



ACTFL
ANNUAL CONVENTION
& WORLD LANGUAGES EXPO

NASHVILLE 2017
MUSIC CITY CENTER
NOVEMBER 17-19

Experience It

ACTFL Pre-Convention Workshops

FULL-DAY WORKSHOPS

Thursday, 11/16/17

9:00 a.m. - 4:30 p.m.

W01 Developing Language Performance in the Classroom: Novice to Intermediate

How do I connect assessment with learning? What should I be working on with my language learners to help them move out of the Novice level and into the Intermediate level? Learn specific strategies for developing, practicing, and assessing communication to guide learners from Novice into the Intermediate range of performance and how to connect the assessments to student learning. Focusing on what a student "can do", and how to motivate students to take risks without penalty, this workshop will include practical applications to help you guide students into the Intermediate range. Explore what instruction and practice need to be emphasized in all modes of communication: Interpersonal, Interpretive, and Presentational. Target audience includes educators of all languages teaching beginning and intermediate students from elementary through postsecondary settings.

Presenter: **Karen Tharrington**, North Carolina State University

W02 Developing Language Performance in the Classroom: Intermediate to Advanced

What should I be working on with my language learners to help them move out of the Intermediate level and into the Advanced level? Learn specific strategies for developing, practicing, and assessing communication to guide learners from Intermediate into the Advanced range of performance. Focusing on what a student "can do", this workshop will include practical applications to help you guide students into the Advanced range. Explore what needs to be emphasized in all modes of communication: Interpersonal, Interpretive, and Presentational. Target audience includes educators of all languages teaching intermediate students from high school through postsecondary settings.

Presenter: **Cindy Martin**, University of Maryland

W03 Learning that Lasts: Keys to Effective Unit and Lesson Design

Language learning is strengthened when the content is personally relevant, and when class activities are cognitively engaging, culturally connected, intrinsically interesting, and communicatively purposeful. The power of an essential question to influence the design of units and lessons will be discussed. Next, participants will learn how to select appropriate performance targets and tasks based on the NCSSFL/ACTFL Can-do Statements. Presenters will then guide participants through the step-by-step process of creating thematic units and lessons anchored in the World-Readiness Standards. Implications for constructing a curriculum that is both horizontally and vertically aligned will complete the workshop content. This workshop features ideas from the second edition of the ACTFL *Keys to Planning for Learning* publication.

Presenters: **Donna Clementi**, Lawrence University, and **Laura Terrill**, ACTFL Consultant

W04 Integrated Performance Assessment (IPA) from Design to Feedback on Performance

In this workshop, the authors of the ACTFL publication *Implementing Integrated Performance Assessment* present an overview of Integrated Performance Assessment (IPA) at the Novice,

Intermediate and Advanced levels. The workshop guides participants in the design of IPA tasks that inform the backward design of a unit. Presenters share suggestions on how to provide effective feedback and modeling to improve learner performance using the IPA rubrics. Rating of sample student work will allow for discussion of performance ratings. Participants will begin to design integrated performance assessment tasks for use in their own classrooms using teacher-tested templates. Presenters: **Francis J. Troyan**, Ohio State University; **Bonnie Adair-Hauck**, University of Pittsburgh

W05 Supporting Language Professionals to Implement Core Practices

Current research in teacher education focuses on the identification of specific practices that all teachers, especially teachers-in-training, need to enact to enable learning to occur in their classrooms. This workshop will lead participants involved in the professional development of language teachers (e.g., teacher leaders, world language supervisors, department chairs, or program coordinators) in understanding core language teaching practices that are based on second-language acquisition theory and research. Professional development leaders will learn *how* to present core practices and support PK-16 educators in the enactment of these practices by analyzing their various instructional moves and understanding the relationship of these moves to learning goals. Discussion and hands-on practice will be the vehicle for learning how to work with colleagues to build capacity for enacting selected core practices in a way that ensures fidelity of implementation, maintains their goals and purposes, and allows for feedback on language educators' performance of these practices.

Presenters: **Eileen W. Glisan**, Indiana University of Pennsylvania; **Richard Donato**, University of Pittsburgh

W06 Engaging Learners Through Authentic Resources, Authentic Audiences, and Authentic Purposes

Learners continually ask when they are going to use what they are learning. The answer lies in making every day a real application. Explore and experience strategies that can engage your students in a world's worth of authentic materials, connect your students to native speakers, and provide both authentic audiences and authentic purpose for your students' work. Examine powerful vocabulary-building strategies for working with print texts. Through hands-on practice, learn to use a variety of digital tools that facilitate comprehension of and interaction with authentic media. Try out tech tools that empower students to create with language and share their work with authentic audiences. Participants are encouraged to bring a laptop or Chromebook as well as a smartphone.

Presenter: **Nicole Naditz**, Bella Vista High School (CA)

W07 Advanced Placement (AP) Chinese Language and Culture

For new and experienced AP teachers as well as Chinese language educators interested in learning about instructional design and assessment for equivalent college courses, this workshop will provide concrete strategies for designing and implementing an effective AP Chinese curriculum. Participants will learn how to develop activities and assessments that present language in cultural context, build students' proficiencies in the three communicative modes, and integrate authentic materials into instruction. Additionally, participants will gain a comprehensive understanding of the AP exam structure and learn strategies to prepare students for the exam. Participants will learn how to prepare for the AP Course Audit. Each participant will receive a copy of the AP Workshop Handbook. Most of this workshop will be conducted in the target language. Workshop limited to 35 participants.

Presenter: **Jianhua Bai**, Kenyon College (OH)

W08 Advanced Placement (AP) German Language and Culture

For new and experienced AP teachers as well as German language educators interested in learning about instructional design and assessment for equivalent college courses, this workshop will provide concrete strategies for designing and implementing an effective AP German curriculum. Participants will learn how to develop activities and assessments that present language in cultural context, build students' proficiencies in the three communicative modes, and integrate authentic materials into instruction. Additionally, participants will gain a comprehensive understanding of the AP exam structure and learn strategies to prepare students for the exam. Participants will learn how to prepare for the AP Course Audit. Each participant will receive a copy of the AP Workshop Handbook. Most of this workshop will be conducted in the target language. Workshop limited to 35 participants.

Presenter: **Linda Zins-Adams**, Arch Bishop Moeller High School (OH)

W09 Advanced Placement (AP) Japanese Language and Culture

For new and experienced AP teachers as well as Japanese language educators interested in learning about instructional design and assessment for equivalent college courses, this workshop will provide concrete strategies for designing and implementing an effective AP Japanese curriculum. Participants will learn how to develop activities and assessments that present language in cultural context, build students' proficiencies in the three communicative modes and integrate authentic materials into instruction. Additionally, participants will gain a comprehensive understanding of the AP exam structure and learn strategies to prepare students for the exam. Participants will learn how to prepare for the AP Course Audit. Each participant will receive a copy of the AP Workshop Handbook. Most of this workshop will be conducted in the target language. Workshop limited to 35 participants.

Presenter: **Motoko Tabuse**, Eastern Michigan University

W10 Advanced Placement (AP) Spanish Language and Culture

For new and experienced AP teachers as well as Spanish language educators interested in learning about instructional design and assessment for equivalent college courses, this workshop will provide concrete strategies for designing and implementing an effective AP Spanish Language curriculum. Participants will learn how to develop activities and assessments that present language in cultural context, build students' proficiencies in the three communicative modes, and integrate authentic materials into instruction. Additionally, participants will gain a comprehensive understanding of the AP exam structure and learn strategies to prepare students for the exam. Participants will learn how to prepare for the AP Course Audit. Each participant will receive a copy of the AP Workshop Handbook. Most of this workshop will be conducted in the target language. Workshop limited to 35 participants.

Presenter: **Ken Stewart**, Chapel Hill High School (NC)

W11 Advanced Placement (AP) Spanish Literature and Culture

For new and experienced AP teachers as well as Spanish educators interested in learning about instructional design and assessment for equivalent college courses, this workshop will provide concrete strategies for designing and implementing an effective AP Spanish Literature curriculum. Participants will learn how to design activities and assessments that develop students' proficiencies across all communicative modes and build students' skills in literary analysis with particular focus on how to contextualize critical reading and analytical writing. Additionally, participants gain a comprehensive understanding of the AP exam structure and learn strategies to prepare students for the AP exam. Participants will learn how to prepare for the AP Course Audit. Each participant will receive a copy of the

AP Workshop Handbook. Most of this workshop will be conducted in the target language. Workshop limited to 35 participants.

Presenter: **Maritza Sloan**, Ladue Horton Watkins High School (MO)

HALF-DAY WORKSHOPS

Thursday, 11/16/17

9:00 a.m. – 12:00 p.m.

W12 Proficiency as a Tool to Focus Curriculum, Instruction, and Assessment

Proficiency is a critical lens for identifying how to help language learners achieve their goal to be able to use a new language. What teachers assess determines, and may limit, what students believe they have to learn. Discover how using a proficiency filter increases student skills and retention, guarantees vertical articulation and drives performance-based curriculum. Designing for proficiency strengthens classroom instruction by teaching grammar communicatively and by putting vocabulary and structure in a supporting role for purposeful language use. Learn how to make proficiency goals the main focus of both instruction and assessment to ensure that learners experience a smooth transition across a vertical program.

Presenter: **Linda Egnatz**, Lincoln-Way West High School (IL)

W13 Motivating ALL Learners, ALL the Time: Facilitating Target Language Comprehensibility

This interactive workshop will involve participants in an engaging experience where they will collaborate, share and practice strategies they can take and use in their own instructional practice. These engagement strategies will develop learners' use of the target language. Learn to move from guided practice to independent use of the target language, motivating learners to use target language to explore resources, discuss topics and ideas, and prepare messages for specific audiences. Come prepared to share, move and learn from each other!

Presenter: **Dawn Samples**, Lexington School District One (SC)

W14 Investing in Their Learning: Empowering Students to Take Ownership

What do you get when you combine student buy-in with student-centered instruction? A motivated language learner! Every student has his/her own reason to study a language, which means that every class is full of students with varying interests whose goals are to function in another language. Partnering with and guiding students as they set realistic language goals, proceed at their own pace, and explore their potential as language learners results in students with the persistence necessary to achieve their desired proficiency levels. Learn how to cultivate a student-driven classroom in which the students set the tone for their own learning success.

Presenters: **Greta Lundgaard**, ACTFL Consultant; **Carmen Scoggins**, Watauga High School (NC)

W15 Heritage Language Teaching in Action: Essential Tools and Strategies for Meeting the Needs of All Learners

What are the learning needs of heritage language (HL) learners and how can these needs be served in the language classroom? Guided by these driving questions, this workshop provides an overview of the research on HL learners, focusing on their linguistic and socio-affective needs. Three pedagogical approaches for meeting these needs will be presented that constitute essential competencies of HL teaching and require training separate from that of L2 teachers: (1) Macro- (top down) based teaching, (2) the From-to Principles, and (3) Differentiation. Macro-based approaches are discourse based and teach grammar and vocabulary as dictated by function or context. The From-to Principles build on HL

learners' functional skills and global knowledge of their heritage language and culture, moving from → to: (1) Aural → Reading, (2) Spoken → Written, (3) Home-based register → General/academic registers, (4) Everyday “real-life” activities → In-class activities, (5) Motivation and identity → Content. Differentiation helps instructors address the challenging issues of diversity that present themselves in HL classes, as well as in mixed classes. Workshop participants will practice applying key principles and strategies of these approaches and examine adaptations for a range of languages, levels, and teaching contexts. Presenters: **María Carreira** and **Olga Kagan**, National Heritage Language Resource Center, UCLA

W16 Can-Do Learning for Intercultural Communicative Competence: Investigate, Interact, and Reflect

How intercultural are you and your learners? How can interculturality be seamlessly woven into the fabric of language learning? Explore the new NCSSFL-ACTFL Intercultural Communicative Competence (ICC) statements and experience strategies to use them for goal setting, lesson building, and learner reflection. Become acquainted with the new ICC Can-Do Statements and self-assess your ICC in English and a target language. Then, reflect on how you currently “teach” culture and what culturally interactive opportunities you provide learners. Using shared scenarios, engage in constructive activities to gain a better understanding of how to “teach” culture in the target language through natural experience and offer learners opportunities to investigate and interact in authentic cultural contexts.

Presenters: **Jacque Van Houten**, Jefferson County Schools (KY); **Kathleen Shelton**, Ohio Department of Education

W17 Transform Your Language Teaching with Digital Tools to Inspire, Create, and Collaborate

Mobile devices are increasingly prevalent in language learning, with uses varying from individualized language practice to more involved student engagement on a collaborative level. Language instructors today are tasked with teaching not only linguistic elements but integrating that language with 21st century skills. How can you transform your language teaching with tools that inspire students to learn, allow for creativity, and facilitate collaboration with others? Following ACTFL's 21st Century Skills areas, this workshop offers a closer look at free web tools (that focus on Interpersonal, Interpretive and Presentational modes of communication) that foster language use in the context of global awareness. Participants will see examples of the online resources, create tasks structured around the NCSSFL-ACTFL “Can-Do” statements, and interact with some of the tools showcased. Emphasis will be on learner skills, growth, and assessment; and time will be provided for interaction and exploration with tools, and collaboration with other teachers. Participants should bring a device to work with, as the workshop will be hands-on.

Presenters: **Lara Lomicka Anderson**, University of South Carolina; **Gillian Lord**, University of Florida

HALF-DAY WORKSHOPS

Thursday, 11/16/17

1:00 p.m. – 4:00 p.m.

W18 The Keys to Strategies for Language Instruction: Engagement, Relevance, Critical Thinking, and Collaboration

Workshop participants will explore how to create a classroom environment that is learning- and language-rich using the latest book from ACTFL, *The Keys to Strategies for Language Instruction*. Participants will examine processes for selecting relevant activities that enhance students' learning as they collaborate in engaging, real world, authentic learning through the three

communicative modes. Workshop topics include: facilitating teacher-learner partnerships for learning; creating a language- and-culture rich, safe learning environment; communicating effectively by linking the three modes with culture; engaging all learners; and evaluating instructional strategies. Participants will reflect on their current practices, analyze examples, and add strategies to their repertoire.

Presenters: **Leslie Grahn**, Howard County Public Schools (MD); **Dave McAlpine**, Professor Emeritus, University of Arkansas at Little Rock

W19 Moving Beyond the List: Helping Students ACQUIRE the Words They Need

Everyone knows you can't communicate effectively without words, and so every unit contains vocabulary words to be taught and learned. But how do I know *which* words I should teach—better yet, which ones I should focus on having students learn for active use and recall? How many words should be included in one unit's vocabulary list? Once I know which words, how should I go about teaching vocabulary? AND, what does the research tell us about how students best learn and remember new vocabulary? This workshop aims to provide answers to those questions. Participants will leave the workshop with (1) research-based criteria for determining a "good" set of vocabulary, (2) a variety of strategies that help learners encounter, connect with and experience vocabulary in ways that help them store words in long-term memory, and (3) an extensive list of resources about the teaching and learning of vocabulary from our scholarship, both in world languages and in English language acquisition.

Presenter: **Greg Duncan**, Interprep Inc.

W20 Practical Approaches to Presentational and Interpersonal Communication in Today's Latin Classroom

Are you looking for innovative ways to support and develop Interpretive reading with your Latin students? Whether an elementary, secondary, or post-secondary Latin teacher, have you wanted to explore the possibilities of Presentational and Interpersonal activities with your students but aren't sure where to begin? In this workshop, participants briefly explore the differences between the 1997 and 2017 American Classical League (ACL) Standards, especially in terms of the Communication strand which has been updated significantly to reflect the three modes: Interpretive, Presentational, and Interpersonal. Participants then experience a series of exercises and activities that develop students' Presentational writing and Interpersonal speaking, all of which are intended to strengthen Interpretive reading. Participants examine, analyze, and evaluate multiple samples of student work and also plan how they can adapt and incorporate a variety of Presentational and Interpersonal activities with their own students.

Presenter: **Edward Zarrow**, Westwood High School (MA)

W21 Pathway to Cultural Perspectives: Question, Explore, Verify, Reflect, Question

The World-Readiness Standards' Cultural Framework of Products, Practices, and Perspectives serves as an organizer for educators to gather evidence that enriches their own cultural insights in preparation for teaching. The dynamic nature of culture requires continuous inquiry into contemporary perspectives along with a changing set of products and practices that are not limited in terms of place, time, or topics from the past. Explore paths that both educators and students can follow to uncover cultural information from written and visual documents, as well as from interactions with those who "know," on topics connected to unit themes and current events. Participants are encouraged to bring to the workshop cultural questions for which they or their students seek answers. Effective teaching approaches and materials spring from confidence in and exploration of the knowledge base.

Presenter: **June Phillips**, Professor Emeritus, Weber State University (UT)

W22 Transformational Play: Language and Culture Learning Through Games and Game Design

It is all fun and games, until someone learns a language! Then it becomes even more fun. This workshop introduces participants to the design thinking process used to empower students to create a game where students seek (language) learning as the result of creating -- and playing -- an actual game. Games are contextualized, "pleasantly frustrating" problems that need to be solved. After exploring principles of game design and mechanics, teams of participants will design their own games and learn to (1) balance the importance of grammar learning with cultural and historical research, (2) balance design for information seeking and engagement, (3) represent unfamiliar content in a non-linear manner, and (4) define what it means to be successful in this new environment and how to assess success with new rubrics. We will be assisted by students who have participated in the design of Bonne Chance (www.playbonnechance.com), a French learning game."

Presenters: **Sébastien Dubreil**, Carnegie Mellon University); **Cary Staples**, University of Tennessee-Knoxville

W23 Creating Formative and Summative Assessments to Guide Language Learning

I taught it, but how do I know students learned it? Learning is demonstrated when learners "can do" something with and through the target language that they couldn't do – or do as well – before the learning episode. The end of a unit or course is too late to find out if learners really can meet the expectations for language performance. Formative assessments provide those learning checks to inform the instructor about what to do next – if the learning has or has not occurred. Examine and analyze a variety of formats for checking learning with formative assessments in which learners show their ability to apply the specific vocabulary, structures, or functions learned. Learn to design instruction to connect the formative assessments so they lead up to the summative assessments for a unit or course.

Participants apply these strategies to one of their units of instruction, transforming the summative assessments and then designing backwards to craft effective formative assessments throughout the unit for each mode of communication.

Presenter: **Yo Azama**, North Salinas High School (CA)