Dear Colleagues,

I am happy to welcome you to the 49th conference of the Michigan World Language Association. We will be opening the lines of communication through sessions, workshops, exhibits, and interacting with each other to enhance the teaching of world languages at all levels.

We are pleased to welcome Rushton Hurley to Lansing for both days of the conference. Rushton brings information about technology and practical innovations for the world language class. He is a Google trainer with experience in and out of the classroom, whether online or face to face. I encourage you to attend his keynote, *The Joy and Creativity in Learning Something New* on Thursday at 2:00pm. Thursday also offers his session and a workshop entitled *Google Tools and Language Learning Possibilities*. On Friday, Rushton will present *Digital Video for Beginners* in a workshop and an additional session.

We are also enthused to feature Bill VanPatten in a 2-hour session entitled *What Everyone Needs to Know about Second Language Acquisition*. You will not want to miss this important information.

Many other opportunities await you including close to 100 sessions. You will find them all listed with a planner in this program to help you make the most of your conference. Also, make sure you visit the exhibits hall!!

It has been my honor to serve as President this year. I sincerely hope you enjoy the conference and take with you some great new information in these next two days.

[Signature]

The Bestwick
November 7, 2013

Dear Friends:

It gives me great pleasure to welcome you to the Michigan World Language Association’s 2013 Annual Conference.

On behalf of the great State of Michigan, thank you for your continued commitment to advancing the study of foreign language, promoting public awareness, and assisting in providing professional development for teachers of foreign and second languages. Your dedication to teachers and students is commendable, and I extend my heartfelt thanks for your continued commitment to promoting such an important field of study.

Again, welcome to the Michigan World Language Association’s 2013 Annual Conference. Please accept my very best wishes for a productive, memorable and enjoyable gathering.

Sincerely,

Rick Snyder
Governor
November 2013

Dear Michigan World Language Association Participant:

It is my sincere pleasure to welcome you to Michigan's Capital City. We're pleased that you have selected our hometown as the site of your 2013 Annual Conference, and 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"
“Serving Michigan’s World Language Teachers Since 1964”

Executive Board
2012-2013

Chairman of the Board  Laura Nork Bradshaw  Avondale School District
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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.
Welcome to the 49th 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 SCECH credits and participants must abide by all the SCECH 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. Exhibitors 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 10 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. **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.

9. **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

AV/Technology: Nancy Nienstedt
Awards: Anne Nerenz, Jackie Moase-Burke
Data Entry: Jessica Rusch
Evaluation: Marge Mandl
Exhibits: Susan Buffa, Flora María Ciccone-Quintanilla, Emily Serafà Manschot, Brenda Schnarrs
Grants: Laura Nork Bradshaw, Sara Blossom Bostwick, Angelika Kraemer, Julie Foss
Photography: Suzie Martin
Pre-Registration: Jessica Rusch
Presiders: Linda Marlow, Mandy Menke
Reception: George Mansour
Registration - Onsite: Erin Parris-Dallia, Jeff Bale
Registration - Quality Control: Bob Bowbeer, Allysen Clancy, Brooke Murphy
SCECHs: Joy Campbell
Signage: Carol Chaudhri, Jason Paetz, Margaret Cottrill
Target Language Luncheon: Margrit Zinggeler
VIPS: Margaret Cottrill

Non-Board Positions

Conference Manager: Anne Violin-Wigent
Director of Communications: Susan Buffa
IT Coordinator: Daniel Trego

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The MIWLA Annual Business Meeting will take place during session S-25
Thursday, November 7
10:30 am - 11:20 am
Room 203
MIWLA Past Presidents

Laura Nork Bradshaw, Avondale School District
Anne Violin-Wigent, Michigan State University, E. Lansing
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
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Colleen Meyer, Detroit Country Day Upper School, Beverly Hills
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Cindy A. Kendall, Michigan State University, East Lansing
J. Sanford Dugan, Eastern Michigan University, Ypsilanti
Marge Mandl, Henry Ford II High School, Sterling Heights
Cecile Pizer, Alcona High School, Lincoln
Jackie Moase-Burke, Oakland Public Schools, Waterford
Emily Seraf Manschot, Northville High School, Northville
Diane Viskochil, Traverse City High School, Traverse City
Sharon Robertson, Eastern Michigan University, Ypsilanti

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Password: demo

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State Continuing Education Clock Hours (SCECHs)

MIWLA offers State Continuing Education Clock Hours (SCECHs) (formerly known as SB-CEUs) for its conference workshops. The SCECHs are applicable for renewal of professional certificates for teachers and administrators and are valid for a period of five years. Please refer to the Michigan Department of Education's website for the most current information on certificate renewal.

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 SCECHs are based on instructional hours. This does not include breaks.) 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).

Each workshop is eligible for 3 SCECHs. Attendees can take from one to four workshops, resulting in from 3 to 12 SCECHs.

Requirements for SCECHs. The State of Michigan has strict requirements concerning SCECHs. 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 list carefully to avoid complications and/or a loss of SCECHs.

In order to receive SCECHs for your workshop(s), you must:
• Before the workshop:
  o Indicate at the time of registration whether or not you wish to earn SCECHs for any given workshop.
  o Pay workshop fees.

• On the day of the workshop:
  o Attend the entire workshop.
  o Legibly provide all necessary information (e.g., email address and last four digits of your Social Security Number) on the attendance sheet for each workshop you attend. Each workshop is processed separately, so the paperwork must be completed for every workshop. Note that if you already have a Michigan Department of Education online account, you should provide the email address linked to that account.
  o Sign in and sign out of each workshop on the attendance sheet.

• After the workshop:
  o Create an online account with the Michigan Department of Education after the conference (if you do not already have such an account). If you are setting up a new account, be sure to use the same email you provided on the attendance sheet.
  o Fill out an online Department of Education evaluation for your workshop(s) within 30 days of receiving your notification email (this email typically goes out about two weeks after the conference). This is independent of the evaluation you will fill out for MIWLA, and is a requirement in order to receive SCECHs.
  o Print your transcript for your records.

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

WE’VE GOT YOU COVERED!

In 2013, MIWLA is absorbing new state fees for State Continuing Education Clock Hours (SCECHs). The MIWLA Board has decided to cover this 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 November 7, 2013

Registration opens at 7:00 am
First sessions begin at 8:00 am

DON’T MISS THESE HIGHLIGHTS!

Keynote Speaker: Rushton Hurley
The Joy and Creativity in Learning
Something New

Featured Workshop Presenter: Rushton Hurley
Google Tools and Language Learning Possibilities

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! Pre-registration will ensure a spot at the table of your choice!

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

Note: Only attendees who pre-register for the conference no later than October 10, 2013 will receive a ticket qualifying them for door prizes.

Sessions          Workshops          Exhibits          AATs          And More!
Workshops 8:00 am - 11:30 am

Be sure to read the SCECH update on page 9 and to follow the appropriate instructions in order to receive SCECHs.

Workshop seating is limited and requires an additional fee.

Check with the Onsite Registration Desk for availability.

W-01 Creating a Comprehensive Test-out Assessment

Location: Banquet 7

Presenters: Jackie Moase-Burke, Michigan Department of Education; Irma Torres, Oakland Schools

Description: Districts are struggling to create a comprehensive test-out assessment for students who wish to receive credit for world language from experience or study outside of high school. This workshop is designed to guide teachers through the process of creating a comprehensive language-specific test-out assessment. Participants will be sent an electronic assessment template prior to the session to be loaded on a laptop/iPad. Bring a laptop/iPad, high school Level 1 and/or Level 2 exams.

W-02 Google Tools and Language Learning Possibilities

Location: Governor’s Room

Presenter: Rushton Hurley, Next Vista for Learning

Description: Let’s explore how the variety of free tools that Google offers can enhance what we do in our classrooms. Show up with a Google account (a Gmail one will work), and make sure you still remember the password to get in!
<table>
<thead>
<tr>
<th>Session</th>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
</table>
| S-01    | 101      | Our Favorite Things  
Presenter(s): Becky Manore, Eaton Rapids High School; Elizabeth Sabins, Eaton Rapids High School  
Description: Presenters will share classroom materials and engaging activities that promote a fun and communicative environment. Materials are student-tested, and certain to add spice to any curriculum. Aligned with national standards, these games, songs and activities can easily be incorporated into your daily plans. Handouts will be provided.  
Strand: Activities and Strategies  
Audience: Middle School, High School, Examples: English, Spanish |
| S-02    | 102      | Fun Activities For Spanish Students Who Like Texting, Twitter And Facebook  
Presenter(s): Tom Alsop, Tom Alsop's Creative Teaching Materials and Workshops  
Description: Help your students improve their Spanish skills by reading and writing text messages from Mexico using an authentic Spanish text dictionary. Read and respond to Tweets from famous Hispanic celebrities of the past and present. Read and write Facebook posts and messages in Spanish. Write birthday greetings for your friends. Learn how to use Facebook as a teaching tool in your classroom! Handouts included for Monday morning! Games and prizes!  
Strand: Activities and Strategies  
Audience: Elementary School, Middle School, High School  
Examples: English, Spanish |
| S-03    | 103      | Staging a Swiss Fest: Communicating Culture in French and German  
Presenter(s): Kathryn Schmid, Dexter Community Schools; Margrit Zinggeler, Eastern Michigan University  
Description: This session presents the results of planning and staging a bi-lingual “Swiss Fest” in a high school and middle school. Participants are invited to hear how to integrate languages and promote collaboration between teachers and students through a Swiss culture wagon-parade for Karneval. The presentation will include how invited experts evaluated the wagon presentations and communicated personal experiences growing up in Switzerland as well as materials that will be easily adaptable for use.  
Strand: Culture  
Audience: Elementary School, Middle School, High School  
Examples: English, French, German |
| S-04    | 104      | Using Chinese Idioms to Teach Intermediate C2 Learners  
Presenter(s): John Brender, Wayne State University  
Description: Using short videos that spotlight an interesting idiom can help language-learners remember vocabulary and structures that allow for unlimited substitution. Each video presented in this session features a native speaker who models pronunciation and a local learner who helps viewers understand how each phrase or idiom is used. Pinyin and characters on the screen reinforce pronunciation, tones and reading skills. Find out how you can employ these videos to teach, test, and motivate your students.  
Strand: Activities and Strategies  
Audience: Middle School, High School, College or University, Supervisors and Teacher Educators  
Examples: English, Chinese |
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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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<tr>
<td>S-05</td>
<td>201</td>
<td>Creating a Cohesive and Effective Language Program at All Levels</td>
<td>Sara Rokicki, Warren Woods</td>
<td>Do you need to align your high school and middle school programs? Wondering how to keep the rigor at all levels? This session will show you curriculum, activities, standards, monthly common assessments and exit exams used at my school, which has a successful middle school and high school program. Come learn how to ease the transition and advocate for effective programming. You'll leave with tools and ideas to use the next day in your classroom!</td>
<td>Professional Development</td>
<td>All</td>
<td>English, Spanish</td>
</tr>
<tr>
<td>S-06</td>
<td>202</td>
<td>Teaching 21st Century Skills While Teaching a Language</td>
<td>Christian LeButt, Huron Valley Schools</td>
<td>The modern world demands that students think critically, be creative, use technology, be self-directed, work well with others, and learn for a lifetime. How can these skills be taught within the same activities that teach a foreign language? Christian LeButt, author of <em>Empowering Your Students for the 21st Century</em>, will help you create a 21st century classroom.</td>
<td>Professional Development</td>
<td>All</td>
<td>English</td>
</tr>
<tr>
<td>S-07</td>
<td>203</td>
<td>Real Language Right Away</td>
<td>Denise Clivaz, Real Language Right Away</td>
<td>Presenters from The Avery Coonley School in Downers Grove, Illinois, have developed an innovative approach for language instruction, resulting in the publication of the Real Language Right Away program, a unique communicative approach for beginner French and Spanish students. Through their conversational model, students are able to have a meaningful exchange in the target language right away. Their activities can serve as a foundation for an elementary and middle school world language program and easily support high school programs as well.</td>
<td>Activities and Strategies</td>
<td>Elementary School, Middle School, High School</td>
<td>English, Spanish, French</td>
</tr>
<tr>
<td>S-09</td>
<td>205</td>
<td>Positive Peer Pressure</td>
<td>Lorel Hopkins, Bath High School</td>
<td>This session will focus on five activities that my students have enjoyed and that have encouraged quality work. Penpalling with another school motivated my students because someone other than their teacher was reading their work. Writing guided poetry that would be posted or published gave students incentive to be creative. A fun, Secret Valentine activity got students laughing and writing. Other activities where students get to express their interests will also be presented.</td>
<td>Activities and Strategies</td>
<td>All</td>
<td>Spanish</td>
</tr>
</tbody>
</table>
S-08  Location: 204
Chat with the Best Friends
Presenter(s): Emily Serafa Manschot, University of Michigan-Dearborn; Flora María Ciccone Quintanilla, Holly Area Schools
CANCELED

Sessions 9:00 am - 9:50 am

S-10  Location: 101
Trabalenguas and the 5 C’s
Presenter(s): Kathy Lopez, Saginaw Valley State University
Description: Can you say “Parangaricutirimicuaró?” “Trabalenguas” (tongue-twisters) are great tools to enhance pronunciation skills, cultural competencies, and they’re fun for language learners of all levels! You will practice some of the more challenging tongue-twisters in Spanish and learn how they can be used as building blocks for pronunciation and writing activities in your classroom.
Strand: Activities and Strategies
Audience: All
Examples: English, Spanish

S-11  Location: 102
Les Objets directs et indirects et leurs pronoms: A Hands-on Approach to Object Pronouns
Presenter(s): Teresa Hittner, Interlochen Center for the Arts
Description: Object pronouns are a very difficult concept that plagues students and frustrates teachers. Come try a hands-on way to help students grasp this frustrating notion. My French II students proclaimed these pronouns the most complex topic of level II and this the most helpful activity of the year. We'll also listen to some recent songs and short video clips. Explanations will be in English with all examples in French.
Strand: Activities and Strategies
Audience: High School
Examples: English, French

S-12  Location: 103
More than Just Chicken: Frankenmuth as a Target Language Field Trip Destination for German Programs
Presenter(s): Jennifer Fruendt, Frankenmuth High School
Description: Are you looking for a place to visit where German Heritage is alive and well? Founded in 1845 by German missionaries, Frankenmuth has much to offer to German students and teachers alike. We will share Frankenmuth auf Deutsch as an immersion experience for advanced students in conjunction with a German American unit handling the book “Das Paradies liegt in Amerika”. Handouts provided at the session.
Strand: Culture
Audience: Middle School, High School, College or University
Examples: English, German

S-13  Location: 104
Chinese Language and Cultural Programs at Wayne State’s Confucius Institute
Presenter(s): John Brender, Wayne State University
Description: Find out how you and your students can benefit from Chinese language and cultural programs as well as professional development programs offered by and through Wayne State’s Confucius Institute. Programs include study and professional development in China, summer camps, tutoring sessions, lectures, K-12 outreach, quiz bowls, conferences, box-exchange programs, and language and cultural videos now available on youtube.
Strand: Activities and Strategies
Audience: All
Examples: English, Chinese
<table>
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<tr>
<th>Session</th>
<th>Location</th>
<th>Title</th>
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<th>Description</th>
<th>Strand</th>
<th>Audience</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-14</td>
<td>201</td>
<td>An Interesting Twist to Assessing Speaking Ability in Groups: The Hannon Method</td>
<td>Jason Paetz, Frankenmuth High School</td>
<td>Want to test student speaking ability, but don’t want to pull students to the front of the room individually? This is a group method that assesses listening every bit as much as speaking, and takes less than one class period. It is adaptable to any content at any level, and as much as kids fear it, they respect what it does for their speaking ability. Handouts will be provided to get you started with your next unit!</td>
<td>Activities and Strategies</td>
<td>Middle School, High School</td>
<td>English, Spanish</td>
</tr>
<tr>
<td>S-15</td>
<td>202</td>
<td>A Foreign Language Immersion Trip: How to Plan a Successful Experience</td>
<td>Antonio Diaz, Tandem Friends School</td>
<td>A foreign language immersion trip requires a lot of preparation and little improvisation. The presenter will share vital information on how to successfully plan a trip of this kind. Among the many items to be shared are initial planning, selecting schools overseas, liability forms, and emergency plans.</td>
<td>Culture</td>
<td>High School</td>
<td>English</td>
</tr>
<tr>
<td>S-16</td>
<td>203</td>
<td>Incorporating Authentic Literature in Your Classroom</td>
<td>Ryan King, Houghton Lake Community School</td>
<td>Incorporating the literature of target culture, without diluting its value, can be a challenge. Attendees of this session will leave with two methods to scaffold student understanding of authentic and semi-authentic texts in a single lesson, and one method for breaking down authentic literature over several lessons.</td>
<td>Activities and Strategies</td>
<td>Middle School, High School, College or University</td>
<td>English, Spanish</td>
</tr>
<tr>
<td>S-17</td>
<td>204</td>
<td>iPads in the Classroom: Free Apps and Interactive Activities</td>
<td>Christopher Jones, Grand Rapids Catholic Central</td>
<td>Learn how to use iPads to create a more interactive class with free apps such as Pic Collage, Whiteboard, Animator, Voice Thread, Story Kit, Sock Puppets and Screen Chomp. You will see loads of student samples and create a few of your own. Whether you have a single iPad or a classroom set, you are sure to leave this session with activities that you can use in class tomorrow.</td>
<td>Activities and Strategies</td>
<td>Elementary School, Middle School, High School</td>
<td>English, French</td>
</tr>
</tbody>
</table>
S-18       Location: 205

Multisensory Foreign Language Instruction: Providing Lines of Communication for Students with Learning Disabilities

Presenter(s): Irene Konyndyk, Calvin College

Description: This presentation will examine the importance of multisensory instruction for struggling students: auditory, visual, and kinesthetic/tactile. The session will provide helpful strategies to help students with learning disabilities become successful world language learners. The presenter will give a working definition of learning disabilities, lead participants through an exercise in what it is like to have dyslexia, and explain the multisensory aspects of a larger pedagogical approach designed to meet the needs of at-risk students.

Strand: Activities and Strategies
Audience: All
Examples: English, French, German, Spanish

Unlock the Gateway To Communication

2014 Central States Conference
A joint conference of the Central States Conference on the Teaching of Foreign Languages and the Foreign Language Association of Missouri

March 20 – 22, 2014
Hilton St. Louis at the Ballpark
St. Louis, MO

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

Exhibits Break 9:50 am - 10:30 am

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S-19 Location: 101
What Might Oral Proficiency Look Like? Using Graphic Organizers in the World Language Classroom
Presenter(s): Michael Vrooman, Grand Valley State University; Allie Calderon, Grand Valley State University; Timothy Geerlings, Grand Valley State University; Erin Kuhn, Grand Valley State University
Description: Participants in this session will examine visual representations of the oral tasks our students should be able to comfortably handle as they develop increasingly sophisticated levels of proficiency. The graphic organizers target oral proficiency at the Novice, Intermediate, and Advanced levels, and address a wide range of the contexts articulated in the Michigan World Language Standards and Benchmarks. Handouts of model graphic organizers will be provided.
Strand: Standards
Audience: Middle School, High School
Examples: English, Spanish

S-20 Location: 102
Teaching Language and Culture with Authentic Media
Presenter(s): Solène Inceoğlu, Michigan State University
Description: TV commercials provide excellent opportunities for teachers to present both culture and language in an engaging way, and are easily accessible online. This presentation will focus on several main language points illustrated with recent commercials embedded in a Prezi and will present discussion questions and communicative exercises that could be implemented in a classroom on Monday. This session will also provide resources that teachers can use to easily prepare communicative activities.
Strand: Activities
Audience: High School, College or University
Examples: English, French

S-21 Location: 103
The MSU German Program: An AATG Center of Excellence
Presenter(s): Tom Lovik, Michigan State University
Description: The MSU German Program was designated as one of two US universities in 2013 as a Center of Excellence by the American Association of Teachers of German. This session will highlight the success that the program has had in curriculum development, articulation, professional advocacy and innovative use of technology. The session will include teaching techniques and activities, creative program developments and future possibilities of the German Program.
Strand: Articulation
Audience: High School, College or University
Examples: English, German

S-22 Location: 104
10 Reasons Why Chinese is an Easy Language
Presenter(s): Li Liang, Wayne State University
Description: The study of Chinese as a second language is exploding around the globe, yet Westerners often complain that Chinese is too hard to learn. Many people even think it is a completely incomprehensible “Heaven Script”. In this session, the presenter will have a closer look at both English and Chinese pronunciation, grammar and vocabulary systems and defend that Chinese is actually a surprisingly easy language to learn.
Strand: Articulation
Audience: All
Examples: English, Chinese
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<thead>
<tr>
<th>Session</th>
<th>Location</th>
<th>Content</th>
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</table>
| S-23    | 201      | Content-Related Units for the K-5 World Language Classroom  
Presenter(s): Anne Nerenz, Eastern Michigan University; Leah Grasl, Eastern Michigan University; Kaitlyn Kish, Eastern Michigan University; Debra Quenaudon, Eastern Michigan University  
Description: Recent graduates of Eastern Michigan University's K-12 teacher certification program will share a variety of content-based units designed for the K-5 world language classroom. Presenters will describe the unit's content objectives, language objectives, several lessons, and the unit's culminating activity. Summary materials will be provided in the target language and in English for easy adaptation to different languages and classroom settings.  
Strand: Activities  
Audience: Elementary School, Supervisors and Teacher Educators  
Examples: English, French, Japanese, Spanish |
| S-24    | 202      | Teaching Spanish in a Blended Learning Format  
Presenter(s): Stephanie Lint-Pérez, DeWitt Public Schools  
Description: This session will look at how a traditional upper-level Spanish class can be adapted to fit a blended-learning format. Presenter will speak about topics related to blending together face-to-face instruction with online learning in order to expand learning beyond the classroom walls. Presenter will also share curriculum models, practical ideas and strategies for developing and creating digital content for the most effective virtual foreign language experience.  
Strand: Technology  
Audience: High School  
Examples: English, Spanish |
| S-25    | 203      | Meet the Board  
Presenter(s): Sara Blossom Bostwick, Williamston  
Description: Are you interested in knowing more about how MIWLA works? Have you thought about getting involved with MIWLA? Join the MIWLA Executive Board for an informal discussion about the organization. Meet your state leaders to share ideas and ask questions. The MIWLA Annual Business Meeting will take place during this session.  
Strand: Advocacy  
Audience: All  
Examples: English |
| S-26    | 204      | BYOD for Communication and Connections  
Presenter(s): Kristy Placido, Fowlerville High School  
Description: Many districts do not have the funding for a 1:1 technology initiative, but a Bring Your Own Device policy can be the next best thing. In this session, you will learn about the best websites, apps, and workarounds for creating a connected language learning environment. Make use of the world at your fingertips for assessment, connection with other classrooms, and language input. Bring Your Own Device and be ready to share and collaborate!  
Strand: Technology  
Audience: High School  
Examples: English, Spanish |
Feel the Culture! Spanish Immersion Programs that Inspire and Enrich!

Presenter(s): Tom Alsop, Tom Alsop’s Creative Teaching Materials and Workshops; Michael Edelstein, WorldStrides

Description: Find out why our immersion programs inspire and enrich. Watch video of our programs in action as teachers use the streets of Madrid and Guadalajara as teaching/learning labs. Learn about our personalized, creative approach to learning while immersed in the culture. Find out about how you can have fun while earning six hours of graduate credit in Spanish! Find out why you need to join us this summer! Games and prizes.

Strand: Activities
Audience: Middle School, High School
Examples: English, Spanish

EXHIBITOR SESSION

Unlock the Gateway To Communication

2014 Central States Conference
A joint conference of the Central States Conference on the Teaching of Foreign Languages and the Foreign Language Association of Missouri

March 20 – 22, 2014
Hilton St. Louis at the Ballpark
St. Louis, MO

For more information, contact
Patrick T. Raven
CSCTFL Executive Director
PO Box 251
Milwaukee, WI 53201-0251
Phone: 414-405-4645
Fax: 414-276-4650
E-mail: CSCTFL@aol.com
Web: www.csctfl.org

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!

Pre-registration recommended
Limited tickets available at onsite registration

Cost: $17
11:30 am – 12:50 pm
Banquet Rooms 1-4 in Lansing Center

Regular Entrée: Turkey Croissant Box Lunch, sliced deli turkey layered on a flaky croissant with sliced cheese, lettuce, tomato and condiment packets. Served with pasta salad, a house baked cookie and iced tea.

Vegetarian Entrée: Let’s Wrap It Vegetarian Box, a mixture of chopped vegetables and fruits with Chef’s dressing nestled in flavored Lavash wrap. Served with pasta salad, a house baked cookie and iced tea.
W-03 Oral Interviews and Station Tests: How to Effectively Prove Growth and Proficiency Orally
Location: Banquet 7
Presenter: Vicki Echegoyen, Garden City Public Schools

Description: First, through a free, online program called Conversations, attendees will be guided through the process from log in to test creation and how to administer and troubleshoot with students. Headphones, microphone and laptop are strongly suggested to fully participate. Second, attendees will learn how to create a student-run station test, where students physically move from station to station to take multiple mini oral exams. This produces very impressive results with ALL students including special ed!

W-04 Technology and Differentiated Instruction in the World Language Classroom
Location: 204
Presenters: Ioanna Tolios, Livonia Public Schools; Connie Zucker, Livonia Public Schools / Wayne State University

Description: Increasingly students of all academic areas, and especially world language students, have diverse learning needs. As a response to those needs many educational programs are turning to technology and differentiation. Teachers find that blending technology into the learning experience offers learners a crucial leg up in the classroom and that differentiating assignments improves students’ success. Join us as we explore strategies and activities to enhance student achievement in the World Language classroom through technology and differentiation with a plethora of examples.

W-05 Culture-Based Comprehensible Input
Location: Governor’s Room
Presenter: Kristy Placido, Fowlerville High School

Description: This workshop will introduce participants to the idea of teaching comprehensible input-based cultural units. Focusing on Understanding by Design (backwards planning), participants will take a novel, film, short story, videoclip, song, or other text and build a unit around it. Participants will be shown how to use some of the techniques of TPRS (Teaching Proficiency through Reading and Storytelling) and other methods of TCI (Teaching with Comprehensible Input) to scaffold student learning and build fluency.
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<tr>
<th>Session</th>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
</table>
| S-28    | 101      | Template for Pronunciation and Interpersonal Communication  
Presenter(s): Bob Abel, Grosse Pointe Public Schools  
Description: Second language acquisition requires the internalization of a new sound system. English inevitably interferes with this process especially when students read words in the target language. In this session, participants will learn to use simple pronunciation templates that can be used with their students with any unit all year long. A writing/speaking activity for Monday will also be presented.  
Strand: Activities and Strategies  
Audience: Middle School, High School  
Examples: English, French, Spanish |
| S-29    | 102      | French Pronunciation Content and Activities for the Beginning Learner  
Presenter(s): Viviane Ruello, Western Michigan University  
Description: This session will suggest content for the introduction and contextualized practice of French pronunciation features typically covered at the basic level (e.g., vowel tension, vowel nasalization and denasalization respectively in “(je) prends” and “(ils) prennent”). Participants will gain an appreciation of when and how to present these features to students. They will also be provided with activities to help students improve and practice their perception and production of these features.  
Strand: Activities and Strategies  
Audience: High School, College or University, Supervisors and Teacher Educators  
Examples: French |
| S-30    | 103      | How German Poems Can Improve Pronunciation and Grammar, and Instill a Love for German Culture  
Presenter(s): Margrit Zinggeler, Eastern Michigan University  
Description: In this session on German language, pronunciation, and culture, we explore the power of poetry from the “land of poets and philosophers.” Poems are ideal to teach and learn pronunciation, intonation, culture, and even grammar. Poems and the distinct German “Lieder” have deep, emotional meanings and the words evoke a special relationship with language. We learn principles of phonetics and grammar with German poems and also write our own poem that focuses on all Five Cs.  
Strand: Professional Development  
Audience: All  
Examples: English, German |
| S-31    | 104      | Use VoiceThread to Bring the World to the World Language Classroom  
Presenter(s): Wenbo Yang, Detroit Public Schools  
Description: In this session, the participants will learn step by step how to use voicethread to break down the walls and bring the world to their world language classrooms. The presenter will share how to combine online and offline resources and technology, mobile technology with voicethread.com to build authentic world language learning environment.  
Strand: Technology  
Audience: All  
Examples: English, Chinese |
### Sessions 1:00 pm - 1:50 pm

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<tr>
<th>Session</th>
<th>Location</th>
<th>Description</th>
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| S-32    | 201      | Supporting Students with Special Needs in the World Language Classroom  
Presenter(s): Anne Nerenz, Eastern Michigan University; Jackie Moase-Burke, Michigan Department of Education; Emily Spinelli, AATSP; Irma Torres, Oakland Schools  
Description: This session will provide definitions of key special education terms, define high and low-incident learning needs, and identify differences between accommodations and modifications. Using this information, participants will learn how to read individualized educational plans (IEP) and 504 plans and implement a variety of accommodations and best teaching practices.  
Strand: Professional Development  
Audience: All  
Examples: English |
| S-33    | 202      | Wish You Were Here  
Presenter(s): Julie Foss, Saginaw Valley State University; Emily Serafa Manschot, University of Michigan - Dearborn  
Description: Each year elected members of the MIWLA Executive Board have the opportunity to attend the ACTFL Conference and the Central States Conference 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 2012 and CSCTFL 2013.  
Strand: Activities and Strategies  
Audience: All  
Examples: English |
| S-34    | 203      | Enhance your TPRS Lessons through PowerPoint  
Presenter(s): Darren Way, Madison District Public Schools  
Description: Teachers will learn how to use PowerPoint to create or enhance their TPR Stories through demonstrations on how to create original PowerPoint stories or revamp existing stories and how to create a highly engaging and visual lesson for any thematic unit. Tips on searching for the right pictures will also be discussed along with simple instructions on image cropping. Teachers will also be provided with numerous forms of post assessment.  
Strand: Activities and Strategies  
Audience: Middle School, High School  
Examples: English, Spanish |
| S-35    | 205      | Le Passé composé et l'imparfait  
Presenter(s): Genevieve Peden, Eastern Michigan University  
Description: Comment choisir entre le passé composé et l'imparfait quand ces deux temps ne correspondent à aucun temps particulier en anglais? Avec l'aide de quelques chansons françaises et de quelques règles de grammaire simples et claires, cette présentation tentera d'éclaircir une fois pour toutes les difficultés.  
Strand: Activities and Strategies  
Audience: Middle School, High School, College or University  
Examples: French |
Keynote 2:00 pm - 2:50 pm

The Joy and Creativity in Learning Something New
presented by Rushton Hurley
Location: Banquet Rooms 1-4

Why is teaching a language so much fun? It’s because anything can make for an opportunity to learn to express oneself in a new way. It’s because students can see their progress in ways they rarely experience elsewhere. It’s because languages expand their world in dynamic ways. The tools of modern technology can similarly inspire: when we combine powerful technologies with engaging language learning, great things happen in our classrooms. We’ll take a look at a variety of freely available tools and resources and dive deep into why welcoming the rapid changes of technology can make our work with languages all the more fun and meaningful for us and for our students.

Rushton Hurley has worked and studied on three continents as a Japanese language teacher, principal of a charter high school, teacher trainer, educational technology researcher, and school reform consultant. He founded and is the executive director of the educational non-profit Next Vista for Learning, which houses a free library of short, creative videos by and for teachers and students at http://NextVista.org.

At Stanford University, Rushton’s graduate research included using speech recognition technology with beginning students of Japanese in computer-based role-playing scenarios for developing language skills. In the 1990’s his work with teenagers at a high school in San José led him to begin using internet and video technologies to make learning more active, helping him reach students who had struggled under more traditional approaches. In 2005, Rushton received the Unity of Humanity Award for his work bringing educational opportunities to students from challenged backgrounds. One of the 2006 inaugural group of Google Certified Teachers, Rushton has helped teachers around the world learn to use all sorts of free and powerful tools to enhance their courses and their students’ learning experiences.

Exhibits Break 2:50 pm - 3:30 pm

Make sure you visit our exhibitors:

ACIS Educational Tours
Bratton Corporation
Breaking the Barrier, Inc.
Center for Language Education and Research (CLEAR)
Center for Language Teaching Advancement (CeLTA)
Educator in Service
EF Education First
EMC Publishing
Houghton Mifflin Harcourt
Intercultural Student Experiences (ISE)
International Book Centre
K12 Inc/Middlebury
Language & Friendship, Inc.
McGraw-Hill Education
Michigan Virtual University
Pearson Education
Real Language right away
Robotel Inc.
Sanako / Educational Systems & Services
Santillana USA
SPANISH ON LOCATION
Tom Alsop’s Creative Teaching Materials & Workshops
VISIT CANADA
Vista Higher Learning
Worldstrides International
Discovery programs
Implementing an Integrated Performance Assessment at the University: Student Performance and Responses

Presenter(s): Mandy Menke, Grand Valley State University

Description: In this session, participants will become familiar with the Integrated Performance Assessment (IPA), a performance-based assessment which provides both instructors and students with information about student proficiency in the three modes of communication. The presentation will include samples of student performance and findings of students' proficiency level in both a first-semester and a third-year university Spanish course. In addition, student responses to participating in such an assessment will be shared.

Strand: Assessment
Audience: High School, College or University
Examples: English, Spanish

Global Competence: Get Two for the Price of One

Presenter(s): Janice Kittok, Educator in Service, LLC

Description: When students learn their new language and learn about the world at the same time, they get two for the price of one. Lively demonstration lessons show how to teach topics such as geography, history, biography and current events in the target language. Leave with ideas for building background knowledge so that students can understand nonfiction. Come and enjoy a sample of the game-changing professional development available to world language and ELL teachers through Educator in Service. Double the impact of your program! This session is repeated tomorrow.

Strand: Activities and Strategies
Audience: All
Examples: English

Jugendliteratur im Sprachunterricht

Presenter(s): Adam Orange, Michigan State University

Description: The findings of an action research study of upper level undergraduate German students investigates how the inclusion of young adult literature in the undergraduate German classroom impacts written output in an online platform (blog entries) and simultaneously prepares them for working with traditional canonical texts.

Strand: Teacher Preparation
Audience: High School, College or University
Examples: English, German

Teaching Chinese through Music and Songs

Presenter(s): Wenbo Yang, Detroit Public Schools

Description: This session addresses how to teach Chinese language skills through music and songs. The presenter will share activities and strategies to implement culture into daily foreign language instruction and foster language acquisition at different proficiency levels.

Strand: Culture
Audience: All
Examples: English, Chinese
### S-40  Location: 201

*Flip Your WL Classroom! Using Edmodo and Other Web-Based Applications to Enhance World Language Instruction*

*Presenter(s): Jason Paetz, Frankenmuth High School*

*Description:* Back by popular demand! Participants will discover ways to use social networking and web-based applications to enhance WL instruction. Use these tools to provide access to authentic language and culture, reinforce language skills, and provide remediation for struggling learners. Bring a laptop to set up classes, find resources, build themed folders and discover ways to improve and reuse them year to year.

*Strand:* Activities and Strategies  
*Audience:* Middle School, High School, College or University  
*Examples:* English, Spanish

### S-41  Location: 202

*Free Digital Media Tools and the Variety of Possibilities they Provide*

*Presenter(s): Rushton Hurley, Next Vista for Learning*

*Description:* There are many free tools we can bring to our language classes, many of which are ones that can be learned in minutes. Don't believe me? Join this session to be convinced.

*Strand:* Technology  
*Audience:* All  
*Examples:* English

### S-42  Location: 203

*What to Expect When You're...*

*Presenter(s): Walter Hopkins, Michigan State University; Matt Kanefsky, Michigan State University*

*Description:* ...sending your high school students to Michigan State University for French and Spanish (100 & 200 level). This session will take a look at the basic language program currently in place at Michigan State and will target high school teachers of French and Spanish who seek to prepare their students for success in a proficiency oriented university-level program. The session will focus on the structure of the courses and the types of activities used to promote proficiency.

*Strand:* Articulation  
*Audience:* High School  
*Examples:* English, French, Spanish

### S-43  Location: 205

*2013 Methods Instructors’ Forum*

*Presenter(s): Jackie Moase-Burke, Michigan Department of Education; Emily Spinelli, AATSP; Anne Nerenz, Eastern Michigan University; Irma Torres, Oakland Schools*

*Description:* MIWLA is sponsoring the 3rd Annual Methods Instructors’ Forum. University and college World Language methods instructors are invited participate in a conversation focusing on legislative initiatives that affect world language education, teacher certification, the Michigan world language graduation requirement, strengthening K-16 articulation, as well as walk-in topics. Please join us to continue the conversation.

*Strand:* Teacher Preparation  
*Audience:* College or University  
*Examples:* English
<table>
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<th>Location</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Description</th>
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<td>S-44</td>
<td>102</td>
<td>AATF Detroit/Michigan Chapters</td>
<td>Casimer Gorkiewicz, AATF; Dan Noren, Ferris State University; Suzie Martin, AATF</td>
<td>Les chapitres de Détroit et du Michigan de l’AATF vous invitent! Venez à notre réunion pour en apprendre plus sur l’AATF et les avantages d’être membre, faire la connaissance des profs de français, partager des idées pour utiliser la technologie en classe, écouter des présentations sur Haïti et le Congrès de l’AATF à Providence, chanter des chansons et gagnez un prix. Venez surtout parce que vous savez l’importance d’une association sur la langue française!</td>
<td>Professional Development</td>
<td>All</td>
<td>English, French</td>
</tr>
<tr>
<td>S-45</td>
<td>104</td>
<td>Language Acquisition: from Theory to Practice to Meet the National Standards</td>
<td>Wenbo Yang, Detroit Public Schools</td>
<td>In this session, participants will watch authentic videos to see how young children acquire their native languages, and discuss what processes are missing in our world language students’ language acquisition. The common misconceptions about language acquisition will be addressed. The presenter will demonstrate activities and strategies to make comprehensible input to foster language proficiency.</td>
<td>Professional Development</td>
<td>All</td>
<td>English, Chinese</td>
</tr>
<tr>
<td>S-46</td>
<td>201</td>
<td>Spanish and Portuguese Teachers Unite! Come, Be Moved and Network with the AATSP!</td>
<td>Jason Paetz, Frankenmuth High School; Sean Hill, Farwell High School; Adel DiOrio, St. John’s Public Schools</td>
<td>Come and learn about the American Association of Teachers of Spanish and Portuguese! Joining this organization is a great way to establish a network of fellow educators around the globe! From administering the National Spanish Exam to attending the 2013 Annual Conference in San Antonio, Texas, come and learn about the benefits of membership in the AATSP, and how YOU can get involved in your local chapter! We will also be hosting a brief meeting during the session to conduct chapter business.</td>
<td>Professional Development</td>
<td>All</td>
<td>English</td>
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E-mail: CSCTFL@aol.com
Web: www.csctfl.org
Join us for the annual

MIWLA University Reception

Thursday, November 7, 2013
5:30 pm - 7:00 pm

Location
Banquet Rooms 1-4 in Lansing Center

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 10 are eligible for door prizes!

You must be present to win!

Michigan State University Reunion
Thursday evening, 8pm at Troppo

Alums, mentor teachers and field instructors from MSU’s World Language teacher preparation program are invited to a reception at Troppo on Thursday evening starting at 8pm. Appetizers will be provided and a cash bar will be available. We look forward to seeing you there!
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<th>Sessions &amp; Workshops</th>
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<td>S-10 Trabalenguas and the 5 C's</td>
<td>W-03 Oral Interviews and Station Tests: How to Effectively Prove Growth and Proficiency Orally</td>
</tr>
<tr>
<td>9:00 am</td>
<td>S-02 Fun Activities For Spanish Students Who Like Texting, Twitter And Facebook</td>
<td>S-11 Les Objets directs et indirects et leurs pronoms: A Hands-on Approach to Object Pronouns</td>
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<tr>
<td>10:30 am</td>
<td>S-03 Staging a Swiss Fest: Communicating Culture in French and German</td>
<td>S-20 Teaching Language and Culture with Authentic Media</td>
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<tr>
<td>1:00 pm</td>
<td>S-04 Using Chinese Idioms to Teach Intermediate C2 Learners</td>
<td>S-21 The MSU German Program: An AATG Center of Excellence</td>
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<tr>
<td>3:30 pm</td>
<td>S-05 Creating a Cohesive and Effective Language Program at All Levels</td>
<td>S-22 10 Reasons Why Chinese is an Easy Language</td>
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<tr>
<td>4:30 pm</td>
<td>S-06 Teaching 21st Century Skills While Teaching a Language</td>
<td>S-23 Content-Related Units for the K-5 World Language Classroom</td>
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<tr>
<td>5:30 pm</td>
<td>S-07 Real Language Right Away</td>
<td>S-24 Supporting Students with Special Needs in the World Language Classroom</td>
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<td>7:00 pm</td>
<td>S-08 Chat with the Best Friends</td>
<td>S-25 Meet the Board</td>
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<td>9:00 pm</td>
<td>S-09 Positive Peer Pressure</td>
<td>S-26 BYOD for Communication and Connections</td>
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<tr>
<td>10:30 pm</td>
<td>S-10 Trabalenguas and the 5 C's</td>
<td>S-27 Feel the Culture! Spanish Immersion Programs that Inspire and Enrich!</td>
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<td>S-11 Les Objets directs et indirects et leurs pronoms: A Hands-on Approach to Object Pronouns</td>
<td>S-28 Template for Pronunciation and Interpersonal Communication</td>
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<tr>
<td>12:00 pm</td>
<td>S-20 Teaching Language and Culture with Authentic Media</td>
<td>S-29 French Pronunciation Content and Activities for the Beginning Learner</td>
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</tr>
<tr>
<td>1:00 pm</td>
<td>S-21 The MSU German Program: An AATG Center of Excellence</td>
<td>S-30 How German Poems can Improve Pronunciation and Grammar, and Instill a Love for German Culture</td>
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<td>2:00 pm</td>
<td>S-22 10 Reasons Why Chinese is an Easy Language</td>
<td>S-31 Use VoiceThread to Bring the World to the World Language Classroom</td>
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<td>S-23 Content-Related Units for the K-5 World Language Classroom</td>
<td>S-32 Supporting Students with Special Needs in the World Language Classroom</td>
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<tr>
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<td>S-24 Supporting Students with Special Needs in the World Language Classroom</td>
<td>S-33 Wish You Were Here</td>
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<td>5:00 pm</td>
<td>S-25 Meet the Board</td>
<td>S-34 What to Expect When you're...</td>
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<tr>
<td>Time</td>
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<tr>
<td>8:00 am</td>
<td>S-47 Get Students to Speak the Target Language in Your Class!</td>
<td>Banquet 5</td>
<td>S-57 Bringing French Rap into the Classroom</td>
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<td>9:00 am</td>
<td>S-58 Articulation across Programs and Levels: An Open Forum</td>
<td>101</td>
<td>S-59 Puzzles, Puzzles and Play Doh: Hands-on Activities for the Elementary Language Classroom</td>
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<td>10:00 am</td>
<td>S-59 Teaching Spanish Culture and Language with Technology</td>
<td>102</td>
<td>S-60 Connect and Celebrate National French Week</td>
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<tr>
<td>1:00 am</td>
<td>S-70 Beyond Second Year</td>
<td>103</td>
<td>S-71 What Everyone Needs to Know about Second Language Acquisition</td>
</tr>
<tr>
<td>2:00 pm</td>
<td>S-72 Incorporating Learners' Interactions with Native Speakers into the Curriculum</td>
<td>201</td>
<td>S-73 AATG-MI Swap and Share: A Trip through the Year in German Classrooms</td>
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<tr>
<td>3:00 pm</td>
<td>S-74 Global Competence: Get Two for the Price of One</td>
<td>203</td>
<td>S-75 Thinking Routines in the World Language Classroom</td>
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<tr>
<td>4:00 pm</td>
<td>S-76 Michigan World Language Requirements and the Future of Japanese Language Programs K-16: A Round-table Discussion</td>
<td>205</td>
<td>S-77 AATG-MI Fall Business Meeting</td>
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<tr>
<td>5:00 pm</td>
<td>S-78 Students who Feel Nurtured Aspire to Achieve Greater Proficiency</td>
<td>205</td>
<td>S-79 Creating Listening Opportunities for Elementary Students in the World Language Classroom</td>
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<tr>
<td>6:00 pm</td>
<td>S-79 What???? You Mean I Have to Participate?</td>
<td>205</td>
<td>S-80 Stay in the Language! Immersion Techniques, Tips and Tricks</td>
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<tr>
<td>7:00 pm</td>
<td>S-81 Creating Proficiency Outcomes: The Michigan State University Spanish Project</td>
<td>205</td>
<td>S-82 Video Projects to Change the World</td>
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<tr>
<td>8:00 pm</td>
<td>S-83 Do's and Don'ts for First Year Language Teachers</td>
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<td>S-85 Blended Learning in the World Language Classroom</td>
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<td>9:00 pm</td>
<td>S-84 Form, Content, Strategies, Tools: Planning and Delivering Instructional Excellence</td>
<td>205</td>
<td>S-86 The Lines of Communication in the Online World Language Classroom: The Do's and Don'ts</td>
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<td>10:00 pm</td>
<td>S-85 Children's Spanish Made Easy through Song for K-12</td>
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<td>S-90 Extensive Reading: Who, What, When, Where, Why, and How?</td>
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<td>11:00 pm</td>
<td>S-86 20 Tips from 20 Years: A Medley of Teaching Strategies</td>
<td>205</td>
<td>S-91 Refocusing the Classroom: Goals before Grammar</td>
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<tr>
<td>12:00 pm</td>
<td>S-87 Interdisciplinary Perspectives and Approaches to Teaching Foreign Languages: The German Forest</td>
<td>205</td>
<td>S-92 Utilizing Movies in the Target Language to Enhance Fluency: A Pseudo-TPRS Approach</td>
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<tr>
<td>1:00 am</td>
<td>S-88 Combining Grammar and TV Shows to Promote Student Participation in the Intermediate Spanish Classroom</td>
<td>205</td>
<td>S-93 Get Students Engaged in the Target Culture</td>
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<td>2:00 am</td>
<td>S-89 What???? You Mean I Have to Participate?</td>
<td>205</td>
<td>S-94 Doing Rote Right</td>
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<td>3:00 am</td>
<td>S-95 Children's Spanish Made Easy through Song for K-12</td>
<td>205</td>
<td>S-96 20 Tips from 20 Years: A Medley of Teaching Strategies</td>
</tr>
<tr>
<td>4:00 am</td>
<td>S-97 Getting Started with iPads in the World Language Classroom</td>
<td>205</td>
<td>S-98 Connecting Language Classroom to the Online Classroom: The Michigan State University Spanish Project</td>
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**Exhibit Hall Open 8:30 am – 3:30 pm | Awards Luncheon 11:30 am – 12:50 pm**
Friday November 8, 2013

Registration opens at 7:00 am
First sessions begin at 8:00 am

DON’T MISS THESE HIGHLIGHTS!

Featured Workshop Presenter: Rushton Hurley
Digital Video for Beginners

Featured Session Presenter: Bill VanPatten
What Everyone Needs to Know about Second Language Acquisition
Two back-to-back 50-minute sessions on different elements

Award Luncheon
Celebrate our profession and recognize our colleagues!

The MIWLA Awards Luncheon serves as an occasion to celebrate the achievements of our colleagues. Student Teacher Grants, New Teacher Grants, and Experienced Teacher Grants are given to offset conference expenses. The recipients of the Educator of the Year Award are honored. Finally, our state’s most prestigious award, the Barbara Ort Smith Award, is presented to this year’s deserving educator.
CLEAR is your language teaching and learning resource!

Did you know…

- That CLEAR celebrates 18 years of service to language education this year?
- That over 33,000 foreign language professionals are using CLEAR’s Rich Internet Applications? This collection of ten free RIAs includes:
  - An audio dropbox tool (the most popular RIA, with well over a million recordings so far!)
  - A process writing application
  - A game-creation tool
  - A video repository
  - A podcasting tool
  - A character formation tool
- That you can receive State Continuing Education Clock Hours for attending our summer professional development workshops?
- That most of our teaching materials and products are free?

Learn more about this great resource at http://clear.msu.edu

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:

619 Red Cedar Road
B-135 Wells Hall
Michigan State University
East Lansing, MI 48824

Phone: 517.432.2286
Email: clear@msu.edu
Web: http://clear.msu.edu
W-06 Blending the World Languages Classroom: Creating Online Content that Works

Location: Banquet 7

Presenters: Susan Hojnacki, Aquinas College/Michigan State University; Katharina Häusler-Gross, Aquinas College

Description: Blended learning, the flipped classroom, and online tools are all valuable new additions to the repertoire of the world languages instructor, but how are they created? Participants in this workshop will see examples of successful blended and flipped language courses, learn how to use several new online tools for language learning, and create an online module for use in their own classrooms. Participants should bring a laptop with internet connection.

W-07 Digital Video for Beginners

Location: Governor’s Room

Presenter: Rushton Hurley, Next Vista for Learning

Description: Do you think no one could ever help you learn how to make a video? This presenter thinks you’re wrong. Join in for this slow and carefully paced workshop. You will leave excited by what you just learned.
### Sessions 8:00 am - 8:50 am

<table>
<thead>
<tr>
<th>Session</th>
<th>Location</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Description</th>
<th>Strand: Activities and Strategies</th>
<th>Audience:</th>
<th>Examples:</th>
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<tbody>
<tr>
<td>S-47</td>
<td>Banquet 5</td>
<td>Get Students to Speak the Target Language in Your Class!</td>
<td>Christine Coleman, Delta College</td>
<td>ACTFL states that foreign language teachers at all levels of instruction should speak in the target language 90% of the time. Many teachers have begun to adopt this approach. What about the students? Does it ever feel like despite all the effort to teach in the target language, students continue speaking and using L1 in class? This session will focus on strategies and activities that can be implemented at the beginner and immediate levels to encourage students to communicate in the target language!</td>
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<td>Middle School, High School, College or University</td>
<td>English, Spanish</td>
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<tr>
<td>S-48</td>
<td>101</td>
<td>Strategies for Communication in the World Language Classroom</td>
<td>Andrea Nazelli, Detroit County Day Middle School; Kimia Ebeling, Detroit Country Day Junior School</td>
<td>Strategies and activities to facilitate communication will be presented. Handbook/handouts/CD will be distributed.</td>
<td></td>
<td>Elementary School, Middle School, High School</td>
<td>English, French, Italian, Spanish</td>
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<tr>
<td>S-49</td>
<td>102</td>
<td>Bell to Bell and Beyond: Activities for Effective Learning and Management</td>
<td>Matt Appleton, Pennfield Schools</td>
<td>Participants will be walked through a typical class period of a secondary Spanish-class and presented with activities that have proven successful in student engagement and classroom management in the target language. These activities engage students of different learning styles and ability levels beginning in the hallway before class and continue through the dismissal of class and beyond.</td>
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<td>Middle School, High School</td>
<td>English, Spanish</td>
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<tr>
<td>S-50</td>
<td>103</td>
<td>Cultivating Fun French: Five-Minute Fun Activities to Brighten and Liven your Classroom Arena</td>
<td>Daniel Noren, Ferris State University</td>
<td>The presenter will demonstrate and involve session attendees in some hands-on, fun language-acquisition activities (including movement and motion in the classroom) while encouraging creative thought in small groups. Handouts will detail the proceedings of ten fun French activities, from which new iterations can be derived, with a potential of 20 or more light-hearted, attention-getting games.</td>
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<td>English, French</td>
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<tr>
<td>S-51</td>
<td>104</td>
<td>Lines of Communication between High Schools and Community Colleges</td>
<td>Sean Hill, Farwell High School/Mid Michigan Community College; Julie Christensen, Beal City High School; Luzdelys Andarcia, Mid Michigan Community College</td>
<td>The presenters discuss how they have collaborated to open up lines of communication and opportunities for world language students from rural high schools at the local community college. Presenters describe the programs, 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.</td>
<td>Articulation</td>
<td>High School, College or University</td>
<td>English, Spanish</td>
</tr>
<tr>
<td>S-52</td>
<td>201</td>
<td>More Than Just a Filler: Using Popular Music in the World Language Classroom to Enhance Fluency</td>
<td>Jason Paetz, Frankenmuth High School; Tosha Ustishen, Corunna High School</td>
<td>Do you love to play music in your classroom, but don't know what else to do with it? Come and learn how to utilize popular songs in your classroom to help enhance fluency at all levels! The presenter will demonstrate simple-to-use activities that can be applied to any song and artist that will add a boost to your classroom atmosphere! Digital handouts will be provided to get you started with a new song on Monday!</td>
<td>Activities and Strategies</td>
<td>Middle School, High School, College or University, Supervisors and Teacher Educators</td>
<td>English, Spanish</td>
</tr>
<tr>
<td>S-53</td>
<td>202</td>
<td>Confessions of an Online World Language Teacher</td>
<td>Janet Harris</td>
<td>One of the perhaps unforeseen effects of the MMC foreign language graduation requirement is that the number of Michigan students taking a second language online is increasing rapidly. The presenter, who has taught for the largest provider of online instruction at the K-12 level, will address issues such as: the possibility of successfully learning a language online; the quality of instruction compared to the face-to-face classroom and the threat posed to traditional classroom teaching.</td>
<td>Advocacy</td>
<td>Middle School, High School, College or University, Supervisors and Teacher Educators</td>
<td>English, French, German</td>
</tr>
<tr>
<td>S-54</td>
<td>203</td>
<td>Grammar Without Fear / Grammatik ohne Angst</td>
<td>Bettina Hoops, Saline Area School</td>
<td>Wie integriert man Grammatik, statt sie isoliert zu unterrichten? In diesem Kurzseminar werden relevante Grammatikübungen vorgestellt, die den Schülern Spaß machen. Alle Teilnehmer bekommen interessante, schülernahe Materialien, die sie sofort im Unterricht benutzen können. How can we integrate grammar in instruction instead of isolating it? All participants will learn interesting and relevant activities that are fun for students and can be used right away.</td>
<td>Activities and Strategies</td>
<td>Middle School, High School</td>
<td>German</td>
</tr>
</tbody>
</table>
Sessions 8:00 am - 8:50 am

S-55  Location: 204
Tips from New and Experienced Teachers
Presenter(s): Lauren Wilcox, Waverly Community Schools; Michelle Frederick, Waverly Community Schools; Nikki Harrison, Waverly Community Schools

Description: In this session, participants will hear both fresh ideas from teachers recently out of college as well as from more seasoned teachers. With a mix of the “old and new”, all participants are sure to leave with some tips and ideas for their foreign language (specifically Spanish) classroom!

Strand: Technology
Audience: Elementary School, Middle School
Examples: Spanish

S-56  Location: 205
New Online Tools Increase Student Productivity and Proficiency!
Presenter(s): Mary Lindquist, EMC Publishing

Description: Preview EMC’s innovative online technology featuring Avenue, a video assessment tool, Flipgrid, a video tool used for oral practice and collaboration and i-Culture, authentic language available anytime, anywhere. Designed to give students opportunities to practice course skills, teachers now have a means to assess their students’ speaking skills as well as track their progress for one or over multiple years. Participants will receive free access. Increase student productivity outside the classroom 24/7 with EMC!

Strand: Technology
Audience: High School
Examples: English, French, Spanish

EXHIBITOR SESSION

Sessions 9:00 am - 9:50 am

S-57  Location: Banquet 5
Bringing French Rap into the Classroom
Presenter(s): Sarah Mécheneau, Michigan State University

Description: Keeping students interested might be one of the biggest challenges faced in the French classroom. This presentation will offer inventive ways to teach French concentrating on the cultural aspect of rap and slam music in France, one of the leading countries in the field. Not only does Rap illustrate the richness and complexity of the French language but it is also a portal to understand contemporary France, its diversity and the influence of youth on society. Artists and poets will be introduced with interactive activities for students.

Strand: Activities and Strategies
Audience: All
Examples: English, French

S-58  Location: 101
Articulation across Programs and Levels: An Open Forum
Presenter(s): Emily Spinelli, AATSP; Jackie Moase-Burke, Michigan Department of Education; Anne Nerenz, Eastern Michigan University; Irma Torres, Oakland Schools

Description: K-12 and post-secondary faculty members and administrators are invited to attend this open forum on articulation across programs and levels. Discussion topics include language proficiency expectations across levels, curriculum for content knowledge vs. language functions, college/university admission policies related to world languages, post-secondary placement exams, recent changes regarding the Michigan World Language High School Graduation Requirement and the impact of those changes, advocacy for world languages, and other concerns and challenges related to articulation.

Strand: Articulation
Audience: All
Examples: English
### Sessions 9:00 am - 9:50 am

<table>
<thead>
<tr>
<th>Session</th>
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<th>Description</th>
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<th>Audience:</th>
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<tr>
<td>S-59</td>
<td>102</td>
<td>Puzzles, Puppets and Play Doh: Hands-on Activities for the Elementary Language Classroom</td>
<td>Susan Buffa, L'Anse Creuse Public Schools; Brenda Schnarrs, L'Anse Creuse Public Schools</td>
<td>The Creusers are back! This interactive session will feature hands-on activities that keep kids moving while hearing and speaking the language. Learn how the presenters use puzzles, puppets, playdoh and more to keep kids active and reinforce common core concepts with standards-based activities. Be ready to have some fun!</td>
<td>Activities and Strategies</td>
<td>Elementary School</td>
<td>English, Spanish</td>
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<tr>
<td>S-60</td>
<td>103</td>
<td>Connect and Celebrate National French Week</td>
<td>Joyce Campbell, Mercy High School</td>
<td>This presentation is designed for teachers to explore activities and strategies for a successful National French Week. Participants learn how opening the lines of communication beyond the classroom generate anticipation and excitement for this annual event. Innovative projects that bring alive National French Week will be shared. As a result of this session, participants will identify ways to reach out to school and local communities to help celebrate the French language and culture.</td>
<td>Activities and Strategies</td>
<td>Middle School, High School</td>
<td>English, French</td>
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<tr>
<td>S-61</td>
<td>104</td>
<td>What Everyone Needs to Know about Second Language Acquisition (Part 1)</td>
<td>Bill VanPatten, Michigan State University</td>
<td>These two sessions provide a hands-on and up-to-date refresher course on second language acquisition and its relationship to second language teaching. Among the topics addressed are (1) the nature of language (representation and skill), (2) how representation develops, (3) how skill develops, (4) what learners bring to the task of acquisition, (5) why the explicit teaching and learning of language has limited effect on development, and (6) other topics.</td>
<td>Professional Development</td>
<td>All</td>
<td>English, French, German, Japanese, Spanish</td>
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<tr>
<td>S-62</td>
<td>201</td>
<td>I've Got an iPad. Now What? Ideas and Apps for World Language Educators</td>
<td>Jason Paetz, Frankenmuth High School; Shantel Reiber, Owosso High School</td>
<td>Everybody loves iPads! But what to do with it in the classroom? How can its full usefulness be tapped by world language teachers? This presentation will offer up useful apps that teachers can start using on Monday both to enhance language learning and also to manage their classroom. Educators are encouraged and expected to contribute to the discussion!</td>
<td>Activities and Strategies</td>
<td>Middle School, High School, College or University</td>
<td>English, Spanish</td>
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</table>
S-63 Location: 202

A Method for French Phonics: Color-Coded Vowels
Presenter(s): Eric Becker, Saginaw Valley State University

Description: It's no secret French is a difficult language to pronounce! The method for French Phonics: Color-coded vowels has been designed in order to bring accessible French phonics into the classroom. This curriculum is intended to be simple, comprehensive, and supplemental.

Strand: Activities and Strategies
Audience: All
Examples: English, French

S-64 Location: 203

Web 2.0 in the World Language Class
Presenter(s): Kara Stutzman, Utica Community Schools; Kathryn Hall, Novi Public Schools; Colleen Krumholz, Lake Shore Public Schools

Description: This session introduces a variety of technology applications for use in the world language classroom. Applications include, but are not limited to Glogster, Yodio, Weebly, and PhotoStory 3. (Examples will be in German.) Projects linked to Michigan Merit Curriculum Standards and Benchmarks will be shared for immediate use. Participants are encouraged to bring a wifi-capable device to the workshop, as time may be available to start work on projects.

Strand: Technology
Audience: Middle School, High School
Examples: English, German

S-65 Location: 204

Teach to their Eyes: The Principles of an Elementary World Language Program
Presenter(s): Tim Fournier, Forest Hills Public Schools

Description: By way of demonstration and video, the participants will observe highly effective strategies and activities that have proven to create a high level of student interest and participation in the foreign language classrooms. Video of the presenter demonstrating the strategies and activities in front of actual students will be provided.

Strand: Activities and Strategies
Audience: All
Examples: English, Spanish

S-66 Location: 205

Connect, Collaborate, Communicate! Interactive Tools for Today’s Classrooms!
Presenter(s): Thoma Bastin, Holt McDougal

Description: Collaboration? 21st Century skills? Common Core Standards? Are these some of the buzzwords flying around your department or district? If so, join the Holt McDougal consultants as they demonstrate a variety of new and exciting online, interactive and collaborative tools available to enhance your classroom instruction and reach your next generation learner!

Strand: Technology
Audience: Middle School, High School
Examples: English, French, Spanish

EXHIBITOR SESSION
### Sessions 10:00 am - 10:50 am

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<td>S-69</td>
<td>102</td>
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<td>S-70</td>
<td>103</td>
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</tbody>
</table>

**S-67 Touch the World with Spanish Cinema**

Presenter(s): Gladys Zubulake, Saginaw Valley State University; Erin Spencer, Saginaw Valley State University; Ryan Sefcovic, Saginaw Valley State University; Jeremy Robertson, Saginaw Valley State University

Description: This session will present how students and faculty worked together to coordinate a University-wide cultural event. Benefits and recommendations on how to use cinema in the class will be discussed during the presentation.

Strand: Culture  
Audience: High School, College or University, Supervisors and Teacher Educators  
Examples: English, Spanish

**S-68 A Study of the Relationship between Language and Culture at the Saturday Arabic School**

Presenter(s): Lina Houry Jawad, University of Michigan-Dearborn

Description: This presentation discusses the curriculum of one Saturday Arabic school in Dearborn which teaches Arabic to Arab American children. The study evaluates how the school benefits this community and analyzes the school's role in implementing cultural values and norms. Data from surveys by teachers, parents and students emphasizes the relationship between language and culture and indicates that teaching the language of an ethnicity is most successful when incorporated with teaching the culture of that ethnicity.

Strand: Culture  
Audience: All  
Examples: English

**S-69 Teaching Spanish Culture and Language with Technology**

Presenter(s): Ana Zurita, Savannah Country Day School

Description: Cultural projects have traditionally been a break from grammar and language lessons. Nevertheless, through cultural units and projects, students can also develop competence in the Spanish language. Assuming that the teaching of language and culture should be intertwined, I will present creative and motivating projects for all levels to teach Latin American and Spanish culture and language, using web-based resources, computer software, and 2.0 tools.

Strand: Culture  
Audience: All  
Examples: English, Spanish

**S-70 Beyond Second Year**

Presenter(s): Margaret Cottrill, Mason Public Schools

Description: As language teachers, many of us spend most of our time teaching levels one and two in high school. Sometimes we find the upper levels challenging because we have less practice with this material. The presenter will share strategies for teaching typical upper level grammar concepts, for developing writing and speaking projects, for accommodating different levels in the same class, and for tweaking activities to make them more appropriate for students beyond the second year.

Strand: Activities and Strategies  
Audience: High School  
Examples: English, French
<table>
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<tr>
<th>Session</th>
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<th>Description</th>
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</thead>
</table>
| S-71    | 104      | What Everyone Needs to Know about Second Language Acquisition (Part 2)  
Presenter(s): Bill VanPatten, Michigan State University  
Description: These two sessions provide a hands-on and up-to-date refresher course on second language acquisition and its relationship to second language teaching. Among the topics addressed are (1) the nature of language (representation and skill), (2) how representation develops, (3) how skill develops, (4) what learners bring to the task of acquisition, (5) why the explicit teaching and learning of language has limited effect on development, and (6) other topics.  
Strand: Professional Development  
Audience: All  
Examples: English, French, German, Japanese, Spanish |
| S-72    | 201      | Incorporating Learners’ Interactions with Native Speakers into the Curriculum  
Presenter(s): Carmen Ruiz-Sanchez, Aquinas College  
Description: This session will describe a project funded by the MIWLA Charles H. Ahnert Instructional Grant to improve student oral proficiency in Spanish. The goal of this project was to provide students taking a college-level class with the opportunity to interact with native speakers from different parts of the Spanish-speaking world by using TalkAbroad. The presenter will describe this resource, possible assignments and its benefits and challenges, and will suggest ways to incorporate it to the curriculum.  
Strand: Activities and Strategies  
Audience: High School, College or University  
Examples: English, Spanish |
| S-73    | 202      | AATG-MI Swap and Share: A Trip through the Year in German Classrooms  
Presenter(s): Kathy Tosa, Muskegon Community College  
Description: What do you do for specific German holidays? How about tombstones on All Saints Day or Black History Month with a German twist? Come travel through the calendar with different German classroom activities. Bring your best ideas to share and see what can be done on St. Martin's Day or Easter or Christmas or Karnival - Alaf!  
Strand: Professional Development  
Audience: All  
Examples: English, German |
| S-74    | 203      | Global Competence: Get Two for the Price of One  
Presenter(s): Janice Kittok, Educator in Service, LLC  
Description: When students learn their new language and learn about the world at the same time, they get two for the price of one. Lively demonstration lessons show how to teach topics such as geography, history, biography and current events in the target language. Leave with ideas for building background knowledge so that students can understand nonfiction. Come and enjoy a sample of the game-changing professional development available to world language and ELL teachers through Educator in Service. Double the impact of your program! This session is a repeat of yesterday’s session.  
Strand: Activities and Strategies  
Audience: All  
Examples: English |
### Sessions 10:00 am - 10:50 am

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<thead>
<tr>
<th>S-75</th>
<th>Location: 204</th>
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<tbody>
<tr>
<td>Title:</td>
<td>Thinking Routines in the World Language Classroom</td>
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<tr>
<td>Presenter(s):</td>
<td>Amy Hohlbein, Clarkston High School; Susan Mohr, Clarkston High School</td>
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<tr>
<td>Description:</td>
<td>Participants will learn the concept of making thinking visible through thinking routines in the World Language classroom. Attendees will be engaged in routines and learn how to immediately use them in their own classrooms. Teachers will use the information presented to distinguish between “work” and “thinking” and learn how to promote student engagement and understanding with their students.</td>
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<tr>
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<td>Michigan World Language Requirements and the Future of Japanese Language Programs K-16: A Round-table Discussion</td>
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<td>Presenter(s):</td>
<td>Bridget Cooper, Sexton High School; Mutsuko Endo Hudson, Michigan State University; Dawn Stark, Everett High School</td>
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<td>Description:</td>
<td>Participants will join a round-table discussion about the Michigan World Language requirements and how they are impacting Japanese language programs. They will also discuss the future of Japanese language programs K-16 in Michigan, and how they can advocate for them. The aim is for participants to take away a better understanding of the state of Japanese programs in Michigan as well as some tools to advocate for their programs.</td>
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<tr>
<td>Strand:</td>
<td>Advocacy</td>
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<td>Audience:</td>
<td>All</td>
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<td>Examples:</td>
<td>English, Japanese</td>
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### Exhibits Break 10:50 am - 11:30 am

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Suzie Martin, Warren, MI

“The Leader Guidebook is very user friendly and I used a ton of the stuff. The suggested meeting outline helped keep track of everything.”

Tamara Shepard, Grosse Pointe, MI

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Devine family, Grosse Pointe, MI

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Guilford family, Grosse Pointe, MI

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Warren Woods Tower students enjoy the restaurants of France
Recipients of the Barbara Ort-Smith Award

1988 Barbara Ort-Smith
1989 George Mansour
1990 Emily Spinelli
1991 JoAnne Wilson
1992 Claude-Marie Baldwin
1993 Sarah Juntune
1994 Alice Herman
1994 Dianne Mahalak
1995 Ruth Moltz
1996 Charles H. Ahnert
1996 Barbette Kitchen
1997 Anne Nerenz
1998 Gisela Moffit
1999 Tom Lovik
2000 Donald Riddering
2001 Jackie Moase-Burke
2002 Emily Serafa Manschot
2003 Susan Knight
2004 John Sanford “Sandy” Dugan
2005 Marge Mandl
2006 Cindy Kendall
2007 Flora Maria Ciccone Quintanilla
2008 Robert Lee Bowbeer
2009 Margrit Zinggeler
2010 Irma Torres
2011 Jennie Frazier
2012 Norma Richardson
2013 Susan Buffa

Awards Luncheon

Join us at the MIWLA Awards Luncheon as we recognize world language educators from throughout the state of Michigan. Today, we honor the recipients of the Barbara Ort-Smith and Teacher of the Year awards. We also honor our grant recipients.

Limited tickets available at onsite registration

Cost: $20

11:30 am - 12:50 pm

Banquet Rooms 1-4 in Lansing Center

Vegetarian Entrée: Butternut Squash Ravioli, Butternut Squash-filled Ravioli, served with a Curry Cream Sauce and green beans with diced red peppers.

Regular entrée: Chicken Scallopini, a dusted and sauteed chicken breast topped with peppers, onions, shredded mozzarella cheese and a light lemon herb white wine sauce, roasted red jacket potatoes parmesan and green beans with diced red peppers.

Each served with mixed seasonal greens salad, rolls, carrot cake, Biggby Best coffee, tea or iced tea.
Susan Buffa is a Spanish teacher in the L’Anse Creuse Public School district in Chesterfield Township. She teaches full-time rotating between three elementary school buildings in the district. Together with her colleagues, she has and continues to develop and deliver the curriculum for the Elementary Spanish program in L’Anse Creuse. She has also served as K-12 World Language Coordinator for the district. In addition, Susan has taught high school Spanish in the Northville Public School district as well as Lutheran High School North in Macomb, where she served as Department Chair and at Mercy High School in Farmington.

She is a graduate of Eastern Michigan University, where she earned her Bachelor’s degree in Secondary Education with a major in Spanish. Susan also holds a Masters in Teaching and has an elementary classroom endorsement, both of which she earned from Saginaw Valley State University. She is also a past recipient of the Embassy of Spain Scholarship. As such, she had an opportunity to live and study at the University of Salamanca in Salamanca, Spain.

Susan has been active in the Michigan World Language Association throughout her career, serving as Exhibits Committee Co-chair since 1996. She is also a past president of the organization. Currently, Susan serves as MIWLA’s Director of Communications and Exhibits Committee Co-Chair. She has also served on various committees for the Central States Conference.

Susan values professional development. She not only attends the MIWLA conference every year, but she is a frequent presenter of sessions and workshops there. She has also attended and presented workshops at in-services in her district as well as at the Macomb Intermediate School District and around the state of Michigan. In addition to her MIWLA membership, Susan is a member of ACTFL, NNELL and the Advisory Council for Central States. She enjoys attending the Central States Conference and the ACTFL conference when her school schedule allows.

Congratulations, Susan!
W-08 Designing Engaging, Standard-Based Learning Scenarios around Authentic Situations Based on IPA

Location: Banquet 7

Presenter: Viviana Muriel de Bonafede, Detroit Public Schools

Description: This hands-on workshop will change the way participants regard instruction and assessment as they learn how to design engaging, standard-based thematic units (learning scenarios) for all their students (novice to advanced). Participants will start from real life problems, similar to the ones native speakers encounter, and design relevant learning scenarios using backwards planning. The Integrated Performance Assessment (IPA) provides an opportunity for students to naturally engage into relevant linguistic interactions in the three modes of communication to solve authentic problems.

W-09 Getting Started with iPads in the World Language Classroom

Location: Governor’s Room

Presenter: Erin Turner

Description: With the right apps, activities, and training, iPads can be transformed into powerful learning tools. Benefits of using iPads in the WL classroom include increased student engagement, differentiated instruction options and empowering students! Teachers can benefit from using iPads as much as students do! During this hands-on workshop attendees will discover engaging apps and websites, explore standards-based learning activities, and learn the “ins and outs” of implementing this tool. Attendees must bring their own iPads.
Sessions 1:00 pm - 1:50 pm

S-77 Location: Banquet 5
AATG-MI Fall Business Meeting
Presenter(s): Angelika Kraemer, Michigan State University; Monica Norton, Mason Public Schools
Description: German teachers, join us for the AATG-MI fall business meeting and hear what we have planned for the upcoming year. Share teaching ideas, culture tips, and advocacy plans. This session is designed for GERMAN instructors.
Strand: Professional Development
Audience: All
Examples: English, German

S-78 Location: 101
Students who Feel Nurtured Aspire to Achieve Greater Proficiency
Presenter(s): Kathy Balcom, Romulus Community Schools
Description: Do you envision a classroom environment that both nurtures and engages your diverse learners? Motivating students with differing learning styles and abilities, various socioeconomic backgrounds, and academic performance levels can be challenging. In this session, I will share how to set up a low anxiety classroom environment that increases self-confidence and a sense of belonging in the world language classroom. Learn specific interactive strategies for maintaining student interest and participation that help students feel recognized and respected for the unique personalities, experiences, and learning styles they bring to class each day.
Strand: Activities and Strategies
Audience: Middle School, High School
Examples: English, Spanish

S-79 Location: 102
Creating Listening Opportunities for Elementary Students in the World Language Classroom
Presenter(s): Gretchen Marshall-TothFejel, Winans Academy
Description: Give young learners a rich experience in the interpretative mode! Learn more about integrated listening centers, the use of music, easy comprehension assessment, and take-home listening activities. Age-appropriate texts in Spanish will be offered as examples. Trouble-shooting tips for classroom management and scaffolding are also included in the session. Get ideas for enhancing your own approach and a new perspective on listening. This project was funded by the MIWLA Charles H. Ahnert Instructional Grant.
Strand: Activities and Strategies
Audience: Elementary School
Examples: English, Spanish

S-80 Location: 103
Stay in the Language! Immersion Techniques, Tips and Tricks
Presenter(s): Diane Farrug, Cranbrook Schools
Description: You strive to use the target language as much as possible in your world language classroom. In fact, ACTFL recommends it for at least 90% of instruction at all levels. How can you motivate and equip your students to thrive in an immersion setting? Discover effective techniques for providing comprehensible input and encouraging accountability in students of all ages and abilities.
Strand: Activities and Strategies
Audience: Elementary School, Middle School, High School
Examples: English, French
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<td>Creating Proficiency Outcomes: The Michigan State University Spanish Project</td>
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<td>Presenter(s): Bill VanPatten, Michigan State University; Walter Hopkins, Michigan State University; LeAnne Spino, Michigan State University; Daniel Trego, Michigan State University</td>
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<td>Description: In this session, we present the new Spanish proficiency project at MSU. First, we specify the proficiency objectives for our four-semester Spanish sequence. Second, we describe how we worked backwards from the objectives to determine what language tools and testing procedures should be at the core of curriculum. The result is a highly articulated and goal-driven curriculum. From this interactive session, audience members will understand how to tailor programs to be goal-driven with measurable outcomes.</td>
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<td>Strand: Articulation</td>
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<td>Audience: All</td>
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<td>Examples: English, Spanish</td>
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<td>S-82</td>
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<td>Video Projects to Change the World</td>
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<td>Presenter(s): Rushton Hurley, Next Vista for Learning</td>
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<td>Description: What if your students were doing projects that could help hundreds or thousands of students around the world? Come learn how to make it happen!</td>
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<td>Strand: Technology</td>
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<td>Audience: All</td>
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<td>Examples: English</td>
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<td>S-83</td>
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<td>Do's and Don'ts for First Year Language Teachers</td>
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<td>Presenter(s): Kate Gilbert, White Pigeon Community Schools</td>
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<td>Description: Two young teachers will discuss what worked, what didn’t work, and what they would do differently in their first year as Spanish teachers. One started in a non-profit charter school in Holland, MI (teaching from a cart on block scheduling), the other in a rural public school (traditional scheduling, but as the only FL teacher in the building), but both learned by trial and error. A must-see for new and prospective FL teachers!</td>
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<td>Strand: Technology</td>
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<td>Audience: Middle School, High School</td>
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<td>Examples: English, Spanish</td>
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<td>S-84</td>
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<td>Form, Content, Strategies, Tools: Planning and Delivering Instructional Excellence</td>
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<td>Presenter(s): Charlie Hanchett, Vista Higher Learning</td>
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<td>Description: This interactive session presents format, content, strategies, and visual tools for planning and delivering integrated and scaffolded lessons. Participants define appropriate expectations, and experience content and tools to meet and assess each expectation. Each participant will leave with a personalized instructional plan. A thorough reference handout is provided.</td>
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<tr>
<td>Strand: Activities and Strategies</td>
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<tr>
<td>Audience: High School, College or University</td>
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<td>Examples: English, Spanish, French, German, Italian</td>
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FEATURED SESSION

FEATURING SESSIONS 1:00 pm - 1:50 pm

EXHIBITOR SESSION
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<th>Description</th>
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| S-85    | 204      | Blended Learning in the World Language Classroom  
Presenter(s): Carina Hilbert, Albion Public Schools  
Description: Moodle, Google+, Skype, Twitter, YouTube, Edublogs, and more are amazing resources available to help us teach our students, learn from each other, and do so much more than we have been able to accomplish before. This session will focus on creating a safe space for us to view various sites, talk about blended learning, and take away at least three applications or websites for our own use. Attendees should bring their own devices if possible.  
Strand: Technology  
Audience: All  
Examples: English |
| S-86    | 205      | The Lines of Communication in the Online World Language Classroom: The Do's and Don'ts  
Presenter(s): Kari Richards, Michigan State University; Kim Bowen, Spring Arbor University  
Description: This session will 'journey' into the world of online language learning and through the process of creating an online language class. We will discuss sound pedagogical architectures of online language classes, with a focus on successfully incorporating the communicative approach in the online environment. Experienced online language educators will discuss the do's and don'ts of online language instruction. If you teach world languages face-to-face, in a hybrid setting, or online, this session is for you!  
Strand: Technology  
Audience: All  
Examples: English, German |

### Exhibits Break 1:50 pm - 2:30 pm

Make sure you visit our exhibitors:

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- Language & Friendship, Inc.  
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<th>Examples</th>
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<td>Banquet 5</td>
<td>Interdisciplinary Perspectives and Approaches to Teaching Foreign Languages: The German Forest</td>
<td>Katharina Häusler-Gross, Aquinas College</td>
<td>To maintain and enhance the “lines of communication” between K-16 educators, this session introduces an interdisciplinary teaching unit on the German Forest that connects with various academic disciplines, including the STEM fields, sustainability, environmental studies, the arts, history, and the social sciences. Participants will receive ready-to-use activities (for both online and traditional lessons), and an extensive resource bibliography/idea bank for future interdisciplinary projects. This session is a continuation of the AATG-MI Fall Business Meeting.</td>
<td>Professional Development</td>
<td>All</td>
<td>English, German</td>
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<td>S-88</td>
<td>101</td>
<td>Combining Grammar and TV Shows to Promote Student Participation in the Intermediate Spanish Classroom</td>
<td>Borja Ruiz de Arbulo, Saginaw Valley State University</td>
<td>This presentation aims to present a class activity about the Spanish verbs “ser” and “estar” using the TV show “House Hunters International” as the background scenario. The session will cover aspects related to the development and organization of the activity, as well as ideas on how to incorporate culture while practicing grammar structures.</td>
<td>Activities and Strategies</td>
<td>All</td>
<td>English, Spanish</td>
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<td>S-89</td>
<td>102</td>
<td>What??? You Mean I Have to Participate?</td>
<td>Julie Wright, Utica Community Schools; Lana Satawa, Utica Community Schools</td>
<td>How many times have we heard this in our classroom? Take the struggle out of participation. Learn a variety of methods to hold students accountable and engage them in the classroom while awarding objective points. Strategies are applicable from level 1 language learning through AP. Materials will be provided so teachers can start implementing strategies upon return to school!</td>
<td>Activities and Strategies</td>
<td>All</td>
<td>English, Spanish</td>
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<tr>
<td>S-90</td>
<td>103</td>
<td>Extensive Reading: Who, What, When, Where, Why, and How?</td>
<td>Julie Foss, Saginaw Valley State University</td>
<td>Reading can be a powerful tool for developing language proficiency and confidence. Learn how your students can benefit from its power in an extensive reading program. This session will focus on practical considerations for implementing extensive reading for all languages and levels. Student feedback and work samples from an existing program will also be presented.</td>
<td>Activities and Strategies</td>
<td>Middle School, High School, College or University</td>
<td>English, French</td>
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**S-91 Location: 104**  
Refocusing the Classroom: Goals before Grammar  
Presenter(s): Le Anne Spino, Michigan State University; Daniel Trego, Michigan State University  
Description: Ready? Set? Goal! In this presentation we will discuss what class-hour goals are appropriate for communicative classrooms and show how grammar can tie in to reaching these goals (Note: learning grammar is not the goal itself!). We will then work backwards from these goals to show how to build highly structured and cogent classes that do not require a lot of time to plan. Finally, we will tie these class-hour goals to larger proficiency goals.  
Strand: Activities and Strategies  
Audience: All  
Examples: English, Spanish

**S-92 Location: 201**  
Utilizing Movies in the Target Language to Enhance Fluency: A Pseudo-TPRS Approach  
Presenter(s): Jason Paetz, Frankenmuth High School; Mitch Carroll, Frankenmuth High School  
Description: Come and see how Frankenmuth High School teachers have been using target language movies in their classroom in a way that enhances student fluency in reading, writing, speaking and listening! It is an approach that is a hybrid of Filmarobics and TPRS. Teachers will leave with the tools to transform their own movies into comprehensible input activities that prove to be both effective in the classroom and enjoyable for their students! Handouts will be provided.  
Strand: Activities and Strategies  
Audience: Middle School, High School, College or University  
Examples: English, Spanish

**S-93 Location: 202**  
Get Students Engaged in the Target Culture  
Presenter(s): Ryan King, Houghton Lake Community Schools  
Description: Make the target culture real for your students, while challenging them to use the target language in communication with you and with others. Attendees of this session will leave with activities and methods that encourage the students to communicate in the target language, about the target and culture in a variety of media.  
Strand: Culture  
Audience: High School, College or University  
Examples: English, Spanish

**S-94 Location: 203**  
Doing Rote Right  
Presenter(s): Courtney Childers, Powers Catholic High School; Margaret VanCamp, Powers Catholic High School  
Description: It is undeniable that some rote practice is important and invaluable in language learning. But how does it fit in with multiple intelligences, differentiated instruction, student-centered learning? Tailor these simple, fun, engaging, communicative activities for any language at any level. Highlight grammar, vocabulary, or both. Have students work in groups, partners, or individually. And the best part? You get to check for understanding without checking a single paper!  
Strand: Activities and Strategies  
Audience: Middle School, High School  
Examples: English, French, Spanish
### S-95  Location: 204

**Children's Spanish Made Easy through Song for K-12**

Presenter(s): Melanie Hendrick, Language Complete

Description: I will be presenting how to teach with songs I have written through the use of lessons plans. For the elementary level, I will present how to engage young children through the use of flashcards, singing, storytelling, crafting and using Spanish-related materials and other realia. The middle school level will engage students through singing, writing their own stories and doing skits. The high school level will discuss learning the songs through singing, worksheets, oral presentations and pair work using communicative activities.

Strand: Activities and Strategies  
Audience: Elementary School, Middle School, High School  
Examples: English, Spanish

### S-96  Location: 205

**20 Tips from 20 Years: A Medley of Teaching Strategies**

Presenter(s): Joanna Porvin, Grosse Pointe Schools

Description: This session is a discussion of twenty strategies, musings, activities, technology tips and tricks culled from twenty years of teaching. Topics range from activities you could try on Monday to broader instructional practices. Participants will leave with questions to consider, activities to implement, and resources to explore. Examples are drawn from middle school Spanish but applicable to a range of language-learning environments.

Strand: Activities and Strategies  
Audience: All  
Examples: English, Spanish

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S-11 Les Objets directs et indirects et leurs pronoms: A Hands-on Approach to Object Pronouns
S-13 Chinese Language and Cultural Programs at Wayne State's Confucius Institute
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S-18 Multisensory Foreign Language Instruction: Providing Lines of Communication for Students with Learning Disabilities
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