authentic resources, and together we will discuss ways to support many types of students with appropriate tasks for both language and culture study. We will also focus on instructional strategies that make the use of these authentic resources effective. Teachers will experience several authentic resources and will benefit from sharing ideas and best practices around level-appropriate tasks and instructional strategies so that they are equipped to use authentic resources in their own classrooms.

**Organizer/Presenter(s):**

Mary Smeby, Pearson, Inc.

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**114. Authentic Learning: High-Leverage Teaching Practices From K-12****Session: 1**                      **Americas Hall 2 - 4**

We know that research-based practices are effective across grade and performance levels, but what do those practices look like in elementary, middle, and high school? This session, led by a pair of educators with deep experience across K-12, will focus on the high-leverage teaching practices as featured in "Enacting the Work of Language Instruction" (Glisan & Donato), at different developmental levels. Participants will be able to articulate how high-leverage teaching practices look at different developmental levels, identify learning strategies to spiral through K-12, and rehearse and debrief a practice to apply in their instruction. This session serves to inspire and empower teachers for continued professional growth to develop student proficiency in the three modes of communication.

**Organizer/Presenter(s):**Kaitlin Robinson,  
Lawrence School, Brookline, MA**Intended Audience(s):** PreK-12**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**115. Exhibitor Session: Breaking the Barrier + Nearpod: Language Learning Solutions in the Digital Age****Session: 3**                      **Concourse D**

In this session, participants will join author John Conner as he and experts from Nearpod show how technology can enhance language instruction. Participants in this session will do many sample in-class activities on their own devices—cellphone, iPad, or computer. Engage students by taking virtual field trips to the locations they are studying, like Machu Picchu or Iguazu Falls. Session participants will have a chance to win free access to Breaking the Barrier on Nearpod!

**Organizer/Presenter(s):**John Conner, Breaking the Barrier  
Adam Franklin, Nearpod**Intended Audience(s):** High School & College**Keyword:** Technology**Examples in:** Spanish**Language(s) spoken:** English**116. Collaboration Across States, Disciplines, and Students: A German STEM Weekend****Session: 1**                      **Concourse E**

What happens when K-16 language teachers and learners, engineering faculty, and German companies plan a collaborative STEM-focused German weekend, including an immersion day for high school students, teacher workshops, a career day, and a colloquium for international engineering education? Presenters share lessons learned, outcomes, and event planning tips. Focus includes how to plan large events, how to integrate STEM, and how to keep students immersed for a weekend.

**Organizer/Presenter(s):**Cindi Hodgdon,  
Conval High School, Peterborough, NH  
Niko Tracksdorf, Ph.D.  
University of Rhode Island, Kingston, RI**Intended Audience(s):** High School & College**Keyword:** Connections/Comparisons**Examples in:** German**Language(s) spoken:** English**117. Bridging the Distance: Authentic Learning in the Distance Learning Classroom****Session: 1**                      **Concourse F**

This session focuses on using a learning management system to bridge the gap between classes in a distance learning lab and to create meaningful authentic learning opportunities when the students and teacher may not be in the same classroom. Participants will leave with concrete classroom examples of how teachers create a virtual classroom to provide a sense of connection across the schools and to assess their students' language performance using proficiency-oriented rubrics. Presenters will provide examples from the learning management system Schoology, but examples can be applied to other learning management systems as well.

**Organizer/Presenter(s):**Holly Schnittger,  
Thomas McKean HS, Wilmington, DE  
Christopher Wendel,  
Middletown High School, Middletown, DE**Intended Audience(s):** Secondary (6-12)**Keyword:** Technology**Examples in:** Italian, French**Language(s) spoken:** English**118. Mead Collaborative****Session: 1**                      **Hilton Boardroom (4<sup>th</sup> Fl.)**

This is a closed session for current and former Mead Leadership Fellows, NECTFL board members, and Mead mentors. During this session, the current Mead winners will have the opportunity to share overviews of their projects and collaborate with mentors and former Mead winners to strengthen their plans and make connections that will help facilitate their projects.

**Organizer/Presenter(s):**Deborah Espitia,  
Howard County PS, retired, MD

*Thank you for silencing  
your cell phone and  
devices during  
workshops and sessions!*

# Exhibit Hall Grand Opening and Coffee Break Join us!

9:30–10:30 a.m.

## Session 2

### 120. Best of MA: Total Spanish Immersion through Latin Dances

Session: 2 Beekman

This dynamic session will be combining a full immersion Latin dance instruction, conducted entirely in Spanish, with specific ideas and strategies to work around some grammar, vocabulary, and meaningful conversations about respect, tolerance, consent, and gender roles. This is also an opportunity to "unlearn" some stereotypes associated with Latin dances, and to create a safe space where students can reflect more about their own identities.

#### Organizer/Presenter(s):

Abelardo Almazán-Vázquez,  
The Putney School, Putney VT

Intended Audience(s): PreK-12

Keyword: Diversity

Examples in: Spanish

Language(s) spoken: Spanish

### 121. Panel Discussion: Authentic Resources

Session: 2 Sutton North

Can we agree on a definition of authentic resources? If so, how can we identify appropriate texts, visuals, videos, and audio recording and how can we use them effectively during instruction? The panelists will share their insights, experiences, and sources of authentic materials that make learning both interesting and meaningful to learners. They will engage attendees in an interactive discussion as they answer questions from attendees.

#### Organizer/Presenter(s):

Leslie Grahn,  
Howard County Public Schools, retired, MD  
Cheri Quinlan,  
Toms River Regional Schools/NJ DOE, retired

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

Keyword: Instructional strategies

Examples in: Several

Language(s) spoken: English

# DE

### 122. The Best Language Teacher Might Be Right Next Door

Session: 2 Sutton Center

Despite a growing emphasis on teacher effectiveness, teachers struggle to identify what they don't know about authentic language teaching. Looking for quick-fix strategies, Monday morning activities, and ready-to-use resources often leaves those teachers scrambling for new solutions every year. This session will outline a series of concepts from successful classrooms that will change the approach to teaching. Picture and video examples from the classrooms of the 2017 ACTFL Teacher of the Year and her colleagues will bring those concepts to life in this session, which will leave participants inspired to make real changes in their classrooms that will lead to authentic language learning.

#### Organizer/Presenter(s):

Katrina Griffin,  
North County High School, Glen Burnie, MD  
Thomas Sauer,  
National Foreign Language Center, MD

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

Keyword: Instructional strategies

Examples in: Several

Language(s) spoken: English

### 123. Beyond Binary Gender Roles in the World Language Classroom

Session: 2 Sutton South

This interactive session will broach the topic of the fluidity of gender roles, identities, and expressions through authentic and contemporary Spanish, French, and Italian movies. After a brief examination of the meaning and the language associated with these concepts, presenters will engage participants in how to design activities that promote higher-order cognitive skills, challenge students to engage in analyzing, evaluating, and synthesizing, and that foster critical thinking skills. Participants will walk away with tools and ideas that will promote social justice and encourage inclusion in the world language classroom.

#### Organizer/Presenter(s):

Liliane Dusewoir,  
Viktoria Hackbarth, Ph.D.,  
Marta Villar, Ph.D.,  
Boston University, Boston, MA

Intended Audience(s): Post-secondary

Keyword: Diversity

Examples in: Spanish, French, Italian

Language(s) spoken: English

**124. Linking Grammar and Culture Learning by Using Authentic Texts****Session: 2** **Regent**

Textbooks routinely offer a prescribed progression of grammatical features linked to particular content. This workshop will focus on using authentic materials to support and expand on these predetermined connections by treating texts as linguistic and cultural sources for the explicit teaching and learning of grammatical phenomena. The participants will learn how to uncover linkages between a text's communicative goals, its culturally determined rhetorical organization, and specific grammatical elements conventionally employed by native speakers to achieve the communicative goals. We will explore criteria for choosing linguistically appropriate authentic texts for classroom use and see examples of tasks aimed at developing students' grammatical competence within culturally based textual norms.

**Organizer/Presenter(s):**

Olga Liamkina, Ph.D.

**Intended Audience(s):** High School & College**Keyword:** Materials**Examples in:** German**Language(s) spoken:** English**125. Indigenous Peoples in the Spanish Language Classroom****Session: 2** **Rotunda**

Barbacoa, camote, Hatuey, Evo Morales, Standing Rock, even JLO and Pitbull. Food vocabulary, current political movements, popular dance music, film, and literature. Indigenous influences and cultures are reflected throughout the Americas. They are key factors in shaping both the the historical and current Latin American experience. The Tainos (Caribbean), Mapuche (Chile), Aymara (Bolivia), and Huichol (Mexico), to name a few, are often left out of Spanish language curriculum. In this interactive workshop, participants will experience how I incorporate the indigenous experience into my Spanish language classes using culturally authentic materials with activities that align to the 5 C's, and help students improve their critical thinking and cultural competency in the target language.

**Organizer/Presenter(s):**Abigail Cleary,  
Lansing High School, Lansing, NY**Intended Audience(s):** High School & College**Keyword:** Culture/Literature**Examples in:** Spanish**Language(s) spoken:** Spanish**126. Departmental Authenticity: Developing a Language Department that Cooperates****Session: 2** **Mercury Ballroom**

ACTFL has identified the four characteristics of a successful language department: A long sequence, focused on one language, meeting on a recurrent basis, delivered by a philosophically cohesive language department. This session studies the critical fourth characteristic, the element that is most elusive, and will provide specific guidance to teachers, supervisors, and administrators on developing a language department that cooperates.

**Organizer/Presenter(s):**John De Mado,  
John De Mado Language Seminars, LLC**Intended Audience(s):** PreK-16+ (all)**Keyword:** Articulation**Examples in:** Spanish, French, Italian**Language(s) spoken:** English**127. Teaching Chinese through Authentic Idiom Stories****Session: 2** **Petit Trianon**

This session will present an interesting and unique approach for introducing advanced Chinese language learners to Chinese idiom stories, common Chinese sayings, Chinese allegories and proverbs, and contemporary Chinese internet language. The purpose of teaching idioms is to enrich student understanding of the cultural and historical origins of these phrases. It will also enable students to introduce these literary elements into their language development process and improve their overall fluency.

**Organizer/Presenter(s):**Haning Hughes, Ph.D.,  
US Air Force Academy, Colorado Springs, CO**Intended Audience(s):** Post-secondary**Keyword:** Curriculum**Examples in:** Chinese**Language(s) spoken:** English**MA****128. Engage, Motivate, and Challenge Your Students to Increase Proficiency****Session: 2** **Trianon Ballroom**

Do you find yourself constantly trying to engage and challenge your students? Do you wish your students were motivated to learn and speak in class? Engage, motivate and challenge your students with activities that will inspire them to learn, keep them communicating, and increase their proficiency in the target language. We will share our top activities including games, speaking activities, assessments, and more. Many of the activities presented are conducted entirely in the target language and geared toward enhancing communication/proficiency. These activities will integrate the three modes of communication — interpersonal, interpretive, and presentational — in language instruction as described in the National Standards. Get fresh ideas to motivate your students and to assist them in increasing mastery in the target language.

**Organizer/Presenter(s):**Valerie Greer,  
Wendy Mercado,  
Bay Shore Middle School, Bay Shore, NY**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** English, French, Spanish**Language(s) spoken:** English

*Session 2 listings continued after #techlab.*

Please assist us in evaluating any workshops or sessions that you attend. Your input will help us select the “Best of NECTFL” as well as assist us in future conference planning. Just look for the “Evaluation and Feedback Form” at the bottom of every listing in the conference app. Thank you!

129.

#techlab

Facilitator: Deborah Espitia

Session: 2

Rendezvous Trianon (Third Floor)

The NECTFL #techlab consists of tables led by tech experts, similar to a tech fair. Attendees will come to this session but, instead of sitting down and learning from one presenter only, they will have the opportunity to learn ‘à la carte’ from several world language educators with expertise in instructional technology. Participants may stay as long as they like with one presenter or browse the tables at their own pace. Please bring a laptop, an iPad, or a mobile device and walk away with a new app or with an innovative tech-infused lesson for your students. We regret that WiFi access is not free. Attendees are encouraged to use their own data plan. All languages and tech skill levels are welcome!

**Table 1 Free Tech Tools**

Learn how to use a variety of free tech tools to provide authentic learning experiences, create interactive language learning activities, virtual tours, guided tutorials and more. These tools are perfect for outside of class activities or 1:1 learning. Attendees will have the opportunity to explore and use these tools during the session. Tools to be used include: Wizer.me, EdPuzzle, Nearpod, Vocaroo, Flippity and Flipgrid.

**Organizer/Presenter(s):**

Angela Berger,  
Pennsylvania Distance Learning Charter School, Wexford, PA  
Robert Hall,  
Fairview School District, Fairview, PA

**Intended Audience(s):** Secondary (6-12)**Keyword:** Technology**Examples in:** French, Spanish**Language(s) spoken:** English**Table 3 Google Classroom and Virtual Collaboration: Perfect Together**

Google Classroom will be used to engage students with intercultural opportunities that foster dialogue through virtual collaboration. Students are active partners who share in an accessible, creative atmosphere to develop their Spanish language proficiency and connect to their creative spirits, using 21st-century skills that are critical to college and career readiness. Participants will dialogue to create and share project links using assorted Google applications (Documents, Slides, and Forms) in Google Classroom. Virtual collaboration skills will be the focus, so as to promote the lifelong process of language and cultural acquisition in students' academic, professional, and personal lives, and in the globalized world.

**Organizer/Presenter(s):**

Christina Buck,  
Joseph Diaz,  
Boonton High School, Boonton, NJ

**Intended Audience(s):** Secondary (6-12)**Keyword:** Technology**Examples in:** Spanish**Language(s) spoken:** English, Spanish**Table 4 Quizizz: An Online Formative or Summative Assessment Tool**

Quizizz is an online assessment tool that can be used for a formative quick check or a more structured summative assessment. The program allows teachers to create their own quizzes or borrow from other users, even allowing teachers to borrow from a variety of previous quizzes to create the ideal assessment tool. This tool can be completed as game in class or assigned as homework or classwork. Each quizizz is recorded in a report, with detailed information for each participant in terms of their score and which answers were correct or incorrect. Videos and pictures can be incorporated into the assessments and teachers can share their work with colleagues as needed.

**Organizer/Presenter(s):**

Samantha Christopher,  
Brooke Point High School, Stafford, VA

**Intended Audience(s):** High School**Keyword:** Technology**Examples in:** Spanish**Language(s) spoken:** English

**Table 5 Cultural Journaling and Virtual Mapping**

To create cultural competency through visual, written, and oral narratives, students explore authentic cultural material and geographical locations including Pablo Neruda's houses in Chile and Las Meninas around Madrid. Through mapping and route recording, students creatively elevate their journal writing and narrative experience in Spanish. This project facilitates students' complex and critical cultural engagement.

**Organizer/Presenter(s):**

Elizabeth Contreras,  
University of Pittsburgh at Greensburg,  
Greensburg, PA

**Intended Audience(s):** High School & College**Keyword:** Technology**Examples in:** Spanish**Language(s) spoken:** English**Table 6 Creating a Digital Portfolio with Seesaw**

Have you been curious about what your Novice students can do with language? Try blending assessment with technology. It's a great way to show what language learners can do. Come see and hear how kindergarteners spent a year documenting various language skills using Seesaw on their iPads.

**Organizer/Presenter(s):**

Marissa Coulehan,  
The Dalton School, New York, NY

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



**Table 7 Personalizing Foreign Language Students' Learning with TES Teach**

Technology gives teachers many choices when it comes to creating lessons and activities for students. Good technology ensures successful delivery. After experiencing the TES Teach platform, I was impressed by the space it allowed me to create activities and to access, modify, develop, and adapt online content — all while engaging students. TES Teach makes it easy to plan, build, and deliver interactive lessons with personal content and content from YouTube, TES resources, and other digital media. Students can use TES Teach to create their own lessons and presentations on any topic. All participants in this Techlab, regardless of the language they teach, will create a digital and creative lesson using TES Teach.

**Organizer/Presenter(s):**

Iman Elahmadieh,  
Defense Language Institute Foreign  
Language Center, Augusta, GA

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Technology**Examples in:** English, Arabic**Language(s) spoken:** English**Table 8 Student-Created Websites: An Example of Project-Based Learning**

This presentation will describe the development and implementation of a website project which was completed by beginning and intermediate students of German at the University of Pittsburgh, and showcase some of the results. Students in the first four semesters of German language courses were asked to develop a website about their city to introduce it to potential German-speaking visitors. The website was an example of project-based learning as it gave students a realistic task and the freedom to choose their own approach to it. The presentation aims to show how such a project can be adapted for different levels of language and give students a sense of accomplishment not always associated with more traditional assignments.

**Organizer/Presenter(s):**

Viktoria Harms, Ph.D.,  
University of Pittsburgh, Pittsburgh, PA

**Intended Audience(s):** High School & College**Keyword:** Instructional strategies**Examples in:** German**Language(s) spoken:** English**Table 9 Engaging, Interactive, and Authentic Assessments**

This session focuses on the principles, unique strengths, limitations, and practices of technology-enhanced assessment tools. Come learn how to create thoughtful and sustainable assessment using innovative Web 2.0 tools. The presenter will share examples on how these authentic tools can be incorporated to assess students' language proficiency and intercultural competence. Participants will leave with a number of strategies to use in their own classrooms.

**Organizer/Presenter(s):**

Kate Kagan, Ph.D.,  
Russell Sage College, Troy, NY

**Intended Audience(s):** High School & College**Keyword:** Assessment**Examples in:** English**Language(s) spoken:** English**Table 10 Change the Way Your Students Learn**

Discover how you can transform your lessons by using HyperDocs. What are HyperDocs? They are a digital form to deliver instruction that meets all students' needs. They're a transformative, dynamic, flexible, and personalized tool. They allow you more time to interact with your students. Students can learn at their own pace while you give them a push, a little nudge, and then watch them go. In this session, you will learn how to create a HyperDoc in five simple steps, and you will explore a few examples.

**Organizer/Presenter(s):**

Jeanine Karam,  
Belmont Ridge Middle School, Leesburg, VA

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** French**Language(s) spoken:** English**Table 11 VR'T: Exploring Art in Virtual Reality**

Jump into the world of famous painters and explore their art with a strong sense of immersion. Go inside and beyond Dalí's "Archaeological Reminiscence of Millet's Angelus," walk around Monet's colorful garden of "Water Lilies," make a fantastic journey into Van Gogh's "Starry Night" and "Night Cafe," discover Mengfu's "Autumn in Chiou and Hua Mountains," and more! Don't miss this #techlab with the opportunity to explore art in virtual reality.

**Organizer/Presenter(s):**

Silvina Orsatti, Ed.D.,  
University of Pittsburgh at Greensburg, PA

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Technology**Examples in:** Several**Language(s) spoken:** English**Table 12 Class Presentations: Integrating Word Clouds, Concept Maps and QR Triggers**

In this tech roundtable session, we will show several example materials using word clouds and concept maps combined with QR triggers. The main idea is to illustrate new ways of making oral presentations in the classroom. We are proposing different pedagogical models that integrate both digital and printed materials designed for K-12 world language courses.

**Organizer/Presenter(s):**

Pablo Pintado-Casas, Ph.D.,  
Kean University, Union, NJ

Katica Urbanc, Ph.D.,  
Wagner College, Staten Island, NY

**Intended Audience(s):** High School & College**Keyword:** Materials**Examples in:** Spanish**Language(s) spoken:** English and Spanish**Table 13 iSprak for Autonomous Speech Evaluation**

Learning how to speak fluently with correct pronunciation and without anxiety is an undying mission for many world language learners. It brings great stress to learners as they progress to higher proficiency levels. Despite often being overwhelmed and wary at times, students are eager to learn how to speak effortlessly. However, a lack of speaking practice is often brought up as an issue in world language classrooms. This session will describe how a web-based application, iSprak, helped students increase their opportunities to practice speaking and build their confidence. Students' response and feedback on the activity using iSprak will be shared with the participants in the hope the participants can incorporate it into their own classrooms.

**Organizer/Presenter(s):**

Etsuko Snyder,  
Ayako Tanemura,  
Boston University, Boston, MA

**Intended Audience(s):** High School & College**Keyword:** Technology**Examples in:** Japanese**Language(s) spoken:** Japanese

## Session 2, continued

**130. Exhibitor Session: A Better Way to Vocabulary Acquisition**

Session: 2 Americas Hall 2 - 1

Core practices are revealing that show-and-tell does not get at the heart of vocabulary acquisition. Teachers are saying "No more!" to handing out vocabulary lists, displaying an image, and hearing that collective sigh from learners. In this session, participants will examine five instructional strategies and 15 applications that build vocabulary in context in the target language.

**Organizer/Presenter(s):**

Jay Ketner, Wayside Publishing

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** French, Spanish**Language(s) spoken:** English**131. Exhibitor Session: Using the Francophone World to Promote French Programs**

Session: 2 Americas Hall 2 - 2

The presenter will discuss resources disseminated by the AATF, including videos, webinars, and activities, that can be used to promote French locally. You can take advantage of local heritage sites, historical archives, and celebrations, all of which show that French is all around us and is not only a global language of the future, but also a key to our own history. Examples from previous and future AATF convention sites will be used.

**Organizer/Presenter(s):**

Jayne Abrate, Ph.D., AATF

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Culture/Literature**Examples in:** French**Language(s) spoken:** French**132. Exhibitor Session: What's New at the AATSP?**

Session: 2 Americas Hall 2 - 3

AATSP programs promote the study of Spanish and Portuguese to your students. Come learn about the 2019 annual conference in San Diego, expansion of national examination opportunities, honor societies, publications, scholarships, and awards. Let's connect with each other and the community to promote Spanish and Portuguese. Local AATSP chapter members and SEAL representatives are featured. Win a free AATSP membership.

**Organizer/Presenter(s):**Sheri Long, Ph.D.,  
American Association of Teachers of  
Spanish and Portuguese**Intended Audience(s):** PreK-16+ (all)**Keyword:** Professional development**Examples in:** Spanish, Portuguese**Language(s) spoken:** English**133. Preparing High School Students for the Seal of Biliteracy**

Session: 2 Americas Hall 2 - 4

The Seal of Biliteracy acknowledges students' aptitude in two or more languages, as well as the economic and social value of multilingualism in today's global society. Preparing students to attain this recognition entails purposeful teaching of the language and culture as well as students' active engagement in the learning process. In this session, presenters will guide participants in the analysis and discussion of lessons, portfolio protocols and video clips that expose students to high-level, expressive and authentic language models and texts, and their impact on students' work. By the end of the session, participants will have gained deeper insights into the characteristics of quality language learning models and their application to prepare students for the Seal of Biliteracy.

**Organizer/Presenter(s):**Roser Salavert, Ed.D.,  
Fordham University, New York, NY  
Elisabeth Herrera,  
Dana Szalkiewicz,  
Herbert H. Lehman High School, Bronx, NY**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** English, Spanish, Italian**Language(s) spoken:** English

ME

**134. Building and Maintaining a Collegial Network**

Session: 2 Concourse D

Latin teachers face many unique challenges. Smaller classes often lead to combined years and levels. Many schools employ just one Latin teacher, limiting our options for collegial sharing within a department. We are often perceived to have "the best students," while the reality is that our classes are as diverse, if not more diverse, than modern language classes. We walk a fine line between maintaining academic rigor while needing to keep the program "fun" and relevant to maintain enrollment. This session builds on a 2018 NEC session attended by over 40 participants and is designed to promote and continue the collegial sharing of methods and issues commonly faced by Latin teachers. Presenters will solicit discussion topics prior to the session and will follow up.

**Organizer/Presenter(s):**Michael Cave, Ph.D.,  
Arlington Catholic High Schools, MA  
Maureen Lamb,  
Kingswood-Oxford School, W. Hartford, CT**Intended Audience(s):** Secondary (6-12)**Keyword:** Communities/Workplace**Examples in:** Latin**Language(s) spoken:** English**135. Building Novice Arabic Learners' Communicative Competence**

Session: 2 Concourse E

This session addresses enhancing students' reading comprehension through news media, a fruitful source of authentic material that will grab Arabic language learners' attention and interest. Such material exposes students to real-life situations from the very beginning, which will motivate them and maximize their interest in learning. It also addresses teaching grammar and sentence structure through a communicative task-based approach, and using technology to facilitate students' learning.

**Organizer/Presenter(s):**Laila Al-Sawi,  
Iman Saad,  
The American University in Cairo, Egypt**Intended Audience(s):** High School & College**Keyword:** Curriculum**Examples in:** English, Arabic**Language(s) spoken:** English

**136. Say What? Circumlocution for Survival****Session: 2** **Concourse F**

Language learners often find themselves in moments of frustration when they lack the vocabulary to communicate. Students must be taught how to survive authentic situations using their own strategies to effectively convey their thoughts. In this workshop, participants will be exposed to a variety of ways to engage students in circumlocution activities. Presenters will share examples and ask participants to play the role of students as they work through successful circumlocution techniques.

**Organizer/Presenter(s):**

Lisa Howard,  
Carmela Lambert,  
Scotch Plains-Fanwood Regional School District, Scotch Plains, NJ

**Intended Audience(s):** PreK-12**Keyword:** Instructional strategies**Examples in:** Italian, Spanish, French, Mandarin**Language(s) spoken:** English**137. LILL Networking Session (Informal) 11:30-12:30****Session: 2.5** **Hilton Boardroom**

This is a closed meeting for current and past ACTFL LILL participants.

**Looking for Lunch?**

Meals are not provided with the hotel room rate or conference registration fees. Each day's schedule has an hour and a half break built in mid-day for lunch and exhibit viewing. Being in Manhattan, there are countless options. Among them:

- Herb N' Kitchen (lobby, ask about breakfast and lunch special offers)
- Café 53 on W. 53<sup>rd</sup>
- Halal Guys stand on the corner of 53<sup>rd</sup> and 6<sup>th</sup>
- Starbucks across the street on 6<sup>th</sup> Avenue,
- Klein and Co. on 6<sup>th</sup> Ave between 55<sup>th</sup> and 56<sup>th</sup>
- Chipotle at 6<sup>th</sup> Ave. and 56<sup>th</sup>

**The Exhibit Hall is open****11:30–1:00****Session 3****140. Best of VA: Increasing Access: Tools for Teaching Differently-abled World Language Learners****Session: 3** **Beekman**

How can I support and engage struggling learners? What strategies could help me reach learners with various abilities? In this interactive session, specialists in world language and specialized instruction co-present to discuss common learning challenges in our world language classrooms and model strategies and activities that will increase equitable access to all three modes of communication. Participants will leave empowered with better strategies, ready-made instructional resources, and customizable activities.

**Organizer/Presenter(s):**

Tanja Mayer-Harding,  
Vivien DePeralta,  
Alexandria City Public Schools, VA

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Spanish, German, English**Language(s) spoken:** English**141. Lead Powerful Learning****Session: 3** **Sutton North**

The best advocacy empowers us to be proactive in creating powerful learning. Focus on your arenas of influence and how to guide language learning, support every learner, and showcase learners' gains in proficiency. Apply high-leverage teaching strategies to boost learners' performance. Learn from successful examples of guiding learners to make global connections. Every educator is a leader for languages.

**Organizer/Presenter(s):**

Lisa Lilley Ritter,  
ACTFL and Springfield Public Schools (MO)  
Paul Sandrock, ACTFL

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** English**Language(s) spoken:** English**142. Can-Do: Designing Performance Assessments with Can-Dos that Work****Session: 3** **Sutton Center**

In this session, participants will see how well-crafted Integrated Performance Assessments will yield specific, powerful Can-Do Statements for authentic language use. In this power hour, we will explore tasks in the three modes with value beyond the self and classroom, solving problems, and creating products. Let's see how these tasks meet articulation and transfer goals with Can-Dos in the driver's seat.

**Organizer/Presenter(s):**

Jennifer Eddy, Ph.D.,  
Queens College, CUNY, Flushing, NY

**Intended Audience(s):** Secondary (6-12)**Keyword:** Assessment**Examples in:** Several**Language(s) spoken:** English**143. The Immigrant Experience through Latin Music****Session: 3** **Sutton South**

Immigration between Latin America and the U.S. is one of the most debated topics on the national level, and it can be better understood when taught through Latin music. The news frequently covers immigration, but the political affiliation often affects the objectivity of the material. This workshop uses music in Spanish written by Spanish speakers as a tool to facilitate learning about immigration firsthand, directly from the perspective of popular Latino immigrants. Participants will explore recent songs and their corresponding music videos, while being led through hands-on and artistic collaborations during this interactive workshop. The method utilized is Maxine Greene's Aesthetic Education model, the "10 Capacities of Imaginative Thinking," taught at Lincoln Center Education.

**Organizer/Presenter(s):**

Beth Pachas,  
Joel Barlow High School, Redding, CT

**Intended Audience(s):** High School & College**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** Spanish, English

**144. Bridging the High School-College Gap with Authentic Materials****Session: 3** **Regent**

High school teachers provide a rigorous learning space to prepare students for the AP exam and college study, but often do not know how their students' college-prep work will affect their academic experience once they reach the university. A key to student success at both levels lies in understanding and facilitating the transition between high school and college through articulated curricula that focus on authentic texts. In an articulated 9-16 curriculum, instructors share authentic materials and tasks to develop strategies for students to approach increasingly difficult materials with greater autonomy.

**Organizer/Presenter(s):**

Cynthia Chalupa, Ph.D.,  
West Virginia University, Morgantown, WV  
Christopher Gwin,  
University of Pennsylvania, Philadelphia

**Intended Audience(s):** High School & College**Keyword:** Articulation**Examples in:** German**Language(s) spoken:** English**145. Authentic Learning: Rights of Children and of the Disabled****Session: 3** **Rotunda**

This workshop will outline the steps and the methods involved in designing a curriculum that makes interdisciplinary connections between world languages and human rights initiatives. The presenters will discuss and share practical planning templates for lessons as well as sample lessons, sample assessment rubrics, and resources to enhance the students' experience. This will provide students with a vision and repertoire of vocabulary and structures to express themselves in real-life situations in the target language. They will develop an understanding of global and intercultural realities as related to the rights of children and of the disabled in Spanish- and French-speaking countries.

**Organizer/Presenter(s):**

Sarah Whittington,  
Education and Administrative Consultant,  
New York, NY  
Melanie Millard,  
Scarsdale Middle School, Scarsdale, NY

**Intended Audience(s):** Middle School**Keyword:** Curriculum**Examples in:** Spanish, French**Language(s) spoken:** English**146. Sketchnotes, Scribblestories, and Drawing for Proficiency in the Language Classroom****Session: 3** **Mercury Ballroom**

Drawing is an easy way to make language comprehensible. Even the quickest doodle can support student comprehension. Even rough, "ugly" drawings can be a TOOL to improve communication. In this hands-on session you will learn that ANY teacher can make quick drawings to engage students in the interpretive mode. This is applicable to storytelling, language structures, vocabulary, and culture. Take advantage of visuals to enhance student comprehension and to reduce teacher preparation time. The session also includes strategies involving student artwork as a support to demonstrate interpretive proficiency of authentic resources. These strategies do not require artistic ability or experience, only a willingness to try.

**Organizer/Presenter(s):**

Jim Ventosa,  
The McDonogh School, Owings Mills, MD

**Intended Audience(s):** PreK-12**Keyword:** Instructional strategies**Examples in:** Spanish, Dothraki**Language(s) spoken:** English**147. Effective Use of Technology in Three Modes of Communication****Session: 3** **Petit Trianon**

This presentation will discuss technologies related to three modes of communication: interpersonal, interpretive, and presentational. Web tools will be programs, sites, and apps that can be found and used on computers or tablets to make students' learning easier, more interesting and efficient, and to promote collaboration. In each mode of communication, a couple of web tools will be presented to show how to use in different levels of Chinese courses with students' sample work of speaking/listening and reading/writing. Interpersonal: speaking recording sites, Flipgrid, Showme, Sock Puppets. Interpretive: Google related tools, Word Clouds, Kahoot Jumble. Presentational: Pic Collage, Book Creator, Adobe Spark Video.

**Organizer/Presenter(s):**

Wenjing Huang,  
Leman Manhattan Prep School, New York

**Intended Audience(s):** Secondary (6-12)**Keyword:** Technology**Examples in:** English, Chinese**Language(s) spoken:** English**148. Capture Authentic Learning with Proficiency-Based Grading****Session: 3** **Trianon Ballroom**

Congratulations! You have transformed your instruction to include authentic resources and performance-based assessment. But, if you continue grading the same old way, you have not captured your students' authentic learning. Track your students' growth and communicate their progress toward proficiency with grading parameters that move beyond traditional categories like homework, quizzes, and tests.

**Organizer/Presenter(s):**

Jennifer Carson,  
Virginia Beach City Public Schools,  
Virginia Beach, VA

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Assessment**Examples in:** English**Language(s) spoken:** English

*Session 3 listings continued  
after Research Roundtable.*

**Call for Proposals**

NECTFL 2020

*Languages for All:  
Envisioning Language  
Learning Opportunities  
for Every Learner*

Nathan Lutz,  
Chair

February 13–15, 2020  
New York Hilton

Deadline: May 3, 2019

## 143. Research Roundtable

## Session: 3

## Rendezvous Trianon

In this special session, there will be two presenters stationed at each of the tables, with one presenter sharing his or her topic during the first half and the second presenter during the second half. We recommend that presenters speak/share findings for approximately 18 to 20 minutes, leaving about 10 minutes for discussion and questions. We will repeat this format during the second segment of the session. You may stay at the same table for the entire two presentations, or change tables at mid-session for the second presentation.

**Table 1 Beyond Landeskunde: Enhancing Multiple Literacies through Multimodal Projects**

This presentation discusses an approach to going beyond a traditional understanding of "Landeskunde," which has often been limited to rather isolated information about cultural, geographic, and regional facts pertaining to the German-speaking world. In order to do so, students at two institutions analyzed and interpreted travel literature through multimodal mapping. Pilot studies were conducted in 2018 at two institutions: a medium-size federal service academy and at a small, private liberal arts university. In the presentation, we will share our unit plan, examples from the pilot studies of student data, student reflections, and initial results that demonstrate how multimodal, interactive reading and writing projects enhance multiple literacies.

**Organizer/Presenter(s):**

Diane Richardson, Ph.D.,  
US Military Academy West Point, NY  
Kristin Lange, Elon University, Elon, NC

**Intended Audience(s):** High School & College

**Keyword:** Materials

**Examples in:** German

**Language(s) spoken:** English

**Table 2 Engaging Modern Language Teachers in Questions of Culture and Diversity**

This narrative inquiry explores how modern language teachers at one independent school incorporate culture and diversity into their teaching. Research suggests (Drewelow & Mitchell, 2015) that a majority of second language students express an interest in learning about cultural content, yet studies (Al-Amir, 2017, Mills & Moulton, 2017) also point to a misalignment between students' and instructors' perceptions of the value of culture in modern language instruction. Studies suggest (Blum, 2012, Tharp, 2015) that diversity also has an influential role in the ways students and teachers can work collaboratively to inform learning and construct meaning. These perspectives may further support the interrelation of culture and diversity within second language curricula.

**Organizer/Presenter(s):**

Sheryl Dion, Univ. of NH, Durham

**Intended Audience(s):** High School

**Keyword:** Curriculum

**Examples in:** English, French

**Language(s) spoken:** English

**Table 3 Comment enseigner la francophonie au niveau universitaire au 21<sup>ème</sup> siècle?**

This presentation explores different strategies for integrating Francophonie into the teaching of the French language at the university level. We examine the challenges and rewards of a task-based approach, as well as several winning strategies. Our presentation will show how to integrate Francophonie in a fun way into the language course, thanks to the creation by students of "self-teaching" tools complementary to the textbook. This will allow us to achieve two goals: to show how these tools allow the student to approach and synthesize notions of civilization or culture that are sometimes difficult to grasp; to illustrate how these tools make it possible to work on learning new vocabulary, comprehension, and written and oral expression.

**Organizer/Presenter(s):**

Evelyne Bornier, Ph.D.,  
Auburn University, Auburn, AL

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

**Keyword:** Instructional strategies

**Examples in:** French, English

**Language(s) spoken:** French

**Table 1 Integrating Literature as a Language: Teaching Material in the Arabic Classroom**

This paper is a review of how literature can be integrated as a language teaching material in Arabic classes. Teaching literature in language classes used to be from the early grammar "Translation Method to Communicative Language Teaching" (CLT) era. We will discuss the reasons for the demise and resurrection of literature as an input for language classes. What are the reasons for and against the use of literature in language classes? We will review the past and current approaches to teaching literature in world language classes.

**Organizer/Presenter(s):**

Fatma Turky,  
Muhlenberg College, Allentown, PA  
Soad Shindy,  
Community College of Philadelphia, PA

**Intended Audience(s):** High School & College

**Keyword:** Culture/Literature

**Examples in:** English, Arabic

**Language(s) spoken:** English, Arabic

**Table 2 Heritage Speakers' Experiences in a Language Education Program**

This qualitative case study explores the experiences and challenges of Latino students who want to become Spanish teachers in two teacher education programs. Analysis of data from interviews, focus groups, and classroom observations during their academic program and student teaching shed light on issues that heritage speakers go through in order to better support their needs in the teacher certification process.

**Organizer/Presenter(s):**

Miguel Novella, Ph.D.,  
Eastern Washington University, Cheney, WA  
Carolina Bustamante, Ph.D.  
SUNY Old Westbury, Old Westbury, NY

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

**Keyword:** Research

**Examples in:** English

**Language(s) spoken:** English

**Table 3 Spanish Language: Didactic Applications of Demographics and History in the United States**

The often-forgotten years of Spanish presence in vast parts of the United States' territory give us an excellent historic background to explain why those areas continue to attract the majority of the Hispanic population living in the country today, and can be used to create student-centered lessons that will allow our students to learn about those moments and the demographic trends while practicing the target language.

**Organizer/Presenter(s):**

Pablo Montoro Alonso,  
Pomfret School, Pomfret, CT

**Intended Audience(s):** High School

**Keyword:** Culture/Literature

**Examples in:** English, some Spanish

**Language(s) spoken:** English

**Table 4 La Question du Harcèlement à l'école**

Aborder la question du harcèlement à l'école au cours de l'apprentissage du français. This research takes the theme of bullying in school and uses a task-oriented approach to empower students with language strategies. Tackling a sensitive topic, students must draw from communication schemes at the basic social level in addition to the language proficiency level. Songs and poetry provide a space in which to explore these delicate topics.

**Organizer/Presenter(s):**

Lethuy Hoang, Ph.D.,  
Springfield College, Springfield, MA

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

**Keyword:** Instructional strategies

**Examples in:** French

**Language(s) spoken:** French

**Table 4 French Colonialism in Secondary-Level French Textbooks**

This is a presentation of research conducted within a master's program in intercultural communication. It is a qualitative analysis of the content of several common French textbooks used at the secondary level in regards to how the relationship between mainland France and francophone overseas departments, regions, and countries is addressed. This aim of this study is to discuss what is communicated to our students through the omission of an explanation of this relationship in some cases, and through both implicit and explicit messages conveyed in others. It addresses the impact of the content and discusses ways to support teachers in providing an authentic representation of this relationship in their classrooms.

**Organizer/Presenter(s):**

Maria Smith,  
Garrison Forest School, Owings Mills, MD

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

**Keyword:** Research

**Examples in:** French

**Language(s) spoken:** English

# NH

**Table 5 Reflection and Self-Evaluation by Post-Secondary Teacher Educators**

The role of reflection and self-evaluation in teacher education is well established. However, the same self-examination and reflection that we require of our developing K-12 teachers has valuable benefits to post-secondary educators, especially if they serve as role models in a teacher educator program. As teacher educators, it is contingent upon us to consider our pedagogy and our effectiveness in engaging with our future teachers. Participants will learn about the unique role that reflection plays in the professional development of post-secondary educators, hear the experiences of one post-secondary educator engaging in this activity, and have the opportunity to engage in discussion with other participants on this topic.

**Organizer/Presenter(s):**

Christina Huhn, Ph.D.,  
Indiana University of PA, Indiana, PA

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

**Keyword:** Research

**Examples in:** English, Spanish

**Language(s) spoken:** English

**Table 5 Investigating World Language Teacher Educators' Understanding of Intercultural Communicative Competence**

The NCSSFL-ACTFL Can-Do Statements for Intercultural Communication are a timely resource to the discussion on developing intercultural communicative competence (ICC). Teacher educators play an essential role in the implementation and integration of developing ICC. A key link in this learning chain is world language (WL) teacher education faculty and those who support WL teachers' professional development. Presenters will report their findings from a qualitative study of WL teacher educators selected from across the U.S. Participants will interpret and infer meaning from how WL teacher educators understand the concept of ICC and integrate it within teacher education programs. Participants will discuss ways teacher educators can integrate and assess ICC within teacher education programs.

**Organizer/Presenter(s):**

Kelley Webb,  
Rebecca Fox, Ph.D.,  
George Mason University, Fairfax, VA

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

**Keyword:** Research

**Examples in:** English

**Language(s) spoken:** English

**Table 6 Analyzing the Discourse(s) of World Language Classroom Management**

As effective classroom management relies on communication, the world language setting is of particular interest in that communication is the pedagogical objective and instructional approach. Previous research into teacher language use cites a trend of using the L1 for classroom management functions. Some educators describe the L1 as a more efficient, practical tool for mitigating undesired classroom moments. Others counter that using the L1 in everyday classroom management undermines the communicative goals of world language teaching and learning. This session will summarize an in-process research endeavor that seeks to better understand how we use the target language and the L1 in managing our classrooms.

**Organizer/Presenter(s):**

Courtney Harrington,  
The George Washington University,  
Washington, DC

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

**Keyword:** Research

**Examples in:** French

**Language(s) spoken:** English

**Table 6 Motivation and Identity in Heritage Speakers of Spanish**

In this presentation, I will explore how motivation relates to identity in heritage learners of Spanish. For this reason, we analyze recorded data gathered from five heritage learners of Spanish in New York in connection with Dörnyei's (2005, 2009) L2 Motivational Self System. Male and female participants responded to a questionnaire about the ideal self, the ought-to self, and the learning experience. Next, they were interviewed about their relationship to the heritage language, their identity, and their learning experience. Qualitative analysis of the collected data reveals the ways that heritage language learners construct and negotiate their identity, and how sociocultural influences shape their motivation.

**Organizer/Presenter(s):**

Evangelia-Lydia Manatou,  
Graduate Center, CUNY, New York, NY

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

**Keyword:** Communities/Workplace

**Examples in:** English, Spanish

**Language(s) spoken:** English

**Table 7 Vocational Orientation in Higher Education Curricula**

Due to economic events as well as developments and decisions in the area of higher education policy, occupation-oriented elements have been increasingly integrated in university curricula since the turn of the millennium. This presentation shows empirical results addressing characteristics of occupation-oriented world language teaching and learning. In addition, it discusses the possibilities and potential of integrating occupation-oriented teaching elements in world language education curricula at university level.

**Organizer/Presenter(s):**

Matthias Prikoszovits,  
University of Vienna, Vienna, Austria

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

**Keyword:** Curriculum

**Examples in:** German

**Language(s) spoken:** English

**Table 7 The DNA of 21st-Century Schools**

A research roundtable on the best practices that facilitate innovation among students in Exemplar schools. Innovation: Preparing students to work and live successfully in a global world with a mindset in which intelligence and talents are developed over time (Couros, 2015; Zhao, 2012). Schools that implement 21st-century skills have gained recognition as exemplary models, as they prepare students for a globalized world. There was a need for quantitative and qualitative research in order to identify the role teachers, educational leaders, and administrators play in these innovative frameworks, so as to provide the educational field with specific tools to incorporate 21st century skills in the classroom, through leadership.

**Organizer/Presenter(s):**

Kerri Titone, Ed.D.,  
North Shore High School, Glen Head, NY

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

**Keyword:** Research

**Examples in:** English

**Language(s) spoken:** English

**Table 8 A Comparative Analysis: Online and Traditional Language Teaching and Learning**

Online education has altered the landscape of language teaching and learning. My recent research focuses on the design and development of Spanish-language college teaching materials for online learners. I will share my experience and provide a comparative analysis of online versus face-to-face instruction, including benefits and challenges. I will also explore the role of students' motivations and attitudes.

**Organizer/Presenter(s):**

Beatriz Huarte Macione, Ph.D.,  
King University, Bristol, TN

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

**Keyword:** Research

**Examples in:** English

**Language(s) spoken:** English

**Table 8 A Heuristic Approach to K-16 Online and Offline Korean Classes**

This presentation uses expert interviews and learners' survey results to discuss the advantages and disadvantages of online and offline classes. In particular, it examines four aspects: the curriculum, assessments, teaching content, and classroom management of Korean beginning on/offline classes. In addition, this presentation exposes the problems and concerns about online classes by analyzing the opinions of the instructors and the learners, as well as by discussing attitudes and perspectives toward the digital age. By reviewing the status of current online teaching, this presentation aims to encourage in-depth discussions about the hybrid format. This presentation concludes with suggestions on how to design curricula that maximize the effectiveness of the new hybrid environment.

**Organizer/Presenter(s):**

Hei Yoo, Ph.D.,  
George Mason University, Fairfax, VA  
Eunji Lee, Ph.D.  
University of North Carolina, Chapel Hill

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

**Keyword:** Curriculum

**Examples in:** Korean

**Language(s) spoken:** English

**Table 9 Spanish Language Variation Awareness through Multimodal Texts**

This session focuses on the teaching and learning of language variation in a beginning collegiate Spanish class through digitally mediated multimodal texts, using the case of "voseo" in Argentina. This session will share with other educators the importance of encouraging language variation awareness through the use of multimodal materials, which leads to authentic learning. In part one, we will discuss language variation and its importance in teaching. In part two, participants will be led in an interactive demonstration of the use of this pedagogical sequence, as well as the authentic materials used. Next, research findings from students' perceptions will be presented, followed by teaching implications.

**Organizer/Presenter(s):**

Lorena Alarcon,  
Texas Tech University, Lubbock, TX

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

**Keyword:** Research

**Examples in:** English, Spanish

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

**Table 9 Strategies to Enhance Second Language Acquisition through Social Media**

During this roundtable session, participants will receive a current and detailed review of the uses of social media in the foreign language classroom and in what ways social media can be an effective tool in second language acquisition. Attendees will learn of specific strategies for different social media platforms to enhance second language learning through concrete examples and demonstrations. The social media platforms include Facebook, Twitter, and Instagram.

**Organizer/Presenter(s):**

James Aubry, Ph.D.,  
University of Tampa, Tampa, FL

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

**Keyword:** Technology

**Examples in:** English, French

**Language(s) spoken:** English

# NJ

**Table 10 Integrated Performance Assessments in Elementary Spanish Classrooms**

**Session: 3 Rendezvous Trianon**

In this research study, fourth-grade students completed and self-assessed three IPA tasks. The study was performed to gauge the appropriateness of IPAs at the elementary level and to investigate the relationship between teacher feedback and student self-assessment as part of the feedback loop. The research will show student performance across the tasks to reveal program-wide areas of strength and improvement as well as detail how feedback from teacher rubrics and student self-assessments was used to impact future performance.

**Organizer/Presenter(s):**

Adam Hamor,  
Tokeneke Elementary School, Darien, CT

**Intended Audience(s):** PreK-8

**Keyword:** Assessment

**Examples in:** Spanish

**Language(s) spoken:** English

**Table 10 Critical Pedagogy in the Spanish Language Classroom**

This presentation is based on research conducted in a traditional seventh-grade Spanish language classroom at an academically gifted public school in New York City. The teacher-researcher sought to explore standard language ideology and students' perceptions about Spanish varieties. More specifically, how students talked about, characterized, and positioned the Spanish varieties and its speakers. During the study, critical pedagogy practices were employed in order to raise students' consciousness around social justice issues related to the Spanish variety hierarchy. Although students initially adhered to a Eurocentric view by favoring the Castilian, they began to revise their beliefs and challenge the status quo.

**Organizer/Presenter(s):**

Rebecca Lee Ramirez, Ph.D.,  
Hunter College High School, New York, NY

**Intended Audience(s):** High School & College

**Keyword:** Research

**Examples in:** Spanish

**Language(s) spoken:** English

**Table 11 Drafting National Standards for Heritage Languages**

According to the U.S. Census Bureau, over 350 languages are spoken in the United States. Most of these are not taught in our public schools or universities, but through community organizations. Passionate volunteers charged with the mission of preserving the heritage and culture of their community, teach their native language to the children during Friday night and weekend sessions. Our session will address the challenges of providing continuity to programs, writing appropriate national standards, and developing assessments for these programs. The presenters will share the progress to date on the development of the can-do statements for Tamil, one the languages from India. We hope our efforts will guide others to create standards for their own heritage languages as necessary.

**Organizer/Presenter(s):**

Jaya Vijayasekar,  
Eastern Connecticut State University,  
Willimantic, CT

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

**Keyword:** Assessment

**Examples in:** English, Tamil, Spanish

**Language(s) spoken:** English

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**151. Exhibitor Session: Deutschlandjahr: Building Bridges across the Atlantic and across the U.S.****Session: 3** Americas Hall 2 - 1

The German government's Deutschlandjahr USA/Year of German-American Friendship focuses on providing high-profile visibility of German language and culture in the U.S. The campaign, under the motto "Wunderbar together," is a collaborative initiative of the German Foreign Office celebrating our centuries-long relationship and showcasing a multifaceted, modern image of Germany focused on business and industry, politics, education, culture, and science. AATG is leading three national projects. Learn how to turn this national campaign into promotion of your German program.

**Organizer/Presenter(s):**

Keith Cothrun,  
American Association of Teachers of German

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Policy/Issues**Examples in:** German**Language(s) spoken:** English**152. Exhibitor Session: Meeting the Interculturality Can-Do Competencies with EMC's ¡Qué chévere!****Session: 3** Americas Hall 2 - 2

Language is culture, culture is language. Provide students with an intercultural experience using EMC's ¡Qué chévere! 2nd edition. Access the rich, engaging resources in the text along with the plethora of media in i-Culture™, EMC's cultural immersion platform. Using these materials, provide students with a deeper understanding of cultural beliefs and perspectives to help them meet ACTFL'S Intercultural Communication Can-Dos.

**Organizer/Presenter(s):**

Kristin Hoffman,  
EMC School

**Intended Audience(s):** Secondary (6-12)**Keyword:** Curriculum**Examples in:** English, Spanish**Language(s) spoken:** English

**153. Exhibitor Session: Experience Deepening Discourse - Learner Centered Strategies that Work!****Session: 3** Americas Hall 2 - 3

Come and experience what it is like to participate in Global Language Project's (GLP) Deepening Discourse Program, a year-long, world language teacher specific professional development program for tri-state area teachers. Get a sneak peek of what a Deepening Discourse session is like by attending a snapshot workshop on 'Learner Centered Strategies that Work.' In this session, attendees will experience a sampling of tasks in the three modes and gain insight into effective facilitation of a learner-centered classroom. Participants will leave the session with a resource guide of learner-centered strategies to encourage students to use language in meaningful contexts, as well as learn all the details of participating in GLP's Deepening Discourse program.

**Organizer/Presenter(s):**

Elisabeth Shovers,  
Global Language Project  
Victoria Gilbert, Ed.D.,  
St. David's School, New York, NY

**Intended Audience(s):** PreK-12**Keyword:** Professional development**Examples in:** French**Language(s) spoken:** English**154. Exhibitor Session: Organize Authentic Language/Cultural Student Trips — Tips & Tricks****Session: 3** Americas Hall 2 - 4

It's easy to understand why travel is the ultimate authentic language learning and cultural experience. Less easy to understand are the logistics involved with planning a student trip abroad. In this session, review the benefits of student travel and learn practical insider tips on how to organize your next student trip. Topics will cover the trip planning process from A-Z, including itinerary building, presenting the trip to parents/colleagues/school board, recruiting students, leading a trip, and incorporating your travel experience into classroom instruction. Participants will leave the session with a deeper understanding of the student travel industry as well as a newfound confidence and set of tools for organizing a language trip abroad.

**Organizer/Presenter(s):**

Anna Loganathan,  
Prometour Educational Tours

**Intended Audience(s):** Secondary (6-12)**Keyword:** Culture/Literature**Examples in:** English**Language(s) spoken:** English**155. Promoting Authenticity in Language and Culture Learning: Creating Project Modules****Session: 3** Concourse D

The presenters will showcase seven project modules (which are community-based, art-based, telecollaboration-based, heritage learners-focused, genre-based, multiliteracies-based, and place/geography-based) and have a discussion with the audience about building project-based learning repertoire. In this session, participants can: learn how to adapt, modify, and create their own authentic learning tasks or projects; obtain sufficient opportunities to experience language learning through project activities that can aid students in attaining well-balanced 5C goals for the 21st century; collaborate and contribute to the project-based teaching repository that will be available to colleagues in the field of world language education.

**Organizer/Presenter(s):**

Angela Lee-Smith,  
Sybil Alexandrov,  
Yale University, New Haven, CT

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** Korean, Spanish**Language(s) spoken:** English**156. The Challenge of Authenticity: A Genre-Based Approach****Session: 3** Concourse E

This panel aims to make recommendations about the contexts that inform language learning, teaching, and task design for the Greek L2 classroom, in relation to the hotly debated issue of "authenticity" and the development of literacies alongside linguistic competence. The two presentations in this panel will attempt to distinguish between notions of the "authentic" versus the "genuine," examine the practice of adopting a genre-based approach, and offer models of materials design that address the linguistic and cultural diversities in Greek societies. Examples drawn from classroom practice that employs film and literature will demonstrate the importance of navigating the dichotomy between the obligatory richness of genuine input, on the one hand, and its comprehensibility, on the other.

**Organizer/Presenter(s):**

Elsa Amanatidou,  
Brown University, Providence, RI  
Nikolas Kakkoufa, Ph.D.,  
Columbia University, New York, NY

**Intended Audience(s):** Post-secondary**Keyword:** Materials**Examples in:** English, Greek**Language(s) spoken:** English

### 157. Four Tech Tools for Four-Step Instruction: Films in Language Classrooms

Session: 3 Concourse F

Presenters will demonstrate the four steps to designing lesson plans and curricular units using films and technology. First, participants will explore the principles of these four phases: preparing, decoding, learning, and assessing. Then, they will experiment assignments with word clouds, videonot.es, Piktochart, and Kaizena, created to enhance linguistic and cultural understanding. Each step corresponds to a tech tool that helps students explore films from a linguistic and cultural point of view, and assess students' proficiency and cultural understanding.

#### Organizer/Presenter(s):

Ikuko Yoshida,  
Bennington College, Bennington, VT  
Noëlle Rouxel-Cubberly, Ph.D.,  
Bennington College, Bennington, VT

Intended Audience(s): High School & College

Keyword: Instructional strategies

Examples in: French, Japanese

Language(s) spoken: English

### 158. Teacher of the Year Nominees Networking Session

Session: 3 Hilton Boardroom

This is a closed session for NECTFL Teacher of the Year Nominees.

#### Organizer/Presenter(s):

Michael Bogdan,  
South Middleton School District, Boiling Springs, PA  
Margarita Dempsey,  
Smithfield High School, Smithfield, RI

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

Keyword: Professional development

Examples in: English

Language(s) spoken: English

# PA

## Session 4

### 160. Best of CT: Use it/Lose it!-Introducing Vocabulary in Authentic Contexts

Session: 4 Beekman

During this presentation, Jill Griswold, Spanish teacher at South Windsor High School, will demonstrate how to easily find real-life examples of vocabulary in action, instead of relying on textbooks. The presenter will model how to plan learning activities that engage novice learners, allowing them to produce with the language from day one of a unit. Examples provided will be in Spanish, however strategies are applicable to all languages, at both the middle and high school levels. Participants will have time to collaborate in small groups to create a learning activity. Materials will be provided during the session and shared electronically as well.

#### Organizer/Presenter(s):

Jill Griswold,  
South Windsor High School, CT

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

Keyword: Instructional strategies

Examples in: Spanish

Language(s) spoken: English

### 161. Panel Discussion: Integration of Culture, Content, and Language

Session: 4 Sutton North

How can our language classes be more than just a language class? Three presenters will explore theoretical underpinnings and its application in curriculum design and instruction as they explore how to integrate learning goals that address culture, content, and language. There will be an opportunity for attendees to interact with the panelists during the question/answer portion of the session.

#### Organizer/Presenter(s):

Thomas Sauer,  
National Foreign Language Center, MD  
Nathan Lutz,  
Kent Place School, Summit, NJ  
Bill Heller,  
SUNY Geneseo, Geneseo, NY

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

Keyword: Connections/Comparisons

Examples in: Several

Language(s) spoken: English

### 162. El Bobo Patiazul: A Virtual Reality Exploration for Spanish Students

Session: 4 Sutton Center

In this session, participants will learn about the potential of virtual reality and 360 degree video to present visual and audio materials to students in an entirely novel and visceral way. We will see how picturebooks, puppets, and fantasy trip activities can serve to immerse students in the topic, while also facilitating authentic language exchanges. By exploring the habitat of the blue-footed booby, students can strengthen their interpersonal speaking skills and interpretive listening skills as they take a virtual tour and visit the booby and all his animal friends. Sample materials, lesson plans, presentations and other resources will be shared, as well as tips and tricks for incorporating virtual reality and 360-degree videos into your own language program.

#### Organizer/Presenter(s):

Lori Langer de Ramirez, Ed.D.,  
Carmen Campos, Ed.D.,  
The Dalton School, New York, NY

Intended Audience(s): PreK-12

Keyword: Curriculum

Examples in: Spanish

Language(s) spoken: English

### 163. Keep It in Context

Session: 4 Sutton South

Letting go of explicit grammar instruction can be tough, but ultimately this instructional shift leads to increased student engagement. By providing contextual support instead of rules, students gain proficiency. Build capacity in students through embedded readings, authentic resources, and students' own stories. As NYSAFLT delegates for ACTFL's Leadership Initiative in Language Learning, we delve deeply into the application of high leverage teaching practices. Explicit grammar instruction is a hard practice to change, but the delivery can have the greatest impact on student success and proficiency. The WHY is crucial to building investment in the WHAT of grammar in context. Improve motivation and engagement with authentic materials. Let language begin with literacy.

#### Organizer/Presenter(s):

Jenny Delfini,  
New Paltz CSD, New Paltz, NY  
Beth Slocum,  
Genesee Valley Educational Partnership, NY

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

Keyword: Instructional strategies

Examples in: French, Spanish

Language(s) spoken: English

**164. Exploring Cultural Masterpieces is Like Making a Great Sandwich****Session: 4** **Regent**

Each world language has cultural components as part of its curriculum. During this hands-on session, participants will learn how to get students to want to explore more about art, music, literature, and theater, even if they "don't like art." Students will be able to identify and describe artists' styles in the target language, and grow an appreciation for the beauty others seek in museums. Don't skip that art unit to teach grammar — use it to get them talking, writing, reading, and listening to the period's cultural "sandwich." Using art as a stepping stone along the path of communication, and using this method of sharing certain masterpieces and why they "trended" in their day, makes art come alive. The day of the dry lecture must end. Bring your sandwich fixins and an appetite for something new.

**Organizer/Presenter(s):**

Effie Hall,  
Woodgrove High School, Purcellville, VA

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** German, Spanish, French**Language(s) spoken:** English**165. Un voyage au Maroc****Session: 4** **Rotunda**

This presentation focuses specifically on content rich, travel-based learning sequences built around the presenter's family trip to Morocco with a French-speaking Berber guide. Join teacher-traveler as she interweaves slides from her 2018 trip to Morocco with authentic documents and internet resources that focus on themes that vary from education to solar energy and quite a lot in between. There will a special focus on interpretive communication and on authentic documents whose information can then be used in interpersonal or presentational tasks. The importance of the 5 C's and the AP themes is evident in this creative, interdisciplinary approach to instruction that is sure to appeal to teachers and students of French.

**Organizer/Presenter(s):**

Theresa Montagna,  
Moorestown High School, Moorestown, NJ

**Intended Audience(s):** High School**Keyword:** Materials**Examples in:** French**Language(s) spoken:** French**166. Teaching Spanish with Children's Literature: Lessons from Chile****Session: 4** **Mercury Ballroom**

Inspired by the presenter's 5-month trip to Chile as part of the Fulbright grant, this workshop focuses on using authentic Chilean children's literature to teach middle school Spanish. Participants will learn specifics about Chilean children's literature and how to modify it to suit the needs of their students. Practical strategies to incorporate authentic books and other media will be discussed. Participants will receive two ready-to-use thematic units based entirely on Chilean children's books.

**Organizer/Presenter(s):**

Daria Pizzuto, Ph.D.,  
William Annin Middle School, Basking Ridge, NJ

**Intended Audience(s):** Middle School**Keyword:** Culture/Literature**Examples in:** English, Spanish**Language(s) spoken:** English**167. Contemporary Poetry as Authentic Text****Session: 4** **Petit Trianon**

While the classical poetry of any language is often practically inaccessible to even native speakers today, the poetry of contemporary poets is written in the vernacular. As such, it can be a rich source of authentic texts for a content-based language course. Through reading and discussing contemporary poets and their works, as well as writing their own poems, students gain insights into changing contemporary cultures, while building on their competencies in all four skill areas. In this workshop participants will be given examples and demonstrations of the kinds of authentic language and culture learning materials and activities that can be derived from the works of contemporary Chinese poets and applied to an intermediate level language course, but that include ideas applicable to other languages.

**Organizer/Presenter(s):**

Ginger Lin,  
Bennington College, Bennington, VT

**Intended Audience(s):** High School & College**Keyword:** Culture/Literature**Examples in:** Mandarin, Chinese**Language(s) spoken:** English**168. The Power of Choice: Revamping Project-Based Learning****Session: 4** **Trianon Ballroom**

We will present project-based learning with an emphasis on creative ownership. Students are given a theme and are tasked with collaborating on a personalized product. Grouping and giving students freedom of expression gives rise to total engagement and growth-oriented motivation. We will take you on a virtual tour through a number of thematic projects to demonstrate the process step by step — from lesson plan design to student-led presentation. Specific examples of student work will be shown. Access to all materials will be uploaded to the conference portal. This workshop will provide innovative tools to revamp project-based learning. Seeking participants eager to embrace the cutting edge!

**Organizer/Presenter(s):**

Jayne Ameri,  
Long Island School for the Gifted, South Huntington, NY  
Jacob Friedman,  
Great Neck South High School, NY

**Intended Audience(s):** Secondary (6-12)**Keyword:** Curriculum**Examples in:** Spanish**Language(s) spoken:** English**169. Solving Puzzles to Improve Proficiency and Communication****Session: 4** **Rendezvous Trianon**

This session will present dynamic, interactive, game-like activities in Spanish that include authentic materials, foster teamwork, and encourage all modes of communication. Designing breakout games offers opportunities for students to collaborate with peers, engage with authentic materials, and negotiate meaning. Multi-modality is the framework in designing the breakout games with authentic materials in textual, aural, linguistic, spatial, and visual modes. Participants will learn how to create games using authentic materials as mission tickets targeting the learners' proficiency. They will design clues — which may be presented digitally and physically and that are embedded in menus, articles, business cards, poems, or songs — for students to use to solve puzzles and achieve their can-do statements.

**Organizer/Presenter(s):**

Luisa Piemontese, Ph.D.,  
Elu Tu, Ph.D.,  
Southern CT State University, New Haven

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English

**171. Exhibitor Session: Differentiation in the Latin Classroom****Session: 4** Americas Hall 2 - 1

Explore opportunities to support the diverse learner populations and learning styles in your classroom. By understanding what differentiation is (and is not) and the key principles and mindset of differentiation, you will be empowered to help all students succeed. In addition to learning model strategies, there will also be plenty of great opportunities for sharing with other Latin teachers. This strategy-based session is sure to provide ideas and inspiration that will make an immediate impact on your classroom.

**Organizer/Presenter(s):**Sarah Diczok-Vajtay,  
Pearson, Inc.**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** English, Latin**Language(s) spoken:** English**172. Exhibitor Session: Authentic, Fantastic, Pedagogic: These Are Our Main Goals****Session: 4** Americas Hall 2 - 2

In this session, we will present authentic classroom discourse for an active pedagogy in which the expression, the creativity, and the pleasure of the language is omnipresent. We will answer the following questions: How to leverage the energy of our students? How to optimize the interactions in the classroom? How to improve interpersonal communication skills at every level? We will work on tools and instructional strategies that meet the needs of our students and that address active listening and active participation. Be a happy learner discovering the francophone world! For example, we will demonstrate how to teach proficiency through reading and storytelling, using the French writer Alexandre Dumas — author of "The Three Musketeers" and "The Count of Monte Cristo" — as an example. This session will be conducted in French.

**Organizer/Presenter(s):**Patricia Trinquet,  
CLE International, Paris, France**Intended Audience(s):** Post-secondary**Keyword:** Instructional strategies**Examples in:** French, English**Language(s) spoken:** French, English**173. Exhibitor Session: "Hey ... I Got That!" Building Student Confidence with Authentic Resources****Session: 4** Americas Hall 2 - 3

We know the value of using authentic resources, and of teaching vocabulary and grammatical structures in context. But have you said to yourself, "I found a wonderful authentic resource! Now, how can I make sure that my students can understand and learn from it?" We'll address how to scaffold learning to build confidence and success in students' communicative interaction with authentic resources. Experience activities that focus on what students can do, building proficiency in comprehension and communication. Participants receive a scaffolded lesson with resources, leveled for several proficiency ranges.

**Organizer/Presenter(s):**Norah Jones,  
Vista Higher Learning  
Parthena Draggett,  
Community School of Naples, Naples, FL**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Several**Language(s) spoken:** English**174. Exhibitor Session: Using Target Language Readers to Enhance Students' Proficiency****Session: 4** Americas Hall 2 - 4

In this session, discover ways to increase your students' confidence in their reading skills using leveled readers in the target language. I will share routines and strategies for implementing the readers in your classroom to meet the needs of all learners, from the struggling to the advanced and heritage speakers. Discover activities to do before reading, while reading, and after reading. Make supplementary reading not only more enjoyable, but also more effective. Use with any language, any level.

**Organizer/Presenter(s):**Heather Sherrow,  
World of Reading, Ltd.**Intended Audience(s):** PreK-16+ (all)**Keyword:** Culture/Literature**Examples in:** Several**Language(s) spoken:** English**175. Mead Project: Mentoring and Networking Initiative****Session: 4** Concourse D

Are you interested in helping to support world language teachers? And how about in growing and strengthening the profession? If, so join us for this interactive session where we discuss our NECTFL Mead Fellow Mentoring and Networking initiative, where we will share the work completed within the past year, including the design and framework for our project, the support from our colleagues both within and beyond the state, and our next steps in this multi-tiered support system. Our scope will be to target those interested in world language teaching, those studying to be world language teachers, and those who are experienced world language teachers. Participants are encouraged to share their experiences and expertise in order to help us to best meet the needs of our mentors and mentees.

**Organizer/Presenter(s):**Amanda Robustelli-Price,  
Enfield High School, Enfield, CT  
Gina Gallo,  
Bristol Central High School, Bristol, CT**Intended Audience(s):** PreK-16+ (all)**Keyword:** Professional development**Examples in:** English**Language(s) spoken:** English**176. Cultural Cues for Competent Communication****Session: 4** Concourse E

How can we nurture interest in the target language through culture? Knowledge of a language is not just restricted to the mastery of grammar, vocabulary lists, and texts. Successful language learning requires language users to explore the subtle layers of culture, scaffolding that language in order to achieve meaningful communication. This workshop will explore the many avenues for creative student work made possible through authentic materials and will aim to respond to the following questions: Why should we use authentic materials in world language teaching? What important factors to consider when selecting such material? How to provide exposure to living language through cultural content? Participants will leave with tangible products and a host of ideas to apply in their classroom.

**Organizer/Presenter(s):**Georges Chahwan,  
Choate Rosemary Hall, Wallingford, CT**Intended Audience(s):** High School & College**Keyword:** Culture/Literature**Examples in:** Arabic**Language(s) spoken:** English

**177. Conversations about Art: Spontaneous Discourse in the Student-Centered Language Classroom****Session: 4** **Concourse F**

This session will focus on the intersection of art and poetry as a means of generating spontaneous discourse in the content-based world language classroom. Students at all levels will be shown interacting with works of art in order to: analyze and express opinions about the works, generate hypotheses, organically introduce new vocabulary, engage in Socratic conversations, and create original portraits and poetry based on their research. Through a series of videos and commentary by the presenter, attendees will have the opportunity to see students engaging in spontaneous discourse in a student-centered classroom with the teacher merely serving as guide. The activities presented will range from beginner to highly advanced. Examples will be in Italian; all videos will include subtitles.

**Organizer/Presenter(s):**

Kelly Paciaroni,  
Pearl River High School, Pearl River, NY

**Intended Audience(s):** High School & College**Keyword:** Instructional strategies**Examples in:** Italian**Language(s) spoken:** English**178. Writing Good Well: Getting Your Prose into Publishable Form****Session: 4** **Hilton Boardroom**

The session presenters (the editor of the NECTFL *Review* and two members of the editorial board) will give helpful suggestions to help you write publishable material. Using samples of good — and not-so-good — writing, they, with your input, will guide you toward avoiding typical problematic pitfalls; crafting coherent, cohesive text; and producing material worthy of submission for publication.

**Organizer/Presenter(s):**

Robert M. Terry, Editor, NECTFL *Review*,  
University of Richmond, VA, retired

Jean W. LeLoup, Ph.D.  
US Air Force Acad., Colorado Springs, CO

Ruth Supko Owens, Ed.D.  
Arkansas State University, Jonesboro, AR

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Professional development**Examples in:** English**Language(s) spoken:** English**Session 5****180. Best of RI: Increasing Speaking Proficiency in the World Language Classroom****Session: 5** **Beekman**

Students' knowledge of a language is often judged by their speaking abilities. However, language acquisition is a slow process, and class time is limited, which makes increasing speaking proficiency a particularly difficult task for language teachers. During this presentation, attendees will receive information on how to create realistic proficiency goals for their students, and then will be shown concrete examples of activities they can implement in class to reach those goals. Attendees will also be encouraged to brainstorm ways they can incorporate appropriate goals and activities into their own language classes/programs.

**Organizer/Presenter(s):**

LeAnne Spino, Ph.D.,  
University of Rhode Island, Kingston, RI

**Intended Audience(s):** High School & College**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**181. Best of NJ: Make Words Work for You****Session: 5** **Sutton North**

Vocabulary is a constant in language classrooms. But what are we asking our students to do with the words they learn? By focusing on proficiency as a goal for vocabulary learning, teachers can create interesting and meaningful opportunities for students to expand their lexicons and to better use the words they already know. Participants will leave with a set of tried-and-tested activities that they can use to empower their students and increase proficiency.

**Organizer/Presenter(s):**

Julia Koch,  
West Morris Regional School District,  
Chester, NJ

Joanna Servino,  
Prince William County Public Schools,  
Woodbridge, VA

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** French, Italian**Language(s) spoken:** English**182. The Digital Transition of World Language Assessments****Session: 5** **Sutton Center**

As school systems integrate technology in classrooms to prepare students for the 21st century, many exam programs too are shifting to digital. Digital world language exams (DWLEs) can offer technology enhancements that not only benefit program sponsors through operational efficiencies, but also benefit teaching and learning of world languages. In this session, we will discuss a draft implementation plan and benchmarks towards such a robust system-wide change, including the teacher supports needed for a successful multi-year transition of world language examinations administered in 500+ schools to 40,000+ language learners. Particular focus will be placed on strategies to support the teaching and learning of critical digital literacy skills for world language students including keyboarding. Challenges, opportunities, and lessons learned from digital demonstration projects will be shared. Participants will be encouraged to share their experiences with digital transitions in their classrooms.

**Organizer/Presenter(s):**

Jian Liu,  
Erica Thomas,  
NYCDOE, New York, NY

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Assessment**Examples in:** Chinese**Language(s) spoken:** English

**Exhibit Hall**

**Coffee Break**

**3:30–4:15 p.m.**

**183. Making Connections with the Target Language and the Community****Session: 5** **Sutton South**

Looking for a way to authentically integrate culture into your classroom? We will discuss how to plan trips to cultural events (movies, museums, a bakery, and a restaurant) and how to leverage native speakers in the community (a banker, a mother, a teacher aide, and students). We explain how to use technology to connect with native speakers who are not able to come to the classroom (Skype, WhatsApp voicemail). Having students come into immediate contact with native speakers from all over the world is a powerful motivator and authentically tests their ability to communicate in the target language. Each of these activities requires planning and a coherent connection to the curriculum. We discuss how to make them an integral part of any language program.

**Organizer/Presenter(s):**

Maureen Owens, Ph.D.,  
Jill Chen,  
Forest Hills High School, Forest Hills, NY

**Intended Audience(s):** High School & College**Keyword:** Communities/Workplace**Examples in:** French, Chinese, Spanish**Language(s) spoken:** English**184. Authentically Connected: Students Embracing Fair Trade through Cultural Resources****Session: 5** **Regent**

Embrace the ACTFL Core Standards through fair-trade, non-profit organizations and online resources that educate, empower, and connect Central Americans with U.S. students. Learn where to find free resources from around the world so students can experience cultures firsthand and have the opportunity to share what they learn with others. "Color the World" and your classroom with readymade lessons that you can incorporate into your Spanish classroom at all levels. Learn to cultivate an environment of empathy and compassion among your students and leave the session with the tools needed to introduce the concept of fair trade through this unique, authentic learning experience.

**Organizer/Presenter(s):**

Hannah Rae Joseph,  
Chrissy Roe,  
Hoover City Schools, Hoover, AL

**Intended Audience(s):** Secondary (6-12)**Keyword:** Connections/Comparisons**Examples in:** Spanish**Language(s) spoken:** English**185. Focus on Proficiency, Coach for Performance****Session: 5** **Mercury Ballroom**

Proficiency is the ability to use language in the real world in a wide variety of situations, but how does that translate to the classroom? Experience strategies that are structured to require learners to perform at higher levels of proficiency in the interpersonal and presentational modes. Explore the role of accuracy in performance and identify the connection between language structure and functions. Examine models for giving targeted feedback on a learner's performance.

**Organizer/Presenter(s):**

Laura Terrill,  
Independent Consultant

**Intended Audience(s):** Secondary (6-12)**Keyword:** Curriculum**Examples in:** French, Spanish**Language(s) spoken:** English**186. Authentic Materials in French for Students with Learning Differences****Session: 5** **Petit Trianon**

Students with learning differences, whether mainstreamed or in special classes, can master many foreign language skills. French has special advantages because of its many cognates with English. This presentation will illustrate materials and techniques used for students with various learning differences. Topics will include travel, hotels and apartments, Francophone countries, and foods. The presenter will illustrate lessons based on web materials, and include examples of student work. The principles are also applicable to other languages. Participants will be invited to share the lessons and construct similar ones.

**Organizer/Presenter(s):**

Mary Helen Kashuba, SSJ, DML,  
Chestnut Hill College, Philadelphia, PA

**Intended Audience(s):** High School & College**Keyword:** Instructional strategies**Examples in:** French**Language(s) spoken:** English, French**187. What Works: Visible Learning and World Languages****Session: 5** **Rendezvous Trianon**

What is the connection between research studies in learning and world language learning? In a 2008 meta-study, John Hattie popularized the concept of visible learning by comparing the effect sizes of many aspects that influence learning outcomes in schools. Is class size the difference, or is it a teacher's belief in her students? This session will explore the connections between Hattie's study of effect sizes and high-leverage practices in world language learning.

**Organizer/Presenter(s):**

Martin Smith,  
West Windsor-Plainsboro RSD, NJ  
Rosanne Zeppieri,  
West Windsor-Plainsboro RSD, NJ, retired

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** French, Spanish**Language(s) spoken:** English**189. Exhibitor Session: Keep them Talking in the TL, the RLRA way!****Session: 5** **Americas Hall 2 - 1**

Teachers from the Avery Coonley School in Downers Grove, IL will share strategies for facilitating 100% use of the target language for teachers AND students. Come learn about a fun and effective accountability system, tips for using engaging partner activities and tools that allow students to start speaking in the target language from day one. Participants will leave with a free sample lesson to try with their classes.

**Organizer/Presenter(s):**

Elizabeth Roberts,  
Denise Clivaz,  
REAL LANGUAGE right away

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

### 190. Exhibitor Session: The MLA International Bibliography: Research in SLA and Teaching

Session: 5 Americas Hall 2 - 2

The divide between research and classroom practice in the world language teaching profession is often lamented. Researchers and language educators live concurrent existences that seldom cross paths, with world language educators constrained by curricular demands, and researchers publishing their findings for the academic community. The MLA International Bibliography can serve as an interface between academic research and classroom practice. As a research database containing thousands of citations on all aspects of SLA and world language teaching, the MLAIB is an easy-to-use resource for educators looking for academic research. Attendees will learn how to optimize searches in their areas of expertise and how to access material, all with an eye toward enhancing their teaching practice and professional activities.

#### Organizer/Presenter(s):

Emma Marciano,  
Modern Language Association  
Greg Grazevich,  
Modern Language Association

Intended Audience(s): High School & College

Keyword: Research

Examples in: Several

Language(s) spoken: English

### 191. Exhibitor Session: Passport: The Learning Platform that Gives All Students a Voice

Session: 5 Americas Hall 2 - 3

Does your current program have the tools that integrate scaffolded oral proficiency-building activities into each unit's lessons? EMC's online learning environment, Passport, provides the instruction, practice, and assessment tools that put speaking front and center within a single sign-on interface. Be ready to learn, participate, share, and collaborate with this unique learning platform that gives everyone a voice.

#### Organizer/Presenter(s):

Liz Sacco,  
EMC School

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

Keyword: Curriculum

Examples in: Spanish

Language(s) spoken: English

### 192. Exhibitor Session: Identity and Storytelling

Session: 5 Americas Hall 2 - 4

Help kids find a place in the world so the world can be a better place. From the clothes one wears, to the languages one speaks, to the place where one grows up and experiences life - all are factors that contribute to one's identity. Social-emotional learning is the latest buzz phrase, and for good reason. Know thyself. That's a big ask, especially for young people today. Pulled in all different directions, they may be challenged with asking the right questions in general and of themselves in particular, and even more so with the space to examine the answers. In this session, the presenter will provide participants with an outline on which to build an activity that can then be taken back to the classroom as a springboard for discussion - about characters in stories, the community and the world.

#### Organizer/Presenter(s):

Jennifer Degenhardt,  
Puentes

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

Keyword: Culture/Literature

Examples in: English

Language(s) spoken: English

### 193. Using the National Latin Exam as a Teaching Tool

Session: 5 Concourse D

The presenters will introduce strategies for using the National Latin Exam all year long in the classroom. Thirty years of Latin exams provide a treasure trove of materials and questions that can be used in a variety of ways. From comprehension questions and sight translations to games and cultural review, there are many ways to effectively use the NLE in the classroom as a teaching tool. The attendees will have opportunities to comment, ask questions, and present their own ideas, as well as examine the results of the 2018 exam.

#### Organizer/Presenter(s):

Sue Robertson,  
National Latin Exam  
Margaret Hicks,  
National Latin Exam

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

Keyword: Instructional strategies

Examples in: English, Latin

Language(s) spoken: English

### 194. Keep Them Talking: Fun Games to Increase Language Proficiency

Session: 5 Concourse E

Come and join me to see 10 amazing games and activities to engage your students and keep them talking. 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, middle school, and high school teachers.

#### Organizer/Presenter(s):

Belal Joundeya,  
Friends Seminary School, New York, NY

Intended Audience(s): PreK-12

Keyword: Instructional strategies

Examples in: English, Arabic

Language(s) spoken: English

### 195. Effectively Planning Differentiated, Student-Centered Instruction

Session: 5 Concourse F

This training is designed for world language teachers of Spanish, during which each participant will experience a differentiated classroom using multi-level instructional strategies and a planning model for all students within a single framework. The participants will be able to observe different ways of teaching the same topic based on students' needs. They will be able to identify which are the variables for the development of differentiated centers.

#### Organizer/Presenter(s):

Rosa Moreno,  
Infinity Institute, Jersey City, NJ

Intended Audience(s): PreK-8

Keyword: Instructional strategies

Examples in: Spanish, English

Language(s) spoken: Spanish

**196. Bad News from Nature: Franz Hohler's "Weltuntergang"****Session: 5** **Hilton Boardroom**

Franz Hohler's ballad "Der Weltuntergang" is a linguistically accessible text on the IM level addressing sustainability, ecocriticism, and STEM topics. The performance by Hohler will be used to model and practice interactive listening skills. An advance organizer, the text (with glossary), and various pedagogical strategies and aids will be introduced, discussed, and distributed to facilitate the students' interactive reading, their comprehension, vocabulary acquisition, and the receptive and active production of the text. A discussion of ecological and environmental questions will be followed by poster/presentations by students on sustainability issues. Participants will leave with replicable materials and strategies.

**Organizer/Presenter(s):**

Rosmarie Morewedge,  
Binghamton University, SUNY, NY

**Intended Audience(s):** High School & College**Keyword:** Instructional strategies**Examples in:** English, German**Language(s) spoken:** English, German**197. Awards Photography****5:15–6:00 p.m.** **Mercury Ballroom**

This is a closed event for 2019 NECTFL award winners.

Visit our hospitality desk on the second floor Promenade to purchase your state basket raffle tickets!

All proceeds are returned to state associations.

**199. Exhibitor: Auténticamente Español****Session: 5** **Rotunda**

This session is intended for teachers who want to use authentic Spanish resources in their lessons, such as short films. A series of materials that teachers can use in their classrooms will be presented, so that teachers can get an update about Spanish culture and their students can improve their language skills and familiarize themselves with the socio-cultural context of Spain or other Spanish-speaking countries.

**Organizer/Presenter(s):**

Carmen García Argüelles,  
Education Office, Embassy of Spain, NY

**Intended Audience(s):** Secondary (6-12)**Keyword:** Materials**Examples in:** Spanish**Language(s) spoken:** Spanish**198. NECTFL Awards Ceremony and Reception, 6:00–7:30 p.m.****Mercury Ballroom**

Join us as we recognize our 2019 NECTFL award winners, NECTFL Teacher of the Year (TOY), Mead Fellows, and all Northeast Region TOY finalists.

**NECTFL salutes its dedicated state associations and their leadership!**

Connecticut Council of Language Teachers (CTCOLT)  
 Delaware Council on the Teaching of Foreign Languages (DECTFL)  
 Foreign Language Association of Maine (FLAME)  
 Foreign Language Association of Virginia (FLAVA)  
 Foreign Language Educators of New Jersey (FLENJ)  
 Greater Washington Association of Teachers of Foreign Languages (GWATFL)  
 Maryland Foreign Language Association (MFLA)  
 Massachusetts Foreign Language Association (MaFLA)  
 New Hampshire Association of World Language Teachers (NHAWLT)  
 New York State Association of Foreign Language Teachers (NYSFLT)  
 Pennsylvania State Modern Language Association (PSMLA)  
 Rhode Island Foreign Language Association (RIFLA)  
 Vermont Foreign Language Association (VFLA)  
 West Virginia Foreign Language Teachers Association (WVFLTA)

*Thank you for being a part of our conference - we look forward to working with you this year and into the future!*



**200. NADSFL/NCSSFL Breakfast****7:00-8:00 a.m.****Rotunda**

This is a closed meeting of NADSFL and NCSSFL. Please RSVP prior to the conference.

**Organizer/Presenter(s):**

Lea Graner Kennedy,  
Stonington Public Schools, Stonington, CT  
Frank Ruggiero,  
Nutley Public Schools

**Session 6****201. Best of NH: Using One Word Images Effectively at All Levels****Session: 6****Beekman**

This interactive presentation will show how One Word Images can be used at all levels, with all abilities, and with almost no preparation. You will walk away with everything you need in order to try out this technique in your classroom. A variety of extension activities that reinforce the target language will also be demonstrated. No prior knowledge of French is needed to benefit from this session.

**Organizer/Presenter(s):**

Kevin Quigley,  
The Founders' Academy, Manchester, NH

**Intended Audience(s):** PreK-12**Keyword:** Instructional strategies**Examples in:** French**Language(s) spoken:** English

Please assist us in evaluating any workshops or sessions that you attend. Your input will help us select the “Best of NECTFL” as well as assist us in future conference planning. Just look for the “Evaluation and Feedback Form” at the bottom of every listing in the conference app.  
Thank you!

**202. Moving from Unit to Lesson Plan to Create Authentic Learning****Session: 6****Sutton North**

Although many schools develop new curricula, they often leave gaps in key information that teachers need to develop daily lesson plans for authentic learning. Each day's lesson is an opportunity for learners to build knowledge, skills, and confidence that will eventually lead to an ability to apply what they have learned, first in formative and summative performance assessments and eventually in authentic, real-life situations. Drawing from a variety of examples and program models, participants will learn how to deconstruct unit can-do statements, which align with the revised NCSSFL-ACTFL Can-Do Statements, into bite-size chunks to guide daily lessons and develop a sequence of activities that provide feedback to the learner and instructor.

**Organizer/Presenter(s):**

Thomas Sauer,  
National Foreign Language Center, MD

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** Several**Language(s) spoken:** English**203. Tackling Social Justice Topics through Digital Games****Session: 6****Sutton Center**

Digital games are being recognized as new contexts, spaces, and means for language learning. During this session, participants will discover social impact games about real-world issues, explore communicative wrap-around activities that make gameplay meaningful and relevant to the language learning process, and brainstorm ideas for gamifying a lesson, a unit, or an entire curriculum. Bring your own technology and gamer attitude!

**Organizer/Presenter(s):**

Silvina Orsatti, Ed.D.,  
University of Pittsburgh at Greensburg, PA

**Intended Audience(s):** Secondary (6-12)**Keyword:** Technology**Examples in:** Several**Language(s) spoken:** English**204. A Mindful World Language Classroom****Session: 6****Sutton South**

This 60-minute session will highlight ways for world language teachers to create and maintain a mindful classroom, one where students are present in the here and now. Through a mindful teaching practice, teachers can help students develop empathy towards themselves, fellow learners, and members of the community of the culture studied. A mindful world language classroom will foster global citizenship, and help students embrace success in the classroom and beyond. Some of the mindful strategies to be discussed are room arrangements, breathing exercises, movement opportunities, guided imagery, and coloring activities. Also, participants will be presented with ideas to incorporate mindful reading and writing in the target language.

**Organizer/Presenter(s):**

Francesca Silvano,  
Pascack Valley Regional HS District,  
Hillsdale, NJ

**Intended Audience(s):** PreK-12**Keyword:** Instructional strategies**Examples in:** English**Language(s) spoken:** English**205. Language Portfolios: Connecting Evidence and Reflections to Demonstrate Proficiency****Session: 6****Regent**

This session will help attendees learn how students can benefit from demonstrating their proficiency in a digital language portfolio. Through the use of digital portfolios, students come to examine their work in a new and different way, aligning it to the revised and updated Can-Do Statements. Through this process, students come to see language learning as a continuum of skill, and see their own movement/progress on the continuum as a success worthy of celebration. Additionally, digital portfolios help students to develop a critical, and often lacking dimension of language instruction: intercultural comparative reflections. As students create and compile evidence and reflections into their digital portfolio, they begin to see their own proficiency as the meaningful journey that it is.

**Organizer/Presenter(s):**

Jessica Lasusa,  
Karen Czinkota,  
West Morris Regional HS Dist., Chester, NJ

**Intended Audience(s):** High School**Keyword:** Assessment**Examples in:** English, Spanish**Language(s) spoken:** English

**206. Enhancing Authentic Language and Culture Competence through Film Literacy****Session: 6** **Madison**

Working with film in the world language classroom raises awareness of how language functions in authentic socio-cultural contexts. Today, film is part of the curriculum and is used as a pedagogical tool to enhance the three modes of communication and intercultural competence. This presentation will demonstrate how film, accompanied by pre-, during and post-activities, is used with intermediate high and advanced learners in the Spanish, Portuguese, and Hebrew world language classrooms. Presenters will discuss advanced pedagogical and technological practices to work with short- and full-length feature and documentary film in class and beyond.

**Organizer/Presenter(s):**

Viktoria Hackbarth, Ph.D.,  
Mira Angrist,  
Celia Bianconi, Ph.D.,  
Boston University, Boston, MA

**Intended Audience(s):** High School & College**Keyword:** Instructional strategies**Examples in:** Spanish, Portuguese, Hebrew**Language(s) spoken:** English**207. Effective Strategies from the National Language Teacher of the Year****Session: 6** **Rhineland South**

Spend an hour in the classroom of the ACTFL National Language Teacher of the Year and experience language learning that engages and motivates students. Acquire strategies to connect language and culture, develop learners' collaboration and critical thinking, and showcase growth in language performance. Discover how the Teacher of the Year weaves the World-Readiness Standards for Learning Languages, Can-Do Statements, and effective assessment strategies into effective language learning. Be inspired with creative ideas and effective strategies that are ready to apply and adapt for any language and any level.

**Organizer/Presenter(s):**

Paul Sandrock, ACTFL  
Rebecca Aubrey,  
Ashford School (CT) and National  
Language Teacher of the Year 2019

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** English**Language(s) spoken:** English**208. Throwing Out the Textbook: Backward Design With Authentic Materials****Session: 6** **Mercury Ballroom**

This presentation explores the design of an intermediate Spanish course that drew upon authentic materials and realistic tasks to bring the Spanish language and culture to life in a meaningful way for a specific student population. In place of a traditional textbook, learning objectives developed for students' needs and interests guided the creation of online modules. Those modules led students through the analysis of authentic materials (articles, videos, infographics, song, images, etc.) and both served as the basis for deep cultural understanding and as models for practical tasks implemented through project-based learning. We will share the process of developing learning objectives, selecting authentic materials, designing activities, and implementing student feedback to improve the course.

**Organizer/Presenter(s):**

Christina Agostinelli-Fucile, Ph.D.,  
Tania Muiño-Loureiro,  
Northeastern University, Boston, MA

**Intended Audience(s):** High School & College**Keyword:** Curriculum**Examples in:** Spanish**Language(s) spoken:** English**209. Exhibitor Session: Using Visuals to Prompt Immediate Language Production****Session: 6** **Petit Trianon**

Educators have long used pictures to deliver or reinforce instructions. However, we tend to misuse such visuals in language teaching. Most teachers tend to use flashcards to cram in a ton of vocabulary. Yet, the human brain is not programmed to absorb isolated information. If students were to memorize vocabulary by parts of speech, not only would they find it painful but also with minimal retention. Therefore, we are introducing a groundbreaking language learning method that has been tested in classrooms, recognized by cognitive scientists, and supported by linguists for over 20 years. We will show you how to properly use pictures to help students retain long-term memory by prompting immediate language output.

**Organizer/Presenter(s):**

Tiffany Zhang, QTalk Publishing LLC

**Intended Audience(s):** PreK-12**Keyword:** Instructional strategies**Examples in:** Several**Language(s) spoken:** English**210. Achieving ACTFL's Culture Standards with Authentic Visuals****Session: 6** **Trianon Ballroom**

Learn how to meet the ACTFL Culture World Readiness Standards through the use of authentic visuals. After an in-depth demonstration, you will find an authentic picture (resources given) and develop your own questions or prompts for students to probe for products, practices, and perspectives through authentic language. Develop language use as well as culture. Learn several variations for understanding the culture behind a visual as developed by other national organizations.

**Organizer/Presenter(s):**

Harry Tuttle,  
Onondaga Community College, Syracuse, NY

**Intended Audience(s):** Secondary (6-12)**Keyword:** Culture/Literature**Examples in:** English**Language(s) spoken:** English**211. Exploring French and Francophone Culture through Engaging Theme-Based Courses****Session: 6** **Rendezvous Trianon**

This session will focus on three innovative French courses designed for advanced first-year and upper-class students. The specific course themes — French for the Professions, French Film and Media, and French in the World — are geared toward recruiting and retaining students who are interested in contemporary French and Francophone culture. Although each course has a distinct focus, instructors collaborate to ensure that all sections share similar learning outcomes and assessment criteria that target interpretive, presentational, and interpersonal skills. Each presenter will give an overview of one course with suggestions for the incorporation of authentic materials. Handouts will include syllabi, a list of suggested materials, and ideas for in-class activities and assignments.

**Organizer/Presenter(s):**

Mary Beth Raycraft, Ph.D.,  
Kate Lakin-Schultz, Ph.D.,  
Davina Mattox,  
Boston University, Boston, MA

**Intended Audience(s):** Post-secondary**Keyword:** Culture/Literature**Examples in:** English, French**Language(s) spoken:** English

**212. Exhibitor Session: Come on, Let's Get Real: Authentic Assessments with IPAs****Session: 6** Americas Hall 2 - 1

Our students are savvy. In a world of online trolls, filtered Instagram pics, and carefully crafted social media personas, our students crave authenticity. Authentic resources engage students by offering insights into the products, practices, and perspectives of an entire world of people who use the target language in their real-world everyday lives. Let's make learning come alive by using these resources to create IPAs that allow students to demonstrate their proficiency in real-life situations. Teachers will practice with EMC-designed IPAs and will also learn how to design their own standards-based IPAs using authentic resources.

**Organizer/Presenter(s):**Michael Griffin,  
EMC School**Intended Audience(s):** Secondary (6-12)**Keyword:** Assessment**Examples in:** Spanish, French**Language(s) spoken:** English**213. Exhibitor Session: Spanish Works!****Session: 6** Americas Hall 2 - 2

This workshop will provide teachers with strategies to make learning Spanish meaningful and relevant for today's high school students. Incorporating communication, culture, comparisons, connections, and communities, students will work on projects within areas of their interest. These projects will give students the opportunity to expand on vocabulary and structures while exploring content-area terminology. Students will extend their knowledge and apply their understanding about the world and cultural influences on behaviors, products, and practices in order to promote positive personal and community behaviors. These projects can be used as Integrated Performance Assessments, to build students portfolios or facilitate independent study. Teachers will receive step-by-step lesson plans.

**Organizer/Presenter(s):**Betsy Arnold,  
Vista Higher Learning**Intended Audience(s):** High School**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**214. Exhibitor Session: Unlocking Authentic Speaking: Discourse Markers Are the Key****Session: 6** Americas Hall 2 - 3

Give your students the tools they need to talk like a local. Discourse markers are the little words and phrases we naturally use to organize our thoughts when speaking. Things like: "well," "so," "I mean," etc. In this session, you will learn how to use thislanguage.com's library of authentic videos to single out, teach, and use discourse markers to encourage speaking in the classroom. The session will discuss why these are so important for authentic language. Presented by a classroom teacher, this session will share practical advice for teachers of all languages, with examples drawn specifically from Spanish, French, German, Italian, and English.

**Organizer/Presenter(s):**Lauren Novak Krause,  
Thisislanguage.com**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Several**Language(s) spoken:** English**215. Exhibitor Session: Project-Based Learning (PBL) in Spanish Language Teaching****Session: 6** Americas Hall 2 - 4

Project-based learning (PBL) is a methodology for acquiring knowledge and skills through projects. It answers students' concerns through a series of strategies and tools, making them more competent with its practical and interactive activities. In Spanish language classes, project-based learning stimulates students' emotional, intellectual, and personal growth through direct experiences with other cultures in a context of linguistic immersion. It also offers them the possibility of incorporating intercultural thinking strategies in order to build bridges between different cultural groups. This workshop will present some guidelines for project-based learning implementation and the creation of a corpus of possible proposals for projects.

**Organizer/Presenter(s):**Ane Muñoz,  
IDEAL Education Group, Madrid, Spain**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** English, Spanish**Language(s) spoken:** English, Spanish**216. Labkovski Project: Synthesizing Language, Art, and History in L2 Classrooms****Session: 6** Concourse D

The painter David Labkovski moved from the Jewish community of Vilnius, Lithuania, to the U.S.S.R. in 1932. Sent to the gulag in 1940, he returned in 1946 to a ruined Vilnius empty of its Jewish population. Labkovski's art reflects his unique experience of witnessing the destructive forces of Germany and the U.S.S.R. Our presentation explains how we used an art exhibit to: 1) enhance L2 students' understanding of the historical/cultural background of the artist's life; 2) promote students' personal interaction with art; and 3) encourage written German expression in a descriptive text and a creative response in the form of a poem. We also address the assignment's appropriateness for all levels of language study, and share some results and examples of student work.

**Organizer/Presenter(s):**Xenia Harwell, Ph.D.,  
Diane Richardson, Ph.D.,  
U.S. Military Academy at West Point, NY**Intended Audience(s):** High School & College**Keyword:** Materials**Examples in:** German**Language(s) spoken:** English**217. Theory and Practice: The Natural Approach Question Sequence (NAQS)****Session: 6** Concourse F

Many world language educators struggle to use Comprehensible Input while maintaining 90%+ target language use in class. Join this workshop to learn how to more effectively deploy formative assessment strategies through a real-time demo lesson applying the theory and research-informed practices of the Natural Approach Questions Sequence (NAQS). Classroom activities including differentiation strategies will be presented to show participants how they can assess students' language output in both verbal and non-verbal ways.

**Organizer/Presenter(s):**Jian Liu,  
NYCDOE, New York, NY**Intended Audience(s):** PreK-8**Keyword:** Instructional strategies**Examples in:** Chinese**Language(s) spoken:** English**218. NECTFL Past Chairs Breakfast 8:00–9:00 a.m.**

This is a closed meeting for past chairs of NECTFL. RSVP to NECTFL.

## 219. General Session and Keynote Address

9:30–10:30 a.m.

Petit Trianon

Join us for our general session and keynote address by Laura Terrill.



Laura Terrill is a national consultant who holds a BA in French from the University of Missouri — St. Louis and a MA in Secondary Administration from Northeast Missouri State University. She taught French at all levels for 21 years before becoming the Coordinator of Foreign Language and English as a Second Language and then, Director of Curriculum. She has taught methods courses in St. Louis and in Indianapolis and continues to present at the local, state, regional and national levels. She recently worked as a Content Specialist for the National Foreign Language Center (NFLC) working with the STARTALK program. She has served on the Board of Directors for Central States and ACTFL. She is the recipient of the Founders Award for Central States, has been named as the NADSFL District Supervisor of the Year and has received the ACTFL Florence Steiner Award for Leadership. She recently co-authored the Second Edition of the ACTFL publication, *Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design*.

**The Exhibit Hall is open before and after the General Session and keynote address:**

**9:00–9:30 a.m. and  
10:30–11:00 a.m.**

### Session 7

#### 220. Amazing Technology-Based Tools to Promote Transformative Learning in the Classroom

Session: 7

Beekman

As educators, we often feel that we exert a great effort working to motivate students and promote transformative learning. What can we do to change this? Come to this presentation and find out how new technology-based tools can be an excellent way to provide differentiated instruction and transformative learning in the classroom. This presentation introduces and provides hands-on practice using technology-based tools to help with differentiated instruction and promote transformative learning. Participants should bring a device (laptop, tablet, smartphone) in order to create accounts and experience the features of Memrise, Quizlet Live, and Quizizz.

**Organizer/Presenter(s):**

Iman Elahmadih,  
Defense Language Institute, Augusta, GA

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

**Keyword:** Communities/Workplace

**Examples in:** English, Arabic

**Language(s) spoken:** English

#### 221. Panel Discussion: Authentic Discourse in the World Language Classroom

Session: 7

Sutton North

Focusing on communication to make language acquisition meaningful and engaging for learners is an important goal for teachers as they implement the National Standards for Learning Languages in the 21st century. The presenters will focus on the development of learners' interpersonal communication skills and the building blocks that teachers implement to support learners' growth. They will engage attendees in an interactive discussion as they answer questions from attendees.

**Organizer/Presenter(s):**

Lori Langer de Ramirez, Ed.D.,  
The Dalton School, New York, NY

Noemi Rodriguez,  
Pascack Valley Regional High School  
District, Montvale, NJ

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

**Keyword:** Instructional strategies

**Examples in:** Several

**Language(s) spoken:** English

**222. Break Out of Your Routine****Session: 7** **Sutton Center**

Are you looking for a compelling and comprehensible lesson that will help you break out of your ordinary classroom routine? Look no further. In this session, you will experience a mini-lesson that focuses on extracting the 3 P's of an authentic resource. Next, you will participate in a BreakoutEDU and a digital scavenger hunt called GooseChase that relate directly to the lesson. Participants will later engage in authentic communication beyond the four walls. Come see how you can blend CI, the 3 P's, the 3 modes of communication, and novelty into unforgettable classroom experiences that will promote SLA, critical thinking, and collaboration.

**Organizer/Presenter(s):**

Arianne Dowd,  
South Brunswick High School, Monmouth  
Jct., NJ

**Intended Audience(s):** High School**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**223. Dig Deeper into Culture with the IMAGE Model****Session: 7** **Sutton South**

Integrating authentic cultural instruction has never been easy. Doing it in the target language has made it even more challenging. This session will demonstrate how to plan rich cultural lessons in the target language using the IMAGE Model. This model provides an easy-to-follow, step-by-step process that allows students to go beyond the surface of culture and dig deeper into promoting an understanding of cultural perspectives. Be prepared to participate in a sample lesson as a demonstration so that you can implement this strategy next week.

**Organizer/Presenter(s):**

Rich Madel,  
Colonial School District, Plymouth Meeting,  
PA

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** English**Language(s) spoken:** English**224. MLA Language Enrollment Census: Models of Successful Programs****Session: 7** **Regent**

This session will present results from the 2016 MLA Language Enrollments Census and Report with an emphasis on trends in enrollments throughout higher education. Special attention will be given to programs that have stable or increasing enrollments at a time with decreasing enrollment numbers overall. What enables some programs to grow, especially now? Our working assumption is that curriculum primarily determines the rise and fall of enrollments.

**Organizer/Presenter(s):**

Dennis Looney,  
Lydia Tang,  
Natalia Lusin,  
Modern Language Association

**Intended Audience(s):** Post-secondary**Keyword:** Curriculum**Examples in:** English**Language(s) spoken:** English**225. World of Possibilities: Connecting the Core Practices to Advanced Literacies****Session: 7** **Madison**

Next Generation Standards? Advanced Literacies? Authentic communication? Academic discourse? Best practices for ELLs? Have you heard these buzzwords? Within our language classrooms, we have a world of possibilities, and we aim to engage all our learners, including both English language learners and heritage learners. This session will make the theoretical and practical connections between Advanced Literacies, which are the foundation of the Next Generation ELA Standards for New York State and an important framework for ELL instruction, and ACTFL's high-leverage (core) practices, to promote authentic language and authentic learning for all students.

**Organizer/Presenter(s):**

Jill Schimmel,  
New York City Department of Education,  
New York, NY

**Intended Audience(s):** PreK-12**Keyword:** Connections/Comparisons**Examples in:** Japanese, Spanish**Language(s) spoken:** English**226. Purposeful Planning for Building Language Performance: From Input to Independence****Session: 7** **Rhineland South**

When working with Novice language learners, educators spend a lot of class time providing comprehensible input to their students, building their vocabulary base. With the goal of students demonstrating independence with language through communicative activities and performance tasks, language educators need to do purposeful planning to gradually release students to put their learning into action. This workshop will provide educators with strategies and structures that support Novice language learners to be independent with making meaning and exchanging ideas in the target language.

**Organizer/Presenter(s):**

Leslie Grahn,  
Howard County Public Schools, MD, retired

**Intended Audience(s):** PreK-12**Keyword:** Instructional strategies**Examples in:** Several**Language(s) spoken:** English**227. To Correct, or Not to Correct? That Is the Question****Session: 7** **Mercury Ballroom**

What is the role of feedback in the communicative classroom? When should teachers interrupt a student to correct them? Or correct writing? This session will dive into research-based practices on effective and actionable feedback that keeps the focus on communication. We will look first at oral corrective feedback, discussing the different categories (reformulations/prompts, implicit/explicit), as well as their effectiveness in either leading to student uptake, providing comprehensible input, or simply in keeping the conversation moving along. We'll then explore written feedback, and how to determine which errors to give feedback on, particularly when there are many. You'll leave with concrete strategies for providing feedback that is effective, motivating, and focused on communication.

**Organizer/Presenter(s):**

Catherine Ritz, Ed.D.,  
Boston University, Boston, MA

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** English, French, Spanish**Language(s) spoken:** English

**228. Celebrating 20 Years of FLES and Beyond****Session: 7** **Petit Trianon**

The FLES program at Plainview-Old Bethpage Schools celebrates 20 years of early language learning. Come learn about our program's model, curriculum, and instructional strategies. We will discuss the challenges and the benefits of Chinese language learning for young learners. See how our FLES program has established a solid foundation for students to continue learning Chinese at the secondary level. We will discuss aspects of our middle school and high school Chinese programs as well.

**Organizer/Presenter(s):**

Lionel Chan, Ph.D.,  
Rosemary Firestein,  
I-Chin Wong,  
Plainview-Old Bethpage CSD, Plainview, NY

**Intended Audience(s):** PreK-12**Keyword:** Curriculum**Examples in:** Chinese**Language(s) spoken:** English**229. Accessible Authentic Resources****Session: 7** **Trianon Ballroom**

Technology can facilitate all aspects of using authentic resources. From finding the perfect authentic resource to assessing your students, technology makes the accessing the resource easier for you and helps support all of your students as they navigate authentic resources. Since these resources can be daunting, many of these tools will also make them accessible for your students to help them demonstrate comprehension and interpretation. In this session, we will evaluate a variety of tools from G Suite to Quizziz to implement with authentic resources from start to finish. We will also learn how to use each tool, so you are ready to set up a task for Monday.

**Organizer/Presenter(s):**

Maris Hawkins,  
Bullis School, Potomac, MD

**Intended Audience(s):** Secondary (6-12)**Keyword:** Technology**Examples in:** Spanish**Language(s) spoken:** English**230. Selecting Authentic Resources for Cultural Immersion and Interpersonal Communication****Session: 7** **Rendezvous Trianon**

It is difficult to select authentic resources that are culturally relevant and to identify resources that can be used to develop interpersonal communication within the plethora of offerings. We will focus on how to access, select, and use materials (i.e. television skits and programs, videos, as well as popular media) that are not only culturally relevant but can also be integrated in the French classroom in order to further develop the learners' communicative and intercultural competence and examine how media resources encourage them to become involved in real world language. Finally, we will share sample activities that can be used so that participants will be able to design activities to ensure students develop their cross-cultural competence.

**Organizer/Presenter(s):**

Anouk Alquier,  
Mount Holyoke College, South Hadley, MA  
Katia Viot-Southard, Ph.D.,  
Northwestern University, Evanston, IL

**Intended Audience(s):** High School & College**Keyword:** Materials**Examples in:** French**Language(s) spoken:** English**232. Exhibitor Session: Using Board Games for Authentic Language Learning****Session: 7** **Americas Hall 2 - 1**

This one-hour presentation will focus on the use of the New Amigos language board game in a classroom setting with adolescents, as well as recently arrived refugees in Language Café settings. We explore some of the nuances of intercultural communication, and of development in interpersonal communication in foreign language pedagogy between students. In our experience, board games can function to deconstruct the pedagogical hierarchy, with positive learning experiences for teens in peer-to-peer language acquisition. For refugees, the disruption of a pedagogical hierarchy in the language café game-based setting, with a lateral exchange of intercultural communication, results in authentic and meaningful language learning. The presentation includes graphics, video, and audience participation.

**Organizer/Presenter(s):**

Lakki Patey,  
New Amigos Norge AS, Norway

**Intended Audience(s):** High School**Keyword:** Instructional strategies**Examples in:** Several**Language(s) spoken:** English**233. Exhibitor Session: Middle School Language: Bridging Gaps Between Elementary and High School****Session: 7** **Americas Hall 2 - 2**

With recent emphasis on Foreign Language in the Elementary School (FLES) programs and rigorous proficiency-based high school programs, where does that leave middle school programs? Collaborate on how to build and sustain the continuum in authentic language learning through middle school, and learn how a New Jersey district adapted to provide students a more cohesive language learning path to proficiency.

**Organizer/Presenter(s):**

Scott Orlovsky,  
Bloomfield School District, Bloomfield, NJ  
Terry Goodlett,  
Fuel Education

**Intended Audience(s):** Middle School**Keyword:** Connections/Comparisons**Examples in:** English**Language(s) spoken:** English**234. Exhibitor Session: More Capable Than They Think: Using Annotated Photojournaling as Communication****Session: 7** **Americas Hall 2 - 3**

Your students will thank you for adding this engaging lesson plan to your teaching resources. Objectives, standards, an assessment rubric, differentiation strategies, tech options, student directions, and student work samples are included in this comprehensive annotated photo journal assignment kit. This lesson pairs well with traditional classroom instruction, field excursions, special projects, and independent studies — in foreign language classes and across content areas! Learn how to show your students that they can leverage their ability to use numerous apps and graphic communication in the foreign language classroom. We know how students use photo apps to communicate with their peers — let's show them how to use those same tools to learn a new language.

**Organizer/Presenter(s):**

Robert Moreno,  
WorldStrides

**Intended Audience(s):** Secondary (6-12)**Keyword:** Materials**Examples in:** Several**Language(s) spoken:** English

**235. Exhibitor Session: On the Road to Proficiency****Session: 7** **Americas Hall 2 - 4**

Bring authentic cultural material to your classes to shuttle your students down the road to proficiency in the target language. Using authentic videos, songs, stories, poems, and ads will bring the products, practices, and perspectives of the target language directly to your students. Culturally based Integrated Performance Assessments will be demonstrated and given to participants. Samples of activities will be distributed in Spanish, French, Italian, and German.

**Organizer/Presenter(s):**

Patricia Lennon, Ph.D.,  
Proficiency Press

Douglas Moore,  
Great Neck South Middle School, NY

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Spanish, French, Italian, German**Language(s) spoken:** English**236. The Art of Questioning****Session: 7** **Concourse D**

What's your name? Gina. How old are you? 34. Where are you from? Bristol. Does this look like a typical set of questions and answers one might hear in a language classroom? If so, please attend this workshop that challenges the mundane questioning of the past. This 60-minute session will discuss how to create questions and scenarios that elicit more than one word/sentence answers from our students. The goal of this presentation is to work collaboratively to bring our students to the next level of oral proficiency. This presentation will be broken up in two sections. The first half will be an introduction with examples from the presenter, and the second half will allow participants the opportunity to create personalized questions to use in their own classrooms.

**Organizer/Presenter(s):**

Gina Gallo,  
Bristol Central High School, Bristol, CT

**Intended Audience(s):** High School**Keyword:** Instructional strategies**Examples in:** Italian**Language(s) spoken:** English**237. Exploring the Rhine River****Session: 7** **Concourse F**

How well do you know the Rhine river? What resources are readily available to you on the internet if you want to introduce your students to the Rhine and its surrounding cultural landscapes? What can you use to teach about the UNESCO World Heritage Upper Middle Rhine Valley? The Rhine region has a lot to offer. Come and find out about teaching resources on Andernach, the "Edible City" on the Rhine, on the German language in Alsace, on the Cologne Cathedral, and on other topics. The focus of this session is on beginning- and intermediate-level instruction; both audio and video teaching materials are highlighted.

**Organizer/Presenter(s):**

Colette Van Kerckvoorde, Ph.D.,  
Bard College at Simon's Rock, Great Barrington, MA

**Intended Audience(s):** High School & College**Keyword:** Culture/Literature**Examples in:** German**Language(s) spoken:** English**238. Advisory Council Meeting and Lunch****12:00–1:15 p.m.** **Rotunda**

This is a closed meeting and luncheon for members of the NECTFL Advisory Council. Please visit our website or contact [info@nectfl.org](mailto:info@nectfl.org) for details. Prior registration required.

**Looking for Lunch?**

Meals are not provided with the hotel room rate or conference registration fees. Each day's schedule has an hour and a half break built in mid-day for lunch and exhibit viewing. Being in Manhattan, there are countless options. Among them:

- Herb N' Kitchen (lobby, ask about breakfast and lunch special offers)
- Café 53 on W. 53<sup>rd</sup>
- Halal Guys stand on the corner of 53<sup>rd</sup> and 6<sup>th</sup>
- Starbucks across the street on 6<sup>th</sup> Avenue,
- Klein and Co. on 6<sup>th</sup> Ave between 55<sup>th</sup> and 56<sup>th</sup>
- Chipotle at 6<sup>th</sup> Ave. and 56<sup>th</sup>

**Session 8****240. Sustaining a Self-Directed Learning Community in the 1:1 WL Classroom****Session: 8** **Beekman**

In this session, best practices will be shared with participants for today's 1:1 world language classroom. As a Comprehensible Input (TPRS) instructor, the presenter has found ways to keep the classroom comprehensible while using technology and allowing students to acquire language in a blended environment. Experiences will include flipped classrooms, formative assessment and intercultural pen-pal exchange.

**Organizer/Presenter(s):**

Mike Mitchell,  
Bethlehem Central High School, Delmar, NY

**Intended Audience(s):** Secondary (6-12)**Keyword:** Technology**Examples in:** Spanish**Language(s) spoken:** English**241. Panel Discussion: Authentic Assessment****Session: 8** **Sutton North**

We routinely hear the term "authentic assessment," but what does it mean for teachers and learners and how can it serve our assessment needs? The panelists will explain how authentic tasks allow learners to demonstrate their growing proficiency in engaging, quasi-real world situations that they might encounter when interacting with native speakers of the target language. They will share both their expertise and samples from their work with teachers and programs in the US and abroad. They will engage attendees in an interactive discussion as they answer questions from attendees.

**Organizer/Presenter(s):**

Jennifer Eddy, Ph.D.,  
Queens College, CUNY, Flushing, NY  
Greg Duncan,  
Consultant, InterPrep

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Assessment**Examples in:** Several**Language(s) spoken:** English

**242. More Isn't Always Better: Refocus with High-Leverage Teaching Practices****Session: 8** **Sutton Center**

Ever feel like the old woman who lived in a shoe? You're given so much advice on how to be a good teacher, you don't know what to do? This session explores high-leverage teaching practices: how they are defined, what they are, and why teachers should prioritize them above all the strategies they have in their tool belts. Using two major frameworks, the ACTFL Core Practices and the STARTALK Principles for Effective Teaching, participants examine models, align components, and describe classroom applications. Join the conversation as we refocus with purpose.

**Organizer/Presenter(s):**

Betsy Hart,  
Greta Lundgaard,  
National Foreign Language Center,  
University of MD

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Curriculum**Examples in:** English**Language(s) spoken:** English**243. Authentic Voices: Creating LGBTQ+-Affirming Classes through Language and Content****Session: 8** **Sutton South**

Students are more aware of, more eager to discuss, and more conscious of using the appropriate language around issues that affect the LGBTQ+ community. As our students and their peers identify as LGBTQ+ earlier and more openly, they look for appropriate vocabulary to describe themselves and others in the language classroom. Additionally, research has shown that positive school climates, including the integration of LGBTQ+ voices in curricula and the use of appropriate language, can moderate the negative effects of anti-LGBTQ+ bias in schools. This workshop will offer educators tools and perspectives to teach lessons that honor Spanish-speaking LGBTQ+ figures and introduce students to the ways that the LGBTQ+ community talks about itself in target language cultures.

**Organizer/Presenter(s):**

Joseph Parodi-Brown,  
Marianapolis Preparatory School,  
Thompson, CT

**Intended Audience(s):** High School & College**Keyword:** Diversity**Examples in:** Spanish**Language(s) spoken:** English and Spanish**244. Dictionaries and Google Translate: Using Them as Teaching Tools****Session: 8** **Regent**

Students will use online translation tools for reading or writing assignments outside of the classroom whether we want them to or not. This session will focus on strategies for teaching students how to use a variety of monolingual and bilingual dictionaries and Google Translate as tools to support language learning. Discussion will also focus on how the Language Comparisons standard can be addressed and assessed with these tools.

**Organizer/Presenter(s):**

Susanne Nimmrichter, Ph.D.,  
Millersville University of PA

**Intended Audience(s):** High School & College**Keyword:** Instructional strategies**Examples in:** German**Language(s) spoken:** German**245. Virtual Reality in the Classroom: A Tool for Authentic Learning****Session: 8** **Madison**

Emerging technology, such as virtual reality, often appears in tech-based courses but can be overlooked in the foreign language classroom. This is a mistake! The use of VR, whether through entry-level technologies such as Google Cardboard or advanced immersive headsets can provide students the opportunity to interact with the world in new ways and utilize their language skills in genuine, engaging environments. We will share concrete examples of how virtual reality can be used effectively in the classroom, explore implementation ideas, and share data from several world language classrooms across the U.S. where this technology is being used with students. VR can provide a much wider range of opportunities for learners to authentically explore their target languages, and the world.

**Organizer/Presenter(s):**

Christina Toro,  
Arlington High School, Arlington, MA  
Lisa Castaneda,  
Foundry10, Seattle, WA

**Intended Audience(s):** High School & College**Keyword:** Technology**Examples in:** Spanish**Language(s) spoken:** English**246. Engaging and Empowering Language Learners****Session: 8** **Rhineland South**

Tap learners' motivation, empowering them to use language to collaboratively explore meaningful content and build relationships. Shift from learning about the language to using language to learn. Engage learners in tasks to develop interculturality, examine critical issues, use technology to collaborate and learn, and design purposeful tasks and assessments. Use high-leverage teaching strategies to build learners' performance and autonomy.

**Organizer/Presenter(s):**

Lisa Lilley Ritter,  
ACTFL and Springfield Public Schools  
(MO),  
Paul Sandrock, ACTFL

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** English**Language(s) spoken:** English**247. Making Input Comprehensible and Maximizing Authentic Target Language Use****Session: 8** **Mercury Ballroom**

This interactive session will provide opportunities for educators to explore research surrounding authentic target language use and the importance of making input comprehensible. Negotiating meaning with learners, by providing comprehensible input, is the foundation of building a discourse community, setting the stage for students to express themselves through comprehensible output. Research shows learners make the most gains in proficiency when target language use is at 90% in the classroom. The focus of this session is to create comprehensible language through meaningful contexts with the scaffolding strategies needed for authentic communication. Educators will benefit from research and concrete ideas making input comprehensible, without the use of translation, through authentic tasks.

**Organizer/Presenter(s):**

Lea Graner Kennedy,  
Stonington Public Schools, Stonington, CT

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Instructional strategies**Examples in:** French, Spanish**Language(s) spoken:** English



**248. Make It Real: Authentic Resources that Improve Chinese Proficiency****Session: 8** **Petit Trianon**

Incorporating authentic resources and designing interactive reading and listening comprehension tasks is critical to enhancing students' interpretation skills and cultural competence. This session will present in great detail and with vivid examples how to select and collect authentic resources and how to design comprehension tasks for various proficiency levels. Participants will be able to embed level-appropriate and age-appropriate authentic resources into thematic units, design interactive and engaging comprehension tasks, and use performance assessments to evaluate students' learning outcomes.

**Organizer/Presenter(s):**Lijie Qin,  
Oak Hill Middle School, Newton, MA**Intended Audience(s):** Secondary (6-12)**Keyword:** Materials**Examples in:** Chinese**Language(s) spoken:** English, Chinese**249. Give Your World Language Students a Break from Technology****Session: 8** **Trianon Ballroom**

Our students have technology in their pockets every minute of every day. It's time to give them a BREAK from technology and use interpersonal communication with low-risk, high yield opportunities for learning and assessing. Our session will be setup with six rotating stations. All materials are provided on-site as well as electronically (AFTER the session, of course!) No note-taking, no lecturing - just interaction with peers in a game-like setting.

**Organizer/Presenter(s):**Lori Streeter,  
Swanzey, NH**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** French, Spanish, English**Language(s) spoken:** English

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**250. Diversifying Authentic Language and Culture: Vive le Québec!****Session: 8** **Rendezvous Trianon**

How can the authentic resources we choose for our lessons reflect and value the French that is spoken outside of France? As teachers in the U.S., are we building excitement in our students to discover and interact with Francophone language and cultures on the North American continent? After reflecting upon my own practices, I decided this was an area for growth. In this session, I intend to share insights gained from participation in summer professional development in Québec. My goal is to share ideas for lessons and activities that challenge fellow French teachers to rethink our sometimes eurocentric curricula. Instead, let's refresh our units to include opportunities for authentic cultural comparisons that celebrate the diversity of la Francophonie in North America and build proficiency.

**Organizer/Presenter(s):**Megan Williams,  
Tenafly High School, Tenafly, NJ**Intended Audience(s):** Secondary (6-12)**Keyword:** Culture/Literature**Examples in:** French**Language(s) spoken:** English**251. Tips from TOYs: Leading from the Classroom****Session: 8** **Americas Hall 2 - 1**

Join us as we facilitate a conversation with NECTFL Teachers of the Year as they share their leadership journey. Discover how they have turned obstacles into opportunities and how you can do the same. What are your leadership talents and how are you leading with language? Come to this interactive session ready to discover the leader in you.

**Organizer/Presenter(s):**Maryann Woods-Murphy,  
Nutley Public Schools, Nutley, NJCheri Quinlan,  
Toms River Regional Schools/, NJ DOE,  
retired**Intended Audience(s):** PreK-16+ (all)**Keyword:** Policy/Issues**Examples in:** Several**Language(s) spoken:** English**252. Español en vivo: Building Authentic Language Connections to the Community****Session: 8** **Americas Hall 2 - 2**

How can a language program provide real-world language encounters without sending students abroad? How can we authentically and meaningfully connect our students with the target language in their own community? The presenters will share their experience attempting to answer these questions by combining community engagement and classroom learning. With a focus on community organizations and immigrant populations, this presentation will give insights into how to envision a syllabus with a community outreach component. In addition to exploring potential challenges and successes, the session will explore curricular resources, share ways to find target language speakers, and allot time for participants to brainstorm the development of a similar course in their specific community.

**Organizer/Presenter(s):**Tancee Brodeur-Sassi,  
Heather Way,  
Greenwich Academy, Greenwich, CT**Intended Audience(s):** High School & College**Keyword:** Connections/Comparisons**Examples in:** Spanish**Language(s) spoken:** English**253. What's New(s)?: Current Affairs in the Language Classroom****Session: 8** **Americas Hall 2 - 3**

Authentic resources abound online and in the New York City area. This session will explore how to incorporate several in the world language classroom with the aim to inspire global citizenship. Comparing traditional and non-traditional media, the activities shared will illustrate how the news can be incorporated throughout the year with examples that span the AP themes. By examining what is covered and how it is portrayed internationally, students build not only active, real-world vocabulary pertinent to their everyday lives, but also a broader perspective of today's important issues. Given the authenticity of the sources highlighted, students and teachers alike can take away a renewed appreciation for the relevance and ramifications of lexical variation in the Spanish-speaking world.

**Organizer/Presenter(s):**Thomas Powers,  
Saint Peter's Prep, Jersey City, NJ**Intended Audience(s):** High School & College**Keyword:** Instructional strategies**Examples in:** English, Spanish**Language(s) spoken:** English, Spanish

**254. Creating Curriculums that Promote an Inclusive Environment in the Classroom****Session: 8** **Americas Hall 2 - 4**

This presentation will show how to integrate content addressing diversity into class discussions and activities for the first years of language instruction, so as to create an inclusive curriculum and a classroom climate of acceptance. Through exploring authentic materials, we will present novel ways of approaching diversity in the classroom, dealing with widely underrepresented topics such as LGBTQ+ issues, gender equality, and racial diversity among others. Participants will leave this session with an understanding of how to develop content aimed at normalizing differences through activities encompassing presentational, interpretive, and interpersonal communication.

**Organizer/Presenter(s):**

Maria Datel,  
Elena Carrión Guerrero,  
Boston University, Boston, MA

**Intended Audience(s):** Post-secondary**Keyword:** Diversity**Examples in:** Spanish**Language(s) spoken:** Spanish**255. Authentic Language for Specific Purposes: Using Authentic Documents for STEM****Session: 8** **Concourse D**

Teaching languages for the STEM disciplines provides an exciting opportunity to turn authentic documents into language learning supports. We will provide examples in multiple languages and at multiple levels of how various authentic documents can be used to teach languages for STEM. In this session, you will learn how to find authentic materials, scaffold them to engage students in authentic language use, and then assess student learning with authentic performance-oriented activities. We will discuss some of the principles and practices of Languages for Specific Purposes.

**Organizer/Presenter(s):**

Lars Erickson, Ph.D.,  
Niko Tracksdorf, Ph.D.  
Megan Echevarría, Ph.D.  
Yu (Joyce) Wu, Ph.D.  
Xiaoyan Hu,

University of Rhode Island, Kingston, RI

**Intended Audience(s):** High School & College**Keyword:** Connections/Comparisons**Examples in:** French, German, Spanish, Chinese**Language(s) spoken:** English**256. NELL Networking "Un-Con"****Session: 8** **Concourse F**

The NELL Networking Session is an opportunity for early language educators PreK–8 to meet for an open discussion to swap ideas and professionally connect with early childhood, elementary, and middle school world language educators from around the region. This will be run in an "un-conference" style session to foster ideas, conversation, and, most importantly, engagement between attendees. Need some ideas? Need to vent? Need some guidance? Come chat with us!

**Organizer/Presenter(s):**

Marissa Coulehan,  
The Dalton School, New York, NY

**Intended Audience(s):** PreK-8**Keyword:** Professional development**Examples in:** English**Language(s) spoken:** English**Session 9****260. Best of DE: How to Maintain 90% Target Language in Your Classroom Today****Session: 9** **Beekman**

My presentation derives from a passionate place in my heart for students to use the target language in the classroom as effectively and painlessly as possible. My first year of teaching, I found myself frustrated with the students for not maintaining my unspoken expectations of speaking the TL and quite frankly, they were frustrated with me too. In my presentation, I talk about and demonstrate how and why I use materials such as flags for indicating the spoken language, a red floor circle that offers the option for English, beans and points for positive reinforcement, and a couple of tips and tricks to make this a seamless process. A lot of credit goes to my mentor, Amy Liermann and colleague, Mary Rimmer for giving me so many of these ideas and helping me stay consistent in the classroom.

**Organizer/Presenter(s):**

Laura Hepner,  
Mt. Pleasant High School, Wilmington, DE

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**261. Virtual Reality: Adding Another Dimension to Your Class****Session: 9** **Sutton North**

Let your students explore the world through a 360-degree lens. Use 360-degree fly videos, Google Expeditions, or create your own virtual reality to use in class. These videos and pictures allow your students to make their own connections with the target culture through virtual reality. Examine the many ways in which you can best utilize the latest technology in class at any level of proficiency. Here is an easy way to take your students on a virtual field trip. Presenters will share virtual reality and 360-degree photo/video resources with examples from primary school, middle school, and high school. The presentation will be offered in English with examples in English and Spanish.

**Organizer/Presenter(s):**

Carmen Campos, Ed.D.,  
Nancy d'Ecclesiis,

The Dalton School, New York, NY

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Technology**Examples in:** Spanish**Language(s) spoken:** English**262. Is This Real Life? Intercultural Competence in the Language Classroom****Session: 9** **Sutton Center**

Intercultural competence is a skill that is just as important for L2 learners as linguistic competence — and it is distressingly easy to neglect. Luckily, we already have all the tools we need in order to enhance our students' intercultural competence. By critically examining the cultural elements in our lessons, we can streamline the process of exposure to cultural products and take advantage of learning opportunities that present themselves in our classroom. Participants will leave the session with a set of activities appropriate for all levels of linguistic and cultural proficiency.

**Organizer/Presenter(s):**

Julia Koch,  
West Morris Regional School District,  
Chester, NJ

Joanna Servino,  
Prince William County Public Schools,  
Woodbridge, VA

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Connections/Comparisons**Examples in:** French, Italian**Language(s) spoken:** English

**263. High School Electives: Culture as a Path to Proficiency****Session: 9** **Sutton South**

Come learn how Ridge High School has created exciting world language electives for juniors and seniors that take students on virtual tours throughout various countries and regions. These courses expose students to the language and culture through authentic materials and engaging activities. The Culture & Society Courses at RHS are taught in the target language, are completely teacher-generated, and are possible in any district. Participants will divide into groups by language to break down the components of the curriculum and discuss how it can work for anyone.

**Organizer/Presenter(s):**

Katherine Stotler,  
Fiorella Bologno,  
Alexander Ballas,  
Yasmina Navarro,  
Krista Horvath,  
Bernards Township Public Schools, Basking Ridge, NJ

**Intended Audience(s):** High School**Keyword:** Curriculum**Examples in:** French, Italian, Spanish**Language(s) spoken:** English**264. Adapting Story Content: Intermedia Projects across Platforms in Language Classrooms****Session: 9** **Regent**

Target texts that modern language learners encounter are frequently interconnected adaptations of one story content across multiple media platforms. Novels are adapted to films, films to graphic novels, and graphic novels to audiobooks. Texts are also released in multiple formats to enhance the main content: Computer games are enriched by interactive comics, movies by websites, and scientific articles by videos. Creators and consumers of intermedia texts create and experience story content in multiple modalities — as written text, as (moving) image, as sound, or as a combination thereof. This session discusses the integration of creative media adaptation projects in language classrooms, including technology, interpretive/presentational modes, project preservation, and the practice of form.

**Organizer/Presenter(s):**

Nicolay Ostrau, Ph.D.,  
Dartmouth College, Hanover, NH  
Angineh Djavadghazaryans, Ph.D.,  
Oakland University, Rochester, MI  
Lauren Brooks, Ph.D.,  
Pennsylvania State University, University Park, PA

**Intended Audience(s):** Post-secondary**Keyword:** Instructional strategies**Examples in:** German**Language(s) spoken:** English**265. Engagement and Moral Reasoning in an Advanced French Conversation Course****Session: 9** **Madison**

This presentation is about one teacher's experience in a new curricular offering in French, an ethics-intensive course taught in the target language. It focused largely on current events using media drawn from high-quality sites like LeMonde.fr and FranceTVInfo.fr. Teaching challenges will be discussed. More importantly, the presentation will evoke co-created activities, approaches, and instructional strategies that could prove useful to other teachers hoping to promote language use about real-world consequences or social justice, even if they and their students have relatively little formal training in ethics. The presentation will discuss tools, strategies, and activities that stimulated both intellectual engagement and robust language production.

**Organizer/Presenter(s):**

Robert R. Daniel, Ph.D.,  
Saint Joseph's University, Philadelphia, PA

**Intended Audience(s):** High School & College**Keyword:** Instructional strategies**Examples in:** French**Language(s) spoken:** English

**266. Today's Issues, Tomorrow's Leaders: Social Justice in the World Language Classroom****Session: 9** **Rhineland South**

As world language educators, we work to create environments that bring the world into our classrooms. This session asks the question: How relevant is this work if we are not also encompassing the social, political, and economic challenges that communities face every day? By incorporating social justice themes into our world language curriculum, we can create an inclusive and welcoming environment for our students and empower them to become agents of change in local and global communities. In this session, we will outline the framework for applying a social justice-focused curriculum, and will present and discuss example unit plans for common curricular themes. Walk away with model units that you can use right away and the tools to create your own.

**Organizer/Presenter(s):**

Heather Sherrow,  
Anna Burkett,  
Howard County Public Schools, MD

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Curriculum**Examples in:** English, Spanish**Language(s) spoken:** English**267. Exhibitor Session: Potential Careers in the Intelligence Community Using Foreign Language Skills****Session: 9** **Rotunda**

This session will be a guided discussion led by Amy Kowalczyk and Nazaret Berhane and possibly members of the NYC FBI Field Office. The presenters will provide an overview of various careers utilizing foreign language proficiency and cultural expertise (e.g. translator, interpreter, instructor, intelligence/language analyst, foreign service officer, special agent, etc.). There will be a chance for Q & A and an opportunity to chat with the officials at the end of the session.

**Organizer/Presenter(s):**

Amy Kowalczyk, ODNI Chief Human Capitol Office  
Nazaret Berhane, ODNI/Chief Human Capital Office/Foreign Language Program Office

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Communities/Workplace**Examples in:** English**Language(s) spoken:** English

**268. Un-Con: Top Tech Tools****Session: 9** **Mercury Ballroom**

Are you wondering what technology tools are being used in other world language classrooms? Are you curious to share about your own experiences with certain technology tools that foster interpretive, interpersonal and/or presentational skills? Join this "un-conference" for top tech tools as session attendees propose which tech tools to discuss and mini-sessions are created based on what is proposed. This hands-on, interactive un-con will leave you inspired and ready to dive deep into new tools. Be prepared to propose, share, and explore during this fast-paced session.

**Organizer/Presenter(s):**

Noemi Rodriguez,  
Pascack Valley Regional High School  
District, Montvale, NJ

**Intended Audience(s):** PreK-16+ (all)**Keyword:** Technology**Examples in:** Several**Language(s) spoken:** English**269. Co-Teaching Students with Disabilities****Session: 9** **Petit Trianon**

To help serve students with disabilities in the world language classroom, we will provide the tools needed to organize and structure your classroom to meet the needs of a diverse population of students. We will talk about how to create a safe and fun classroom, and will provide different ways to organize and order lessons. Moreover, we will provide essential information about how to teach world languages to those who need added support.

**Organizer/Presenter(s):**

Dennis Giusto,  
Queens School of Inquiry, Queens, NY  
Jennifer Pereira,  
Queens School of Inquiry, Queens, NY

**Intended Audience(s):** Middle School**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**270. Using Authentic Resources in Daily Warm-Ups****Session: 9** **Trianon Ballroom**

In this session, I will demonstrate how I use authentic resources and ACTFL's interpretive task comprehension guide to create daily warm-up activities. I will explain the importance of using authentic resources in daily instruction, what it has done for my students' confidence levels, how it connects with ACTFL's standards, and how these activities prepare students for the English PARCC assessment. All examples will be given in Spanish.

**Organizer/Presenter(s):**

Jennifer May,  
Hancock Middle-Senior High School,  
Hancock, MD

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**271. Communicating What You Value through Your Assessments****Session: 9** **Rendezvous Trianon**

How do your formative and summative assessments communicate what you value to your students? Do your assessments align with your philosophy of teaching? Teaching a language is more than just grammar and multiple choice quizzes, tests, and worksheets. Moving beyond those traditional assessments can be a challenge, and this session will give you the tools to think about what it is you value as a language educator and how you can reflect those values to your students through your assessment practices. Examination and examples of formative and summative assessments for all of the skill areas.

**Organizer/Presenter(s):**

Emily Bugbee,  
Cecil County Public Schools, Elkton, MD

**Intended Audience(s):** Secondary (6-12)**Keyword:** Assessment**Examples in:** Spanish**Language(s) spoken:** English**272. Mentor Scholarship Winner Debrief****Session: 9** **Americas Hall 2 - 1**

This is a closed meeting for Mentor Scholarship Program participants.

**273. Mead Project: Does, um, the Medium, uh, Matter? Fluency in Communicative Groups****Session: 9** **Americas Hall 2 - 2**

The frequency of hesitational phenomena, such as Filled Pauses (FP), is inversely correlated to the perceived fluency of second language (L2) learners (e.g., Ullakonoja, 2008). This presentation investigates the production of these FPs by college and high school Spanish L2 learners in two types of oral tasks, and compares their frequency based on the type of task performed and whether they participated in a traditional face-to-face or tele-collaborative (an autonomous, collaborative, and virtual concept for foreign language learning) dyads.

Pedagogical implications on whether the medium of exposure affects fluency, as well as the role of technology in the classroom, will be discussed.

**Organizer/Presenter(s):**

Celia Zamora, Ph.D.,  
Oakcrest School, Vienna, VA

**Intended Audience(s):** High School & College**Keyword:** Technology**Examples in:** Spanish**Language(s) spoken:** English**274. Can You (escape/échapper/táo zǒu/fugire) the Room?****Session: 9** **Americas Hall 2 - 3**

How do we prepare 21<sup>st</sup>-century citizens facing a future filled with jobs that do not yet exist? Our solution: Authentic learning experiences encouraging critical thinking and innovation in order to acquire the skills to adapt no matter what the future holds. By creating "Escape the room"-style breakouts with authentic cultural texts and realia, students are literally learning to think outside the box. Storyjumper and Flipgrid are two more tools that go beyond the walls of the classroom no matter the time zone. Now you can collaborate on a global scale with that high school in Europe, or the middle school in China. Work on the same story or swap stories and share feedback. You will participate in a breakout yourself and leave with a myriad of tools that can be implemented immediately.

**Organizer/Presenter(s):**

Toby Gillen,  
Denise Flood,

Bronxville UFSD, Bronxville, NY

**Intended Audience(s):** Secondary (6-12)**Keyword:** Connections/Comparisons**Examples in:** Several**Language(s) spoken:** English

**275. Bilingual Advocacy for a Future of Education in Two Languages****Session: 9** Americas Hall 2 - 4

In this session, the presenter tells the story of a grassroots movement that emerged out of the dedicated involvement of motivated parents, educators, and community actors willing to create and support dual language programs in New York City public schools. Combining insight on learning and living in two languages, the study shares practical applications and examples of bilingual education, from preschool to high school, describing a new phenomenon with the objectives of: embracing families' and communities' own unique cultures and promoting their linguistic heritages as important parts of the greater international mosaic of our society; helping facilitate community re-engage with public schools; promoting a social, economic, and cultural sense of community and helping to bridge gaps that continue to divide us.

**Organizer/Presenter(s):**

Fabrice Jaumont, Ph.D.,  
The Bilingual Revolution Project, New York, NY

**Intended Audience(s):** PreK-12**Keyword:** Policy/Issues**Examples in:** Several**Language(s) spoken:** English**276. Who is Lesbia? Essential Questions on Love and Relationships****Session: 9** Concourse D

This session presents samples of a third-semester Latin prose composition inspired by the poetry of Catullus. The task is to give a voice to the addressee of the poet's love elegies. Various interpretive activities call for the frequent recitation of the poetry in Latin but do not require translation of the entire poems. The students are engaged in the selection of vocabulary and formulation as they discuss and write about questions of love, relationships, desire, expectation, fidelity, and infidelity, both here in our own time and in Rome of the 1st-century BCE.

**Organizer/Presenter(s):**

Andrew Hagerty,  
Townsend Harris High School, Flushing, NY

**Intended Audience(s):** High School**Keyword:** Materials**Examples in:** Latin**Language(s) spoken:** English**277. Promoting Authentic Language Proficiency as a Critical Career and Workplace Skill****Session: 9** Concourse F

This session will focus on the efforts at the state, district, and classroom levels in Delaware to help secondary learners understand the importance of attaining high levels of language proficiency as a critical 21st-century career and workplace skill. Participants will leave with concrete classroom examples of how teachers have built career and workplace language awareness, as well as learn how Delaware's Certificate of Multiliteracy is helping strengthen understanding of language proficiency in communities and work locations across the state.

**Organizer/Presenter(s):**

Gregory Fulkerson, Ph.D.,  
Delaware Dept. of Education, Dover, DE  
Holly Schnittger,  
McKean High School, Wilmington, DE

**Intended Audience(s):** Secondary (6-12)**Keyword:** Communities/Workplace**Examples in:** Italian, Spanish, French**Language(s) spoken:** English**Session 10****280. Best of MD: Grammar in Context in the Proficiency-Based Classroom****Session: 10** Beekman

You've heard of ACTFL Core Principal #5: "Teach Grammar as a Concept and Use in Context". But what does that look like? How do you put it into practice? Are you having trouble switching your mindset about teaching grammar? Do you need explicit examples and strategies on how to DO this in the classroom using authentic resources? This session will provide step-by-step instructions and examples using Baltimore County Public School's PACE-It model, a modified version of the traditional PACE model.

**Organizer/Presenter(s):**

Stephanie Gerhold,  
Baltimore County Public Schools, MD

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Spanish, French**Language(s) spoken:** English**281. Best of PA: Google Tools in the World Language Classroom****Session: 10** Sutton North

There are many tricks and tips to engage students, maximize workflow, and explore the world using Google Apps for Education (GAFE). This session will focus on free tools connected to teacher and student GAFE accounts specifically for the world language classroom. Participants may bring their electronic device as this will be an interactive session and participants will vote on what tools we will cover. We will be using PearDeck (available as an add-on for Google Slides) to vote on which topics the audience wants to learn more about. Over 30 tools are included in the presentation. Not all will be covered in depth, but attendees will have access to the presentation to browse during and after the session. Potential tools include Google Earth, tips for using Google Classroom, Google Chrome, YouTube, and Gmail tips. Please note: the conference hotel does not provide free Wi-Fi. Attendees should plan to use their own data.

**Organizer/Presenter(s):**

Katie Bordner,  
City High, Pittsburgh, PA

**Intended Audience(s):** Secondary (6-12)**Keyword:** Technology**Examples in:** Spanish**Language(s) spoken:** English**282. The New York City Spanish Summer Immersion Project (SSIP)****Session: 10** Sutton Center

The SSIP fully immerses students in the target language and cultures four days a week. In the classroom, the Communicative Language Teaching (CLT) and Task-Based Learning (TBL) frameworks are exploited. Outside of the classroom, the target language is put to use at the local bodega, at the theater, and at a Mexican restaurant, all of which connect the students to the Hispanic cultures that form an integral part of their community. Throughout the summer, the teachers are observed and advised by the program organizers, in addition to acting as peer coaches to each other (Sullivan & Glanz 2013). This leads to better-quality teaching, which directly benefits student learning. Students' increased motivation translates to improved academic records and attendance the following school year.

**Organizer/Presenter(s):**

Joanna Birnbaum,  
The Graduate Center, CUNY, New York, NY  
Susan Sullivan, Ed.D.  
The College of Staten Island, CUNY, NY

**Intended Audience(s):** High School**Keyword:** Curriculum**Examples in:** English, Spanish**Language(s) spoken:** English

**283. Reaching Beyond the Classroom with Authentic Activities and Assessments**  
**Session: 10** **Sutton South**

Are you looking to increase the use of authentic resources in your class? Have you been wondering what else you can do to capture the attention of your students and inspire them to employ their language skills outside of the classroom? Would your students like to tweet a Puerto Rican singer and get a response? We will guide you on an adventure that is sure to provide you with new ideas. This session begins with a brief overview on creating a set of comprehensive activities for an authentic resource. We will discuss and share ideas on designing extension activities and assessments that allow students to take their newly acquired communication skills to the Spanish-speaking world. Come join in on the fun and share in the discussion. Examples and templates will be provided.

**Organizer/Presenter(s):**

Alvin Irwin,  
Xinia Otarola,  
Charlotte Latin School, Charlotte, NC

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

**Keyword:** Instructional strategies

**Examples in:** Spanish

**Language(s) spoken:** English

**284. Authentic Materials: The Importance of Contextualized Design and Meaningful Integration**  
**Session: 10** **Regent**

Authentic materials provide real-life examples of a language and are a crucial component in the World Readiness Standards. Teachers cannot imagine teaching without them. However, the excitement of their incorporation can lead to using them for their own sake, when the real key to their use is the careful preparation and scaffolding of activities around the authentic materials to ensure students' learning success. This session will demonstrate the steps necessary for the learner to successfully negotiate the meaning of the authentic material and show examples at levels A1-C1. There will be time for evaluating, discussing the strategies used in each set of activities, and generating further ideas. Participants will receive hands-on materials for their own classroom use.

**Organizer/Presenter(s):**

Jutta Schmiere-Heller,  
Alexander Holt,  
Amy Leech,  
Michael Swellander,  
Columbia University, New York, NY

**Intended Audience(s):** High School & College

**Keyword:** Instructional strategies

**Examples in:** German

**Language(s) spoken:** English

**285. Online Authentic Resources for the Secondary Classroom**  
**Session: 10** **Madison**

Presenters will share online authentic resources that support the development of curricula focusing on the products, practices, and perspectives of the target culture. Using models from their own classroom, presenters will guide participants through the development of an Integrated Performance Assessment (IPA) lesson series incorporating the three modes, and will demonstrate how student proficiency evolves through this process. Resources will include Google Arts and Culture, authentic online stories, authentic online TV shows and broadcasts, and other media. Participants will receive templates to create their own IPA lesson series and have time to brainstorm some ideas of their own with other participants.

**Organizer/Presenter(s):**

Saybel Nunez,  
Victoria Gilbert, Ed.D.,  
Saint David's School, New York, NY

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

**Keyword:** Materials

**Examples in:** Spanish

**Language(s) spoken:** English

**286. Taking the First Step Toward 90% Target Language Use**  
**Session: 10** **Rhineland South**

Immersing students in the target language, and sustaining that language use, is key for moving them along the path to proficiency. The first step is making sure that we use the language at least 90% of the time as we conduct our classes. This session will explore strategies for increasing teacher use of the target language in various facets of instruction: giving instructions; presenting new material — including grammar; practicing and applying language skills; and interacting daily with students.

**Organizer/Presenter(s):**

Deborah Espitia,  
Howard County Public Schools, MD, retired

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

**Keyword:** Instructional strategies

**Examples in:** French, Spanish

**Language(s) spoken:** English

**287. Global Education Access: Using Language and Culture to Promote Inclusiveness**  
**Session: 10** **Rotunda**

This presentation will offer strategies to teachers, administrators, and district leaders seeking to improve their inclusive practices in global education by using language and culture as an access point to offer global education for all. Presenters will share their experiences in making global education a district priority in a 100% free-lunch community with a higher-than-state-average of students in special education programming. Presenters will highlight the work they are doing around language and culture in collaboration with sister schools in a dozen countries across six continents, which all students are able to access. Further, they will demonstrate multi-modal methods of implementation that have led to the district's recognition as a leader in global education PreK-12.

**Organizer/Presenter(s):**

Maureen Manning,  
Wareham Public Schools, Wareham, MA  
Johan Scherstén,  
Educational Consultant

**Intended Audience(s):** PreK-12

**Keyword:** Instructional strategies

**Examples in:** Several

**Language(s) spoken:** English

**288. Bookmapped Storytelling: Authentic Language and Culture in the Classroom**  
**Session: 10** **Mercury Ballroom**

Bookmapped storytelling permits students to focus on a book's setting and plot the location on a map. With mapping technologies, students can navigate a bookmap that has already been created, create their own, or work collaboratively to create a bookmap (Cavanaugh and Burg 2). The purpose of this presentation is to discuss the effectiveness of bookmapped storytelling in a lower-level Spanish class. As a final project, students become digital cartographers who write a diary about their visit to a Spanish-speaking country and map out their trip. This authentic integration of culture, content, and language in the form of digital narratives and maps is useful to present information, promotes immersion, encourages collaboration, inspires creativity, and produces intercultural awareness.

**Organizer/Presenter(s):**

Carmen Granda, Ph.D.,  
Amherst College, Amherst, MA

**Intended Audience(s):** High School & College

**Keyword:** Technology

**Examples in:** Spanish

**Language(s) spoken:** English

**289. #NoMoreBullying****Session: 10****Petit Trianon**

Fostering intentional empathy in students is crucial. In our “No More Bullying” workshop, you will put SEL at the core by creating a complete, relevant, and rigorous unit for teens. Through film, TV, music, and current events, the four domains are used to consider: Why do people bully? How can we create awareness? What are the pros and cons of social media when it comes to bullying? What can we do to stand up? Our final IPA is a call to action where students write a personal tale of their experiences with bullying through digital storytelling. Allowing vulnerability, the ultimate route to empathy, students retell, or “carry,” one another’s stories. This instills the critical skill of putting themselves in someone else’s shoes: “What happens when I carry your story and you carry mine?”

**Organizer/Presenter(s):**

Samara Spielberg,  
Camilla Iturralde,  
The Allen-Stevenson School, New York, NY

**Intended Audience(s):** Secondary (6-12)**Keyword:** Curriculum**Examples in:** English, Spanish**Language(s) spoken:** English**290. Mentoring World Language Teachers: How to Help Language Teachers Thrive****Session: 10****Trianon Ballroom**

Providing the right support and mentoring for world language teachers during the first few months in a new position is critical to their success, whether it is the teacher's first or 21st year in the profession. The aim of this workshop is to provide participants with information on mentoring, equip them with the skills and knowledge to act as successful and positive mentors, and provide practical advice on mentoring as a professional development tool. Building and maintaining effective mentoring relationships is a key component to helping world language teachers not only survive, but thrive in our profession.

**Organizer/Presenter(s):**

Jennifer Nesfield,  
Christina Margiore,  
Christina Rued,  
Northport-East Northport UFSD, Northport, NY

**Intended Audience(s):** Secondary (6-12)**Keyword:** Communities/Workplace**Examples in:** English**Language(s) spoken:** English**291. Mead Project: A Step-by-Step Guide to the Seal of Bilingual Literacy****Session: 10****Rendezvous Trianon**

Does your state have the Seal of Bilingual Literacy? Do you want to start a program in your district? Do you want to know more about what it is and what it can mean to your students? This session will guide you through the implementation process at the state and local levels. You will walk away with a blueprint for beginning, implementing, publicizing, and collaborating with colleagues and state officials that you can execute immediately. This session will offer you practical tools, answer your questions, and set you up for success in your own school. Move over STEAM — the Seal of Bilingual Literacy is now in place in over 30 states.

**Organizer/Presenter(s):**

Elaine Leibly,  
Windsor Central Supervisory Union,  
Woodstock, VT

Keri Bristow,  
Woodstock Union Middle/High School,  
Woodstock, VT

**Intended Audience(s):** High School**Keyword:** Policy/Issues**Examples in:** English**Language(s) spoken:** English**292. Tools for Reluctant Learners in the World Language Classroom****Session: 10****Americas Hall 2 - 1**

The panel will present a model of a language classroom specifically targeted to help reluctant learners achieve success. We will present the methods, strategies, and steps we take to structure our lessons to meet the needs of all students. Participants will gain an understanding of how we structure our lessons to incorporate authentic resources and maintain engagement. Moreover, we will demonstrate how student groups are fluid, how constant checks for understanding, and differentiation of instruction and tasks can result in a positive learning environment. Participants will gain an understanding of the phases of a lesson, specific examples of differentiated tasks, and ways to differentiate their own lessons.

**Organizer/Presenter(s):**

Cassandra Neubauer,  
Patricia Linares,  
Appoquinimink High School, Middletown, DE

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English**293. Speak-a-Thon! Creating a District-Wide Competition for World Language Students****Session: 10****Americas Hall 2 - 2**

Showcasing what your students are able to say in the target language may be challenging when asked to do so by administrators and parents — there are no exhibitions, concerts, etc. What’s a world language teacher to do? Pittsburgh Public Schools World Languages has established an annual Speak-a-Thon, which will celebrate its five-year anniversary in 2019. During this interactive workshop, facilitators will describe the planning and implementation of the event from beginning to end. Attendees will participate in activities developed for students at Novice, Mid, Intermediate and High proficiency levels. Join us to learn how to create your own classroom, school, or district event.

**Organizer/Presenter(s):**

Marsha Plotkin,  
Cortney Fischer,  
Stephanie Byars,  
Pittsburgh Public Schools, Pittsburgh, PA

**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Several**Language(s) spoken:** English**294. ¡El STEAM no nos quemará!****Session: 10****Americas Hall 2 - 3**

As the world has gone crazy for STEAM, in this session we will explore how we fit into this movement and what we can do to maintain our relevance through the 4 C's: communication, collaboration, creativity, and critical thinking. We will examine one unit in particular (along with its IPA), sharing techniques and activities to capture the interest of our students as we also satisfy the requests of our administrators.

**Organizer/Presenter(s):**

Katherine Geare,  
Plymouth Whitemarsh High School,  
Plymouth Meeting, PA

**Intended Audience(s):** High School**Keyword:** Instructional strategies**Examples in:** Spanish, English**Language(s) spoken:** Spanish

**295. Energizing Your Curriculum with Authentic Materials****Session: 10**                      **Americas Hall 2 - 4**

What is the most engaging and dynamic part of your curriculum? We know that teaching vocabulary and language structures are essential, but when it comes to creating passionate learners, the resources that accomplish that are the songs, ads, videos, podcasts, and all of the other authentic materials that make language come alive. Learning language is the goal, and it is culturally rich authentic materials that give language context and purpose. This intense workshop will feature various authentic resources, as well as specific strategies on how to share them with students, scaffold them for any level, and create assessments to measure student achievement. This workshop is for teachers of any language, any level, and will feature examples in French and Spanish.

**Organizer/Presenter(s):**Ed Weiss,  
DCIU, Morton, PA**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** French, Spanish**Language(s) spoken:** English**296. Secrets of Short Stories: Unlocking the Power of Short Stories****Session: 10**                      **Concourse D**

This session will explore the use of short stories as a holistic and effective authentic resource in the high school world language classroom. We will discuss how this easily digestible literary form can be used as a springboard for lessons about culture, geography, and history. The short story, "El desaparecido," from Julio Llamazares's collection TANTA PASIÓN PARA NADA, will be used as a case study. We will explore practical topics such as choosing a short story and setting communicative goals for learning. We will use the unit for "El desaparecido" to demonstrate techniques for creative lesson scaffolding in this context. Attendees will leave with tangible tools to create their own units with an authentic short story at the center.

**Organizer/Presenter(s):**Megan Ehrenfeld,  
Morristown-Beard School, Morristown, NJ**Intended Audience(s):** High School**Keyword:** Culture/Literature**Examples in:** Spanish**Language(s) spoken:** English**297. Hyperdocs for Empowered and Engaged Learning****Session: 10**                      **Concourse F**

Spark curiosity by using a hyperdoc, an interactive document that offers a user-friendly extension to Google Classroom or, for those not using Google Classroom, a fast, effective, and well thought out way to design and implement instruction. By using hyperdocs you can curate and share authentic material with your students, present material, and get feedback. Encourage collaboration, self-directed learning, and use a blended learning environment. Hyperdocs offers differentiation to our students and helps give students a voice in their own learning. Examples of Novice, Mid, and High will be shared. Come experience the excitement of hyperdocs. I will be sharing our Travel unit (Novice-High) and our House and Home unit (Novice-Mid).

**Organizer/Presenter(s):**Shannon Lundgren,  
Bethlehem Central School District, Delmar, NY**Intended Audience(s):** Secondary (6-12)**Keyword:** Instructional strategies**Examples in:** Spanish**Language(s) spoken:** English

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Saturday, February 9, **Session 10**, 4:00–5:00 p.m.



## INDEX OF PRESENTERS

Abrate, Jayne	131	Czinkota, Karen	205	Hall, Robert	129
Agostinelli-Fucile, Christina	208	D'Ecclesiis, Nancy	261	Hamor, Adam	149
Al-Sawi, Laila	135	Daniel, Robert R.	265	Harms, Viktoria	129
Alarcon, Lorena	149	Datel, María	254	Harrington, Courtney	149
Alexandrov, Sybil	155	De Mado, John	126	Hart, Betsy	242
Almazán-Vázquez, Abelardo	120	Degenhardt, Jennifer	192	Harwell, Xenia	216
Alquier, Anouk	230	Delfini, Jenny	163	Hawkins, Maris	229
Alston, Elena	112	Dempsey, Margarita	158	Heller, Bill	161
Amanatidou, Elsa	156	DePeralta, Vivien	140	Hepner, Laura	260
Ameri, Jayne	168	Diaz, Joseph	129	Herrera, Elisabeth	133
Angrist, Mira	206	Diczok-Vajtay, Sarah	171	Hicks, Margaret	193
Archambault, Anne	101	Dion, Sheryl	149	Hoang, Lethuy	149
Arnold, Betsy	213	Djavadghazaryans, Angineh	264	Hodgdon, Cindi	116
Aubrey, Rebecca	105, 207	Dowd, Arianne	222	Hoecherl-Alden, Gisela	4
Aubry, James	149	Draggett, Parthena	173	Hoffman, Kristin	152
Ballas, Alexander	263	Duncan, Greg	19, 241	Holt, Alexander	284
Berger, Angela	129	Dusewoir, Liliane	123	Horvath, Krista	263
Berhane, Nazaret	267	Echevarria, Megan	255	Horzepa, Rocio	16
Bianconi, Celia	206	Eddy, Jennifer	12, 142, 241	Howard, Lisa	136
Birnbaum, Joanna	282	Ehrenfeld, Megan	296	Hu, Xiaoyan	255
Blouwolff, Rebecca	1	Eichler, Ester	20	Huang, Wenjing	147
Bogdan, Michael	158	Elahmadih, Iman	129, 220	Hughes, Haning	127
Bologno, Fiorella	263	Erickson, Lars	255	Huhn, Christina	149
Bordner, Katie	281	Espitia, Deborah	13, 118, 286	Irwin, Alvin	283
Bornier, Evelyne	149	Fegely, Kathy	4	Iturralde, Camilla	289
Bristow, Keri	291	Firestein, Rosemary	228	Jaumont, Fabrice	275
Brodeur-Sassi, Tancee	252	Fischer, Cortney	293	Jia, Baocai	8
Brooks, Lauren	264	Flood, Denise	274	Jones, Norah	173
Buck, Christina	129	Fox, Rebecca	149	Joseph, Hannah Rae	109, 184
Bugbee, Emily	271	Friedman, Jacob	168	Joundeya, Belal	194
Burkett, Anna	266	Franklin, Adam	115	Jurado-Moran, Glennysa	14
Bustamante, Carolina	149	Fulkerson, Gregory	277	Kagan, Kate	129
Byars, Stephanie	293	Gallo, Gina	175, 236	Kakkoufa, Nikolas	156
Campos, Carmen	162, 261	García Argüelles, Carmen	199	Kang, Jennifer	104
Caputo, Jason	104	Geare, Katherine	294	Karam, Jeanine	129
Carberry Gottlieb, Alison	10	Gerhold, Stephanie	280	Kashuba, Mary Helen	186
Carrión Guerrero, Elena	254	Gifford, Charlotte	15	Ketner, Jay	13, 130
Carson, Jennifer	148	Gilbert, Victoria	153, 285	Kindt, Michelle	5
Castaneda, Lisa	245	Gillen, Toby	274	Koch, Julia	181, 262
Cave, Michael	134	Giusto, Dennis	269	Kowalczyk, Amy	267
Chahwan, Georges	176	Gonglewski, Margaret	20	Krause, Lauren Novak	214
Chalupa, Cynthia	144	Grahn, Leslie	9, 121, 226	Lakin-Schultz, Kate	211
Chan, Lionel	228	Granda, Carmen	288	LaMastra, Kevin	16
Chen, Jill	183	Graner Kennedy, Lea	200, 247	Lamb, Maureen	7, 134
Chen, Hui	108	Grazevich, Greg	190	Lambert, Carmela	136
Chen-Lin, Carol	8	Greer, Valerie	128	Lange, Kristin	149
Christopher, Samantha	129	Griffin, Michael	212	Langer de Ramirez, Lori	162, 221
Cleary, Abigail	125	Griffin, Katrina	122	Lasusa, Jessica	205
Clivaz, Denise	189	Griswold, Jill	160	Lee, Eunji	149
Connor, John	115	Gwin, Christopher	20, 144	Lee, Lucy	8
Contreras, Elizabeth	129	Hackbarth, Viktoria	123, 206	Lee-Smith, Angela	155
Cothrun, Keith	151	Hagerty, Andrew	276	Leech, Amy	284
Coulehan, Marissa	129, 256	Hall, Effie	164	Leibly, Elaine	291

## INDEX OF PRESENTERS

LeLoup, Jean W.	178	Patey, Lakki	232	Streeter, Lori	249
Lennon, Patricia	235	Pearsall, Mark	111	Susan, Sullivan	282
Liamkina, Olga	124	Pereira, Jennifer	269	Swellander, Michael	284
Lilley Ritter, Lisa	141, 246	Philippon-Daniel, Chantal	110	Szalkiewicz, Dana	133
Lin, Ginger	167	Piemontese, Luisa	169	Tan, Dali	8
Linares, Patricia	292	Pilla, Dana	14	Tanemura, Ayako	129
Little, Sherwin	111	Pintado-Casas, Pablo	129	Tang, Lydia	224
Liu, Jian	182, 217	Pizzuto, Daria	166	Terrill, Laura	3, 185
Loganathan, Anna	154	Plotkin, Marsha	293	Terry, Robert M.	178
Long, Sheri	132	Porter, Tess	102	Thomas, Erica	182
Looney, Dennis	224	Powers, Thomas	253	Titone, Kerri	149
Lundgaard, Greta	17, 103, 242	Prikoszovits, Matthias	149	Toro, Christina	245
Lundgren, Shannon	297	Qin, Lijie	248	Tracksdorf, Niko	116, 255
Lusin, Natalia	224	Quigley, Kevin	201	Trinquet, Patricia	172
Lutz, Nathan	6, 161	Quinlan, Cheri	121, 251	Tu, Elu	169
Macione, Beatriz Huarte	149	Ramirez, Rebecca Lee	149	Turky, Fatma	149
Madel, Rich	223	Raycraft Guzman, Mary Beth	211	Tuttle, Harry	210
Manatou, Evangelia-Lydia	149	Richardson, Diane	149, 216	Urbanc, Katica	129
Manning, Maureen	287	Ritz, Catherine	1, 227	Van Kerckvoorde, Colette	237
Marciano, Emma	190	Roberts, Elizabeth	189	Velikovsky, Marcela	102
Margiore, Christina	290	Robertson, Sue	193	Ventosa, Jim	146
Masson, Vicky	102	Robinson, Kaitlin	114	Vijayasekar, Jaya	149
Mattox, Davina	211	Robustelli-Price, Amanda	175	Villanueva, Megan	107
May, Jennifer	270	Rodriguez, Noemi	221, 268	Villar, Marta	123
Mayer-Harding, Tanja	140	Roe, Chrissy	109, 184	Viot-Southard, Katia	230
Mercado, Wendy	128	Rouxel-Cubberly, Noëlle	157	Way, Heather	252
Millard, Melanie	145	Rued, Christina	290	Webb, Kelley	149
Mitchell, Mike	240	Ruggiero, Frank	200	Weiss, Ed	295
Monet-Viera, Molly	10	Saad, Iman	135	Wendel, Christopher	117
Montagna, Theresa	165	Sacco, Liz	191	Whittington, Sarah	145
Montoro Alonso, Pablo	149	Salavert, Roser	133	Williams, Megan	250
Moore, Douglas	235	Sandroek, Paul	2, 141, 207, 246	Wong, I-Chin	228
Moreno, Robert	234	Santiago, Maria	106	Woods-Murphy, Maryann	251
Moreno, Rosa	195	Sauer, Thomas	122, 161, 202	Wu, Yu (Joyce)	255
Morewedge, Rosmarie	196	Scherstén, Johan	287	Yoo, Hei	149
Muiño-Loureiro, Tania	208	Schimmel, Jill	225	Yoshida, Ikuko	157
Muñoz, Ane	215	Schmiers-Heller, Jutta	284	Zamora, Celia	273
Navarro, Yasmina	263	Schnittger, Holly	117, 277	Zeppieri, Rosanne	187, 272
Nesfield, Jennifer	290	Seewald, Amanda	6	Zhang, Tiffany	209
Neubauer, Cassandra	292	Servino, Joanna	181, 262		
Nimmrichter, Susanne	244	Sherf, Nicole	11		
Novella, Miguel	149	Sherrow, Heather	174, 266		
Nunez, Saybel	285	Shindy, Soad	149		
Oleksak, Rita	107	Shovers, Elisabeth	153		
Orlovsky, Scott	233	Silvano, Francesca	204		
Orsatti, Silvina	129, 203	Slocum, Beth	163		
Ostrau, Nicolay	264	Smeby, Mary	113		
Otarola, Xinia	283	Smith, Martin	187		
Owens, Maureen	183	Smith, Maria	149		
Owens, Ruth Supko	178	Snyder, Etsuko	129		
Pachas, Beth	143	Spielberg, Samara	289		
Paciaroni, Kelly	177	Spino, LeAnne	180		
Parodi-Brown, Joseph	243	Stotler, Katherine	263		

# 2019 NECTFL Awards



## THE NORTHEAST CONFERENCE NELSON H. BROOKS AWARD FOR OUTSTANDING LEADERSHIP IN THE PROFESSION

Sister Mary Helen Kashuba, SSJ, DML, Chestnut Hill College (PA)



Mary Helen Kashuba, SSJ, DLM has devoted almost 60 years to the teaching and promotion of world languages. Currently in her 56<sup>th</sup> year of teaching post-secondary French and Russian at Chestnut Hill College, she has served on state, regional, and national boards such as ACTFL, AATF, NECTFL, PSMLA, MLAPV, and ATSEEL. Sr. Mary Helen has served on many committees, organized local, regional and national conferences and has presented at conferences around the world. She has received state and national teaching and leadership awards, including *Officier* in the *Palmes Académiques*. Sister Mary Helen was the recipient of a Fulbright Research Grant and, along with additional grants, led the development of new academic programs, teacher exchange programs to Russia, and professional training for world language teachers. Author of over 50 articles, Sister Mary Helen's experience, work ethic, intelligence, calm demeanor, and unbridled passion for world languages have made her an exemplary leader, mentor, and colleague.

## THE NORTHEAST CONFERENCE JAMES W. DODGE FOREIGN LANGUAGE ADVOCATE AWARD

Eduardo Vilaro, Artistic Director and CEO, Ballet Hispánico



Mr. Vilaro's contribution to the spread of language and culture through the arts is incomparable. Not only does Ballet Hispánico create and perform pieces that relate to Hispanic culture, but Mr. Vilaro has taken the initiative to go out into the community to share, in a very intimate way, the cultures that hold it together. Yes, Ballet Hispánico is, by its very name, a company rooted in Hispanic heritage, but instead of stopping at its main purpose of dancing, Mr. Vilaro has lifted its influence on Spanish language education in and around New York and other areas of the U.S. Everywhere Mr. Vilaro goes, he speaks about the importance of not just dance but also of cultural diversity, one of the areas most important to world language instruction. It is these concrete products and perspectives that inspire students to explore and continue in language study.

## THE STEPHEN A. FREEMAN AWARD FOR BEST PUBLISHED ARTICLE ON TEACHING TECHNIQUES

Carolina Bustamante, Ph.D., SUNY Old Westbury (NY)

Bustamante, C. (2017). TPACK and Teachers of Spanish: Development of a Theory-Based Joint Display in a Mixed Methods Research Case Study. *Journal of Mixed Methods Research*. <https://doi.org/10.1177/1558689817712119>



Dr. Bustamante's work has contributed a new methodological approach to examining and representing data specific to the impact of professional development for world language educators. This approach provides robustness and integration of data that increases credibility of the findings and enhances understandings. As professional development is a timeless issue, this work allows for more robust ways to expand what can be known about the design and sustainability of professional development through a mixed-method approach that builds trustworthiness in the results. This piece was built on a strong scholarly foundation that focuses on theory and research, with well-articulated research questions that guide and reveal the research design. Finally, this work is particularly well written and approachable for world language educators and those facilitating professional development in the field. There is a high level of clarity of meaning throughout the entire work, demonstrated by defining every term, through logical sequencing and organization of ideas, and through contextualization, making complex content accessible to all readers.

*Please join us as we honor this year's award winners!*

*Friday, February 8, 6:00-7:30 p.m. in the Mercury Ballroom (Third Floor)*

# 2019 NECTFL Mead Fellows

**Beth Pachas**  
CT COLT



## Designing a Multimedia Website to Explore Perú

We are always exploring the web for up-to-date and high quality audiovisual materials that will integrate culture into our classrooms. When searching for videos, the challenge is to find level-appropriate content that aligns with our curriculum. On a recent trip to Perú, I decided to fulfill this need by recording a variety of videos and taking 360° photos. During this field study, local Peruvians provided answers to commonly asked questions that I believe would fit into almost all curricula, such as their daily routine and favorite food. This project will make these materials available on a well organized website, with videos categorized by topic, hashtags, and to provide accompanying transcriptions and activities. If teachers and students implement Google Cardboard, they can take a virtual trip to Lima or Machu Picchu when they view the 360° photos. Users could also contribute content by sharing pictures or videos through Instagram. Once the website is live, I will promote it through social media and at conferences. This website will provide teachers and students with roughly 200 videos and also pictures with culturally-rich content and interactivity to advance students' cultural competence.

*Beth Pachas is a teacher of Spanish at Joel Barlow High School in Redding, CT*

**Emily Bugbee**  
MFLA



## Growing Tomorrow's Leaders Today

The Growing Tomorrow's Leaders Today academy will seek out emerging world language teacher leaders within the state of Maryland, across all languages and levels, in order to provide them the opportunity to enhance and refine their leadership skills. In the academy, participants will be led through various exercises to increase confidence in their current leadership roles and in seeking out new opportunities to lead as a world language teacher.

This will advance the field and quality of language instruction by giving participants the chance to: examine their current practice, hone in on what they do well, offer opportunities for feedback to improve areas where they may not feel as strong, and share their experience and expertise with other world language professionals, thus creating a pipeline of new leadership from within the ranks.

The objectives of the academy will be achieved through face to face and virtual meetings, online modules, and coaching sessions for assistance in drafting proposals for conference presentations. The academy will work towards keeping high quality teachers in classrooms by providing the chance to feel like a valued part of the educational community as a leader who can affect change from their role in the classroom.

*Emily Bugbee is a teacher of Spanish at Rising Sun High School in Cecil County, MD.*

## About the Award

This scholarship is provided to support an individual in the development of a project that contributes to the foreign language teaching profession and advances quality language instruction. The Mead program was created to develop future leaders for the profession at the state, regional, and national levels. It is supported in part by SANS, Inc., and we are grateful to the company for their contributions to our profession and to NECTFL. Educators of all languages at all levels are encouraged to apply to this program, designed to identify potential leaders in education and to support the development of their potential. Each scholarship recipient will be assigned a mentor with expertise in the area of that person's project, and NECTFL will facilitate virtual and, if possible, face-to-face meetings of the two.

# NECTFL Teacher of the Year Finalists 2019



When her students dance the Afrotombo in a school-wide flashmob, engage in intercultural communication with epals, and “level up” on interpersonal speaking tasks by using the TALK rubric, it’s clear that **Rebecca Blouwolf**’s heart and soul are in the middle school French classroom. Massachusetts

Foreign Language Association’s Teacher of the Year is “consistently motivated by learning,” and “able to communicate her high expectations in a way that motivates the student to expand their own abilities and expectations for themselves.” Rebecca moderates #langbook Twitter chats about ACTFL titles, writes and blogs original curriculum, presents at conferences, and designs transformative professional development workshops.



RIFLA Teacher of the Year **Lois Gendreau** is passionate about opening the eyes of her Kinder through Grade 4 students to cultures of the world. She infuses her lessons with images, songs, sounds, and experiences from around the globe and connects her students with children in Spain via videoconferencing. Lois has taught

from ages five to seventy-five and is thrilled to be working presently with the youngest students, believing strongly in early language acquisition. At Richmond Elementary School, she collaborates with classroom teachers, integrating their topics into her lessons. Lois is a leader in advocacy for and support of elementary World Language programs in RI.



A champion of global competence, FLAVA’s TOY, **Eric Jaworski**, stirs a passion for learning language and culture in his students by putting them in the driver’s seat of their learning. A student states, “He helps students to reach the maximum potential...then pushes them to do more...” A colleague states, “...his

students are not only well versed in Spanish when they leave his classroom, but they are better people...” The Virginia Beach City Public Schools world language coordinator states, “His focus on purposefulness as a driver of planning for learning has had a profound impact on the teachers in his department and throughout the school division.”



**Richard de Meij** is the consummate language educator, polyglot, linguist, speech pathologist, dancer, musician, technologist, magician, social justice advocate and CT COLT’s Language Teacher of the Year! He uses his unique combination of his multicultural/multilingual background, passion, ingenuity, humor, his

expertise in diverse areas, his commitment to the ACTFL Core Practices & World Readiness Standards for Learning Languages, to connect the world of languages and cultures to his students’ personal worlds. In his classroom, Richard uses a student-centered total immersion approach to teach for proficiency. And in his community, he endlessly advocates for equitable access to high quality language education for all learners, fueled by his belief that learning languages is everyone’s birthright!



**Sarah Finley**, the DECTFL Teacher of the Year is well known for her boundless energy and positive attitude. She doesn’t believe in “can’t,” and won’t let her students lower their own standards for learning. Her passion for World Languages and Linguistics has allowed her to “teach with” her students and “not simply at them,” as one student writes. Giving her students real-world experiences, helping them find solutions to global issues, and exposing them to current hot topics allows her to inspire and guide her students to success beyond the classroom. Her students live the mantra #proficiencyNOTperfection.



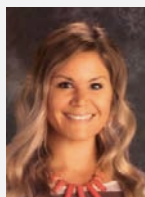
**Stephen Hawes**, TOY nominee from New Hampshire, feels privileged to be both a world language teacher and methods instructor responsible for teaching and certifying world language teachers. His adhering to the 5Cs, conducting his classes 90%+ in the target language, personalizing and contextualizing, combined with his enthusiasm and passion, rub

off onto his students. His methods students learn from his example in the language classes they take with him, as well as through attending two world language teacher conferences. All students majoring in language study abroad, then take the OPI, with most scoring Advanced Low or higher. He also supports area world language teachers by sponsoring a monthly collaborative he calls *Pizza & Pedagogy*.



**Rich Madel**, PSMLA TOY, serves as a Spanish teacher and the world language department chairperson in the Colonial School District. In both roles, he has contributed to the development of an award-winning proficiency-based language program that infuses content-based instruction and communicative language

teaching while leveraging authentic resources to ensure that his students can successfully apply their acquired language in the real world. Rich believes in bridging the gap between research and practice and creating safe and supportive learning communities for all. His contributions to the field have been numerous and wide-reaching in the form of conference sessions, workshops, publications, and more.



MFLA TOY **Caroline Schlegel** is a passionate Spanish educator committed to students, professional development, and advocacy. She believes understanding language and culture is the key to making connections across complex ideas with cultural proficiency. By using authentic resources, negotiating meaning, and

using circumlocution, her students explore a rich culture while developing an empathetic lens through which to view the world. Learners are the center of Caroline’s proficiency-based classroom. As a leader in languages, Caroline believes professional development is integral in sustaining quality language programs and recruiting and retaining language teachers. As such, she presents across the nation and builds a community of practice by connecting teachers through collaboration.

# Past NECTFL Teachers of the Year

**Rebecca Aubrey (2018)\***

Ashford School, CT (CT COLT)

**Caleb Howard (2017)**

Dr. William Mennies Elementary School, Vineland, NJ (FLENJ)

**Katrina Griffin (2016)\***

North County High School, Glen Burnie, MD (MFLA)

**Dr. Edward Zarrow (2015)\***

Westwood High School, MA (MaFLA)

**Hannah Gonzalez (2014)**

Mt. Hebron HS, Woodbine, MD (MFLA)

**Margarita Boyatzi Dempsey (2013)**

Smithfield High School, RI (RIFLA)

**Lucy Chu Lee (2012)**

Livingston High School, Livingston, NJ (FLENJ & CLASS)

**Sherri Harkins (2011)**

Wicomico County Public Schools, MD (MFLA)

**Maryann Woods-Murphy (2010)**

Northern Highlands Regional HS, Allendale, NJ (FLENJ)

**Vickie Mike (2009)**

Horseheads High School, NY (NYS AFLT)

**Emily Wagner (2008)**

Germantown Academy, Fort Washington, PA (PSMLA)

**Janet L. Glass (2007)\***

Dwight-Englewood School, Englewood, NJ (FLENJ)

**Christi Moraga (2006)**

West Woods Upper Elementary School, Farmington, CT (CT COLT)

**Stephanie Appel (2005)**

Fair Lawn Public School District, Bergen County, NJ (FLENJ)

\*Selected ACTFL Language Teacher of the Year



# Past NECTFL Award Winners

## THE NORTHEAST CONFERENCE NELSON H. BROOKS AWARD FOR OUTSTANDING LEADERSHIP IN THE PROFESSION

At each annual Conference since 1968, the Board of Directors has honored a member of the profession for distinguished service and leadership. Since 1978 the award has been given in honor of Nelson H. Brooks, who was the 1969 recipient.

1968	<b>Stephen A. Freeman</b> Middlebury College	1985	<b>James E. Alatis</b> Georgetown University	2002	<b>Robert J. Ludwig</b> NYS AFLT
1969	<b>Nelson H. Brooks</b> Yale University	1986	<b>Robert Lado</b> Georgetown University	2003	<b>Frank W. Medley, Jr.</b> West Virginia University
1970	<b>Harry L. Levy</b> Fordham University	1987	<b>Mary P. Thompson</b> Glastonbury Public Schools (CT)	2004	<b>Martha G. Abbott</b> Fairfax County PS (VA)
1971	<b>Robert G. Mead</b> University of Connecticut	1988	<b>Leo Benardo</b> New York City PS	2005	<b>Ray Clifford</b> Defense Language Institute
1972	<b>Freeman Twadell</b> Brown University	1989	<b>Dora Kennedy</b> Prince George's County (MD) Public Schools	2006	<b>Kathleen Riordan</b> Springfield PS (MA)
1973	<b>Emma Birkmaier</b> University of Minnesota	1990	<b>Ann Beusch</b> Maryland State DOE	2007	<b>Stephen L. Levy</b> Roslyn NY Schools, ret.
1974	<b>Donald D. Walsh</b> Northeast Conference	1991	<b>Helen Warriner-Burke</b> Virginia State DOE	2008	<b>Eileen W. Glisan</b> Indiana University of Pennsylvania
1975	<b>Theodore Andersson</b> University of Texas	1992	<b>Sandy Jean McIntyre II</b> Morgan State University	2009	<b>Marjorie Hall Haley</b> George Mason University
1976	<b>Wilmarth H. Starr</b> New York University	1993	<b>Dorothy James</b> Hunter College	2010	<b>Yu-Lan Lin</b> Boston Public Schools
1977	<b>Kenneth W. Mildenberger</b> Modern Language Association	1994	<b>Eleanor Jorden, Emerita</b> Cornell University	2011	<b>Gregory Duncan</b> InterPrep, Inc.
1978	<b>Howard Lee</b> Nostrand University of Washington	1995	<b>Earl W. Stevick, Emeritus</b> Foreign Service Institute	2012	<b>Richard Brecht</b> CASLS
1979	<b>Dwight Bolinger</b> Harvard University	1996	<b>Edward D. Allen, Emeritus</b> Ohio State University	2013	<b>Heidi Byrnes</b> Georgetown University
1980	<b>Richard I. Brod</b> Modern Language Association	1997	<b>Ronald A. Walton</b> National Foreign Language Center (posthumous award)	2014	<b>Gladys C. Lipton</b> National FLES* Institute
1981	<b>Laurence Wylie</b> Harvard University	1998	<b>Helene Zimmer-Loew</b> AATG	2015	<b>Charlotte E. Gifford</b> Greenfield Comm. College
1982	<b>Lorraine A. Strasheim</b> Indiana University	1999	<b>June K. Phillips</b> Weber State University	2016	<b>Laura Franklin</b> No. Virginia Comm. College
1983	<b>James R. Frith</b> Foreign Service Institute	2000	<b>Protase E. Woodford</b> Educational Testing Service, ret.	2017	<b>Thekla Fall</b> Pittsburgh Public Schools, ret.
1984	<b>Wilga M. Rivers</b> Harvard University	2001	<b>Edward C. Scebold</b> ACTFL	2018	<b>Janis Hennessey</b> Dover High School, ret. (NH)

## *NECTFL Awards Ceremony*

*Friday, February 8, 2019*

*6:00–7:30 p.m.*

*Mercury Ballroom*

*Please join us as we honor this year's  
award winners and honorees!*



## THE STEPHEN A. FREEMAN AWARD FOR BEST PUBLISHED ARTICLE ON TEACHING TECHNIQUES

This award is named after Stephen A. Freeman of Middlebury College. It has been awarded since 1968 at the discretion of the Board to recognize the best published article on teaching techniques to have appeared during the preceding year.

1969	<b>Sidney R. Smith</b> University of North Carolina	1986	<b>Charlotte Cole</b> <b>Floy Miller</b> Walpole High School (MA)		<b>Eileen W. Glisan</b> Indiana University of PA
1970	<b>Frank Otto</b> Ohio State University	1989	<b>Jay Siskin</b> Northwestern University		<b>Keiko Koda</b> Carnegie Mellon University
1971	<b>Michael Agatstein</b> Wheatley School		<b>Emily Spinelli</b> U. of Michigan at Dearborn		<b>S. Paul Sandrock</b> WI Dept. of Public Instruction
1973	<b>H. Ned Seelye</b> <b>J. Lawrence Day</b>	1990	<b>Robert Terry</b> University of Richmond	2009	<b>Jason J. Goulah</b> DePaul University/Concordia Language Villages
1974	<b>Robert J. Elkins</b> <b>Theodore B. Kalivoda</b> <b>Genelle Morain</b> University of Georgia	1991	<b>Marva Barnett</b> University of Virginia	2011	<b>Lina Lee</b> University of New Hampshire
1975	<b>Thomas P. Carter</b> Dalhousie University	1998	<b>Elizabeth Knutson</b> U.S. Naval Academy	2014	<b>Maximilian Aue</b> <b>Peter Höyng</b> <b>Marianne Lancaster</b> <b>Hiram Maxim</b> <b>Caroline Schauman</b> Emory University
1977	<b>Christina Bratt Paulston</b> <b>Howard R. Selekman</b>	1999	<b>Olenka Bilash</b> University of Alberta		
1978	<b>I.S.P. Nation</b> Victoria University	2001	<b>Anita Vogely</b> SUNY Binghamton		
1979	<b>Diane W. Birckbichler</b> Ohio State University	2002	<b>Linda Quinn Allen</b> Iowa State University		
	<b>Alice C. Omaggio</b> ERIC Clearinghouse on Languages & Linguistics	2003	<b>Terry A. Osborn</b> University of Connecticut	2015	<b>Cynthia Chalupa</b> <b>Heiko ter Haseborg</b> West Virginia University
1981	<b>James M. Hendrickson</b> Lansing Community College	2004	<b>Bonnie Adair-Hauck and</b> <b>Richard Donato</b> University of Pittsburgh	2016	<b>Mary Caitlyn Wight</b> SUNY Geneseo
1982	<b>Claire Kramsch</b> Mass. Institute of Technology	2005	<b>Wynne Wong</b> Ohio State University	2017	<b>Tony Houston</b> Bryant University
1983	<b>Heidi Byrnes, Stefan Fink,</b> <b>Aureila Roman</b> Georgetown University	2006	<b>N. Ann Chenoweth</b> U. of Texas – Pan American	2018	<b>Francis J. Troyan, Ph.D.,</b> The Ohio State University <b>Laurent Cammarata, Ph.D.</b> Faculté Saint-Jean, U. of Alberta <b>Jason Martel, Ph.D.</b> Middlebury Institute of International Studies at Monterey
1984	<b>Renate A. Schulz</b> University of Arizona	2006	<b>Kimmaree Murday</b> Indiana U. – Purdue U. Indianapolis		
1985	<b>Walter Blue, Donald Rice,</b> <b>Tamara Root</b> Hamline University	2007	<b>Teresa Pica</b> Penn Graduate School of Education		
		2008	<b>Bonnie Adair-Hauck</b> U. of Pittsburgh		

## THE JAMES W. DODGE FOREIGN LANGUAGE ADVOCATE AWARD

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

1978	<b>Hon. Paul Simon</b> Congressional Representative from Illinois	1993	<b>James Herbert</b> National Endowment for the Humanities	2004	<b>Brenda L. Welburn</b> National Association of State Boards of Education
1979	<b>President Jimmy Carter</b>	1994	<b>James Crawford</b> author and editor	2005	<b>Hon. Rush Holt</b> Congressional Representative from New Jersey
1980	<b>Fred M. Hechinger</b> The New York Times Foundation	1995	<b>Hon. Madeleine May Kunin</b> former Governor of Vermont, Deputy Secretary of Education	2006	<b>Taj Mahal and Carole Fredericks</b> (posthumous) Music Legends and Cultural Ambassadors
1983	<b>Hon. Leon E. Panetta</b> Congressional Representative from California	1996	<b>Hon. David L. Boren</b> former Senator from Oklahoma; President, University of Oklahoma	2007	<b>Hon. Paul S. Sarbanes</b> former Senator from Maryland
1985	<b>Sylvia Porter</b> nationally syndicated columnist	1997	<b>Robert Orrill</b> The College Board	2009	<b>Luma Mufleh</b> Fugees Family
1986	<b>Hon. Christopher J. Dodd</b> Senator from Connecticut	1998	<b>Ken O’Keefe</b> Allegheny College	2010	<b>J.W. Marriott, Jr.</b> Marriott International
1987	<b>Hon. J. William Fulbright</b> former Senator from Arkansas	1999	<b>Sesame Street, Children’s</b> <b>Television Workshop</b>	2012	<b>J. David Edwards</b> JNCL/NCLIS
1988	<b>Hon. Claiborne Pell</b> Senator from Rhode Island	2000	<b>Hon. Richard Riley</b> former Governor of South Carolina, Sec. of Education, U.S. DOE	2013	<b>Hon. Jack Markell</b> Governor of Delaware
1989	<b>The Southern Governors</b> <b>Conference</b>	2001	<b>L. Jay Oliva</b> President, New York University	2014	<b>Clay Pell</b> Deputy Assistant Secretary of Education, U.S. DOE
1990	<b>Leonard A. Lauder</b> President and CEO, Estée Lauder, Inc.	2002	<b>Barbara Turlington</b> American Council on Education	2015	<b>Diane Rehm</b> <i>The Diane Rehm Show</i>
1991	<b>Scott McVay</b> Executive Director, Geraldine R. Dodge Foundation	2003	<b>Ann M. Copland</b> Senior Exec. and Legislative Asst., Sen. Cochran (R-MS)	2017	<b>Carnegie Library of Pittsburgh</b>
1992	<b>Hon. Lois G. Pines,</b> State Senator from MA			2018	<b>The Trout Gallery, Dickinson College</b>



# NECTFL Advisory Council 2019\*



The NECTFL Advisory Council is a governing body of NECTFL, composed of individuals representing themselves (\$100 level) OR representing schools, districts, universities, associations or companies (\$200 level) who pay a membership fee to participate in NECTFL activities and business by providing advice, leadership and support to the Board of Directors.

## Individual Memberships

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Agnes Alberola, Brookline High School  
William Anderson, Massapequa School District  
Cheryl Berman, Newington Public School  
Mara-Lee Bierman, SUNY Rockland Comm. College  
Michael Bogdan, South Middleton SD  
John Carlino, Buffalo State College  
Dawn Carney, Arlington High School  
Anastasia Carlidge, Prince William County Public Schools  
Michael R. Cave  
Gisela Cordero-Cinko, Christian Brothers Academy  
Keith Cothrun, AATG  
Robert R. Daniel, St. Joseph's University  
Sawsan Darwish, Forest Oak Middle School  
Margarita Dempsey, Smithfield HS  
José Díaz  
Annette Dunzo, Howard University  
Timothy Eagan, Wellesley Public Schools  
Linda Egnatz, Global Seal of Bilingualism  
Deborah Espitia, Howard County Public Schools, ret.  
Kathy Fegely, Antietam High School  
Maureen Geagan, Mohonasen Central School District  
Victoria Gilbert, St. David's School  
Toby Gillen, Bronxville Union Free School District  
Mirna Goldberger, Brimmer and May School  
Andrea Grady, Sacred Heart Academy  
Leslie Grahn, Howard County Public Schools, retired  
Gisela Hoecherl-Alden, Boston University  
Gorica Hadzic, Morristown Beard School

Leslie Kudlack, Greenville Central School District  
Martine Howard, Camden County College  
Billie Hulke, Baylor University  
Dick Kuettner, Washington and Lee University  
Grisel López-Díaz, New Jersey City University  
Greta Lundgaard, Consultant  
Nathan Lutz, Kent Place School  
Terri Marlow, Parkersburg High School, ret.  
Claire-Louise Meng, Northern Parkway Elementary School  
Joanne O'Toole, SUNY Oswego  
Beth Pachas, Joel Barlow High School  
June Phillips, Weber State University, emerita  
Cheri Quinlan, Consultant  
Regina Range, University of Alabama  
Benjamin Rifkin, Hofstra University  
Roser Salavert, Fordham University  
Jill Schimmel, NYCDOE  
Kathleen Stein-Smith, Farleigh Dickinson University  
Joanne Telfer, Morris Central School District  
Madelyn Torchin, Tufts University  
Madeline Turan, Stony Brook University  
Jim Ventosa, The McDonogh School  
Maria Villadoniga, retired  
Melissia Walles, Idioma Education and Consulting  
Maryann Woods-Murphy, Nutley Public Schools  
Maria Zachery, Staples High School  
Rosanne Zeppieri, Independent Consultant  
Helene Zimmer-Loew

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**For more information about the NECTFL Advisory Council and how to join, please see a member of the Board or visit our website. Benefits include:**

- Discounted conference registration and an invitation to the annual Advisory Council luncheon and meeting
- The right to nominate and vote for candidates to the Board of Directors
- The right to nominate candidates for NECTFL's prestigious awards
- The opportunity to help us provide leadership, advocacy, and professional development
- The benefit of presenting up to ten (10) NECTFL Excellence in Language Study awards to your students



# NECTFL *Review*

## General Information

Since 2000, the NECTFL *Review* has published articles of interest to instructors, researchers, and administrators at all educational levels on theory, research, and classroom practice in language teaching. In addition to scholarly articles, the NECTFL *Review* includes reviews of products of interest to world language educator, written by language professionals at all levels representing all languages. Until 2005, the *Review* was available in print only, then in 2005 both online and in print. In 2009, the journal began publishing uniquely online, maintaining the same professional rigor in the selection and publication of articles that had seen the journal take its place among the ranks of highly recognized foreign language publications. The journal is published twice a year, in March and in September. There is no deadline for submission of articles.

Guidelines for the preparation of manuscripts and a checklist for manuscript preparation are published in every issue of the journal and also appear in full online at <http://www.nectfl.org/publications/> —

- Guidelines for Preparation of Manuscripts
- A Checklist for Manuscript Preparation
- Author/Article Information

Each article is reviewed by at least three nationally-known experts in the field of world language teaching who make up the Editorial Board and the list of reviewers. Elements that are considered in the evaluation process are the article's appropriateness for the journal's readership; its contribution to foreign language education and the originality of that contribution; the soundness of the research or theoretical base; its implications for the classroom; and finally, organization, focus, and clarity of expression.

Authors are notified about the status of their articles within two months from the date of submission.

For those interested in reviewing materials, contact Tom Conner, Review Editor, [tom.conner@snc.edu](mailto:tom.conner@snc.edu)

Guidelines for reviewers can be found at <http://www.nectfl.org/publications/>

## Editors

Robert M. Terry, Editor

Thomas S. Conner, Review Editor

## Publication Data (as of January 4, 2019)

Total articles received	207
Total published	96 (46.4%)
Total rejected/withdrawn	109 (52.6%)
Total out for first review	1 (1.0%)

Editor

# Conference Chairs, 1954–2019



1954	<b>Hunter Kellenberger</b> Brown University	1977	<b>Jane MacFarland</b> Bourque Stratford P.S. (CT)	2000	<b>Frank W. Medley, Jr.</b> West Virginia University
1955	<b>Germaine Brée</b> New York University	1978	<b>Thomas H. Geno</b> University of Vermont	2001	<b>Margaret Ann Kassen</b> Catholic University of America
1956	<b>Dorothy B. Crawford</b> Philadelphia H.S. for Girls	1979	<b>Paul D. Cincinnato</b> Farmingdale P.S. (NY)	2002	<b>Donald Reutershan</b> Maine Dept. of Education
1957	<b>William N. Locke</b> Mass. Institute of Technology	1980	<b>John L. D. Clark</b> Educational Testing Services	2003	<b>John Webb</b> Princeton University (NJ)
1958	<b>George N. Shuster</b> Hunter College	1981	<b>Helene Zimmer-Loew</b> NYS Department of Education	2004	<b>Frank Mulhern</b> Pennsylvania State Modern Language Association
1959	<b>Léon E. Dostert</b> Georgetown University	1982	<b>Toby Tamarkin</b> Manchester Comm. College (CT)	2005	<b>Mikle D. Ledgerwood</b> SUNY Stony Brook
1960	<b>Remigio U. Pane</b> Rutgers University	1983	<b>John M. Darcey</b> West Hartford P.S. (CT)	2006	<b>Nancy Gadbois</b> Springfield Public Schools (MA)
1961	<b>Carl F. Bayerschmidt</b> Columbia University	1984	<b>June K. Phillips</b> Indiana University of PA	2007	<b>Marjorie Hall Haley</b> George Mason University (VA)
1962	<b>Edward J. Geary</b> Harvard University	1985	<b>Stephen L. Levy</b> Roslyn Public Schools (NY)	2008	<b>Sharon Wilkinson</b> Simpson College
1963	<b>Harry L. Levy</b> Hunter College	1986	<b>Helen S. Lepke</b> Clarion University of PA	2009	<b>Laura Franklin</b> N. Virginia Comm. College
1964	<b>Alfred S. Hayes</b> Center for Applied Linguistics	1987	<b>Christine L. Brown</b> Glastonbury P.S. (CT)	2010	<b>Jaya Vijayasekar</b> Vernon Public Schools (CT)
1965	<b>Wilmarth H. Starr</b> New York University	1988	<b>Richard C. Williamson</b> Bates College	2011	<b>Charlotte Gifford</b> Greenfield Comm. College (MA)
1966	<b>Jean Perkins</b> Swarthmore College	1989	<b>John P. Nionakis</b> Hingham Public Schools (MA)	2012	<b>Jennifer L. Steeley</b> Manheim Twp. M.S. (PA)
1967	<b>G. Reginald Bishop, Jr.</b> Rutgers University	1990	<b>Heidi Byrnes</b> Georgetown University	2013	<b>Arlene F. White</b> Salisbury University (MD)
1968	<b>Robert G. Mead, Jr.</b> University of Connecticut	1991	<b>Judith E. Liskin-Gasparro</b> Middlebury College	2014	<b>Janel Lafond-Paquin</b> Rogers High School (RI)
1969	<b>F. André Paquette</b> American Council on the Teaching of Foreign Languages	1992	<b>Joy Renjilian-Burgy</b> Wellesley College	2015	<b>Cheryl Berman</b> SAU 50 Newington (NH)
1970	<b>Remunda Cadoux</b> Hunter College	1993	<b>José M. Díaz</b> Hunter College High School	2016	<b>Rebecca K. Fox</b> George Mason University (VA)
1971	<b>Hilary Hayden</b> OSB St. Anselm's Abbey School	1994	<b>Sylvia Brooks-Brown</b> Baltimore County P.S. (MD)	2017	<b>Carole Smart</b> Newmarket High School (NH)
1972	<b>Mills F. Edgerton, Jr.</b> Bucknell University	1995	<b>Rebecca R. Kline</b> Penn State University	2018	<b>Bill Heller</b> SUNY Geneseo
1973	<b>Joan L. Feindler</b> East Williston P.S. (NY)	1996	<b>Julia T. Bressler</b> Nashua Public Schools (NH)	2019	<b>Rosanne Zeppieri</b> West Windsor Plainsboro RSD, ret. (NJ)
1974	<b>Joseph A. Tursi</b> SUNY at Stony Brook	1997	<b>Eileen W. Glisan</b> Indiana University of PA		
1975	<b>Jerome G. Mirsky</b> Jericho Public Schools (NY)	1998	<b>Richard Donato</b> University of Pittsburgh		
1976	<b>Philip E. Arsenault</b> Montgomery County P.S. (MD)	1999	<b>Martha G. Abbott</b> Fairfax County P.S. (VA)		

# A Message from the 2020 Chair



Dear NECTFL Friends and Colleagues,

It is with great pleasure that I welcome you to the 2019 Northeast Conference. Chair Rosanne Zeppieri and her conference committee have worked hard at making this conference a meaningful experience for all attendees. I trust you will leave the conference with a refreshed outlook on authenticity and how best to represent your languages and cultures to your students.

As the chair of next year's conference, I invite you to join us back here at the Hilton Midtown from February 13-15, 2020, as we consider "*Languages for All: Envisioning Language Learning Opportunities for Every Learner.*" Here within the Northeast Conference, we affirm that *everyone* deserves the opportunity to learn one or more languages in addition to their first language:

- . . . no matter their age
- . . . no matter their socio-economic status
- . . . no matter the learning challenges they may face
- . . . no matter their native language



Headlining the 66th conference is keynote **Dr. José Medina**, a fierce advocate for Dual Language and Bilingual Education. Known most for his work in providing dual language technical assistance, professional development, and job-embedded support to dual language programs, Dr. Medina's keynote speech will surely inspire you as he recounts his personal journey as a language learner.

I urge you to take an active role in the conference by proposing a workshop session, a research roundtable session, or a Techlab session. Although we aim to include as many conference-theme aligned sessions as possible, we also welcome proposals that fall outside of the theme and are of general interest to our attendees. Proposals can be submitted at [www.nectfl.org/conference](http://www.nectfl.org/conference).

Please enjoy your 2019 NECTFL Conference and all that New York has to offer! I look forward to seeing you again next year at the 2020 Northeast Conference.

Best wishes,

*Nathan*

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