The Michigan World Language Association

presents

The 2011 Annual Conference

Causeway Bay Hotel Lansing
Lansing, Michigan

October 20-21, 2011

www.miwla.org
The MIWLA Presents its 47th Annual Conference

Onsite Registration Desk Hours
7:00 AM - 5:00 PM
7:00 AM - 2:00 PM
Thursday, October 20, 2011
Friday, October 21, 2011

Conference Schedule

Wednesday, October 19, 2011
8:00 PM – 11:00 PM  Exhibits set-up
7:00 PM – 9:00 PM    Appreciation Dinner for Committee Chairs

Thursday, October 20, 2011
8:00 AM – 8:50 AM    Sessions
9:00 AM – 9:50 AM    Sessions
9:50 AM - 10:20 AM   Exhibits Break
10:30 AM – 11:20 AM Keynote Speaker
11:30 AM – 12:50 PM Target Language Luncheon
1:00 PM – 1:50 PM    Sessions
2:00 PM – 2:50 PM    Sessions
2:50 PM - 3:20 PM    Exhibits Break
3:30 PM – 4:20 PM    Sessions
4:30 PM - 5:20 PM    Sessions
5:30 PM - 7:00 PM    Reception

Friday, October 21, 2011
7:30 AM– 9:00 AM    Administrators’ Seminar
8:00 AM – 8:50 AM    Sessions
9:00 AM – 9:50 AM    Sessions
9:50 AM - 10:20 AM   Exhibits Break
10:30 AM – 11:20 AM Sessions
11:30 AM – 12:50 PM Awards Luncheon
1:00 PM – 1:50 PM    Sessions
1:50 PM - 2:20 PM    Exhibits Break
2:30 PM – 3:20 PM    Sessions

Workshop Schedule:

Thursday, October 20, 2011
8:00 AM - 11:30 AM  Workshops
1:00 PM - 4:30 PM   Workshops

Friday, October 21, 2011
8:00 AM - 11:30 AM  Workshops
1:00 PM - 4:30 PM   Workshops

Exhibit Hall Hours:

Thursday, October 20, 2011
8:30 AM - 5:00 PM

Friday, October 21, 2011
8:00 AM - 3:30 PM
October 2011

Greetings,

It is my sincere pleasure to welcome attendees of the Michigan World Language Association to Michigan’s Capital City. We’re pleased that you have selected our hometown as the site of your 2011 Annual Conference. I trust that you’ll have not only a successful event, but an enjoyable time here in Greater Lansing.

You’ll find a comfortable atmosphere throughout our entire community, with countless opportunities for action and adventure or rest and relaxation. We’re proud to recommend any one of our many great restaurants and numerous shopping options, all easy to find and in a friendly, safe and affordable environment. If your schedule permits, I encourage you to explore the city on foot, whether you’re browsing through the shops in downtown Lansing, touring one of our magnificent museums, or strolling along more than 11 miles of scenic urban river trail passing by historic Old Town Lansing, Potter Park Zoo, and Cooley Law School Stadium, home of the Lansing Lugnuts.

When your meetings wrap up for the day, you’ll find Greater Lansing open for business! Dining, theatre, nightlife and entertainment for every taste keeps Lansing residents and visitors busy until late into the evening. As night falls, take a ride on our Entertainment Express trolley, a fun and easy way to explore the many nightlife options in our entertainment district.

Once again, welcome to Lansing. We’re confident it won’t take you long to agree, this is a great place to come together.

Sincerely,

Virg Bernero
Mayor of Lansing

"Equal Opportunity Employer"
Dear Colleague,

It is with both excitement and sadness that I write this last letter to you. I am sad that this is my last letter, as my term as President is over on Friday. I have, however, many reasons to be excited. First, I will continue my work with MIWLA on the newsletter next year. So if you have ideas for articles, from yourself, from colleagues, or from presentations you have attended, please let me know. I will be happy to contact potential contributors so that we can continue to bring you quality articles in the newsletter and further our knowledge about the teaching of world languages.

The second reason I am excited is that a new board member is going to join us and bring new ideas to the board, the organization, and its members. I have to say that I am very excited about the conferences that board members are planning for the next few years. Next year promises to be great with a keynote by the 2009 ACTFL Teacher of the Year, Toni Theisen. And, of course, we are also very excited to meet in a new venue in the Lansing Center (next to the Radisson) next year.

Finally, I cannot wait to attend some of the sessions and workshops at this conference. I am so pleased by the enthusiasm of people who submitted proposals. What a plethora of stimulating and enlightening sessions we have to choose from! How difficult it is to choose what to attend! I hope you enjoy presentations by invited presenters and colleagues alike. I hope that you also take the time to come meet the board during the Thursday morning session, or that you stop by to talk to us. We are always looking for volunteers and people who want to get involved with the organization. Let me tell you from my personal experience, it is simply wonderful to work with all the people involved in the organization and in the conference. There is such dedication, enthusiasm, camaraderie, and professionalism that I was looking forward to every meeting because it made me feel that we are all working together toward the same goal. To my fellow board members, to the committee chairpersons and volunteers, thank you for all your hard work and your continued commitment. My picture may be at the top of the page, but it really should be yours as you are truly the foundation of MIWLA.

Yours sincerely,

Anne Violin-Wigent
MIWLA President
Welcome to the 47th Annual Michigan World Language Conference. The Executive Board hopes that these two days are informative, educational, and entertaining for you. In order to use this program fully and to your best advantage, please read it carefully. The following are some frequently asked questions and issues:

1. **What is a Workshop?** Workshops are identified by the letter **W** and a number, for example, **W2**. There is a $30.00 charge for each half-day workshop. This is a bargain, because workshops at regional and national language conferences cost up to $100.00! Workshops are three and a half hours long, allowing for participants to have breaks and to attend raffles in the Exhibits Hall when appropriate. The presenter receives a $300.00 honorarium and is expected to provide in-depth experiences and practice working with the workshop content and concepts. It is always best to pre-register for a workshop; you can do so online and receive instant confirmation that the workshop is still open. Some workshops may be open on the days of the conference, but that is never guaranteed. For most MIWLA workshops, it is possible to receive CEU credits and participants must abide by all the SB-CEU rules and expectations.

2. **What is a Session?** Sessions are identified with the letter **S** and a number, for example, **S13**. There is no additional charge to attend a session and no need to pre-register. Presenters receive a reimbursement of up to $40.00 for copying expenses provided they submit a receipt.

3. **What is a Strand?** You will find the Strand title in the Workshop or Session description. Examples of strands are Activities and Strategies, Technology, Culture or Assessment. In building the program, the Board takes care not to put too many sessions of the same strand in the same time slot. In addition, the Board attempts not to have too many sessions that focus on the same language in the same time slot.

4. **What’s in the Exhibits Hall?** Companies from all over the U.S. and Canada rent space in the Exhibits Hall. This helps us to pay for renting meeting space in the hotel. They bring with them the latest in textbooks, materials and technology that can be of use in the world language classroom. Exhibitor Sessions will be of interest to those looking for new textbooks and other materials and how to use them in their classrooms. These sessions are clearly marked in the program. We extend this opportunity to those companies who have purchased space in our Exhibits Hall, and both the Exhibitors and we appreciate your support.

5. **How do I plan my conference time?** In the session description, you will find the room name and also the day and time of the session. Plan your time wisely allowing for passing time between sessions and time to visit the Exhibits.

6. **Who are the speakers that the MIWLA Board has invited?** Every year, the MIWLA Board searches the national and regional language conferences for the best speakers and workshop presenters in the country who will enhance the conference theme and meet the needs of Michigan language teachers. Be sure to attend a session or workshop by an invited speaker!

7. **I’d like to go to the Reception. Do I have to pay to get in?** You do not have to pay as the reception is included with your conference registration. Conference attendees who preregister are eligible for door prizes and will have a reception door prize ticket in their envelope. Simply deposit that ticket into the drum as you enter the reception to participate in the drawing for door prizes. Again, you must have preregistered online for the conference by October 1 to be eligible for the door prizes. Mingle with your world language colleagues and representatives from universities who generously donated to make the Reception a success. The food is provided by MIWLA and the universities and there is a cash bar.

8. **Who is running for a Board Office this year?** This year, Wafa Hasaan has volunteered to serve. A brief biography of Wafa was included in the summer edition of the MIWLA Messenger. You may also write in your choice. Perhaps one day you will consider running for a MIWLA office, too!

9. **OK, you’ve convinced me! I’d like to run for the MIWLA Board. What do I need to do?** This is a five-year volunteer commitment. Get support from your school administration to attend two Central States Conferences in the spring and two ACTFL Conferences in November over the span of four years, in addition to the MIWLA Conferences in October. You will be completely in charge of the MIWLA Conference during your presidential year. Contact the Immediate Past President, Anne Violin-Wigent at violinwi@msu.edu, who will give you all the information.

10. **I’d like to present or volunteer at next year’s conference; I also have a colleague I’d like to nominate for an award. How do I go about doing this?** Check out the MIWLA website at miwla.org for the appropriate forms; fill them in and send them to the appropriate person. If it is an award nomination, make sure that you send in the proper recommendations.

11. **I have a question or comment that I’d like to bring to the Board’s attention. How do I do this?** Soon after the conference, you will receive an email with a link to a survey. Please complete your survey! Comments are anonymous unless you choose to put your name on the survey. We’re always looking for new ideas and suggestions and we welcome your compliments, too!
Conference Committee Chairs

Administrators Seminar: Jennie Frazier
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Awards: Jackie Moase-Burke
Conference Attendance Grants: Laura Nork Bradshaw
Data Entry: Nancy Nienstedt
Evaluation: Marge Mandl
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Executive Secretary: Emily Serafa Manschot
Executive Treasurer: Daryl Biallas
Exhibits: Susan Buffa, Flora-Maria Ciccone-Quintanilla, Emily Serafa Manschot, Brenda Schnarrs
Food Functions: Margaret Cottrill, Julie Foss
Marketing & Recruitment: Jennie Frazier, Irma Torres
Mini-Grants: Sara Blossom Bostwick
Photography: James Mandl
Pre-Registration: Daryl Biallas
Presiders: Linda Marlow
Program: Anne Violin-Wigent
Public Relations Liaison: Emily Spinelli
Reception: George Mansour
Registration - Onsite: Angelika Kraemer, Jessica Rusch
Registration - Quality Control: Bob Bowbeer, Allysen Clancy, Valerie Jablonski, Brooke Klecha
Security: Jane Ozanich
Signage: Carol Chaudhri, Jason Paetz
SB-CEUs: Joy Campbell
Target Language Luncheon: Margrit Zinggeler
VIPS: Laura Baker Coon, Anne Nerenz
Website Manager: Cindy Kendall

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Executive Board
2010-2011

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<th>Organization</th>
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<td>Margaret I. Cottrill</td>
<td>Mason Public Schools</td>
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<tr>
<td>President</td>
<td>Anne Violin-Wigent</td>
<td>Michigan State University</td>
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<td>Laura Nork Bradshaw</td>
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<td>Second Vice-President</td>
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<td>Executive Secretary</td>
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<td>University of Michigan-Dearborn</td>
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<td>Executive Treasurer</td>
<td>Daryl Biallas</td>
<td>Clarkston Community Schools</td>
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<td>Marketing &amp; Recruitment</td>
<td>Jennie Frazier</td>
<td>East Grand Rapids Public Schools</td>
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<td>Irma Torres</td>
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<td>Public Affairs Liaison</td>
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<td>Web Site Manager</td>
<td>Cindy Kendall</td>
<td>Ingham ISD</td>
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The Michigan World Language Association is an Equal Opportunity organization affording membership and participation in the organization and the conference without distinction on the basis of age, color, height, weight, creed, disability, marital status, sexual preference, national origin, political affiliation, race, religion or sex.

No person shall be denied the opportunity to participate on the basis of race, color, religion, nationality, origin or ancestry, age, sex, marital status, or handicap. The conference facility must meet accessibility standards for the physically handicapped. Commercial products or services displayed or presented as a part of the conference are not considered endorsed by the Michigan World Language Association.
MIWLA Past Presidents

Margaret Cottrill, Mason Public Schools
Susan Formento Buffa, L’Anse Creuse Public Schools
Jennie L. Frazier, Grand Rapids Public Schools
Irma Torres, Birmingham Public Schools
Margrit Zinggeler, Eastern Michigan University, Ypsilanti
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Touch the World

2012 Central States Conference
A joint conference of the Central States Conference on the
Teaching of Foreign Languages
and the Wisconsin Association For
Language Teachers

March 8 – 10, 2012
Hyatt Regency Milwaukee
Milwaukee, WI

For more information, contact
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CSCTFL Executive Director
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Milwaukee, WI 53201-0251
Phone: 414-405-4645
Fax: 414-276-4650
E-mail: CSCTFL@aol.com
Web: www.csctfl.org

MIWLA 2011
alanguageforeveryone
Conference Sessions and Workshops by Theme

Activities & Strategies

S5 National Network For Early Language Learning (NNELL)
S6 A Twist On Classic Games: Improving Student Achievement Through Clip Art
S7 Creusin’ Through Elementary Spanish: Part 2
S8 William Bull: Teaching Grammar Through Pictures
S9 VIP Welcome Session
S11 Get ’em Hooked In Middle School
S12 Content-Related Units For The K-5 World Language Classroom
S13 Are You For Real-ia?
S14 Implementing A Merit-Compliant Curriculum In Your District
S15 Wish You Were Here
S16 Present Tense And Preterite Tense ¡A La Vez!
S17 How To Teach With Film
S18 Set the Stage: Using Theater/Skits to Read and Speak Spanish
S19 Immersion Obstacle Course
S20 Teachers Of The Year Present: It Works!
S21 TPRS Vs. The Textbook
S22 Story-Based Authentic Input: Immerse The Students In The Chinese Language
S23 Implementing Elements Of TPRS In The Elementary Spanish Classroom
S24 Revitalizing The Receptive Skills
S25 Keep Them Talking: Developing Speaking Skills With Information Gap Activities
S26 Can They Talk? Yes, They Can!
S27 Rallye AATF! Venez Fêter!
S28 La Lecture De L’image En Classe De Français : Quelques Pistes Pédagogiques.
S29 Rhythm, Beats And Rhymes: Using Hip-Hop To Teach Spanish Vocabulary
S30 Implementing A Merit-Compliant Curriculum In Your District
S31 Interdisciplinary Approach In German – Fächerübergreifender Deutschunterricht
S32 Linguistic Teaching Strategies In A Romance Language Classroom
S33 Using A Questionnaire In A WL Classroom To Help Identify At-risk Students
S34 The Stickiness Factor Versus Shallow Learning: Sticky Songs In French And Spanish
S35 Content-Related Units For The K-5 World Language Classroom
S36 Rhythm, Beats And Rhymes: Using Hip-Hop To Teach Spanish Grammar
S37 “Ya Gotta Do Whatcha Gotta Do”: Making Language Learning Accessible
S38 Grammar Out Of The Sea t! Teaching German Grammar Through Movement And Props
S39 Adapting The Story-Based Language Experience For Any Classroom
S40 Poetry In The World Language Classroom
S41 Listen Up!/Écoutez Bien!: Using Modern French Songs To Have Fun While Teaching Grammar And Culture
S42 Webquests, Projects And Resources
S43 Achieve Fluency With The AIM Using Only The Target Language
S44 Oral Proficiency Development: An Action Research
S45 ¿Qué Tiene La Profesora En La Refrigeradora?: Using Photos To Personalize Course Material
S46 Differentiation In A Data Driven World
S47 A Gaucho For Everyone: Images From The Paintings Of Molina Campos
S48 TPRS: Powerful Strategies For Reaching 21st Century Learners
S49 Incorporating Pedagogically Sound Games Into Language Classes
S50 A Communicative Trip To The Museum
S51 Focus On Communication: Creating With Language
S52 Accommodating All Linguistic Abilities Through Four Key Comprehension-Based Strategies
S53 Authentic Project-Based Learning: Increasing Proficiency Through Relevance
S54 Visual Media Activities: A Universal Instructional Tool
S55 A Language For Everyone: Meeting The Needs Of Struggling Learners In A World Language Classroom

(Continued on next page)
Conference Sessions and Workshops by Theme, cont’d

**Advocacy & Policy**
- S4 The Michigan Graduation Requirement For World Language
- S23 American Sign Language (ASL) And World Language Partnership – We’re Here PAH!
- S51 The Michigan Graduation Requirement For World Language
- S79 Advocating For Language Programs And Teachers: How To Promote Language Study

**Special Event**
- Administrators’ Seminar

**Articulation**
- S3 The Hybrid Classroom Experience: Implementing Blended Learning In The World Language Curriculum
- S34 Starting An Elementary World Language Program
- S65 High School And Community College Collaborations

**Assessment**
- S31 Assess For Success!
- W4 Transforming The World Language Classroom With Formative Assessment

**Culture**
- S1 French Cooking And Culture: Increasing Students’ Appetite For Knowledge
- S10 Teaching About Swiss Romansh Language And Culture To Understand Minority Communities
- S17 Le Français: Une Langue Pour Tous
- S20 Leben Und Lieben Im Sozialismus! Teaching East German Culture Through DEFA-Films
- S26 Express Yourself! – Fashion In The German Language Classroom
- S29 Real Culture In The Classroom - ¿Qué Piensas?
- S35 Students’ Interest In Cultural Learning – Effects Of A Cross-cultural E-mail Exchange
- S38 Festive French: Promoting French In The Community With Mardi Gras
- S40 ¡Vamos A Madrid!
- S47 Teaching Chinese Culture Through Chinese Songs And Operas
- S48 Top 10 Reasons To Travel With Your Students
- S55 Cultural Extravaganza: An Afternoon Of Spanish Cinema
- S87 Le Carnaval De Québec
- S90 Michigan’s French Connection
- S91 World Languages Day - Reaching Out To Michigan
- S92 A European Voyage For Elementary Travelers

**Professional Development**
- S19 Meet The MIWLA Board and Annual Business Meeting
- S42 Spanish Teacher Immersion Programs That Inspire and Enrich
- S44 How To Become A Successful Foreign Language Teacher In American Classrooms
- S46 Spanish And Portuguese Teachers Unite! Come And Network With The AATSP!
- S50 Japanese Teacher Education For The 21st Century: What Needs To Be Taught And How?
- S68 An Introduction To Language Immersion Education: Definitions, Features, And Trends
- S74 Chat With The Best Friends
- S85 AATG-MI Fall Business Meeting And “Swap And Share”
- S94 An Introduction To Content-Based Instruction
- S95 Write A Book... And Get It Published!

(Continued on next page)
Conference Sessions and Workshops by Theme, cont’d

Standards
S2  Authentic Communication And Culture With Task-Based Teaching And Assessments
S82 Revamping A Unit To Incorporate Business Ideas
S93 Textbook To Thematic Units: Our Success Story

Teacher Preparation
S67  Crash Course In Spanish Phonetics
S70  Calling All World Language Teacher Educators
S71  So You’ve Just Landed Your First Teaching Job... Now What?

Technology
S12  Creating A Personal Virtual Language Classroom
S15  Everyone Talks, Everyone Interacts: Online Tools For Language Learning.
S21  Twitter For Professional Development? Absolutely!
S28  Screencasting 101
S43  Developing Blended Courses: How Online Lessons Can Enhance Oral And Written Production.
S52  Moodle For Language Learning
S60  Tech Tools For Teaching Japanese: Ideas For Using Wikis, Social Media And 2.0 Apps
S62  Ning! Utilizing Social Networking To Enhance Writing Fluency In The World Language Classroom
S69  TV Commercials For Foreign Language Teaching
S73  Winning Web 2.0 Environments For Teaching And Learning

The MIWLA Annual Business Meeting will take place on during session S19
Thursday, October 20
9:00 AM - 9:50 AM
University 3

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State Board Continuing Education Units (SB-CEUs) Update

MIWLA offers State Board Continuing Education Units (SB-CEUs) for its conference workshops. The SB-CEUs are applicable for renewal of professional certificates for teachers and administrators and are valid for a period of five years. The SB-CEUs cannot be applied to the 18 hours of after-graduation requirements to maintain a teaching certificate.

MIWLA conference workshops. The conference workshops are identified in the program by the letter “W” and a number (i.e., W-01). The workshops are each three (3) instructional hours in length. (Note that SB-CEUs are based on instructional hours. This does not include breaks and lunches.) There is a $30 fee for each MIWLA workshop. No refunds will be given with the exception of a MIWLA-approved workshop cancellation (e.g., illness of workshop leader).

Requirements for SB-CEUs. The State of Michigan has strict requirements concerning SB-CEUs. The reporting is done online and there is a short time frame in which the workshop participants’ information can be reported. Therefore, please read the following bulleted list carefully to avoid complications and/or a loss of SB-CEUs.

Each workshop is eligible for .3 SB-CEUs. Attendees can take from one to four workshops, resulting in from .3 to 1.2 SB-CEUs.

In order to receive SB-CEUs for your workshop(s), you must:

- Indicate at the time of registration that you wish to earn SB-CEUs for any given workshop.
- Pay workshop fees
- Attend the entire workshop
- Provide all necessary information on the attendance sheet and social security number sheet for each workshop you attend (each workshop is processed separately, so the paperwork must be completed for every workshop)
- Sign in and sign out of each workshop on the attendance sheet
- Return the workshop evaluation to the workshop monitor at the end of each workshop

NEW FOR 2011

- Create an online account with the Michigan Department of Education after the conference
- Fill out an online Department of Education evaluation for your workshop(s) within 30 days of the conference. This is independent of the evaluation you will fill out for MIWLA, and is a new requirement in order to receive SB-CEUs.
- Print your transcript for your records

NOTE: Failure to follow these steps will invalidate your registration for SB-CEUs. It will NOT be possible to register for or receive these credits after the workshop has begun.

WE’VE GOT YOU COVERED!

In 2011, the MIWLA is absorbing new state fees for State Board Continuing Education Units (SB-CEUs). The MIWLA Board has decided to cover this new cost rather than pass it on to the membership so as to make the Conference more accessible and affordable for our world language educators!
Thursday, October 20, 2011

Registration opens at 7:00 AM           First session begins at 8:00 AM

DON’T MISS THESE CONFERENCE HIGHLIGHTS!

Keynote Speaker: Laura Terrill
Creating Success - Language for Everyone

Morning Invited Workshop Presenter: Carol Gaab
TPRS: Powerful Strategies for Reaching 21st Century Learners

Meet the MIWLA Board and MIWLA Annual Business Meeting
Come meet the Board and let us know how the organization can best serve you!

Target Language Luncheon
Enjoy conversation in YOUR target language! Preregistration will ensure your spot at the table!

Afternoon Invited Workshop Presenter: Laura Terrill
Focus on Communication: Creating with Language

Reception
Socialize with colleagues! Meet university representatives! Win prizes!

Sessions  Workshops  Exhibits  AATs  And More!
W-1 INVITED PRESENTER  TPRS: Powerful Strategies For Reaching 21st Century Learners

Location: Executive Training Room

Presenter: Carol Gaab, TPRS Publishing, Inc.

Description: This interactive workshop will demonstrate the power of TPRS (Teaching Proficiency through Reading and Storytelling) and other proven comprehension-based strategies. Participants will learn how to differentiate instruction, elicit critical and creative thinking, and facilitate spontaneous and sustained interaction in the target language, thus achieving communicative competence for ALL learners, not just the top 5% of the class.
Strand: Activities & Strategies
Language: English
Examples in: English, other

W-2 Incorporating Pedagogically Sound Games Into Language Classes

Location: University 1

Presenter: Charlene Polio, Michigan State University

Description: Finding enjoyable games that support language objectives is not easy. Games often need to be modified to make them optimally valuable for language learning. The participants will review a variety of games for their language learning potential. Characteristics such as the amount of output, linguistic focus, and student engagement will be considered. The participants will then consider how to prepare students to play, how to give feedback, and how to arrange the activities for their different class sizes and populations.
Strand: Activities & Strategies
Language: English
Examples in: English
### Sessions 8:00 AM - 8:50 AM

<table>
<thead>
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<th><strong>S1</strong> Location: Ballroom F</th>
<th><strong>S2</strong> Location: Ballroom G</th>
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<tr>
<td><strong>French Cooking And Culture: Increasing Students’ Appetite For Knowledge</strong></td>
<td><strong>Authentic Communication And Culture With Task-Based Teaching And Assessments</strong></td>
</tr>
<tr>
<td><strong>Presenter(s):</strong> Michelle Nizich, Almont Community Schools</td>
<td><strong>Presenter(s):</strong> Amber Kasic Sullivan, L’Anse Creuse Public Schools</td>
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<tr>
<td><strong>Description:</strong> A curriculum overview about how to have a French Cooking and Culture class will be presented. Participants will be taken on a virtual tour of French-speaking countries and their foods and customs. Numerous examples of classroom materials will be shown and shared, and students’ work will be displayed. Discussion will follow as to how this class could be adapted to other languages, or integrated into a standard curriculum.</td>
<td><strong>Description:</strong> Let’s validate our teaching with real-life tasks which incorporate authentic listening and reading, while students speak and write for a real purpose. Can you design a curriculum in which your class virtually lives in Spain for a year? Yes you can! The presenter will discuss the principles of task-based teaching and provide examples of entire units, lessons, and activities. Task-based learning allows students the opportunity to function in the language at the highest level, while immersing them in culture and all areas of communication.</td>
</tr>
<tr>
<td><strong>Strand:</strong> Culture</td>
<td><strong>Strand:</strong> Standards</td>
</tr>
<tr>
<td><strong>Audience:</strong> High School</td>
<td><strong>Audience:</strong> High School</td>
</tr>
<tr>
<td><strong>Examples:</strong> English, French</td>
<td><strong>Examples:</strong> Spanish</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>S3</strong> Location: Ballroom H</th>
<th><strong>S4</strong> Location: Ballroom I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Hybrid Classroom Experience: Implementing Blended Learning In The World Language Curriculum</strong></td>
<td><strong>The Michigan Graduation Requirement For World Language</strong></td>
</tr>
<tr>
<td><strong>Presenter(s):</strong> Kim Ibara, East Grand Rapids</td>
<td><strong>Presenter(s):</strong> Jackie Moase-Burke, Michigan Department of Education; Emily Spinelli, American Association of Teachers of Spanish and Portuguese; Anne Nerenz, Eastern Michigan University</td>
</tr>
<tr>
<td><strong>Description:</strong> A hybrid language class was piloted at East Grand Rapids High School during the 2010/2011 school year. The class, 1st-year Japanese, Mandarin Chinese, and Arabic, met during the school day and included several platforms to deliver content. The presenter will explain the process of implementing the blended learning curriculum and discuss the challenges and achievements that went along with this experience. Much more successful than stand-alone online learning, it may be a model for the future.</td>
<td><strong>Description:</strong> Focusing on the World Language Requirement of the Michigan Merit Curriculum, presenters will provide an overview of the legislation, discuss the Credit/Experience Guidelines and describe program models. The presenters will also provide an overview of the Michigan Standards and Benchmarks for World Languages, discuss related curriculum, and suggest assessment options. This session is presented on both Thursday and Friday.</td>
</tr>
<tr>
<td><strong>Strand:</strong> Articulation</td>
<td><strong>Strand:</strong> Advocacy &amp; Policy</td>
</tr>
<tr>
<td><strong>Audience:</strong> Middle School, High School</td>
<td><strong>Audience:</strong> All</td>
</tr>
<tr>
<td><strong>Examples:</strong> Arabic, Chinese, Japanese</td>
<td><strong>Examples:</strong> English</td>
</tr>
<tr>
<td>Session</td>
<td>Location</td>
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<td>---------</td>
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<tr>
<td>S5</td>
<td>Ballroom J</td>
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<tr>
<td>S6</td>
<td>Imperial East</td>
</tr>
<tr>
<td>S7</td>
<td>Imperial West</td>
</tr>
<tr>
<td>S8</td>
<td>University 2</td>
</tr>
</tbody>
</table>
S9  Location: University 3

VIP Welcome Session

Presenter(s): Sara Blossom Bostwick, Williamston; Laura Nork Bradshaw, Avondale School District

Description: This session is for our first time conference attendees, also known as our VIPs! We would like to personally welcome newcomers and provide any information necessary to fully enjoy the conference.

Strand: Activities & Strategies
Audience: All
Examples: English

S10  Location: University 4

Teaching About Swiss Romansh Language And Culture To Understand Minority Communities

Presenter(s): Margrit Zinggeler, Eastern Michigan University

Description: The fourth national language of Switzerland is Romansh. It is spoken by about 35,000 people in the tri-lingual canton of Grison. Although a minority language, Romansh has a vibrant culture expressed in literature, film, TV, modern media, in school and all aspects of modern life. In this session, teachers learn how to incorporate a web-based student project about Romansh into their foreign language and culture classroom. The ultimate goal is learning about a minority language and applying the findings to learning any foreign language.

Strand: Culture
Audience: All
Examples: other

S11  Location: Ballroom F


Presenter(s): Daniel Trego, Michigan State University

Description: Participants will witness a powerful, yet simple lesson demonstrating the uses of the imperfect and preterit through the eyes of a student. This inductive approach will compare and contrast the two past tenses without using grammatical or English explanations. Instead, it will focus on culturally authentic stories and pictures. Learn how to teach students to focus on the meaning and not on the rules. The past will never be the same!

Strand: Activities & Strategies
Audience: All
Examples: Spanish

S12  Location: Ballroom G

Creating A Personal Virtual Language Classroom

Presenter(s): Min Lun Wu, Michigan State University; Kari Richards, Michigan State University

Description: A virtual classroom portal provides a space for teachers to manage classroom materials, such as calendars, assignments, video links, images, virtual travel spaces etc. in one place. In this session participants will be able to see examples of virtual language classrooms and learn how to create their own personalized space online. Participants will also be given a packet containing step-by-step directions on how to create their own virtual language classroom. Time for questions and discussion will be provided at the end of the session.

Strand: Technology
Audience: Elementary School, Middle School, High School
Examples: Arabic, English, Chinese, French, German, Japanese, Spanish
<table>
<thead>
<tr>
<th>Session</th>
<th>Location</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Description</th>
<th>Strand</th>
<th>Audience</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>S13</td>
<td>Ballroom H</td>
<td>Get ‘em Hooked In Middle School</td>
<td>Margaret Cottrill, Mason Public Schools; Kimberly Floyd, Holt Public Schools</td>
<td>How do you create an effective feeder program at the middle school level that ensures the success of the high school program? The presenters will share their best tips for reaching eighth grade students. The strategies range from TPR and vocabulary games, to impromptu theater and contemporary culture. Both presenters are French teachers but all languages are welcome.</td>
<td>Activities &amp; Strategies</td>
<td>Middle School, High School</td>
<td>French</td>
</tr>
<tr>
<td>S14</td>
<td>Ballroom I</td>
<td>Content-related Units For The K-5 World Language Classroom</td>
<td>Anne Nerenz, Eastern Michigan University; Allyssa Coppa, Eastern Michigan University; Diana Oehler, Eastern Michigan University; Song Song, Eastern Michigan University</td>
<td>Recent graduates of Eastern Michigan University’s K-12 teacher certification program will share a variety of content-related units designed for the K-5 world language classroom. Presenters will describe each unit’s content connections, language objectives, lesson sequence, and culminating activity. Summary materials will be provided in the target language and in English for easy adaptation to different languages and classroom settings.</td>
<td>Activities &amp; Strategies</td>
<td>Elementary School, Middle School, Supervisors &amp; Teacher Educators</td>
<td>Chinese, Spanish, German</td>
</tr>
<tr>
<td>S15</td>
<td>Ballroom J</td>
<td>Everyone Talks, Everyone Interacts: Online Tools For Language Learning.</td>
<td>Dennie Hoopingarner, Michigan State University; Vineet Bansal, Michigan State University</td>
<td>Technology can help overcome inherent weaknesses in classroom language instruction: limited class time, large class size, and affective factors, all of which inhibit student participation. Through a grant from the US Department of Education, the Center for Language Education and Research develops web-based tools that enhance classroom interaction with outlets for students to practice speaking, listening, and interacting outside the classroom. Bring your laptop for an interactive introduction to Rich Internet Applications for Language Learning.</td>
<td>Technology</td>
<td>All</td>
<td>English, Chinese, French, German, Italian, Japanese, Spanish</td>
</tr>
<tr>
<td>S16</td>
<td>Imperial East</td>
<td>Are You For Real-ia?</td>
<td>Amy Skarb, Utica Community Schools/Oakland University</td>
<td>It’s easy to find realia for the classroom—right at home. When the target language comes to life through local resources, students see that they don’t have to be world travelers to put their language skills to use. Session participants will engage in activities involving tangible realia and will explore options involving media and technology. Includes examples in a variety of languages with an emphasis in Spanish.</td>
<td>Activities &amp; Strategies</td>
<td>All</td>
<td>English, Chinese, French, German, Italian, Japanese, Spanish</td>
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</table>
### Sessions 9:00 AM - 9:50 AM

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<tr>
<th>Session</th>
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<th>Title</th>
<th>Presenter(s)</th>
<th>Description</th>
<th>Strand</th>
<th>Audience</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>S17</td>
<td>Imperial West</td>
<td>Le Français: Une Langue Pour Tous</td>
<td>Geneviève Peden, Eastern Michigan University</td>
<td>A language for everyone, indeed! Le français est la deuxième langue la plus apprise dans le monde après l’anglais. Elle est aussi parlée dans 30 pays et 14 territoires dépendants. Avec plus de 500 millions de gens qui la parient, soit comme langue maternelle, deuxième langue, langue de travail, ou simplement pour le plaisir, le français, dans toutes ses variétés mérite qu’on l’étudie de plus près. Pour le travail, ou pour le plaisir!</td>
<td>Culture</td>
<td>Middle School, High School</td>
<td>French</td>
</tr>
<tr>
<td>S18</td>
<td>University 2</td>
<td>Implementing A Merit-Compliant Curriculum In Your District</td>
<td>Adel DiOrio, Ionia Public School</td>
<td>Unpack the benchmarks into usable, understandable skills. Design and align your curriculum to be compliant with the Michigan benchmarks. Organize your curriculum into a publishable, editable, usable document for all of your district’s stakeholder groups. Bring a copy of your school’s current curriculum maps or pacing guides, AND the state world language benchmarks available at <a href="http://www.michigan.gov/documents/mde/WLSB_206824_7.pdf">http://www.michigan.gov/documents/mde/WLSB_206824_7.pdf</a>. This session is presented both Thursday and Friday.</td>
<td>Activities &amp; Strategies</td>
<td>All</td>
<td>Spanish</td>
</tr>
<tr>
<td>S19</td>
<td>University 3</td>
<td>Meet The MIWLA Board and Annual Business Meeting</td>
<td>Anne Violin-Wigent, MIWLA President; MIWLA Board Members</td>
<td>Are you interested in learning more about MIWLA? Do you have ideas for the organization, the newsletters, or the conference? Join the MIWLA board for the business meeting and an informal discussion about the organization. This is a great opportunities to meet with your state organization, ask questions, and share your ideas.</td>
<td>Professional Development</td>
<td>All</td>
<td>English</td>
</tr>
<tr>
<td>S20</td>
<td>University 4</td>
<td>Leben Und Lieben Im Sozialismus! Teaching East German Culture Through DEFA-Films</td>
<td>Katharina Häusler-Gross, Aquinas College / Kent County</td>
<td>This presentation will provide a retrospective look into selected DEFA films that address both popular and relevant themes in East German films while focusing on the depiction of youth culture, and how the unique cultural politics in the GDR influenced and shaped the lives of young East Germans.</td>
<td>Culture</td>
<td>High School, College, Supervisors &amp; Teacher Educators</td>
<td>English, German</td>
</tr>
</tbody>
</table>

### Exhibit Hall Break!
**9:50 AM - 10:20 AM**
Laura Terrill

What can we do to create success for ourselves and for our students? Let’s consider who we are as teachers and look carefully at what is in our control. We need to understand how our students learn and what may motivate them to achieve their personal best. A relevant 21st century curriculum, meaningful goals and appropriate coaching allow us to support learners who are acquiring the skills they need for global citizenship. And yes, we can do it all of this in the target language from the moment they enter our classrooms.

Thursday Keynote

Creating Success - Language for Everyone

presented by Laura Terrill

10:30 AM - 11:30 AM Location: Ballroom F

Thursday Target Language Luncheon

Enjoy the company of native speakers and fellow world language educators!
Tables will be language-specific and the table conversation will take place in the target language!

Preregistration recommended
Limited tickets available at onsite registration

Cost: $17

11:30 A.M. - 12:50 P.M.
Imperial East and West Rooms

A Sandwich Board Buffet Lunch will be served in the meeting rooms, and includes smoked turkey and baby swiss cheese on croissant with lettuce, tomato and red onion, or vegetarian cream cheese spinach wrap, accompanied by pasta salad and pickle spear, homemade brownies and coffee, tea, milk, or iced tea.
Workshops 1:00 PM - 4:30 PM

Be sure to read the SB-CEU update on p.11 and follow the appropriate instructions in order to receive SB-CEU credit!

Workshop seats are limited and require an additional fee.

Check with the onsite Registration Desk for availability.

W-3  A Communicative Trip To The Museum

Location: Ballroom J

Presenter: Joanna Porvin, Brownell Middle School

Description: Taking our students to an art museum seems like an obvious opportunity for language-learning in the community, but how do you structure that experience to maximize communication in the target language? Discover the classroom activities, from vocabulary games to virtual art tours, that scaffold our experience outside of the classroom. Participants will try out instructional strategies and games. Art focus is on the Spanish-speaking world and examples are from middle school curriculum; strategies relevant to multiple languages and levels.

**Strand:** Activities & Strategies

**Language:** English

**Examples in:** Spanish

W-4  Transforming The World Language Classroom With Formative Assessment

Location: University 1

Presenter: Kristy Placido, Fowlerville High School

Description: Participants will have a basic understanding of the Formative Assessment process and how it can be applied in the world language classroom. Some of the key aspects of this process that will be addressed include: criteria and goal setting (learning targets), gathering evidence of student learning, questioning techniques, self and peer-assessment, and providing students with descriptive, actionable feedback. Participants will leave with a variety of specific activities they can use to increase student achievement.

**Strand:** Assessment

**Language:** English

**Examples in:** Spanish

W-5  INVITED PRESENTER  Focus On Communication: Creating With Language

Location: Executive Training Room

Presenter: Laura Terrill, Independent Consultant

Description: The transition from memorized language to an ability to create with language is challenging. This workshop will look at the key differences between novice and intermediate learners. Participants will engage in activities that will allow students to use language in creative ways at both levels as they experience techniques that will require students to predict, question, compare and contrast, create stories and more. These strategies will allow your students to expand their cultural insights and improve proficiency in the communicative modes.

**Strand:** Activities & Strategies

**Language:** English

**Examples in:** English, French, Spanish
<table>
<thead>
<tr>
<th>Session</th>
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<th>Description</th>
<th>Strand</th>
<th>Audience</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>S21</td>
<td>Ballroom F</td>
<td>Twitter For Professional Development? Absolutely!</td>
<td>Cindy Kendall, Ingham ISD</td>
<td>You have heard about Twitter, but how can it be used for professional development? This session will demystify the Twitter environment, provide resources on how to locate other world language colleagues participating on Twitter, and strategies for engaging in the professional conversation online. Participants are encouraged to bring their laptop.</td>
<td>Technology</td>
<td>All</td>
<td>French, German, Spanish</td>
</tr>
<tr>
<td>S22</td>
<td>Ballroom G</td>
<td>Wish You Were Here</td>
<td>Laura Nork Bradshaw, Avondale High School; Jenny Frazier, East Grand Rapids Public Schools; Angelika Kraemer, Michigan State University</td>
<td>Each year elected members of the MIWLA Executive Board have the opportunity to attend the ACTFL and the Central States Conferences on the Teaching of Foreign Languages. These conferences include sessions given by nationally-known world language experts. Join your MIWLA Board members as they share activities, strategies, assessment techniques, and technology tips they learned at ACTFL 2010 and CSC 2011.</td>
<td>Activities &amp; Strategies</td>
<td>All</td>
<td>French, German, Spanish</td>
</tr>
<tr>
<td>S23</td>
<td>Ballroom H</td>
<td>American Sign Language (ASL) And World Language Partnership – We’re Here PAH!</td>
<td>John Kirsh, Oakland ASL Advisory Committee; Kid Black Fedio, Bloomfield Hills; Paul Fulgate; Maureen Wagner, Consultant</td>
<td>The new World Language graduation requirement includes American Sign Language (ASL). This session provides an overview of ASL program design, curriculum development, and teacher certification requirements. Participants receive ASL resources including an ASL curriculum website. Panel members include ASL teachers and faculty from Michigan School for the Deaf, Oakland Schools, Bloomfield Hills Public Schools, Mott Community College, Baker College and the Michigan Department of Education as well as representatives from the Deaf Community.</td>
<td>Advocacy &amp; Policy</td>
<td>All</td>
<td>English, other</td>
</tr>
<tr>
<td>S24</td>
<td>Ballroom I</td>
<td>Present Tense And Preterite Tense ¡A La Vez!</td>
<td>Sara Blossom Bostwick, Williamston Community Schools; Amy Ide, Williamston Community Schools</td>
<td>We decided to try teaching first year Spanish preterite tense at the same time they learn present tense. Our results were wonderful and we would like to share our ideas and materials with you.</td>
<td>Activities &amp; Strategies</td>
<td>Middle School, High School, College</td>
<td>Spanish</td>
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### S25  Location: University 2

**How To Teach With Film**

**Presenter(s):** Charles Hanchett, Vista Higher Learning  
**Description:** Learn how to use authentic film at all levels. Watch clips, shorts, and excerpts of full-length films with pre-, during-, and post-viewing activities that connect the films to typical lessons and chapter contexts. Through viewing, discussion, and small group work participants prepare an instructional film unit for immediate use.  
**Strand:** Activities & Strategies  
**Audience:** All  
**Examples:** French, Italian, Spanish

### S26  Location: University 3

**Express Yourself ! – Fashion In The German Language Classroom**

**Presenter(s):** Katja Fullard, Goethe-Institut Chicago  
**Description:** What’s a teenager’s life without fashion? In America and Germany, fashion expresses identity and personality through group affiliation. But variations between dislikes, affinities, and the groups teens affiliate with are distinct. Why not use these variations to learn about the target culture, make comparisons, and communicate? This session demonstrates how to stage a fashion show, including working with paper mock-ups and student models to build “fashion” into the classroom, all while practicing communication and grammar!  
**Strand:** Culture  
**Audience:** High School, College  
**Examples:** German

### S27  Location: University 4

**Set the Stage: Using Theater/Skits to Read and Speak Spanish**

**Presenter(s):** Tom Alsop, Tom Alsop’s Creative Teaching Materials and Workshops  
**Description:** Participants will learn how to motivate students to read and speak Spanish using theater/skits. Materials include a reader, conversation cards and supplemental cultural activities from Madrid and Guadalajara, Mexico. Role-plays include daily life in Mexico, Hispanic students in Chicago, famous people of Spain and more. Games and prizes! Lots of handouts for Monday morning!  
**Strand:** Activities & Strategies  
**Audience:** Middle School, High School  
**Examples:** Spanish

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**Visit the MIWLA online**

[www.miwla.org](http://www.miwla.org)
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<th>Audience</th>
<th>Examples</th>
</tr>
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<tbody>
<tr>
<td>S28</td>
<td>Ballroom F</td>
<td>Screencasting 101</td>
<td>Cindy Kendall, Ingham ISD</td>
<td>Are you tired of repeating the same instructions? Are you teaching a blended class and need to be able to make quick screen captures? Screencasting is simply the act of recording what is happening on your screen – complete with your voice narrating. Come discover some easy-to-use free tools to for teachers and students to create their own screencasts. Make videos of your own presentations, practice pronunciation, and more! Participants are encouraged to bring their laptop.</td>
<td>Technology</td>
<td>All</td>
<td>Spanish</td>
</tr>
<tr>
<td>S29</td>
<td>Ballroom G</td>
<td>Real Culture In The Classroom - ¿Qué Piensas?</td>
<td>Gianna Mrozek, Teacher’s Discovery</td>
<td>This presentation shows participants how to lead in-depth, successful conversations about current political and cultural happenings in Spanish-speaking countries. The Capitán Español™ textbook series will be used as an example of a series that provides authentic cultural facts to promote critical thinking and a deeper understanding of the issues affecting Spanish-speaking people today. Participants will learn specific tools for conducting successful classroom discussion and ideas for follow-up activities. Handouts will be provided.</td>
<td>Culture</td>
<td>High School</td>
<td>Spanish</td>
</tr>
<tr>
<td>S30</td>
<td>Ballroom H</td>
<td>Immersion Obstacle Course</td>
<td>John Brender, Wayne State University, Confucius Institute; Angelika Kraemer, Michigan State University</td>
<td>An immersion obstacle course (IOC) is a series of venues—such as a bank, store and hotel—where learners are given tasks in their native language and are then required to negotiate meaning in a target language. IOCs offer excellent opportunities to teach real world language skills and motivate students to further language study. The session will provide ideas for setting up IOCs in a variety of languages. Participants will experience IOCs as learners and will discuss issues related to creating them in their own classroom.</td>
<td>Activities &amp; Strategies</td>
<td>All</td>
<td>Chinese, German, Japanese, Spanish</td>
</tr>
<tr>
<td>S31</td>
<td>Ballroom I</td>
<td>Assess For Success!</td>
<td>Anne Nerenz, Eastern Michigan University</td>
<td>Participants will learn how to design student-centered daily assessments as well as culminating assessment projects that provide evidence of how well students can use the language, not just how much they know about the language. This session was developed and is presented at MIWLA as part of the Central States Conference on the Teaching of Foreign Languages.</td>
<td>Assessment</td>
<td>All</td>
<td>French, Spanish</td>
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<td>S32</td>
<td>Imperial East</td>
<td>Teachers Of The Year Present: It Works!</td>
<td>Laura Nork Bradshaw, Avondale High School; Victoria Potter, Clarkston High School</td>
<td>Join your recent MIWLA Teachers of the Year as they share their most successful teaching strategies and activities. This fast-paced session will provide you with ideas ready to be implemented on Monday morning! Applicable to all languages.</td>
<td>Activities &amp; Strategies</td>
<td>Middle School, High School</td>
<td>French</td>
</tr>
<tr>
<td>S33</td>
<td>Imperial West</td>
<td>TPRS Vs. The Textbook</td>
<td>Liesje Konyndyk-O’Farrell, Kalamazoo Public Schools</td>
<td>This presentation will compare traditional textbook-based teaching to the TPRS (Total Proficiency through Reading and Storytelling) methodology. Based on the presenter’s experience, pros and cons of both will be addressed. Areas of comparison will include: Reading, Writing, Speaking, Listening, Grammar, and Assessment. Participants will come away with a better understanding of a methodology that has growing support in the foreign language community.</td>
<td>Activities &amp; Strategies</td>
<td>Middle School, High School, Supervisors &amp; Teacher Educators</td>
<td>French</td>
</tr>
<tr>
<td>S34</td>
<td>University 2</td>
<td>Starting An Elementary World Language Program</td>
<td>Jennie Frazier, East Grand Rapids Public Schools; Irma Torres, Oakland Schools</td>
<td>This session will describe a process to use to develop an elementary world language program. Examples will be given from articulated programs in East Grand Rapids Public Schools and Birmingham Public Schools.</td>
<td>Articulation</td>
<td>All</td>
<td>English</td>
</tr>
<tr>
<td>S35</td>
<td>University 3</td>
<td>Students’ Interest In Cultural Learning – Effects Of A Cross-cultural E-mail Exchange</td>
<td>Theresa Schenker, Michigan State University</td>
<td>Little is known about students’ interest in cultural learning. This presentation discusses results of a study investigating e-mail exchanges as a tool for increasing students’ interest in cultural learning. A 12-week e-mail exchange was conducted between American students studying German and German students studying English. Students’ interest in cultural learning was measured before and after the exchange with the help of a survey. The presentation will also offer suggestions on how to include an e-mail exchange in language classes.</td>
<td>Culture</td>
<td>All</td>
<td>English, German</td>
</tr>
</tbody>
</table>
S36  Location: University 4

Story-Based Authentic Input: Immerse The Students In The Chinese Language

Presenter(s): Wenbo Yang, Foreign Language Immersion and Cultural Studies School, Detroit Public Schools

Description: This session will demonstrate how to use children's stories to provide ample i+1 input of language examples to help students acquire implicit knowledge more intuitively and less consciously. The role of the teacher as a facilitator of negotiating meanings and language structures in immersion language programs will be discussed. Participants will learn effective strategies and activities include games, mini-drama, role-play, listening and speaking, multi-media-assisted authentic input, etc. to foster cognition and elicit productive speech.

Strand: Activities & Strategies
Audience: Elementary School, Middle School, High School, College
Examples: English, Chinese

The MIWLA will be on the move in 2012 to a new conference location!

Join us in 2012 at the Lansing Center in downtown Lansing!

Did you know?

The MIWLA has social networks too - connect with fellow educators online!
facebook - http://www.facebook.com/miwla
twitter - http://www.twitter.com/miwla
MIWLA Connect - http://grou.ps/miwlaconnect

Exhibit Hall Break!
2:50 PM - 3:20 PM
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<th>Audience</th>
<th>Examples</th>
</tr>
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<tbody>
<tr>
<td>S37</td>
<td>Ballroom F</td>
<td>Implementing Elements Of TPRS In The Elementary Spanish Classroom</td>
<td>Thomas Noyes, Southfield Public Schools</td>
<td>This session is designed to familiarize participants with the use of TPRS at the elementary level. The presenter has experimented with this methodology for the last few years. Participants will share in his journey in incorporating TPRS. The presentation will include what he perceives to be the strengths and weaknesses of this method. A short video of the teacher utilizing TPRS with students will be shared.</td>
<td>Activities &amp; Strategies</td>
<td>Elementary School, Middle School, Supervisors &amp; Teacher Educators</td>
<td>Spanish</td>
</tr>
<tr>
<td>S38</td>
<td>Ballroom G</td>
<td>Festive French: Promoting French In The Community With Mardi Gras</td>
<td>Daniel Noren, Ferris State University</td>
<td>The presenter will detail a two-hour, Mardi-Gras party that was directed and organized by French students for all the French classes and local community. Some of the events that will be presented are: making masks and the mask contest, dégustation de chocolat, King’s Cake, dégustation de fromage, songs and dances, frying beignets, and the final, optional viewing of the film Chocolat.</td>
<td>Culture</td>
<td>Elementary School, Middle School, High School, College</td>
<td>English, French</td>
</tr>
<tr>
<td>S39</td>
<td>Ballroom I</td>
<td>Revitalizing The Receptive Skills</td>
<td>Errin Menna, Crestwood School District; Andrea Seaton, Armada School District</td>
<td>Do you ever feel that receptive skills take a back seat to productive skills in your classroom? Would you like to see your students interact more directly with authentic listening and reading sources? This session will focus on strategies for teaching receptive skills and lesson ideas for implementing these strategies in your classroom. Examples will include high-interest topics such as sports, art, and music.</td>
<td>Activities &amp; Strategies</td>
<td>Middle School, High School</td>
<td>English, Spanish</td>
</tr>
<tr>
<td>S40</td>
<td>Imperial East</td>
<td>¡Vamos A Madrid!</td>
<td>Emily Serafa Manschot, University of Michigan-Dearborn; Matt Creighton, Northville High School</td>
<td>Take your students on a trip to Madrid without leaving the classroom and the computer lab. They can visit the city’s great monuments and museums and shop for their dream outfit at El Corte Inglés (money is no object!). They learn how to give directions, use the Metro and take a walking tour of the city center. At the end of the unit, they can sample tapas and celebrate their visit! Examples are in Spanish and emphasize Madrid, but ideas are applicable to any city in any target culture.</td>
<td>Culture</td>
<td>Middle School, High School</td>
<td>Spanish</td>
</tr>
<tr>
<td>Session</td>
<td>Location</td>
<td>Description</td>
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</tbody>
</table>
| S41     | Imperial West | Keep Them Talking: Developing Speaking Skills With Information Gap Activities  
**Presenter(s):** Julie Foss, Saginaw Valley State University  
**Description:** One of language teachers’ greatest challenges is motivating students to speak in the target language. Learn how to use information gap activities to maximize participation, target language use, and communication in meaningful, “real world” contexts. Sample activities are adaptable to all languages and levels.  
**Strand:** Activities & Strategies  
**Audience:** Middle School, High School, College  
**Examples:** English, French |
| S42     | University 2 | Spanish Teacher Immersion Programs That Inspire and Enrich  
**Presenter(s):** Tom Alsop, Tom Alsop’s Creative Teaching Materials and Workshops; Michael Edelstein, NETC  
**Description:** Learn about the unique Aventura Cultural Immersion Programs for Spanish Teachers in Guadalajara, Mexico and Madrid, Spain. These NETC programs feature dynamic, interactive teaching teams. Use the city of Guadalajara or Madrid as your teaching laboratory! Six hours of graduate credit in Spanish, from the University of Colorado, Colorado Springs, are available for each program. Video clips of past Aventuras, games and prizes!  
**Strand:** Professional Development  
**Audience:** Middle School, High School  
**Examples:** Spanish |
| S43     | University 3 | Developing Blended Courses: How Online Lessons Can Enhance Oral And Written Production.  
**Presenter(s):** Susan Hojnacki, Aquinas College  
**Description:** A study at Aquinas College looked at oral and written output in the traditional face-to-face classroom and then designed online lessons to help boost students’ production in those areas. Previous studies have found advantages such as 85% enrollment increases and 29% cost per student decreases when transitioning to a blended course format. Participants will learn which online applications were most effective, how the online lessons were designed and hear students’ perspectives on the new format.  
**Strand:** Technology  
**Audience:** High School, College, Supervisors & Teacher Educators  
**Examples:** German |
| S44     | University 4 | How To Become A Successful Foreign Language Teacher In American Classrooms  
**Presenter(s):** Wenbo Yang, Foreign Language Immersion and Cultural Studies School, Detroit Public Schools  
**Description:** This session addresses the challenges most non-native English speaking foreign language teachers experience in American classrooms. American educational systems, American value of education, American students, effective and ineffective examples of teaching will be discussed. Successful classroom management strategies for K-12 classrooms will be demonstrated. The session is open for questions.  
**Strand:** Professional Development  
**Audience:** Elementary School, Middle School, High School, Supervisors & Teacher Educators  
**Examples:** English, Chinese |
S44B  Location: Ballroom H
Can They Talk? Yes, They Can!

**Presenter(s):** Barbara Peterson, Breaking the Barrier, Inc.

**Description:** Many teachers have trouble balancing grammar and conversational skills. Our students need both, and we can make it a seamless match. The presenter will open with her philosophy of a grammar-based program that allows for communicative skills to grow steadily until students are able to express original ideas and converse with their classmates on a variety of topics. Handouts provided.

**Strand:** Activities & Strategies
**Audience:** Middle School, High School, College
**Examples:** English, Spanish

S45  Location: Ballroom G
Rallye AATF! Venez Fêter!

**Presenter(s):** Daniel Noren, Ferris State University; Cass Gorkiewicz, AATF - Detroit; Suzie Martin, Warren Woods High School

**Description:** Come enjoy the fun and win prizes. Gather new ideas. Learn all about the annual immersion weekend in Michigan for French teachers. Discover National French Contest resources. Get in touch with cultural events, support for programs in your school, and more. All AATF members and anyone wanting to know more about how the American Association of Teachers of French can help you are invited to gather for networking and support.

**Strand:** Activities & Strategies
**Audience:** All
**Examples:** English, French

S46  Location: Imperial East
Spanish And Portuguese Teachers Unite! Come And Network With The AATSP!

**Presenter(s):** Jason Paetz, Frankenmuth Public Schools; Sean Hill, Farwell High School

**Description:** You are cordially invited to learn about membership in the American Association of Teachers of Spanish and Portuguese! Joining this organization is a great way to meet and establish a network of fellow teachers and administrators who share a love of teaching Spanish and Portuguese. From administering the National Spanish Exam to attending the 2012 conference in San Juan, Puerto Rico—come and find out how membership in the AATSP can benefit YOU, and learn how YOU can contribute to the AATSP!

**Strand:** Professional Development
**Audience:** All
**Examples:** English

S47  Location: University 4
Teaching Chinese Culture Through Chinese Songs And Operas

**Presenter(s):** Wenbo Yang, Foreign Language Immersion and Cultural Studies School, Detroit Public Schools

**Description:** Culture is referred as the “fifth skill” of language abilities. In this session, the presenter will share tools, ideas, strategies, and activities of teaching Chinese culture through Beijing opera, Chinese local operas, rap, popular songs, children’s songs, etc. Participants will be engaged in discussion, and hand-on activities; exploring ways to facilitate cultural competence in perceiving, recognizing, accepting, appreciating, and valuing cultural differences. A variety of songs, videos, and technologies will also be presented.

**Strand:** Culture
**Audience:** All
**Examples:** English, Chinese
Join us for the annual

**MIWLA University Reception**

Thursday, October 20, 2011
5:30 P.M. - 7:00 P.M.

Ballroom F
(Seating available in Ballroom I)

This year’s reception will once again feature opportunities for professional networking as well as meeting with university representatives and former college friends.

The delightful evening will continue to include delicious appetizers and a cash bar.

Plan to join old and new friends for a fun-filled time! As before, George Mansour will emcee the reception’s program including the door prize drawings. Don’t miss the chance to win one of the many wonderful prizes!

Only attendees preregistered by October 1 are eligible for door prizes!

Must be present to win!

---

It’s wonderful to meet up with colleagues at the reception!

I won the round trip ticket and went to Spain!

And the appetizers! Delicious!

I wonder who will win this year?!
<table>
<thead>
<tr>
<th>Time</th>
<th>Ballroom F</th>
<th>Ballroom G</th>
<th>Ballroom H</th>
<th>Ballroom I</th>
<th>Ballroom J</th>
<th>Executive Training</th>
<th>Imperial East</th>
<th>Imperial West</th>
<th>University 1</th>
<th>University 2</th>
<th>University 3</th>
<th>University 4</th>
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<tbody>
<tr>
<td>9:00 AM</td>
<td>S2 Authentic Communication And Culture With Task-Based Teaching And Assessments</td>
<td>S11 Preterit Vs. Imperfect. No English. No Rules. No Problem.</td>
<td>S21 Twitter For Professional Development? Absolutely!</td>
<td>S24 Present Tense And Preterite Tense ¡A La Vez!</td>
<td>W3 A Communicative Trip To The Museum</td>
<td>W5 Focus On Communication: Creating With Language</td>
<td>S16 Are You For Real-ia?</td>
<td>S17 Le Français: Une Langue Pour Tous</td>
<td>W4 Transforming The World Language Classroom With Formative Assessment</td>
<td>S18 Implementing A Merit-Compliant Curriculum In Your District</td>
<td>S19 Meet The MIWLA Board and Annual Business Meeting</td>
<td>S20 Leben Und Lieben Im Sozialismus! Teaching East German Culture Through DEFA-Films</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>S3 The Hybrid Classroom Experience: Implementing Blended Learning In The World Language Curriculum</td>
<td>S23 American Sign Language (ASL) And World Language Partnership – We’re Here PAH!</td>
<td>S30 Immersion Obstacle Course</td>
<td>S31 Assess For Success!</td>
<td>S33 TPRS Vs. The Textbook</td>
<td>S16 Are You For Real-ia?</td>
<td>S17 Le Français: Une Langue Pour Tous</td>
<td>S33 TPRS Vs. The Textbook</td>
<td>S25 How To Teach With Film</td>
<td>S26 Express Yourself! – Fashion In The German Language Classroom</td>
<td>S35 Students’ Interest In Cultural Learning – Effects Of A Cross-cultural E-mail Exchange</td>
<td>S27 Set the Stage: Using Theater/Skits to Read and Speak Spanish</td>
</tr>
<tr>
<td>2:00 PM</td>
<td>S4 The Michigan Graduation Requirement For World Language</td>
<td>S24 Present Tense And Preterite Tense ¡A La Vez!</td>
<td>S30 Immersion Obstacle Course</td>
<td>S31 Assess For Success!</td>
<td>W4 Transforming The World Language Classroom With Formative Assessment</td>
<td>W5 Focus On Communication: Creating With Language</td>
<td>S16 Are You For Real-ia?</td>
<td>S17 Le Français: Une Langue Pour Tous</td>
<td>S33 TPRS Vs. The Textbook</td>
<td>S25 How To Teach With Film</td>
<td>S26 Express Yourself! – Fashion In The German Language Classroom</td>
<td>S35 Students’ Interest In Cultural Learning – Effects Of A Cross-cultural E-mail Exchange</td>
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<tr>
<td>3:30 PM</td>
<td>S5 National Network For Early Language Learning (NNELL)</td>
<td>S24 Present Tense And Preterite Tense ¡A La Vez!</td>
<td>S30 Immersion Obstacle Course</td>
<td>S31 Assess For Success!</td>
<td>W4 Transforming The World Language Classroom With Formative Assessment</td>
<td>W5 Focus On Communication: Creating With Language</td>
<td>S16 Are You For Real-ia?</td>
<td>S17 Le Français: Une Langue Pour Tous</td>
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<td>S35 Students’ Interest In Cultural Learning – Effects Of A Cross-cultural E-mail Exchange</td>
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**Thursday Special Events:**

- Exhibit Hall Open 8:30 AM – 5:00 PM
- Keynote 10:30 AM - 11:30 AM
- Target Language Luncheon 11:30 AM – 12:50 PM
- Reception 5:30 PM – 7:00 PM
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<tr>
<th>Time</th>
<th>Ballroom F</th>
<th>Ballroom G</th>
<th>Ballroom H</th>
<th>Ballroom I</th>
<th>Ballroom J</th>
<th>Executive Training</th>
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<tr>
<td>9:00 AM</td>
<td>S58 Using A Questionnaire In A WL Classroom To Help Identify At-risk Students</td>
<td>S59 The Stickiness Factor Versus Shallow Learning: Sticky Songs In French And Spanish</td>
<td>S60 Tech Tools For Teaching Japanese: Ideas For Using Wikis, Social Media And 2.0 Apps</td>
<td>S61 Content-related Units For The K-5 World Language Classroom</td>
<td>S62 Ning! Utilizing Social Networking To Enhance Writing Fluency In The World Language Classroom</td>
<td>W9 A Language For Everyone: Meeting The Needs Of Struggling Learners In A World Language Classroom</td>
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<tr>
<td>10:30 AM</td>
<td>S66 An Introduction To Language Immersion Education: Definitions, Features, And Trends</td>
<td>S68 TV Commercials For Foreign Language Teaching</td>
<td>S69 TV Commercials For Foreign Language Teaching</td>
<td>S70 Calling All World Language Teacher Educators</td>
<td>S71 So You've Just Landed Your First Teaching Job... Now What?</td>
<td>W10 A Language For Everyone: Meeting The Needs Of Struggling Learners In A World Language Classroom</td>
</tr>
<tr>
<td>1:00PM</td>
<td>S7 / Webquests, Projects And Resources</td>
<td>S78 Achieve Fluency With The AIM Using Only The Target Language</td>
<td>S79 Advocating For Language Programs And Teachers. How To Promote Language Study</td>
<td>S80 Spanish Language Podcasts And The Elementary Classroom</td>
<td>S81 Revisiting A Unit To Incorporate Business Ideas</td>
<td>W11 Textbook To Thematic Units: Our Success Story</td>
</tr>
<tr>
<td>2:30 PM</td>
<td>S86 Online Resources For Maximum Learning Impact</td>
<td>S87 Le Carnaval De Quebec</td>
<td>S88 A Gaucho For Everyone: Images From The Paintings Of Molina Campos</td>
<td>S89 Using IPods To Enhance Foreign Language Learning</td>
<td>S90 Michigan’s French Connection</td>
<td>S92 A European Voyage For Elementary Travelers</td>
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<tr>
<td>3:30 PM</td>
<td>T8 / Accommodating All Linguistic Abilities Through Four Key Comprehension-based Strategies</td>
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**Friday Special Events:**
- Administrators' Seminar 7:30 AM – 9:00 AM
- Exhibit Hall Open 8:30 AM – 3:30 PM
- Awards Luncheon 11:30 AM – 12:50 PM
Friday, October 21, 2011
Registration opens at 7:00 AM                 First session begins at 8:00 AM

DON’T MISS THESE CONFERENCE HIGHLIGHTS!

World Language Requirement Seminar for Administrators
7:30 AM - 9:00 AM. Invite your administrators to come and hear information to help your district implement the world language graduation requirement. Receive information about the awarding of credit, student exams for credit, teacher certification, sources for teacher candidates, etc. See registration information on the next page.

Invited Speaker: Irene Brouwer Konyndyk
Using A Questionnaire In A WL Classroom To Help Identify At-risk Students

Morning Invited Workshop Presenter: Carol Gaab
Accommodating All Linguistic Abilities Through Four Key Comprehension-based Strategies

Awards Luncheon
Celebrate our profession and recognize our colleagues!

Afternoon Invited Workshop Presenter: Irene Brouwer Konyndyk
A Language For Everyone: Meeting The Needs Of Struggling Learners In A World Language Classroom
World Language Requirement Seminar for Administrators

Is your district ready to implement the Michigan world language requirement? Do you have a plan to meet the world language graduation requirement? To communicate this information to parents? To support students who are going to have a difficult time passing the second year of the world language requirement? For hiring additional World Language staff? For determining credits? The MIWLA would like to offer support and resources to guide you through implementing the world language requirement. At this seminar, Michigan Department of Education World Language Consultant, Jackie Moase-Burke, will provide information about the world language graduation requirement.

Who should attend: Michigan school administrators, counselors or ISD personnel that are involved in planning and implementing the Michigan World Language graduation requirement, including credits earned prior to entering high school.

Where: Causeway Bay hotel in Lansing during the MIWLA Fall Conference

When: Friday, October 21, 2011, 7:30- 9:00 a.m.

Cost: Event is complimentary for administrators, counselors, and ISD personnel if accompanied by a teacher who is registered for the conference. A light breakfast will be served.

Administrators, counselors and ISD personnel are asked to register by October 1 with Jennie Frazier at jfrazier@egrps.org

Awards Luncheon

The MIWLA Awards Luncheon serves as an occasion to celebrate the achievements of our colleagues. Mini-grants and conference attendance grants are given to offset conference expenses; the recipients of the Educator of the Year Award are honored; and our state’s most prestigious award, the Barbara Ort Smith Award, is presented to this year’s deserving educator.
Check your conference program for CLEAR sessions!

CLEAR’s Resources for Language Teachers:

Materials
- Web-based materials
- Resource websites
- CD-ROMs
- Teaching guides

Workshops
- Online
- Summer

Newsletter
- CLEAR News

Most of these resources are available free of charge.

Save the Date!

The eighth annual World Languages Day will be held on Saturday, April 21, 2012

Visit our exhibit booth and attend our WLD session Friday at 2:30 for more information about this fun — and educational — free MSU program for high school language students and teachers!

http://clear.msu.edu/wld

Michigan State University’s U.S. Department of Education Title VI Language Resource Center, CLEAR, promotes and supports the teaching and learning of foreign languages in the United States.

Contact CLEAR:

Suite 101 UPLA Building
Michigan State University
East Lansing, MI 48824

Phone: 517.432.2286
Email: clear@msu.edu
Web: http://clear.msu.edu

Also on Facebook!
Thank You 2011 Exhibitors!

AATSP
ACIS
AIM Language Learning
Applause Learning Resources
ASC Direct
Bratton Corporation
Breaking the Barrier, Inc.
Carlex, Inc.
Center for Language Education and Research
CETA Tours
FilmArobics, Inc.
Foreign Language House
Goethe-Institut Chicago
Houghton Mifflin Harcourt
Intercultural Student Experiences (ISE) - Bronze Level Conference Sponsor
McGraw-Hill School Education Group
Michigan State University
NETC
PowerSpeak
Santillana USA Publishing Co.
Sosnowski Language Resources
Tom Alsop’s Creative Teaching Materials and Workshops
VISIT CANADA
Vista Higher Learning

Additional exhibitors registered after the printing of this program. Find the 2011 MIWLA Exhibitors linked on our website, www.miwla.org

Educator of the Year

Is your colleague an outstanding educator? Nominate him or her for Educator of the Year!

Is your administrator supportive of world language education? Nominate him or her for Administrator of the Year!

Nominations forms at are www.miwla.org and are due July 1.

Bronze Level Conference Sponsor

Intercultural Student Experiences (ISE)

Thank you for your support!

Please continue to check at miwla.org all year for continuous and updated information
Workshops 8:00 AM - 11:30 AM

Be sure to read the SB-CEU update on p.11 and follow the appropriate instructions in order to receive SB-CEU credit!

Workshop seats are limited and require an additional fee.

Check with the onsite Registration Desk for availability.

W-6 INVITED PRESENTER Accommodating All Linguistic Abilities Through Four Key Comprehension-Based Strategies

Location: Executive Training Room

Presenter: Carol Gaab, TPRS Publishing, Inc.

Description: Learn and practice four powerful questioning techniques that will provide engaging and effective instruction for all of types of learners and elicit responses from all students, not just the top 5%. Discover how to accommodate all learning styles and aptitudes by strategically modifying questions to make them naturally engaging, completely comprehensible and compelling enough to answer. Participants will learn how to apply strategies to various activities, including class discussions, storytelling and reading.

Strand: Activities & Strategies
Language: English
Examples in: English, Chinese, French, German, Spanish, other

W-7 Authentic Project-Based Learning: Increasing Proficiency Through Relevance

Location: University 1

Presenter: Joyce Smetanka Campbell, Mercy High School

Description: This workshop is designed for secondary teachers to explore strategies to increase student proficiency through relevant authentic project-based units of study aligned to the Michigan World Language Standards. Innovative projects from Level 2, 3 and multi-level (Levels 1-4) high school French will be presented. As a result of this workshop, participants identify ways project-based learning can increase proficiency as well as how project-based learning enhances interest in the study of language and culture.

Strand: Activities & Strategies
Language: English
Examples in: English, French
Invited Presenter
Carol Gaab

Thursday Morning Workshop:
Powerful Strategies For Reaching 21st Century Learners

Friday Morning Workshop:
Accommodating All Linguistic Abilities Through Four Key Comprehension-Based Strategies

A seasoned presenter, Carol Gaab has been presenting TPRS® workshops and in-services for national and international schools and universities since 1996. Carol also presents for the Bureau of Education and Research and is known for presentations that are highly engaging and practical. A master teacher, Carol has 20 years experience teaching second language, including Spanish at all levels and ESL for various Major League Baseball clubs. Her clients have included the SF Giants, Oakland A’s, CO Rockies, AZ Diamondbacks and Milwaukee Brewers. In addition to writing articles published in educational journals, Carol has written and published TPRS training materials and curricula for elementary through high school students. President of TPRS Publishing, Carol also serves as a TPRS consultant/editor for various textbook publishers.

Invited Speaker
Irene Brouwer Konyndyk

Friday Morning Session:
Using A Questionnaire In A WL Classroom To Help Identify At-risk Students

Friday Afternoon Workshop:
A Language For Everyone: Meeting The Needs Of Struggling Learners In A World Language Classroom

Irene will be sharing her expertise in meeting the needs of all students in the world language classroom, specifically focusing on students who struggle or have special needs. She will share practical strategies to identify and engage our at-risk students. Irene has been teaching foreign languages (German, Dutch and French) at Calvin college since 1977, where she is an Assistant Professor of French. She has done work in cross-cultural issues, foreign language pedagogy, and foreign language teacher education. Her current research interest is in foreign language learning and learning disabilities. In 2001 she developed and began teaching a 3-course sequence (French 111-112-113) to meet the needs of at-risk students; it is the only such program in French in the nation.
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<th>Session</th>
<th>Location</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Description</th>
<th>Strand</th>
<th>Audience</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td>S48</td>
<td>Ballroom F</td>
<td>Top 10 Reasons To Travel With Your Students</td>
<td>Cathy Longcore, Intercultural Student Experiences</td>
<td>Explore the benefits of educational travel programs that change lives. Presenters will emphasize the value of combining sightseeing with family stay giving students the true dimension of a cultural and linguistic program abroad. Benefits include: confidence to create successful programs abroad; ideas and feedback from teachers who have travelled for many years and who are committed to changing student’s perspective from being a tourist to becoming students of the world engaged in the target language and culture.</td>
<td>Culture</td>
<td>Middle School, High School</td>
<td>English</td>
</tr>
<tr>
<td>S49</td>
<td>Ballroom G</td>
<td>La Lecture De L’image En Classe De Français : Quelques Pistes Pédagogiques.</td>
<td>Isabelle Chapuis-Alvarez, Hope College</td>
<td>This session will demonstrate the use of images in the French language classroom. It will help the students develop their visual literacy by learning basic vocabulary used in analyzing the visual arts and combining content information. The resulting formal analysis allows students to ”read” a wide array of images found in today’s French art and media. This approach will challenge them to understand what they see and give them the tools to decrypt and translate illustrations such as advertisements, movie posters, political cartoons, etc.</td>
<td>Activities &amp; Strategies</td>
<td>High School, College, Supervisors &amp; Teacher Educators</td>
<td>French</td>
</tr>
<tr>
<td>S50</td>
<td>Ballroom H</td>
<td>Japanese Teacher Education For The 21st Century: What Needs To Be Taught And How?</td>
<td>Mutsuko Endo Hudson, Michigan State University; Motoko Tabuse, Eastern Michigan University; Erin Sullivan; Katie Suttles, Beverly Hills</td>
<td>Roundtable discussion on Japanese language and culture teacher education from 3 perspectives--new teacher, experienced teacher, and teacher educator moderated by an experienced teacher educator, with time for questions and comments. It will recommend what needs to be taught and how in the 21st century. Topics include materials, methods, technology, and peer teaching in methods courses.</td>
<td>Professional Development</td>
<td>High School, College, Supervisors &amp; Teacher Educators</td>
<td>Japanese</td>
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<tr>
<td>S51</td>
<td>Ballroom I</td>
<td>The Michigan Graduation Requirement For World Language</td>
<td>Jackie Moase-Burke, Michigan Department of Education; Emily Spinelli, American Association of Teachers of Spanish and Portuguese; Anne Nerenz, Eastern Michigan University</td>
<td>Focusing on the World Language Requirement of the Michigan Merit Curriculum, presenters will provide an overview of the legislation, discuss the Credit/Experience Guidelines and describe program models. The presenters will also provide an overview of the Michigan Standards and Benchmarks for World Languages, discuss related curriculum, and suggest assessment options. This session is presented on both Thursday and Friday.</td>
<td>Advocacy &amp; Policy</td>
<td>All</td>
<td>English</td>
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<td>Session</td>
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<td>S52</td>
<td>Ballroom J</td>
<td>Moodle For Language Learning</td>
<td>Stephanie Lint-Perez, DeWitt Public Schools</td>
<td>Moodle is an open source Online Course Management System. Participants will see how an OCMS can help anyone to “enhance” a language class by offering a new way to organize and present authenticated materials within the target language. Ways to incorporate online learning activities, as well as how to assess students’ progress within Moodle, will also be demonstrated. Presenter will navigate through a Spanish class in order to show the various tasks, activities and assessments used in a hybrid-course format.</td>
<td>Technology</td>
<td>Middle School, High School, College, Supervisors &amp; Teacher Educators</td>
<td>Spanish</td>
</tr>
<tr>
<td>S53</td>
<td>Imperial East</td>
<td>Rhythm, Beats And Rhymes: Using Hip-Hop To Teach Spanish Vocabulary</td>
<td>Jessica Kreichauf, Baltimore County Public Schools, MagiaEscolar.com</td>
<td>By the end of this session, attendees will be able to: 1. understand how music can improve student motivation and achievement; 2. identify the four steps needed to create highly-engaging, aural mnemonic devices; 3. use Hip Hop music to teach and/or reinforce the alphabet, days of the week, months of the year, numbers 1-12, colors, body parts; and, 4. create a “Yo soy” poem/rap verse and facilitate a battle rap.</td>
<td>Activities &amp; Strategies</td>
<td>Elementary School, Middle School, High School</td>
<td>English, Spanish</td>
</tr>
<tr>
<td>S54</td>
<td>Imperial West</td>
<td>Implementing A Merit-Compliant Curriculum In Your District</td>
<td>Adel DiOrio, Ionia Public School</td>
<td>Unpack the benchmarks into usable, understandable skills. Design and align your curriculum to be compliant with the Michigan benchmarks. Organize your curriculum into a publishable, editable, usable document for all of your district’s stakeholder groups. Bring a copy of your school’s current curriculum maps or pacing guides, AND the state world language benchmarks available at <a href="http://www.michigan.gov/documents/mde/WLSB_206824_7.pdf">http://www.michigan.gov/documents/mde/WLSB_206824_7.pdf</a>. This session is presented both Thursday and Friday.</td>
<td>Activities &amp; Strategies</td>
<td>All</td>
<td>Spanish</td>
</tr>
<tr>
<td>S55</td>
<td>University 2</td>
<td>Cultural Extravaganza: An Afternoon Of Spanish Cinema</td>
<td>Gladys Hernández, Saginaw Valley State University; Eric Becker, Saginaw Valley State University; Zachry Finta, Saginaw Valley State University; Jaime Wendorf, Saginaw Valley State University</td>
<td>The presenters will be discussing the meaning, history and social context of two widely regarded films in Spanish cinema. “Mujeres al borde de un ataque de nervios” by Pedro Almodóvar and “La historia oficial” by Luis Puenzo. The presenters will interpret the movies across cultures, decoding culturally-distinct elements of hispanophone culture to a wider anglophone audience.</td>
<td>Culture</td>
<td>All</td>
<td>English/Spanish</td>
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### Sessions 8:00 AM - 8:50 AM

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<tr>
<th>Session</th>
<th>Location</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Description</th>
<th>Strand</th>
<th>Audience</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td>S56</td>
<td>University 3</td>
<td>Interdisciplinary Approach In German – Fächerübergreifender Deutschunterricht</td>
<td>Bettina Hoops, Saline Area Schools</td>
<td>In the section “Interdisciplinary approach in German – Fächerübergreifender Deutschunterricht” the presenter will provide examples of strategies stemming from different disciplines such as mathematics, science, sports, art and more. Participants will be able to use these exciting activities right away in German instruction.</td>
<td>Activities &amp; Strategies</td>
<td>All</td>
<td>German</td>
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### Sessions 9:00 AM - 9:50 AM

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<tr>
<th>Session</th>
<th>Location</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Description</th>
<th>Strand</th>
<th>Audience</th>
<th>Examples</th>
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<tbody>
<tr>
<td>S57</td>
<td>University 4</td>
<td>Linguistic Teaching Strategies In A Romance Language Classroom</td>
<td>Chris Jung, Avondale</td>
<td>Sick and tired of hearing your students complain about irregularities? Come and learn about the history of these irregularities so that you are able to explain them to your class. Participants will learn how to teach basic linguistic principles that will increase their students’ knowledge of how language evolves and functions. The main language focus is on Spanish, but this presentation will be applicable to all Romance Languages.</td>
<td>Activities &amp; Strategies</td>
<td>Middle School, High School, College</td>
<td>English, French, German, Italian, Latin, Spanish</td>
</tr>
<tr>
<td>S58</td>
<td>Ballroom F</td>
<td>Using A Questionnaire In A WL Classroom To Help Identify At-risk Students</td>
<td>Irene Brouwer Konyndyk, Calvin College</td>
<td>This session will help teachers better recognize students with learning disabilities so that they can adapt their teaching and be more prepared for upcoming changes in the Michigan high school graduation requirements. It will examine a 4-page questionnaire developed for at-risk students. Every teacher has had such students: bright, hardworking, and yet not succeeding. They may struggle due to learning disabilities, ADHD, or other difficulties. Several areas will be examined and strategies for accommodation will be given.</td>
<td>Activities &amp; Strategies</td>
<td>All</td>
<td>English</td>
</tr>
<tr>
<td>S59</td>
<td>Ballroom G</td>
<td>The Stickiness Factor Versus Shallow Learning: Sticky Songs In French And Spanish</td>
<td>Paul O’Donnell, University of Michigan Flint</td>
<td>Some songs, according to students in college FRN &amp; SPN classes, have a high “stickiness factor”. Students find themselves remembering sticky songs and the associated grammar, phonetic, or syntactic teaching points. Stress, pronominal constructions, as well as common subjunctive phrases become part of the students’ performance (vs. competence) repertoire. The two to four minute song duration is well within attention spans. Thus the “shallow learning” purportedly associated with usage of the current technologies, may be counteracted.</td>
<td>Activities &amp; Strategies</td>
<td>All</td>
<td>French, Spanish</td>
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<td>Session ID</td>
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<td>S60</td>
<td>Ballroom H</td>
<td><strong>Tech Tools For Teaching Japanese: Ideas For Using Wikis, Social Media And 2.0 Apps</strong>&lt;br&gt;&lt;br&gt;<strong>Presenter(s):</strong> Bridget Cooper, Lansing School District; Mutsuko Endo Hudson, Michigan State University; Dawn Stark, Lansing School District&lt;br&gt;&lt;br&gt;<strong>Description:</strong> Presentation of ways to use technology at the high school and university level; e.g. to increase student comprehension and motivation, appeal to a variety of learners, build e-portfolios, and promote Japanese programs. Topics include how to use wikis, social media (e.g. edmodo), and a variety of 2.0 applications. Presenters will outline how they utilize these tech tools, showing examples, and will explain why they are useful. Participants will leave the session with a list of free or inexpensive tech tools that they can begin using immediately.&lt;br&gt;&lt;br&gt;<strong>Strand:</strong> Technology&lt;br&gt;<strong>Audience:</strong> Middle School, High School, College, Supervisors &amp; Teacher Educators&lt;br&gt;<strong>Examples:</strong> Japanese</td>
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<td>S61</td>
<td>Ballroom I</td>
<td><strong>Content-related Units For The K-5 World Language Classroom</strong>&lt;br&gt;&lt;br&gt;<strong>Presenter(s):</strong> Anne Nerenz, Eastern Michigan University; Akiko Harada, Eastern Michigan University; Christopher Cole, Eastern Michigan University; Pingping Liu, Eastern Michigan University&lt;br&gt;&lt;br&gt;<strong>Description:</strong> Recent graduates of Eastern Michigan University’s K-12 teacher certification program will share a variety of content-related units designed for the K-5 world language classroom. Presenters will describe each unit’s content connections, language objectives, lesson sequence, and culminating activity. Summary materials will be provided in the target language and in English for easy adaptation to different languages and classroom setting.&lt;br&gt;&lt;br&gt;<strong>Strand:</strong> Activities &amp; Strategies&lt;br&gt;<strong>Audience:</strong> Elementary School, Middle School, Supervisors &amp; Teacher Educators&lt;br&gt;<strong>Examples:</strong> Chinese, Japanese, Spanish</td>
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<td>S62</td>
<td>Ballroom J</td>
<td><strong>Ning! Utilizing Social Networking To Enhance Writing Fluency In The World Language Classroom</strong>&lt;br&gt;&lt;br&gt;<strong>Presenter(s):</strong> Jason Paetz, Frankenmuth Public Schools&lt;br&gt;&lt;br&gt;<strong>Description:</strong> As part of his capstone project to finish his master’s degree, the presenter utilized Ning, a closed-loop educational social networking site (SNS), to research how using SNS in the target language affects L2 writing fluency, grammatical accuracy, and student attitudes towards Spanish class. He will be demonstrating how he utilized Ning to assign L2 blogs, forums, status updates, photos and wall posts to make L2 learning more interactive and interesting and offer insight as to how you too can integrate SNS into your own classroom experience!&lt;br&gt;&lt;br&gt;<strong>Strand:</strong> Technology&lt;br&gt;<strong>Audience:</strong> High School, College&lt;br&gt;<strong>Examples:</strong> Spanish</td>
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<td>S63</td>
<td>Imperial East</td>
<td><strong>Rhythm, Beats And Rhymes: Using Hip-Hop To Teach Spanish Grammar</strong>&lt;br&gt;&lt;br&gt;<strong>Presenter(s):</strong> Jessica Kreichauf, Baltimore County Public Schools; MagiaEscolar.com&lt;br&gt;&lt;br&gt;<strong>Description:</strong> By the end of this session, attendees will be able to 1. understand how music can improve student motivation and achievement; 2. identify the four steps needed to create highly-engaging, aural mnemonic devices; 3. use Hip Hop music to teach and/or reinforce the negation, gustar with infinitives, and stem-changing verbs; and, 4. create a “Yo soy” poem/rap verse and facilitate a battle rap.&lt;br&gt;&lt;br&gt;<strong>Strand:</strong> Activities &amp; Strategies&lt;br&gt;<strong>Audience:</strong> Elementary School, Middle School, High School&lt;br&gt;<strong>Examples:</strong> English, Spanish</td>
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**S64**  Location: Imperial West

“Ya Gotta Do Whatcha Gotta Do”: Making Language Learning Accessible

**Presenter(s):** Sarah Laurens

**Description:** Teaching a second language to urban youth living in poverty, refugee and immigrant populations, and students with learning disabilities is a challenge to any educator. Participants will explore using evidence-based literacy instruction to strengthen students’ English grammar skills while teaching a second language. Techniques for differentiating content, process, and product according to students’ strengths and interests will be discussed.

**Strand:** Activities & Strategies

**Audience:** Elementary School, Middle School, High School

**Examples:** English, French

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**S65**  Location: University 2

High School And Community College Collaborations

**Presenter(s):** Sean Hill, Farwell High School, Mid Michigan Community College; Kristen Haskin, Beaveron Rural Schools, Mid Michigan Community College; Lucy Andarcia

**Description:** The presenters discuss how they have collaborated to open up opportunities for world language students from rural high schools at the local community college. Presenters describe the program, provide a list of activities, and discuss class offerings at the local high schools with the goal of increasing world language enrollment and achievement. The end of the session will open up to questions and the presenters will seek ideas from other schools and colleges as to best practices in regard to HS-CC collaborations.

**Strand:** Articulation

**Audience:** High School, College

**Examples:** English, Spanish

---

**S66**  Location: University 3

Grammar Out Of The Seat! Teaching German Grammar Through Movement And Props

**Presenter(s):** Erin Stepek, Lakewood Public Schools

**Description:** Grammar systems are an important part of language learning, yet provide challenges for many students. Want to mix it up beyond the lecture/note-taking/worksheet format? Presenter will share a fun basic activity that is easily adapted to many topics that will engage different learning styles and get students out of their seats. Help make grammar come alive! Participants will be engaged in a hands-on demonstration of the technique and handouts with instructions and German examples of the technique will be provided.

**Strand:** Activities & Strategies

**Audience:** Middle School, High School

**Examples:** German

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**S67**  Location: University 4

Crash Course In Spanish Phonetics

**Presenter(s):** Chris Jung, Avondale

**Description:** Have you ever wondered how to make your students sound more authentic? Learn the tricks of the Phonetic trade to get better results. If you think that Spanish pronunciation is too easy, come to this presentation and learn everything that you do not know about the sounds of Spanish.

**Strand:** Teacher Preparation

**Audience:** Elementary School, Middle School, High School, College

**Examples:** English, Spanish

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**Exhibit Hall Break**  9:50 AM - 10:20 AM
### Sessions 10:30 AM - 11:20 AM

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<th>Session</th>
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<tbody>
<tr>
<td><strong>S68</strong></td>
<td><strong>Location: Ballroom G</strong></td>
<td><strong>Location: Ballroom H</strong></td>
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<tr>
<td><strong>An Introduction To Language Immersion Education: Definitions, Features, And Trends</strong></td>
<td><strong>TV Commercials For Foreign Language Teaching</strong></td>
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<tr>
<td><strong>Presenter(s):</strong> Mandy Menke, Grand Valley State University</td>
<td><strong>Presenter(s):</strong> Koji Tanno, Ypsilanti</td>
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<td><strong>Description:</strong> Language immersion education, described as the most successful elementary language program, is increasing in popularity both nationally and within Michigan as districts look to establish extended sequences of language study. In this session, the presenter will define language immersion education: identifying what it is, model types, and essential features. In addition, she will compare the Michigan immersion landscape to national trends. Participants will receive a list of useful resources.</td>
<td><strong>Description:</strong> TV commercials are a great authentic material for language learning at various proficiency levels. A well-crafted TV commercial does not require much time to watch yet contains rich cultural and linguistic information. This presentation will introduce some free video editing programs available online and show techniques to create, edit, and archive TV commercials suitable for language teaching from popular online video streaming sites such as YouTube. Bring your laptop and learn how to create teaching materials.</td>
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<td><strong>Strand:</strong> Professional Development</td>
<td><strong>Strand:</strong> Technology</td>
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<td><strong>Audience:</strong> All</td>
<td><strong>Audience:</strong> All</td>
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<td><strong>Examples:</strong> French, Spanish</td>
<td><strong>Examples:</strong> Japanese</td>
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<th>Session</th>
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<th>Location: Ballroom J</th>
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<tbody>
<tr>
<td><strong>S70</strong></td>
<td><strong>Location: Ballroom I</strong></td>
<td><strong>Location: Ballroom J</strong></td>
</tr>
<tr>
<td><strong>Calling All World Language Teacher Educators</strong></td>
<td><strong>So You've Just Landed Your First Teaching Job... Now What?</strong></td>
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<tr>
<td><strong>Presenter(s):</strong> Anne Nerenz, Eastern Michigan University; Emily Spinelli, AATSP; Jackie Moase-Burke, Michigan Department of Education</td>
<td><strong>Presenter(s):</strong> Brian Olovson, Farwell Area Schools</td>
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<td><strong>Description:</strong> Conveners will host an open forum for world language teacher educators at colleges and universities in Michigan. Discussion topics include certification models, program emphasis and requirements, assessments for new teachers, collaboration between Colleges of Education and language departments, student teaching requirements, supervision models, impact of the new Michigan High School graduation requirement, and other topics of interest.</td>
<td><strong>Description:</strong> Come learn from two recent first year teachers about how to survive the first day, get through the first week and have a successful first year. Learn tips and tricks on setting up or sharing a classroom, establishing procedures, classroom management, go-to games for any unit, and activities that actively engage in learning. Examples from secondary classrooms will be provided.</td>
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<td><strong>Strand:</strong> Teacher Preparation</td>
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<td><strong>Audience:</strong> College, Supervisors &amp; Teacher Educators</td>
<td><strong>Audience:</strong> College, Supervisors &amp; Teacher Educators</td>
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<td><strong>Examples:</strong> English</td>
<td><strong>Examples:</strong> Spanish</td>
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<tr>
<td>S72</td>
<td>Imperial East</td>
<td>Adapting The Story-Based Language Experience For Any Classroom</td>
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<tr>
<td>S73</td>
<td>Imperial West</td>
<td>Winning Web 2.0 Environments For Teaching And Learning</td>
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<tr>
<td>S74</td>
<td>University 2</td>
<td>Chat With The Best Friends</td>
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<tr>
<td>S75</td>
<td>University 3</td>
<td>Poetry In The World Language Classroom</td>
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</tbody>
</table>
Sessions 10:30 AM - 11:20 AM

S76 Location: University 4

Listen Up!/Écoutez Bien!: Using Modern French Songs To Have Fun While Teaching Grammar And Culture

Presenter(s): Teresa Hittner, Interlochen Arts Academy

Description: Songs are an ideal mode to stay in the target language, teach grammar in disguise, address cultural issues (such as immigration), and to hook students on French class. And you don’t have to be a singer to use songs! Come along to be introduced to new songs with cool videos. All songs will be categorized according to possible level, grammar used, and topic. All participants will receive a CD with all songs, words to the songs, and a cloze activity for each song + relevant web addresses. Most songs are current pop songs, with a few classics.

Strand: Activities & Strategies
Audience: High School, College
Examples: French

Did you know?

The MIWLA offers Mini-Grants for student-teachers and teachers with five years or less experience.

The Grant includes:
* conference registration
* MIWLA membership
* a workshop
* the awards luncheon

Valued up to $130!

The Mini-Grant application is available at www.miwla.org and is due mid-September.

---

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If the idea of Spanish or French field trip to Chicago seems novel to you, we hasten to remind you that some of the Spanish and French cultural icons of North America (including the Jesus Helguera painting above) reside right in the Windy City.

VISIT CANADA, North America’s premier operator of affordable, domestic educational tours for students of foreign languages, has given one hundred thousand language students their first real-world introductions to the history, culture, people and languages of the French- and Spanish-speaking worlds on domestic educational field trips to Montréal, Québec City, New York City and Chicago over the past 25 years.

We have always believed that unless students are interested early, in the history and culture of the places where the languages they are learning are spoken, they will not remain interested in studying vocabulary and syntax in the long run. Indeed, learning a foreign language without some real-world component is like learning chemistry without a lab. Nobody would ever dream of teaching chemistry by telling students to just take it on faith, “If only you had a Bunsen Burner, and could do X with it, Y would result”. Seeing is believing.

Our tour programs are well known in the educational tour industry as the gold standard for quality and pedagogical significance, and though they’re planned for early language learners (in the sixth through eighth grades) who might be too young to travel overseas, and/or for high school students who may be unable to afford a trip to Europe, they are equally interesting and inspiring for your sophisticated, well-traveled students.

We invite you to visit our web site, www.visitcanada.com or better yet, call us at 800.456.5552 for further information.
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Recipients of the Barbara Ort-Smith Award:

1988 Barbara Ort-Smith  1999 Tom Lovik
1989 George Mansour    2000 Donald Riddering
1990 Emily Spinelli    2001 Jackie Moase-Burke
1991 JoAnne Wilson     2002 Emily Serafa Manschot
1992 Claude-Marie Baldwin  2003 Susan Knight
1993 Sarah Juntune     2004 John Sanford “Sandy” Dugan
1994 Alice Herman      2005 Marge Mandl
1994 Dianne Mahalak    2006 Cindy Kendall
1995 Ruth Moltz        2007 Flora Maria Ciccone Quintanilla
1996 Charles H. Ahnert 2008 Robert Lee Bowbeer
1996 Barbette Kitchen  2009 Margrit Zinggeler
1997 Anne Nerenz       2010 Irma Torres
1998 Gisela Moffit     2011 Jennie Frazier

Awards Luncheon

Join us at the MIWLA Awards Luncheon as we recognize world language educators from throughout the state of Michigan. Today we honor Jennie Frazier as the recipient of the Barbara Ort-Smith lifetime achievement award. We also honor our Educators of the Year and Charles H. Ahnert Instructional Grant, Mini-Grant, and Conference Attendance Grant recipients.

Limited tickets available at onsite registration

Cost: $20

11:30 A.M. - 12:50 P.M.

Ballroom F

Regular Meal Selection: Mandarin Orange Salad, Sliced Roast of Breast of Turkey with Dressing, Giblet Gravy and Cranberry Relish, Garlic Mashed Potatoes, and Green Beans Almondine, Rolls and Butter, Chocolate Mousse Coffee, Tea, Milk or Iced Tea

Vegetarian Meal Selection: Mandarin Orange Salad, Forest Mushroom Crêpes with Portobello Cream Sauce, Sugar Snap Peas and Red Peppers, and Honey Glazed Baby Carrots, Rolls and Butter, Chocolate Mousse Coffee, Tea, Milk or Iced Tea
Barbara Ort-Smith Award 2011: Jennie Frazier

Jennie Bell Frazier grew up in Clare, Michigan, a small town in the middle of the state. She has always loved learning, getting to know people, and exploring the world. She is married to Curtis and has two daughters, Ashley and Hillary. Jennie has been a teacher for over 30 years. She enjoys sharing her enthusiasm for life with her students, friends, and family.

Involvement in school and church activities were always a central part of Jennie’s life growing up in Clare. She travelled with her family throughout the United States and took her first trip outside of the country when she was in high school. Her father was the person who originally encouraged her to study Spanish. From the beginning, Jennie has always loved the Spanish language, people and culture. She took all of the Spanish classes that were available at her school, which at that time were limited to two years. She was the valedictorian of her high school class.

Jennie comes from a family of teachers. Ever since she was in first grade she planned on being a teacher. Whatever grade Jennie was enrolled in, it became her favorite grade and she wanted to teach that grade. Ironically,

Jennie has taught every single grade, kindergarten through college.

During her senior year in high school, Jennie decided to study bilingual education at Central Michigan University. While in college she studied in Morelia, Mexico. Living with a Mexican family, travelling extensively in the country and developing relationships with the Mexican people was one of the most impressive times of her life. She graduated Summa Cum Laude with an undergraduate degree in Spanish, bilingual education and mathematics.

Jennie began her teaching career in the inner city of Houston in a second grade bilingual classroom. This was her first experience with families where no one was able to read and many who had made the difficult decision to be in the United States illegally. These years were very rewarding for Jennie as she taught someone in a family to read. While in Texas, Jennie was nominated for Young Educator of the Year. She also completed her Masters degree in Educational Leadership. She studied in London and travelled throughout Europe as she completed her degree.

Upon returning to Michigan to raise their family, Jennie was hired by East Grand Rapids Public Schools to implement an after school Spanish program. In the 90s, she participated in a program funded by the state of Michigan, MICHFLES (Michigan Foreign Language in the Elementary School). This was some of the most important training she received in her professional career. She was taught by national leaders the process of how to develop elementary world language programs. Following this training, Jennie led a committee in EGR as it developed and launched a core, articulated K-12 world language program. Jennie began as the Spanish teacher in kindergarten and followed the students through all the elementary, middle, and high school grades. In her additional role as the EGR Elementary World Language Coordinator, she also led the continued evolution of the K-12 program. Currently, Jennie is the World Language Department Chairperson and teaches AP Spanish at EGR high school. Under Jennie’s leadership, East Grand Rapids Schools was the recipient of the 2009 ACTFL Woodruff Award for the national exemplary K-8 world language program. Jennie works as a consultant with various school districts to begin elementary world language programs. She has also served as an AP reader for several years.

Jennie enjoys working with others to build world language education for students and teachers at the local, state and national levels. In 1996, she was chosen by MIWLA as the Michigan Educator of the Year. Jennie served in 2008 as President of MIWLA. For several years, she was state representative for NNELL (National Network for Early Language Learning). Currently, she is a member of the MIWLA executive board as Co- Marketing Director with Irma Torres. Jennie worked on the committee that developed the State of Michigan high school graduation requirements. She presents on various topics at the local, state and national levels.

With at least another decade remaining in her professional career, Jennie has additional plans to develop her volunteer efforts with her students locally and around the world. She hopes to eventually retire back in her hometown area at Eight Point Lake.
Workshops 1:00 PM - 4:30 PM

Be sure to read the SB-CEU update on p.11 and follow the appropriate instructions in order to receive SB-CEU credit!

Workshop seats are limited and require an additional fee.

Check with the onsite Registration Desk for availability.

W-8  Visual Media Activities: A Universal Instructional Tool

Location: Executive Training Room

Presenter: Kari Richards, Michigan State University and Min Lun Wu, Michigan State University

Description: Using visual images can help create success for all students in the foreign language classroom. This workshop focuses on creating with language using imagery. Participants will engage in activities focusing on different skills using free online resources and wordless picture books. At the end of the workshop participants will have experienced both learning through and creating with visual imagery. Each participant will receive a packet with ready-made handouts and a list of resources.

Strand: Activities & Strategies
Language: English
Examples in: Arabic, English, Chinese, French, German, Japanese, Spanish

W-9  INVITED PRESENTER A Language For Everyone: Meeting The Needs Of Struggling Learners In A World Language Classroom

Location: University 1

Presenter: Irene Brouwer Konyndyk, Calvin College

Description: This workshop will focus on helping all students achieve optimal language learning, especially those with learning disabilities. Participants will analyze a struggling student and learn specific strategies to help that student. The leader will define learning disabilities, review recent research, and describe her modified FL program for at-risk students. Her pedagogical approach is multisensory, structured, and has a metacognitive component; it also includes direct/explicit instruction, and other ‘best practices’ for struggling students.

Strand: Activities & Strategies
Language: English
Examples in: French, Spanish
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<th>Presenter(s)</th>
<th>Description</th>
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<tr>
<td>S77</td>
<td>Ballroom G</td>
<td>Webquests, Projects And Resources</td>
<td>Crystal Cannon, Detroit Public Schools</td>
<td>This session will provide teachers with ideas, strategies and resources for teaching French, although some of these activities could be used to teach any language. Teachers will return to their classrooms with ideas and activities that are communicative, authentic and interactive.</td>
<td>Activities &amp; Strategies</td>
<td>High School</td>
<td>French</td>
</tr>
<tr>
<td>S78</td>
<td>Ballroom H</td>
<td>Achieve Fluency With The AIM Using Only The Target Language</td>
<td>Edite Sammons, AIM Language Learning, Canada</td>
<td>Find out how drama, music and storytelling taught with hand gestures rapidly accelerate the acquisition of a second language, using only the target language. AIM Language Learning presents the Accelerative Integrated Method and ¡Jovenes en accion!, based on the revolutionary and highly successful French program, Histoires en action!.</td>
<td>Activities &amp; Strategies</td>
<td>Elementary School, Middle School, High School</td>
<td>French, Spanish</td>
</tr>
<tr>
<td>S79</td>
<td>Ballroom I</td>
<td>Advocating For Language Programs And Teachers: How To Promote Language Study</td>
<td>Emily Spinelli, American Association of Teachers of Spanish and Portuguese (AATSP); Jennie Frazier, East Grand Rapids; Irma Torres, Oakland Schools</td>
<td>Participants in this session will receive information about advocating for language programs and for the new Michigan world language requirement. Participants will learn how to provide effective and appropriate answers to questions from students, parents, and administrators about the rationale for the language requirement, the goals of language study, and the important role of the teacher in the language classroom.</td>
<td>Advocacy &amp; Policy</td>
<td>All</td>
<td>English</td>
</tr>
<tr>
<td>S80</td>
<td>Ballroom J</td>
<td>Spanish Language Podcasts And The Elementary Classroom</td>
<td>Michael Vrooman, Grand Valley State University; Michelle Addington, Forest Hills Public Schools</td>
<td>The Internet offers language learners access to a wide range of target language resources. Spanish language print, audio and video materials are at our fingertips. Yet, limited access to appropriate hardware and software, and the successful application of materials made by native speakers for native speakers, are concerns expressed by language teachers. This presentation provides participants with an overview of the tools needed to access and adapt Spanish language radio podcasts and reflections upon their use in a second grade classroom.</td>
<td>Technology</td>
<td>Elementary School, Middle School</td>
<td>Spanish</td>
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### Sessions 1:00 PM - 1:50 PM

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<th>Examples</th>
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<td>S81</td>
<td>Imperial East</td>
<td>Oral Proficiency Development: An Action Research</td>
<td>Fatima Salemassi, Madonna University</td>
<td>The ultimate goal of any world languages program is students’ oral proficiency development. According to ACTFL, language teacher candidates expected level of proficiency must be Advanced-low. This presentation focuses on best teaching and learning practices that affect students’ oral skills. The presenter will show how purposely eliciting oral responses to speaking, listening and reading prompts can effectively advance students’ oral proficiency. Different instructional strategies, assessment tools and examples will be provided.</td>
<td>Activities &amp; Strategies</td>
<td>High School, College, Supervisors &amp; Teacher Educators</td>
<td>Spanish</td>
</tr>
<tr>
<td>S82</td>
<td>Imperial West</td>
<td>Revamping A Unit To Incorporate Business Ideas</td>
<td>Sean Hill, Farwell High School and Mid Michigan Community College</td>
<td>If we are looking to provide a language for everyone, then we have to meet students where their interests are. Let’s face it, most students are not interested in Spanish literature or grammar. This session will incorporate a P21 skill set and lessons learned from CIBER conferences on how to incorporate more business ideas into the beginning Spanish class. The presenter will demonstrate a revamped version of part of a unit plan that has increased student interest. The presenter will also solicit ideas to better the unit plan.</td>
<td>Standards</td>
<td>Middle School, High School, College</td>
<td>English, Spanish</td>
</tr>
<tr>
<td>S83</td>
<td>University 2</td>
<td>¿Qué Tiene La Profesora En La Refrigeradora?: Using Photos To Personalize Course Material</td>
<td>Amy Orf, Northern Michigan University</td>
<td>As a general rule, the more language instructors share with students about their life and experiences, the more open and willing students are to discuss their own life and experiences in the classroom. Photos are a great way to do just that. Instructors can show photos from trips abroad to teach culture, but they can also use photos of their own life to personalize vocabulary and grammar and to encourage students to communicate about their life in the target language. Participants will receive a handout with a variety of different activities.</td>
<td>Activities &amp; Strategies</td>
<td>All</td>
<td>Spanish</td>
</tr>
<tr>
<td>S84</td>
<td>University 3</td>
<td>Differentiation In A Data Driven World</td>
<td>Melissa Dalton, Lake Orion Community Schools</td>
<td>How do we balance meeting student needs and the drive for common content goals? This session will address the tug of war between these divergent factors in language instruction with strategies for planning, instruction and use of information gathered through data analysis. We appeal to teachers who aspire to gradually implement differentiation, including samples of differentiated activities, multiple intelligences and the role of teachers, adaptation of favorite activities to fit differentiated classrooms, and productive use of data analysis.</td>
<td>Activities &amp; Strategies</td>
<td>Middle School, High School</td>
<td>German, Japanese, Spanish</td>
</tr>
</tbody>
</table>

*Don’t miss the afternoon prize drawings during the Exhibit Break!*
Sessions 1:00 PM - 1:50 PM

S85      Location: University 4
AATG-MI Fall Business Meeting And “Swap And Share”
Presenter(s): Melissa King-Polsinelli, AATG-MI
Description: In addition to the AATG-MI Fall business meeting, participants will “swap and share” teaching ideas, culture tips, advocacy plans and anything else of special interest to GERMAN instructors.
Strand: Professional Development
Audience: All
Examples: German

Exhibit Hall Break!
1:50 PM - 2:20 PM

Be sure to thank our exhibitors for coming to the conference!

Did you know?

The MIWLA offers grants to practicing world language professionals with a maximum value of $500 to support innovative world language teaching and learning.

Check out the Charles H. Ahnert Instructional Grant online at www.miwl.org.

Applications are due June 15.

Did you also know?

The MIWLA now offers grants to practicing world language professionals who need financial support to attend the conference.

Grant includes:
• Conference registration (at the early-bird rate ONLY)
• MIWLA membership
• Target Language Luncheon (on Thursday) OR Awards Luncheon (on Friday) for the 2011 conference.

Grant recipients will be recognized at the Awards Luncheon on Friday October 21, 2011, and are, therefore, strongly encouraged to attend if possible.

Check out the Conference Attendance Grants at www.miwl.org

Applications are due mid-September.
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<tbody>
<tr>
<td>S86</td>
<td>Ballroom F</td>
<td>Online Resources For Maximum Learning Impact</td>
<td>Kristy Placido, Fowlerville High School</td>
<td>Technology and online resources are always fun, but not always the most effective use of precious class time. Teachers know that comprehensible input is the key to language acquisition. Participants will learn about some excellent resources for using technology to provide comprehensible input to students as well as to assess understanding. Take an online resource that looks “cute” and turn it into something that packs a strong learning punch!</td>
<td>Technology</td>
<td>All</td>
<td>Spanish</td>
</tr>
<tr>
<td>S87</td>
<td>Ballroom G</td>
<td>Le Carnaval De Québec</td>
<td>Lindsey New</td>
<td>Why teach culture in isolation? Teach it within all Five C’s! Michigan &amp; Québec share more than just climate; our cultural products and practices are also similar. Learn to infuse sometimes-dry vocabulary and grammatical concepts into engaging culture studies through the realia of “Carnaval”. Students reinforce their communicative skills through cooperative learning and extend their classroom community through e-Pals. Interdisciplinary collaboration with English &amp; Social Studies colleagues could further enrich this instructional unit.</td>
<td>Culture</td>
<td>Middle School, High School, College</td>
<td>French</td>
</tr>
<tr>
<td>S88</td>
<td>Ballroom H</td>
<td>A Gaucho For Everyone: Images From The Paintings Of Molina Campos</td>
<td>Leonard Rinchiuso, West Liberty University</td>
<td>The appeal of the gaucho endures, thanks to the magical history of this American icon. One delightful window on the gaucho is Argentine painter Molina Campos, whose charming scenes of la vida gauchesca reveal how it is solidly rooted in Spanish-American civilization. The presenter will share select illustrations within activities that develop students’ language skills and achieve curricular objectives. The paintings of Molina Campos engage the curiosity of all students—proving that his art, like the life of the gaucho, is immortal.</td>
<td>Activities &amp; Strategies</td>
<td>All</td>
<td>Spanish</td>
</tr>
<tr>
<td>S89</td>
<td>Ballroom I</td>
<td>Using iPods To Enhance Foreign Language Learning</td>
<td>Kat Sibalwa, Byron Center Public Schools; Erin Monk, Byron Center Public Schools</td>
<td>Learn how you can use iPods in the Foreign Language classroom! During this session you will see examples of how students use iPod touches to do a variety of activities in class to enhance listening skills as well as help students who are more “hands on.” Learn how to create podcasts of your very own of lessons to help reinforce different grammar and culture points as well as other concepts in the classroom. Help your students become more engaged through the use of technology!</td>
<td>Technology</td>
<td>All</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

**Did you know?**

MIWLA members can give an Outstanding Student Award. This benefit is available only to current MIWLA members. You set the criteria. Download the form at www.miwla.org and allow four weeks for processing!
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<tr>
<td>S90</td>
<td>Ballroom J</td>
<td>Michigan’s French Connection</td>
<td>Antoine Guibal, Michigan State University</td>
<td>Think you know the Great Lakes State? You may be in for a surprise! In this session, we will discover the linguistic origins of famous Michigan cities such as Detroit, Pontiac, Cadillac, Sault St. Marie, and Marquette, and shed some light on our not so commonly known French past. Come with us on an exploration of the often-surprising French origins of our state’s place names, legends and folklore.</td>
<td>Culture</td>
<td>High School, College</td>
<td>French</td>
</tr>
<tr>
<td>S91</td>
<td>Imperial East</td>
<td>World Languages Day - Reaching Out To Michigan</td>
<td>Joy Campbell, Center for Language Education and Research; Danielle Steider, Michigan State University; Angelika Kraemer, Michigan State University</td>
<td>World Languages Day, held annually at Michigan State University, is a fantastic and free opportunity for you and your students. This day-long conference offers a world of opportunities to high school students, opening their eyes to less commonly taught languages, career prospects for bilingual candidates, and the cultural diversity all around them. Come to the session to learn how to participate in this day of interactive sessions designed to promote the study of languages and cultures, and learn about some changes in store for 2012.</td>
<td>Culture</td>
<td>High School, Supervisors &amp; Teacher Educators</td>
<td>French</td>
</tr>
<tr>
<td>S92</td>
<td>Imperial West</td>
<td>A European Voyage For Elementary Travelers</td>
<td>Norma Richardson, Central Michigan University; Alyssa Ahlberg, CMU student teacher; Christina Carlson, CMU student teacher; Mike Griffin, CMU student teacher</td>
<td>This presentation by French, German and Spanish methods students will show an innovative way of exposing elementary students to the excitement of learning another language. They will share via videos and interactive examples a three-country virtual trip that they took 8-12 year old students and their grandparents on during Grandparents U Day at CMU. The activities can be used in the classroom or as an immersion experience. Handouts with ideas will be provided.</td>
<td>Culture</td>
<td>All</td>
<td>French, German, Spanish</td>
</tr>
<tr>
<td>S93</td>
<td>University 2</td>
<td>Textbook To Thematic Units: Our Success Story</td>
<td>Sandra List, Waterford; Lori Taylor, Waterford; Karen DiLaura</td>
<td>The presenters will give an overview of how they went from textbook-based curriculum to thematic units and performance assessments. Six thematic units for level 1 Spanish as well as sample assessments will be presented. The process of developing a unit and creating assessments with rubrics that are aligned with the New Michigan World Language Standards and Benchmarks will be discussed.</td>
<td>Standards</td>
<td>All</td>
<td>Spanish</td>
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</tbody>
</table>
### Sessions 2:30 PM - 3:20 PM

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<th>Location</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Description</th>
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<th>Audience</th>
<th>Examples</th>
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<td>S94</td>
<td>University 3</td>
<td>An Introduction To Content-Based Instruction</td>
<td>Regina Smith, Grand Valley State University</td>
<td>“People do not learn languages and then use them, but learn languages by using them.” Content-based instruction (CBI) integrates any kind of non-language content with FL instruction. This approach, which can be integrated into all kinds of programs and curricula, has been found to improve FL acquisition in a range of K-16 contexts. This presentation will cover the basic hows and whys of CBI, with examples at different levels, including assessment, and provide sources for further information.</td>
<td>Professional Development</td>
<td>Elementary School, Middle School, High School, College</td>
<td>German</td>
</tr>
<tr>
<td>S95</td>
<td>University 4</td>
<td>Write A Book... And Get It Published!</td>
<td>Jean MacLeod, Teacher’s Discovery</td>
<td>Every teacher has a story to tell, a teaching method that works or activities that ignite classroom learning. Why not get going on (or finish!) that book you’ve been meaning to write, and share your discoveries with other teachers? This session will give you the inside scoop on what is currently trending in the World Languages publishing world, along with book proposal guidelines that will get your manuscript considered. Hot new alternatives to traditional publishing will also be highlighted.</td>
<td>Professional Development</td>
<td>All</td>
<td>French, Spanish</td>
</tr>
</tbody>
</table>

**Did you enjoy the conference?**  
**Do you have suggestions?**  
**The MIWLA wants your feedback!**  
**Watch your email for a link to the conference evaluation survey!**

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**New Conference Venue in 2012!**

The MIWLA will be holding its 2012 conference at the Lansing Center in downtown Lansing! Lodging will be available at the Radisson, which is connected to the Lansing Center by a skywalk.

We look forward to seeing you there!
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<td>9:00 AM - 9:50 AM</td>
<td>8:00 AM - 8:50 AM</td>
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<tr>
<td>9:50 AM - 10:20 AM Exhibits Break</td>
<td>9:00 AM - 9:50 AM</td>
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<tr>
<td>10:30 AM - 11:20 AM Keynote Speaker</td>
<td>9:50 AM - 10:20 AM Exhibits Break</td>
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<tr>
<td>11:30 AM - 12:50 PM Target Language Luncheon</td>
<td>10:30 AM - 11:20 AM</td>
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<td>1:00 PM - 1:50 PM</td>
<td>11:30 AM - 12:50 PM Awards Luncheon</td>
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<td>2:00 PM - 2:50 PM</td>
<td>1:00 PM - 1:50 PM</td>
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<tr>
<td>2:50 PM - 3:20 PM Exhibits Break</td>
<td>1:50 PM - 2:20 PM Exhibits Break</td>
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<tr>
<td>3:30 PM - 4:20 PM</td>
<td>2:30 PM - 3:20 PM</td>
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<tr>
<td>4:30 PM - 5:20 PM</td>
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<tr>
<td>5:30 PM - 7:00 PM Reception</td>
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Thank you for joining us at the 2011 MIWLA Conference.

Watch your email for a Conference Evaluation Survey. We value your input!

Be sure to join us in 2012 as the MIWLA Conference moves to the Lansing Center and Radisson Hotel in Lansing, MI
Michigan World Language Association
Annual Conference
October 25-26, 2012

Moving to a new location!
Radisson Hotel and Lansing Center,
Lansing, MI

Keynote Speaker: Toni Theisen

Be moved by former ACTFL Teacher of the Year Toni Theisen, a high school French teacher from Loveland, CO, with innovative methods to reach all of our students.

Be moved by featured workshop presenters who will lead us into a deeper connection with our language of instruction. French, German, and Spanish teachers will have the opportunity to enroll in a language-specific workshop with practical implications for teaching our Monday morning classes!

Be moved!

Join MIWLA as we move our conference to the Lansing Center and Radisson Hotel and as we move forward as a profession. Come for two days of interactive, dynamic sessions and workshops given by both Michigan’s own expert educators and nationally known world language professionals.

For more information contact Laura Nork Bradshaw at lnork10245@aol.com