WELCOME

to the

52nd Annual Conference

of the

Michigan World Language Association

Lansing Center
Lansing, Michigan
November 10 -11, 2016
Michigan World Language Association
53rd Annual Conference
October 12-13, 2017
Lansing Center and Radisson Hotel
Lansing at the Capitol
Lansing, MI

Keynote Speaker
Aleidine J. Moeller, Ph.D.
Edith S. Greer Professor
Teaching, Learning & Teacher Education
University of Nebraska-Lincoln

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or contact
Daniel Noren
norend@ferris.edu
Dear MIWLA Colleagues,

Welcome to the 52nd Michigan World Language Association (MIWLA) Annual Conference in Lansing, Michigan! MIWLA 2016 is a wonderful opportunity to celebrate the world of languages and language education with a diverse group of colleagues. The conference serves as educational professional development that empowers ourselves to impact our learners’ language proficiency and cultural awareness. Thank you for joining us!

This is the time to learn, share, and interact to get re-energized for our classrooms. I would like to invite you to take full advantage of the empowering workshops and sessions and to reconnect with long-time friends as well as make new ones.

Highlights of this 2-day marathon of learning include:

- The Awards Ceremony, an opportunity to recognize outstanding Michigan language educators.
- **Keynote speaker Paul Sandrock**, Dean of Education at the American Council on the Teaching of Foreign Languages (ACTFL) and author of *The Keys to Assessing Language Performance*.
- Nine outstanding workshops on diverse topics will be provided by nationally (and internationally) known as well as state language educators.
- More than 100 engaging sessions will be presented by colleagues who are eager to share their passion and expertise on innovative instructional practices for all levels and languages. Some colleagues will present in target languages.
- The Exhibit Hall, featuring leading companies in the language business, will be open throughout the conference with designated breaks and during lunchtime. Please visit our exhibitors to learn about their new products, publications, technologies, and services. Don’t forget to get a Passport stamp at each booth for the chance to win door prizes.
- Listen to a broadcast of the radio show *Tea with BVP* live from the Exhibit Hall on Thursday.
- The University Reception is a great opportunity to network with university representatives and colleagues in a relaxed, friendly environment.
- On Thursday evening enjoy movies in German, Italian, and Spanish, play games in French, or go pub-crawling with a vibrant group of colleagues.
- Get empowered with 2014 National Teacher of the Year Linda Egnatz all day Friday.
- Win valuable door prizes at the Awards Ceremony, University Reception, and Exhibit Hall.
- And much, much more to re-energize you during this outstanding professional experience!

It has been a great honor to serve as MIWLA President this year and work with dedicated Executive Board members, enthusiastic Committee Chairs, and generous volunteers who have contributed to the impactful professional development of world language educators in Michigan. I hope that this conference empowers us all so we you can then empower our learners, engaging them in their continuous path to language proficiency.

Respectfully,

Viviana Muriel de Bonafede, President, Michigan World Language Association
November 10, 2016

Dear Friends:

It gives me great pleasure to welcome you to the 2016 Michigan World Language Association’s Annual Conference.

On behalf of the great state of Michigan, thank you for your continued commitment to advancing the study of foreign language as well as providing professional development for teachers of foreign and second languages. Your dedication is commendable and promotes public awareness of the importance and advantages of studying world languages. Michigan is a diverse state of many cultures, and I am certain we will continue to reap the rewards of your educational contributions.

Please accept my very best wishes for a productive, memorable and enjoyable gathering.

Sincerely,

Rick Snyder
Governor
November 2016

Dear MI 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 2016 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

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Michigan World Language Association
Executive Board 2016

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Viviana Muriel de Bonafede
Detroit Public Schools

President-Elect
Daniel Noren
Ferris State University

Vice President
Erin Parris-Dallia
Plymouth-Canton Community Schools

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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 52nd 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:

1. **What is a Workshop?**
   Workshops provide attendees with in-depth information about a topic and allow time for practice working with the content and concepts presented. Workshops are identified by the letter W and a number, for example, W-2. There is a $35 charge for each half-day workshop. This is a bargain because workshops at regional and national language conferences cost up to $100. Workshops are three and a half hours long, allowing for participants to have breaks and to attend raffles in the Exhibit Hall when appropriate. It is always best to pre-register for a workshop. You can register online and receive instant confirmation that the workshop is still open. Some workshops may be open by an invited speaker!

2. **What is a Session?**
   Sessions are identified with the letter T (if they take place on Thursday) or F (if they take place on Friday) and a number. For example, F-203 would be a session on Friday. There is no additional charge to attend a session and no need to pre-register.

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.

4. **What’s in the Exhibit Hall?**
   Companies from all over the U.S. and Canada rent space in the Exhibit 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. These sessions are clearly marked in the program. We extend this opportunity to those companies who have purchased space in our Exhibit Hall. Please make sure to stop by the Exhibit Hall. We and the exhibitors both 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 Exhibit Hall.

6. **Who are the speakers that the MIWLA Board has invited?**
   Every year the MIWLA Board searches 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 to enter the reception since it is included with your conference registration. Conference attendees who pre-register 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 pre-registered online for the conference by October 16, 2016 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 id 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 [http://miwla.org](http://miwla.org) for the appropriate forms. 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 Schedule

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<th>Friday, November 11, 2016</th>
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<tr>
<td>8:00-8:50</td>
<td>Sessions</td>
<td>8:00-8:50 Sessions</td>
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<tr>
<td>9:00-9:50</td>
<td>Sessions</td>
<td>9:00-9:50 Sessions</td>
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<tr>
<td>9:50-10:20</td>
<td>Exhibit Break</td>
<td>9:50-10:20 Exhibit Break</td>
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<tr>
<td>10:30-12:00</td>
<td>Awards and Keynote Address</td>
<td>10:30-11:20 Sessions</td>
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<tr>
<td>12:00-1:00</td>
<td>Lunch Break</td>
<td>11:20-12:20 Lunch Break</td>
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<td></td>
<td>(Workshops 8:00-11:30)</td>
<td>Workshops (8:00-11:30)</td>
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<tr>
<td>1:00-1:50</td>
<td>Sessions</td>
<td>12:30-1:20 Sessions</td>
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<tr>
<td>2:00-2:50</td>
<td>Sessions</td>
<td>1:20-2:00 Exhibit Break</td>
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<tr>
<td>2:50-3:30</td>
<td>Exhibit Break</td>
<td>2:00-2:50 Sessions</td>
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<tr>
<td>3:00-4:00</td>
<td>Tea with BVP</td>
<td>3:00-3:50 Sessions</td>
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<tr>
<td>3:30-4:20</td>
<td>Sessions</td>
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<td>University Reception</td>
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<td>Pub Crawl</td>
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<tr>
<td></td>
<td>(Workshops 1:00-4:30)</td>
<td>(Workshops 12:30-4:00)</td>
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## On-Site Registration Hours

- **Thursday, November 10, 2016**: 7:00am-5:00pm
- **Friday, November 11, 2016**: 7:00am-2:00pm

## Exhibit Hall Hours

- **Thursday, November 10, 2016**: 8:00am-4:30pm
- **Friday, November 11, 2016**: 8:00am-3:00pm
MIWLA provides FREE basic internet for all attendees
Username: world  Password: language
The Annual MIWLA Business Meeting will take place on Friday, November 11, 2016 from 3:00-3:50pm in Banquet Room 5

**Conference Committee Chairs**

**AV/Tech:** Adam Gacs, Daniel Trego  
**Awards:** Julie Foss  
**Evaluation:** Laura Nork Bradshaw  
**Exhibitor Relations:** Sara Blossom Bostwick  
**Exhibits On-Site:** Susan Buffa, Kevin Casillas, Brenda Schnarrs, Katie Romportl Cook  
**Grants:** Erin Parris-Dallia  
**Photography:** Luca Giupponi  
**Pre-Registration/Data Entry:** Katie Barrington  
**Presiders:** Jamie Terlaak  
**University Reception:** Julie Foss, Bill VanPatten (support)  
**Registration On-Site:** Jennifer Shaw, Larissa Czuchnowsky, Erin Parris-Dallia (support), Daniel Trego (support)  
**Registration-Quality Control:** Allysen Clancy, Ashley Fuente, Brooke Murphy, Kristi Shaffer  
**SCECHs:** Joy Campbell  
**Signage:** Carol Chaudhri, Daniel Noren  
**VIPs:** Margaret Cottrill, Ann De Corte  
**Historian:** Emily Serafa Manschot  

**Non-Board Positions**

**Conference Coordinator:** Kristin Oplinger  
**IT Coordinator:** Daniel Trego

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**MIWLA has gone mobile!**

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The Annual MIWLA Business Meeting will take place on Friday, November 11, 2016 from 3:00-3:50pm in Banquet Room 5
Thursday, November 10, 2016

Keynote Speaker and Featured Presenter

Paul Sandrock
ACTFL Director of Education
Author of *The Keys to Assessing Language Performance*

**Keynote Address:** Learning Languages for World Readiness

**Workshop:** Assessment to Inform Instruction

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**DON’T MISS THESE ADDITIONAL HIGHLIGHTS!**

**Exhibit Hall**
- Meet with representatives to find the newest books, materials and services or learn about organizing a student trip abroad

**Awards Ceremony**
- Recognize the best in the profession!

**Target Language Sessions**
- Practice your language skills while learning new material to take back to the classroom

**University Reception**
- Socialize with colleagues, meet university representatives, win prizes!

**Evening Activities**
- Target Language Movies: Watch a movie in Italian, German, or Spanish
- Play a board game in French
- Pub Crawl in Downtown Lansing
T-101 **TL** Mon plat petit pays me manque!

**Presenter:** Ann De Corte, Saginaw Valley State University  
**Location:** Banquet Room 5  
**Language of Examples:** French

La Belgique n’est pas uniquement le pays des frites, des gaufres, du spéculoos, du chocolat ou de la bière. C’est le foyer par excellence de la B.D., des splendides œuvres des peintres flamands, des écrivains, des designers, des artistes et des scientifiques. Qui sont ces Belges et comment se comportent-ils vis-à-vis des Français ? Dans cette session, vous aurez le point de vue d’une vraie Belge!

**Strand:** Culture  
**Audience:** High School, College or University, Supervisors and Teacher Educators

T-102 **TL** Accessibility, Productivity and Beyond: Tech Tools for Every Foreign Language Teacher!

**Presenter:** Karen Holman-Cervera, Holt High School  
**Location:** Banquet Room 6  
**Language of Examples:** Spanish

Foreign language teachers will see how they can use a variety of tech tools to start to work smarter not harder.

**Strand:** Technology  
**Audience:** Elementary School, Middle School, High School, College or University

T-103 Are You Running Your Classroom or Is Your Classroom Running You?

**Presenter:** Jeana Harper-Kirkland, Jeana Harper Kirkland Enterprises, L.L.C.  
**Location:** Banquet Room 7  
**Language of Examples:** English

Every year it is more challenging to keep students respectful, engaged and on-task. As teachers, we want to do our best to help our students to succeed while building relationships and enhancing our classroom management. However, we often lack the tools to accomplish this daunting task! In this jam-packed session, you will learn time-tested, research based strategies and techniques designed to:

- Decrease teacher and student frustration  
- Improve student focus  
- Systematically teach appropriate, on-task behavior  
- Drastically reduce problem behavior  
- Increase instruction time

**Strand:** Professional Development  
**Audience:** All

T-104 The Core Practices: Backwards Planning for Content-Based Instruction

**Presenter:** Lucas Hoffman, Ohio Foreign Language Association  
**Location:** Banquet Room 8  
**Languages of Examples:** French, Spanish

Want to plan fun, meaningful, culturally-relevant units, but not sure how? Do you want your students to be globally competent for the 21st century? Backwards planning has revolutionized our classrooms, energized our students, and given teachers a greater sense of purpose. Join LILL Fellow and Ohio Foreign Language Association board member Lucas to discover this powerful method for planning for learning. Bring your laptops and be ready to start your own plans!

**Strand:** Standards  
**Audience:** Middle School, High School

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**TL = Target Language Session**
T-105  The Flipped Classroom in Foreign Language Teaching: Final Results on a Yearlong Study

Presenter: Susan Hojnacki, Michigan State University/Aquinas College
Location: Room 102
Language of Examples: German

This presentation will outline the results of a yearlong study on the flipped classroom in introductory foreign language teaching. The presentation will include what tools were used to flip the classroom, how the study was carried out, and how learners performed in the flipped classroom when compared with a control group. Student responses to an opinion survey also gave insight into their preferences for learning with and without the online tools.

Strand: Technology
Audience: High School, College or University, Supervisors and Teacher Educators

T-106  Using Music in the World Language Classroom 4.0

Presenter: Jason Paetz, Frankenmuth High School
Location: Room 104
Language of Examples: Spanish

We love music! Students love music! How can we meet students at their level and hook them into the target language by using popular music videos, YouTube, and the social media that artists use to promote themselves? How can you touch on all 5 Cs using song lyrics and music videos? I’ll show you! It will be a whirlwind 50 minutes with a wealth of resources provided to all who attend.

Strand: Activities
Audience: Middle School, High School, College or University

T-107  Using Authentic Spanish Resources with ALL Students

Presenter: Chris Etchechury, Pearson
Location: Room 202
Language of Examples: Spanish

Finding authentic resources can be a challenge to any Spanish teacher. Making those authentic resources accessible to all students in any level of Spanish is even a greater challenge. This session will demonstrate how to utilize authentic videos, audio, and print resources with different levels of Spanish students. Participants will discuss how to make them work with a full spectrum of students – from struggling learners to heritage Spanish speakers. Teachers will leave with some specific resources to use and many strategies to employ with every level and type of student.

Strand: Activities
Audience: All

T-108  Empower Your Practice and Students with the Charles A. Ahnert Instructional Grant: An Update

Presenter: Sean Hill, Mid Michigan Community College/Central Michigan University
Location: Room 203
Language of Examples: Spanish

This session will describe the backdrop leading to a successful application for a Charles A. Ahnert Instructional Grant that has been used to empower my practice and students. The goals of the project included introducing students to the varied reasons behind migration to the US, the unintended consequences and blowback of U.S. policies in Latin America, and the concept of micro-lending through Kiva as a way to reduce global poverty. See how the grant has been used since it was awarded in 2011 and 2015 and how it will continue to empower students.

Strand: Activities
Audience: All
T-109 Making the Most of the MIWLA Conference

Presenters: Erin Parris-Dallia, Plymouth-Canton Community Schools; Daniel Noren, Ferris State University
Location: Room 204
Language of Examples: English

New to the conference and looking for some guidance? Look no further! Come to this session to meet some new people, ask some questions, and most importantly, learn some helpful information, such as: Where should I go for lunch? How do I sign up for a workshop? Do I have to sign up for a session? Who gets to present, and what if I want to do that in the future, too? What are the other events at night, and why should I go? What’s Guidebook for and how can it help me?

Strand: Professional Development
Audience: All

T-110 Teaching Japanese to Students with Disabilities: Issues and Perspectives

Presenter: Carlos L. Pimental, Western Michigan University
Location: Governor’s Room
Language of Examples: Japanese

In recent years, technological advances in the form of the internet and assistive technologies have helped to diversify the new generation of Japanese language programs. These technologies have served to increase accessibility to students with various disabilities who are interested in learning Japanese language and culture. As these students progress in their language studies, it has become necessary for language instructors to employ effective teaching strategies that serve to accommodate these students and incorporate them into our learning communities. This session focuses on three issues: 1) how instructors can cooperate with other faculty/staff members to figure out the best accommodation and/or modification for students with various disabilities, 2) problems related to teaching Japanese language to students with varying disabilities, and 3) issues that arise when preparing to send these students to Japan for study abroad.

Strand: Professional Development
Audience: College or University, Supervisors and Teacher Educators

Win a prize with your Exhibitor Passport!

Visit exhibitors and collect specialty stamps to enter into door prize drawings. Drawings will be held each day at announced times.
Thursday Sessions 9:00am-9:50am

T-201 TL Jouer en français dès les premières classes
Presenters: Sonia Badenas and Paris Rollins, Andrews University
Location: Banquet Room 5
Language of Examples: French

Pour les professeurs de langues étrangères, les jeux sont un outil à la fois ludique et efficace à utiliser régulièrement en classe. Nous pouvons nous en servir pour renforcer le vocabulaire appris, pour faire parler les étudiants, pour les désinhiber devant les autres, et -pourquoi pas ?- pour les amuser en cours de langue !Dès les premiers niveaux il est possible d’utiliser des jeux pour créer en classe un climat relationnel sympathique, une atmosphère d’apprentissage effectif, une ambiance positive et une mise en pratique significative. Venez apprendre et partager des idées de jeux pour consolider le vocabulaire, la grammaire et la communication orale !La plupart de jeux qui seront présentés sont d’utilité prouvée pour le niveau secondaire et universitaire, mais certains peuvent très bien s’adapter aussi pour le primaire. Et amusez-vous bien !

Strand: Activities
Audience: All

T-202 Go Digital and Take Back Your Classroom
Presenters: Kris Warsheski and Erny Rice, Teacher’s Discovery
*Exhibitor Session*
Location: Banquet Room 6
Language of Examples: Spanish

The digital revolution gives classroom teachers the extraordinary opportunity to determine what and how they will teach. The outside forces trying to control the classroom teacher and the “go digital” requirement are in conflict. In this how-to session, learn how digital resources can quickly energize your existing lessons.

Strand: Technology
Audience: Middle School, High School or College

T-203 Content-Related Units for the Elementary Classroom
Presenters: Anne Neren, Eastern Michigan University; Joelle Laginess, Eastern Michigan University; Sister Mercedes Torres, Eastern Michigan University; Samantha Weaver, Eastern Michigan University; Angelique McClane, Brighton Area Public Schools
Location: Banquet Room 7
Languages of Examples: French, Spanish

Recent graduates of Eastern Michigan University’s K-12 teacher certification program will share a variety of content-related units designed for the K-5 world language classroom. Presenters will describe the linguistic, cultural, and content objectives, a number of individual lessons, and the culminating activity. Summary materials will be provided.

Strand: Standards
Audience: All

T-204 Empowering World Language Educators to Teach Students with Learning Disabilities by Providing a Structured Environment
Presenter: Irene Konyndyk, Calvin College
Location: Banquet Room 8
Language of Examples: French

How empowered do we world language educators feel when it comes to teaching students with learning disabilities? Do we have strategies to help our struggling students? This session will demonstrate how providing a structured environment (as one aspect of a larger pedagogical approach) can help at-risk students be successful language learners. Structure is important in the areas of classroom environment, learning routine, assignments, testing, presentation of content, handouts, and expectations of students.

Strand: Professional Development
Audience: All
T-205  **TL** Ich verstehe nur Bahnhof: Kulturtipps für Deutschlerner aller Stufen

**Presenters:** Charlotte Steiner, Lansing Community College; Kari Richards, Michigan State University  
**Location:** Room 102  
**Language of Examples:** German


**Strand:** Culture  
**Audience:** Middle School, High School, College or University

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T-206  Cultural Connections Through the Modes: Making the Most of Your Resources

**Presenter:** Sarah Thompson, Vista Higher Learning  
*Exhibitor Session*  
**Location:** Room 104  
**Languages of Examples:** French, German, Spanish, Italian

Let’s explore ideas for engaging lessons by making one great resource go a long way. We will be looking at various levels of media and readings and transforming each source into three separate activities utilizing interpretive, interpersonal and presentational modes. This task-based practice and assessment allows us to gauge student growth in a new way. Students will gain confidence and knowledge through the use of authentic sources.

**Strand:** Assessment  
**Audience:** All

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T-207  Blended Not Stirred

**Presenter:** Jennifer McCollum, Woodhaven-Brownstown School District  
**Location:** Room 202  
**Languages of Examples:** French, German, Spanish

Integrating technology into the classroom can be tricky. This session will cover EdPuzzle, Quizlet, Quia and Google Classroom as tools you can use inside and outside the classroom to help you have a more blended learning environment.

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

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T-208  What's in the Input? An Examination of L2 Classroom Input in Spanish Courses

**Presenter:** Raquel Prieta, Oakland University  
**Location:** Room 203  
**Language of Examples:** Spanish

This presentation explores the language that instructors of an L2 provide their students. By transcribing 54 hours of instructor speech (instructors from different backgrounds and levels), I examined how much Spanish instructors use, their input modifications, and the frequency of structures. Results will inform practitioners and materials developers about the type of input learners need outside of class to complement what they receive in class. The data compiled will be used for the first classroom-based input corpus.

**Strand:** Professional Development  
**Audience:** All
Thursday Sessions 9:00am-9:50am

T-209  Keepin' It Real - Tips, Tricks, and Tools for a Relevant Classroom

Presenter: Melissa Brown, Mona Shores High School
Location: Room 204
Language of Examples: French

All effective teachers are constantly on the lookout for new and interesting things to add to their “learning arsenal”. I’ll share a hodgepodge of management tools, activities, and useful technology that will keep your language classroom “real”.

Strand: Activities
Audience: High School

T-210  The Integrated Performance Assessment (IPA): Structure, Development, and Reflections

Presenters: Michael Vrooman and Abigail Lyons, Grand Valley State University
Location: Governor’s Room
Language of Examples: Spanish

The ACTFL Integrated Performance Assessment (IPA) is an assessment model that provides language teachers with a truly comprehensive tool to evaluate real-world language abilities. It underscores the interconnected nature of language and seamlessly integrates all three modes of communication: the interpretive, the interpersonal, and the presentational. This presentation will provide an overview of what the IPA is, how it is structured, and a sampling of the reactions of pre-service teachers tasked with developing an IPA.

Strand: Assessment
Audience: Elementary School, Middle School, High School

Exhibit Break 9:50-10:20am

Make sure you visit our exhibitors!

AATF
AATG
AATSP
Bratton Corporation
Cambridge University Press
CARLEX INC.
Center for Language Education and Research (CLEAR)
Center for Language Teaching Advancement (CeLTA)
Detroit Public Schools Community District
EF Education First
EMC School
Evia Learning Inc.
Explorica Inc.
Goethe-Institut Chicago
Hachette FLE distributed by MEP
Education
Heart of the Sky Fair Trade Fundraisers
Houghton Mifflin Harcourt
Language Adventure
McGraw-Hill Education
Meemic Insurance Company
Michigan Virtual University
Pearson
Sanako Language Labs
Santillana USA Publishing
Students Love Travel
Vista Higher Learning
Voces Digital
WorldStrides
Xperitas
Yabla
Thursday 10:30am-12:00pm

Keynote Address and Awards

Banquet Rooms 1-4

Keynote Speaker

Paul Sandrock

Learning Languages for World Readiness

Paul Sandrock, Director of Education at the American Council on the Teaching of Foreign Languages (ACTFL), directs this national organization’s professional development and initiatives around standards, curriculum, instruction, and performance assessment. Previously, Paul was Assistant Director of Content and Learning at the Wisconsin Department of Public Instruction (DPI), beginning that state’s implementation of Common Core State Standards, coordinating the areas of English language arts, mathematics, international education, and world languages. He earlier served as the DPI state-wide consultant for world languages. Paul taught Spanish for 16 years in middle school and high school and authored The Keys to Assessing Language Performance and Planning Curriculum for Learning World Languages. Paul previously served ACTFL as a board member and president and received ACTFL’s Florence Steiner Award for Leadership in Foreign Language Education, K-12.
Meet the 2016 Award Recipients

Distinguished Service Award for Outstanding Service in World Language Education

George P. Mansour

Barbara Ort-Smith Award for Outstanding Contributions to World Language Education

Laura Nork Bradshaw

Teacher of the Year Award for Excellence in Middle School World Language Education

Melissa Dalton

Teacher of the Year Award for Excellence in High School World Language Education

Sara Blossom Bostwick

Georges J. Joyaux Post-Secondary Educator Award for Excellence in Advancing World Language Education

Anne Violin-Wigent

*See pages 56-58 for recipients’ full bios
Thursday Workshops  
1:00-4:30pm

Be sure to read the SCECH update on page 59 and to follow the appropriate instructions in order to receive SCECHs.

*Workshop attendance is limited and requires an additional fee. Check at the On-Site Registration Desk for availability.

W-01 Assessment to Inform Instruction

**Presenter:** Paul Sandrock, ACTFL Director of Education

*Description:* Proficiency is at the core of language learning, from measuring progress to identifying effective strategies for learning. What can learners do at each proficiency level (Novice, Intermediate, Advanced)? What does it take to move to the next level? Identify key communication strategies that educators need to develop, practice, and assess with their learners in order to reach higher levels of language performance. Apply this understanding of proficiency levels to plan effective units and lessons and to help learners mark their progress through formative and summative assessments. The overarching question is: “How do you know what learners can do with what they have learned?” Experience how to gather evidence of performance frequently, so both learners and educators can reflect on progress.

W-02 Foldables, Vocabulary and Student Engagement

**Presenters:** Clare Adamus, Jenison Public Schools; Kathy Walcott, Rockford Public Schools

*Description:* This collaborative session will feature how to incorporate foldables, interactive notebooks, and lapbooks into your daily instruction. Transform notes and independent work into an interactive and engaging experience for your students. These formats help students take an active role in their own learning and increase student engagement, retention, and motivation. Hands-on and visual approaches help language learners make connections between languages and curriculum while providing structure and scaffolding.

W-03 Beyond the Book: Authentic Teaching and Learning

**Presenter:** Sara Blossom Bostwick, Williamston High School

*Description:* Is your teaching structured by your textbook? Do you find yourself limited and, perhaps, frustrated by the way in which material is presented? Could there be a better way? Yes, there is!! Through Open Educational Resources (OER), creative authentic communication opportunities, creative presentational techniques (for you and the students), blended learning and a new look at sequencing, I will challenge you to look outside of the textbook without abandoning it completely. We will discuss and have time to create and research material. Please bring a device. This workshop is secondary level Spanish specific.
PERFORMANCE + PROFICIENCY =

POSSIBILITIES

2017 Central States Conference
A joint conference of the Central States Conference on the Teaching of Foreign Languages and the Illinois Council on the Teaching of Foreign Languages

March 9 – 11, 2017
The Palmer House
Chicago, IL

For more information, contact
Patrick T. Raven
CSCTFL Executive Director
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Egg Harbor, WI 54209
Phone: 414-405-4645
Fax: 920-868-1662
E-mail: CSCTFL@aol.com
Web: www.cscfli.org
T-301  What is Proficiency?

Presenter: Megan Sulewski, Troy Athens High School
Location: Banquet Room 5
Languages of Examples: English, French

There is a lot of talk about language proficiency, but what does proficiency actually mean? What should students be able to do at the end of each language level? This session will focus on examining what tasks learners should be able to complete per proficiency level and how teachers can better tailor their instruction to foster realistic outcomes, promote language proficiency and retain learners across levels.

Strand: Standards
Audience: All

T-302  15 in 50: Activities for Novice Language Learners 2.0

Presenter: Jessica Curtis, Mason Public Schools
Location: Banquet Room 7
Language of Examples: Spanish

As an extension of last year’s presentation, 15 new or revised activities for teaching novice learners will be presented in 50 minutes. Materials presented in this session target all modes of communication, culture and assessment. Examples are geared towards elementary students, but are applicable to all languages and all novice learners.

Strand: Activities
Audience: Elementary School

T-303  University Credit for High School Spanish Class via Concurrent Enrollment

Presenter: Eric Warner, Ferris State University
Location: Room 101
Language of Examples: Spanish

Can your students get bona fide college credit while taking your High School Spanish class? Yes! With this new program, students Concurrently Enrolled may receive credit for both high school and university-level courses. This session will address the requirements for participation at the institutional, instructional, and student level. A quick overview of placement/credit possibilities via AP, CLEP, IB, Dual Enrollment, and WEB-CAPE will also be addressed.

Strand: Articulation
Audience: High School

T-304  The Awesome German Language: Ten Myths Dispelled

Presenter: Tom Lovik, Michigan State University
Location: Room 102
Language of Examples: German

After many years of teaching German and listening to students, teachers and colleagues, I have identified ten persistent myths about the German language. These include incorrect rules about German gender, grammatical function and pronunciation to name three. In this session participants will clear up some of these myths and gain a better understanding of what Mark Twain referred to as “The Awful German Language” and what I refer to as “The Awesome German Language”.

Strand: Professional Development
Audience: Middle School, High School, College or University
quelques poncifs, revoyons en quoi consiste le
echantillonnage et la réalité, il faut faire la part des choses. Au fil de
l'exactitude des rois» (Louis XVI dixit). Est-ce acceptable
d'être « fashionably late » ? Y a-t-il même une expression
française pour rendre ce cliché américain? Entre la fiction
et la réalité, il faut faire la part des choses. Au fil de
quelques poncifs, revoyons en quoi consiste le savoir-
vivre français à l'âge des emails et autres selfies.

Strand: Culture
Audience: All
Moderator: Carmen De Lorenzo (Italian Instructor, Michigan State University)

Participants: Ms. Lia Adelfi (President of Dante Alighieri Society Michigan Chapter), Mr. Franco Laderosa (Executive Director N.O.I. Foundation Inc., Detroit Italian Consulate), Dr. Maria Luisa Lapresa (Consul of Italy in Detroit, MI), Dr. Giuseppe Santangelo (President of Leonardo International Association in Detroit, MI), Ms. Lyn Scolaro (Co-President AATI Midwest), Dr. Bill Rivers (Executive Director, JNCL-NCLIS).

Strand: Advocacy
Audience: All

T-405 Connecting Language and Culture Curriculum to TPACK Frame

Presenters: Fatima Salemassi and Maria Key, Madonna University
Location: Room 104
Language of Examples: Spanish

The Michigan World Languages Standards and Benchmarks state “the study of a new language provides opportunities for students to develop cultural insights that are available in no other way.” This session connects theory into practice. It describes the development and implementation of a lesson plan aligned with the Communication and Cultures standards, integrates Spanish language learning into a culture curriculum, and it is designed around a performance-based project following TPACK framework (Mishra & Koehler, 2007).

Strand: Standards
Audience: High School, College or University, Supervisors and Teacher Educators
Current legislation in Michigan and many other states requires that all teachers be regularly and systematically evaluated. Presenters in this session will describe the knowledge, skills and dispositions of highly effective world language teachers, consider the kinds of student data and other documents that might be shared during the evaluation process, and suggest a framework and world language-specific tools for school personnel who are responsible for evaluating the effectiveness of world language teachers.

Strand: Professional Development
Audience: All

### T-407 Activities to Teach Arabic

**Presenter:** Tara Beebani, University of Michigan  
**Location:** Room 202  
**Language of Examples:** Arabic

This session is designed for Arabic teachers of students at the novice, and possibly, intermediate levels. Prior knowledge of Arabic is not a requirement for attending this presentation, but please keep in mind that all examples will be given in Arabic.

**Strand:** Activities  
**Audience:** High School, College or University

**Thursday Sessions 2:00-2:50pm**

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**T-406 Supporting Teacher Development and Evaluation**

**Presenters:** Emily Spinelli, American Association of Teachers of Spanish and Portuguese (AATSP); Anne Nerenz, Eastern Michigan University; Irma Torres, Oakland Schools  
**Location:** Room 201  
**Language of Examples:** English

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**T-408 Using Backward Design to Revamp the Curriculum**

**Presenter:** Christine Coleman, Delta College  
**Location:** Room 203  
**Language of Examples:** Spanish

Are you ready to make curriculum changes, but not sure where to start? Why not start at the end? This session will cover how to use the Backward Design approach to establish program, course, unit, and lesson goals to move toward proficiency-based instruction and assessment. Participants will collaborate to establish appropriate goals for the language and levels they teach and examine the steps needed to reach them.

**Strand:** Professional Development  
**Audience:** All

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**Tea With BVP**  
**Thursday, 3-4pm, Exhibit Hall**

*Stop by the Exhibit Hall to attend the live broadcast of Tea with BVP!*

*Bill VanPatten and his co-hosts will answer questions live about language, language acquisition, language teaching, and any other topics of interest. With Bill’s comedic background, it’s a funny and engaging way to look at important issues in language teaching. So bring your questions, bring your comments, and have your tea with BVP!*
Exhibit Break 2:50-3:30pm

Make sure you visit our exhibitors!

AATF  
AATG  
AATSP  
Bratton Corporation  
Cambridge University Press  
CARLEX INC.  
Center for Language Education and Research (CLEAR)  
Center for Language Teaching Advancement (CeLTA)  
Detroit Public Schools Community District  
EF Education First  
EMC School  
Evia Learning Inc.  
Explorica Inc.  
Goethe-Institut Chicago  
Hachette FLE distributed by MEP Education  
Heart of the Sky Fair Trade Fundraisers  
Houghton Mifflin Harcourt  
Language Adventure  
McGraw-Hill Education  
Meemic Insurance Company  
Michigan Virtual University  
Pearson  
Sanako Language Labs  
Santillana USA Publishing  
Students Love Travel  
Vista Higher Learning  
Voces Digital  
WorldStrides  
Xperitas  
Yabla

Thursday Sessions 3:30-4:20pm

T-501 TL Prononciation: Diagnostiques et Remèdes

Presenter: Viviane Ruellot, Western Michigan University  
Location: Banquet Room 5  
Language of Examples: French

Cette session propose des suggestions pour diagnostiquer et corriger certaines erreurs de prononciation courantes chez les apprenants du français d’origine anglophone. Nousécouterons des erreurs et réfléchirons sur leurs caractéristiques articulatoires, en faisant également attentionaux sons environnants et leur effet possible sur l’erreur. Lesparticipants recevront des suggestions de feedback à transmettre à leurs étudiants, ainsi que des activités qui aideront les apprenants à rectifier leur production et à la rapprocher d’une prononciation authentique.

Strand: Activities  
Audience: All

T-502 TL Stimulating and Engaging Students Using Interactive Visuals and Multimodality

Presenters: Silvia Giorgini-Althoen, Wayne State University, Giovanna Cappi, Ladywood High School  
Location: Banquet Room 7  
Language of Examples: Italian

Questa presentazione mira ad introdurre nuove strategie e strumenti interattivi e multimediali per stimolare e rafforzare le quattro competenze linguistiche. Saranno presentate due piattaforme, ThingLink e Playposit, e la tecnica MovieTalk. Vedremo come con questi strumenti si possano rielaborare testi di vario tipo, stimolando la creatività e la motivazione degli studenti, e potenziando leloro abilità interpretative e comunicative.

Strand: Technology  
Audience: High School, College or University
Thursday Sessions 3:30-4:20pm

T-503 Be Empowered. Be a Member of the AATF

Presenters: Daniel Noren, Ferris State University; Casimer Gorkiewicz, American Association of Teachers of French (AATF)
Location: Room 101
Language of Examples: French


Strand: Professional Development
Audience: All

T-504 Empower All AATG Teachers! Annual Fall Meeting of the AATG-Michigan Chapter

Presenters: Katharina Häusler-Gross, Aquinas College; Judy Cooper, Alpena High School; Susan Hojnacki, Aquinas College; Christopher Morehead, Glen Lake Community Schools; Mitchell Place, Grand Valley State University
Location: Room 102
Languages of Examples: English, German

This is a great opportunity for all German teachers to learn more about the Michigan Chapter of the American Association of Teachers of German and join this professional organization. Not only is the AATG-MI membership FREE, it is also a great and rewarding way to connect with fellow K-16 German educators in the state (and on the national level). In addition, the AATG-MI membership offers many benefits to both teachers and students. Administer the National German Exam and start a chapter of the Deutsche Ehrenverbindung at your school or college; learn about summer study trips and internship programs for your students; find out about AATG-sponsored professional development opportunities, including conferences, AP workshops, seminars, courses, webinars, grants, fellowships ... and so much more! This session will also include the annual AATG-MI Fall business meeting.

Strand: Professional Development
Audience: All

T-505 Empower Learners and Educators Through FREE Open Educational Resources - Join the Movement!

Presenters: Kari Richards, Michigan State University; Bridget Cooper, Sexton High School; Darcy Ebert, Lansing Community College; Charlotte Steiner, Lansing Community College
Location: Room 103
Languages of Examples: English, French, German, Japanese, Spanish

Open Educational Resources (OER) are free online materials. Participants in this session will learn about the benefits of including OER in their classrooms. Experienced world language instructors will take you on a journey highlighting their successes and challenges as they dropped their traditional textbooks and adopted OER. This hands-on and interactive session is intended to be engaging rather than lecture style. Handouts will be provided so that participants can share OER information at their schools.

Strand: Advocacy
Audience: Middle School, High School, College or University, Supervisors and Teacher Educators
Thursday Sessions 3:30-4:20pm

T-506  Using Student Narratives to Transform Language Learning

Presenter: Andrea Schlosser, Education First (EF)  
*Exhibitor Session*
Location: Room 104
Language of Examples: English

Explore a unique approach to language learning that supports students in crafting their own personal narratives. Brainstorm how to help students identify how their narratives change through connections with a culture in the target language. The result of these connections is a culture that both parties belong to and have power to shape: third culture. Collaborate with fellow educators to construct lessons that support students in composing personal narratives and embracing the third culture.

Strand: Culture  
Audience: Middle School, High School

T-507  Spanish and Portuguese Teachers, Get Empowered with the AATSP and Its Michigan Chapter!

Presenters: Julie Christensen, Beal City Public Schools; Sean Hill, Mid Michigan Community College/Central Michigan University; Maria Ploof, Wayne State University; Kristen Sanderson, Beaverton High School
Location: Room 201
Language of Examples: Spanish, Portuguese

Come learn about the American Association of Teachers of Spanish and Portuguese and its Michigan Chapter. Joining this organization is a great way to establish a network of fellow educators and to open opportunities for you and your students! From administering the National Spanish Exam, opening a Sociedad Honoraria Hispánica, or attending the 2016 conference in Miami, come learn about the benefits of membership. There will be a brief meeting to conduct chapter business.

Strand: Advocacy  
Audience: All

T-508  SLA, CI, TPRS: What Does It All Mean?

Presenter: Darren Way, Regina High School
Location: Room 202
Languages of Examples: English, Spanish

How do we acquire language and how does that translate in our role as World Language teachers? In this session, we will gain some insight on what the research says about Second Language Acquisition and how comprehensible input (CI) plays out in our classroom. An overview on TPRS will be addressed, along with many video samples and other CI activities and assessments that teachers can take home and start implementing as early as this coming Monday.

Strand: Activities  
Audience: Elementary School, Middle School, High School

T-509  Communicate and Collaborate: Using SeeSaw to Simplify and Organize Performance Tasks

Presenter: Jen Shaw, Ann Arbor Public Schools
Location: Room 203
Language of Examples: Spanish

Tired of students’ work submissions clogging up your email, but not loving Google Classroom? Looking for a solution to interpersonal speaking assessment woes? Meet SeeSaw, a transformative Web 2.0 tool for the K-12 WL classroom. It’s free, simple, and available on all platforms. SeeSaw is an empowering and efficient student-driven portfolio. Students submit links, videos, photos, and more to the class feed, which motivates with an authentic peer audience and provides an optional parent component.

Strand: Technology  
Audience: Elementary School, Middle School, High School, College or University, Supervisors and Teacher Educators
T-510  Michigan World Language Methods Instructors Forum

Presenters: Emily Spinelli, American Association of Teachers of Spanish and Portuguese (AATSP); Sean Kottke, Michigan Department of Education; Anne Nerenz, Eastern Michigan University; Irma Torres, Oakland Schools

Location: Room 204

Language of Examples: English

College and university world language methods instructors are invited to participate in this 7th annual Methods Instructors Forum. The topics to be discussed will focus on Michigan Department of Education (MDE) initiatives that affect world language education and include the world language teacher certification standards, assessments for teacher certification, the Michigan world language graduation requirement, strengthening K-16 articulation, as well as walk-in topics.

Strand: Professional Development

Audience: Supervisors and Teacher Educators

Win a prize with your Exhibitor Passport!

Visit exhibitors and collect specialty stamps to enter into door prize drawings. Drawings will be held each day at announced times.

JOIN THE MIWLA PUB CRAWL!

Thursday, November 10th, 6:30pm

Planning to participate in $1angChat? Us too!

To join, pick up your MIWLA Pub Crawl Button at the CeLTA Booth (Exhibition Hall).

#MIWLAPUBCRAWL
MIWLA University Reception

Thursday, November 10, 2016
4:30-6:00pm
Banquet Rooms 1-4

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

Talk to university representatives to stay in touch, get info you can share with your students, sign up for alumni newsletters, etc.

Enjoy delicious finger food courtesy of MIWLA and the university sponsors. A cash bar is available.

Bill VanPatten will emcee and draw door prizes*. Don’t miss the chance to win one of the many wonderful prizes!

*Only attendees pre-registered by October 10, 2016 are eligible for door prizes! You must be present to win.

Thank you to all of the universities for their generous support!

How many family stay communities does Xperitas work with around the world?

Visit our booth with your answer to win a great prize!

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Thursday Evening Activities

**Italian Movie: Terraferma, Room 201**

It’s party time in Italy. Summer means sand, sun, and sea for many Italians and tourists who flock to some of the world’s most admired beaches in the Mediterranean. In recent years, however, the high season also brings with it desperate migrants who have weathered brutal journeys both en route to Europe and in their previous situations. Too frequently their bodies alone reach Italian shores, their lives lost somewhere in the waters of the “middle earth”. Emanuele Crialese, the Roman-born Sicilian director, confronts some of the complex issues surrounding migration with a painterly touch in his frequent chiaroscuro images that formerly underscore the ways in which so many—territorial, political, ethical—boundaries are blurred by one of the most pressing and largely ignored crises of present day. ...Sponsored by Dante Alighieri Association

**German Movie: Goethe, Room 202**

After aspiring poet Johann Wolfgang von Goethe fails his law exams, he’s sent to a sleepy provincial court to reform. Instead, he falls for Lotte, a young woman who is promised to another man. Described by Roger Ebert as a “tempestuous romance involving a misbehaving young man who only at the end brings forth a literary masterpiece and becomes a Great Artist”, most of the film Goethe is fiction. Nevertheless, it is a film with “boundless energy, filmed in sunny pastoral settings, gloomy interiors and with authentic-looking sets and costumes.” Goethe himself, an uber-romantic, would have enjoyed it immensely! ...Sponsored by AATG

**Spanish Movie: Viva Cuba, Room 203**

In a tale akin to Romeo and Juliet, the friendship between two children is threatened by their parents’ differences. Malu is from an upper-class family and her single mother does not want her to play with Jorgito, as she thinks his background coarse and commonplace. Jorgito’s mother is a poor socialist that is proud of her family’s social standing. She places similar restriction on her son. What neither woman recognizes is the immense strength of the bond between Malu and Jorgito. When the children learn that Malu’s mother is planning to leave Cuba, they decide to travel to the other side of the island to find Malu’s father and persuade him against signing the forms that would allow it.... Sponsored by AATSP

**French Board Games, Governor’s Room**

Come play games in French. Members can play board games ranging from Apples to Apples to Monopoly to Scrabble. There will also be card games like Jeu de famille, an art game, and Tintin game. French versions of Boggle and La Belote will also be available....Sponsored by AATF

****Evening Snacks provided by sanako ****
WELCOME TO GREATER LANSING
SHOP ★ DINE ★ PLAY ★ EXPLORE

2016 Michigan World Language Conference

MIWLA
Michigan World Language Association

November 10-11, 2016
Lansing Center
www.MIWLA.org

Explore Greater Lansing!
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- Maps of the Area
- Coupons & Special Offers
- Calendar of Events
- What's Nearby

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<td>TL-Mon plat petit pays me manque!</td>
<td>Accessibility, Productivity, &amp; Beyond: Tech Tools for Every Foreign Language Teacher!</td>
<td>Are You Running Your Classroom or Is Your Classroom Running You?</td>
<td>The Core Practices: Backwards Planning Standards-Based, Student-Centered Units</td>
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<td>Current-related Units for the Elementary Classroom</td>
<td>Empowering World Language Educators to Teach Students with Learning Disabilities by Providing a Structured Learning Environment</td>
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<td>Using Authentic Spanish Resources with ALL Students</td>
<td>Empower Your Practice &amp; Students with the Charles A. Ahnert Instructional Merit Grant: An Update</td>
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<td>TL-Jouer en français dès les premières classes</td>
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<td>The Awesome German Language: Ten Myths Dispelled</td>
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<td>Blended Not Stirred</td>
<td>What’s in the Input?: An Examination of L2 Classroom Input in Spanish Courses</td>
<td>Making the Most of the MIWLA Conference</td>
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<td>Activities to Teach Arabic</td>
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**Thursday, November 10, 2016**

**Sessions and Workshops**

**Exhibit Hall 8:00am-4:30pm  Awards & Keynote 10:30am-12:00pm  University Reception 4:30pm-6:00pm  Evening Activities 6:00pm-7:30pm**
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<td>Central Corner: Empowering Our Students to Communicate: Analyzing Activities</td>
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<tr>
<td>2:00-2:50pm</td>
<td>Banquet 8: W-05 Standards-Based Assessment &amp; Grading: Improving Your Practice to Increase Student Understanding &amp; Engagement</td>
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<td>W-08 Preparing Our Students for Success: Designing &amp; Implementing Standards-Based Thematic Instruction</td>
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<td>Sessions and Workshops</td>
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<td>Michigan Italian Alliance: Inaugural Meeting (Part 1)</td>
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**Exhibit Hall 8:00am-3:00pm**

- W-06 Classroom Management for the Culturally Competent Educator: Meeting the Needs of Diverse Learners
- W-07 TL Bon test, bad test: comment écrire des tests qui aident à apprendre

**E-posters 12:30pm-1:20pm**

- W-08 Preparing Our Students for Success: Designing & Implementing Standards-Based Thematic Instruction
- W-09 No Money? No Problem! Free Open Educational Resources-Join the Movement!
# Conference Planner

Use the space below to plan your conference events, sessions and workshops.

## Thursday, November 10, 2016

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<th>Time</th>
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<td>10:30am-12:00pm</td>
<td>Keynote Address and Awards Ceremony</td>
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<td>Tea with BVP in the Exhibit Hall</td>
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<td>4:30-6:00pm</td>
<td>University Reception</td>
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<td>6:00-7:30pm</td>
<td>Evening Activities</td>
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<td>6:30-10:00pm</td>
<td>Pub Crawl</td>
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## Friday, November 11, 2016

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MASTER OF ARTS IN
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“This program has changed the way I teach...especially culture.”

“It’s been really great to dialogue with the professors and other students about how to use technology.”

MICHIGAN STATE UNIVERSITY
Friday, November 11, 2016

Featured Presenter

Linda Egnatz
2014 ACTFL Language Teacher of the Year

Workshop: Coaching Performance: Moving Students from Novice to Intermediate

Session: Embedding Culture Through Story to Build Proficiency
Session: Mission Possible: Global Nation

Featured Presenter

Paul Sandrock
ACTFL Director of Education

Session: Developing and Assessing Interpersonal Communication
Session: Developing and Assessing Interpretive Communication

Featured Session

Bill Rivers
Executive Director of the Joint National Committee for Languages-National Council for Language and International Studies

Session: The Commission on Language Learning and You
Friday Morning Workshops

8:00-11:30am

Be sure to read the SCECH update on page 59 and to follow the appropriate instructions in order to receive SCECHs.

*Workshop attendance is limited and requires an additional fee. Check at the On-Site Registration Desk for availability.

**W-04 Coaching for Performance: Moving Students from Novice to Intermediate**

**Presenter:** Linda Egnatz, 2014 ACTFL Language Teacher of the Year

**Description:** Become your students’ language coach. After a brief overview of language proficiency levels, participants will learn practical classroom strategies that move students from novice to intermediate in both speaking and writing. Practical activities designed to expand student use of the target language to support proficiency level targets and/or student growth measures will be shared. Student samples will be included.

**W-05 Standards-Based Assessment and Grading: Improving Our Practices to Increase Student Understanding and Engagement**

**Presenters:** Kristi Shaffer and Amy Olmstead, Dexter High School

**Description:** In this workshop, we will present ways in which teachers can clarify the purpose of their instruction and evaluations by using the Michigan World Language Standards and Benchmarks and create a true proficiency-based program. We will demonstrate how to interweave clear learning targets (based on Michigan Standards) in our classrooms every day in meaningful ways that provide a clear destination for students. We will provide examples of assessments, both formative and summative, that are written based on the standards and show how the use of realia adds both authenticity and interest to our classes. We will show examples of rubrics, teacher comments, and PowerSchool grading practices used to effectively communicate achievement to students and parents. Finally, we will show ways in which students can track learning progress and set goals so that they will be more engaged and empowered.

**W-06 Classroom Management for the Culturally Competent Educator: Meeting the Needs of Diverse Learners**

**Presenter:** Jeana Harper-Kirkland, Teacher and Educational Coach

**Description:** There is no magical formula for successful classroom management, but there are aspects, characteristics, and strategies that help to create a culture and climate of mutual respect, academic rigor, and engagement. Strategies and practices addressing diverse learners will be presented that, when implemented consistently and diligently, will help to create a classroom and culture that support ALL students’ achievement and engagement.
F-101  **Power Up Your Devices! Fostering Student Confidence and Independence with Technology**

**Presenters:** Courtney Parkinson, Cedar Crest Academy; Michael Turner, Pontiac High School  
**Location:** Banquet Room 5  
**Languages of Examples:** French, Spanish

Do you have students who are frustrated with learning a second language? Or maybe you have eager students who want to extend their knowledge beyond the curriculum? Use technology! This session focuses on helping students utilize technology to take ownership of learning the target language. BYOD (bring your own device) and try out various apps and websites with us!

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

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F-102  **The Core Practices: Backwards Planning for Content-Based Instruction**

**Presenters:** Erin Parris-Dallia, Plymouth-Canton Community Schools; Lucas Hoffman, Ohio Foreign Language Association  
**Location:** Banquet Room 7  
**Languages of Examples:** French, Spanish

Want to plan fun, meaningful, culturally-relevant units, but not sure how? Do you want your students to be globally competent for the 21st century? Backwards planning has revolutionized our classrooms, energized our students, and given teachers a greater sense of purpose. Join LILL Fellows and MIWLA/Ohio Foreign Language Association board members Erin and Lucas to discover this powerful method for planning for learning. Bring your laptops and be ready to start your own plans!

**Strand:** Standards  
**Audience:** All

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F-103  **Games and Activities for Spanish Club Members**

**Presenters:** Ana Davila and Melissa Kenney, Ferris State University  
**Location:** Room 101  
**Languages of Examples:** English, Spanish

In this presentation we will share engaging games and activities the members of the Spanish Club have completed during our weekly meetings. The activities and games are engaging and fun to do. They are also easy to adapt to most classes and proficiency levels since they focus on vocabulary review, conjugation of simple tenses, and general facts about the culture and history of Spanish-speaking countries.

**Strand:** Culture  
**Audience:** Middle School, High School

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F-104  **Soyons enfants! -- La joie de vivre d’un enfant nous aide à apprendre**

**Presenters:** Teresa Hittner, Interlochen Arts Academy  
**Location:** Room 102  
**Language of Examples:** French


**Strand:** Activities  
**Audience:** Elementary School, Middle School, High School
Friday Sessions 8:00-8:50am

F-105 Organizational Tips for Working in Multiple Buildings

Presenter: Michele Nowak, Lapeer Community Schools
Location: Room 103
Language of Examples: Spanish

In my 17 years of teaching elementary and middle school Spanish, I have taught in as many as seven buildings in one week. Organization is critical to effective teaching in this situation. In this session, I will discuss fundamentals such as keeping track of course objectives, student materials, and transporting materials from school to school.

Strand: Professional Development
Audience: Elementary School

F-106 Teaching on Your Toes: Tapping Every Teachable Moment

Presenter: Justin Bailey, Indwelling Language
Location: Room 104
Languages of Examples: English, French, German, Spanish, Latin

You’ve got your favorite units, resources, and techniques. But little surprises, events in students’ lives, and unexpected obstacles add endless high-interest material for language teaching, often leading to even better lessons than what we originally planned! Come experience several examples of opportunistic teaching and learn principles and practices to help you think on your feet, go with the flow, and make the most of every little language teaching opportunity.

Strand: Activities
Audience: All

F-107 Developing and Assessing Interpersonal Communication

Presenter: Paul Sandrock, ACTFL
Location: Room 201

What does it mean to truly commit to using target language 90% or more in language learning? Experience and analyze various strategies to support learners’ use of the target language in two-way communication. Identify guiding principles to design effective practice and assessment tasks that engage learners in meaningful interaction and negotiation of meaning. Examine various feedback tools to guide learners to improve their performance in Interpersonal Communication.

Strand: Assessment
Audience: All

F-108 Chantons!

Presenter: Laura Nork Bradshaw, Avondale High School
Location: Room 202
Language of Examples: French

Music is a natural bridge between people and cultures. Join us as we explore current French music guaranteed to engage your students! The presenter will share not only songs from a multitude of musical genres but also videos and activities designed to maximize student engagement with the music presented.

Strand: Culture
Audience: Middle School, High School

F-109 Standards-Based Grading and the 5 Cs

Presenters: Rachel Goorhouse and Mary Ayres, Hamilton Community Schools
Location: Room 203
Language of Examples: Spanish

Learn how to implement standards-based grading using the National Standards. Walk out of the session with the knowledge and skills to create standards-based rubrics and assessments, and also with many examples to take back to your own classroom.

Strand: Assessment
Audience: Middle School, High School
Friday Sessions 9:00-9:50am

F-201 Central Corner: Empowering Our Students to Communicate: Analyzing Activities

Presenters: Mark Alberda, Central Michigan University, Hollie Anderson, Central Michigan University, Anelisa Bailey, Central Michigan University
Location: Banquet Room 5
Languages of Examples: French, Spanish

How do you evaluate a classroom “communicative, interactive, interpersonal” activity? What rubric would you use? What are some good examples? CMU methods students will lead the participants in various communicative activities and then analyze them in terms of World-Readiness Standard 1.1. All materials will be shared.

Strand: Activities
Audience: Middle School, High School

F-202 Special Person - Student Centered Curriculum

Presenters: Bethany Ergican and Zoraya Cunat, Lake Michigan Catholic
Location: Banquet Room 7
Languages of Examples: English, Spanish

"Special Person," an idea from Bryce Hedstrom, is a great way to pique your students' interest and teach exclusively in the target language. Students are extremely motivated to understand and participate in class because the content revolves completely around them, their hobbies, friends, family, or pets. What could be more interesting?! Any vocabulary or grammar can be taught using this method as students effortlessly learn to read, write, and speak about themselves and their classmates.

Strand: Activities
Audience: All

F-203 Dites "fromage"!

Presenter: Anne Violin-Wigent, Michigan State University
Location: Room 102
Language of Examples: French

Après le pain, quoi de plus français que le fromage? Dans cette session, vous apprendrez comment les fromages sont classés en huit familles, quel couteau utiliser avec quel fromage, comment couper le fromage et comment composer un plateau de fromages. Enfin, vous verrez des outils qui peuvent vous aider à préparer une dégustation de fromages pour votre classe, votre club de français, ou vos amis.

Strand: Culture
Audience: Middle School, High School, College or University

F-204 How I Use QUIA to Simplify Homework

Presenter: Jason Paetz, Frankenmuth High School
Location: Room 103
Language of Examples: Spanish

I switched to QUIA for a lot of my independent practice of reading, listening, vocabulary and grammar. There are so many activities you can create (or borrow from me) to simplify your homework situation and hold students accountable for their learning!

Strand: Technology
Audience: Middle School, High School, College or University
F-205 Integrating Infographics

_presenters: Jolene Jaquays and Melojeane Zawilinski, University of Michigan-Flint
_location: Room 104
_languages of Examples: English, French, German, Spanish

Infographics are visual representations of large amounts of data. They "should be viewed as complex, stand-alone texts, not simply a text feature or graphic element" (Davis and Quinn, 2013). Interpreting infographics requires critical thinking. Infographics improve learning and data comprehension as a result of their engaging nature being an extension of digital literacy which is permeating the instructional setting. This session demonstrates the pedagogical benefits of integrating infographics into the foreign language classroom through practical classroom application.

Strand: Technology
Audience: Middle School, High School, College or University, Supervisors and Teacher Educators

F-206 Developing and Assessing Interpretive Communication

Presenter: Paul Sandrock, ACTFL
Location: Room 201

The Interpretive Mode of Communication engages learners in accessing new information and ideas by listening, reading, and viewing – providing a window into another culture through the use of authentic resources. Experience and analyze effective ways to use a wide range of materials including visual and informational “texts” (infocharts, websites, articles, stories, as well as a variety of media) connecting literacy with language learning. Identify guiding principles to design interpretive tasks through which learners demonstrate what they understand from what they hear, read, or view.

Strand: Assessment
Audience: All

F-207 Fully Online, Fully Engaged? Tips for Offering Basic Language Classes Online

Presenters: Adam Gacs and Carly Lesoski, Michigan State University
Location: Room 202
Languages of Examples: English, German

In this session we will share tips and tricks we learned from offering the first and second-year basic German language courses online. How have students responded? How have instructors adjusted? What elements have worked well? We will discuss technology tools for course management, speaking practice, as well as sample assignments and strategies for managing synchronous and asynchronous online spaces.

Strand: Technology
Audience: College or University

F-208 Keeping Grammar Real: A Fusion of Culture and Grammar (From High School to College)

Presenters: Carmen Ruiz-Sanchez, Aquinas College/Holt High School; Karen Holman-Cervera, Holt High School
Location: Room 203
Language of Examples: Spanish

This session will provide participants with original activities that will help them make well-known Spanish grammar points more accessible and fun for their students. These are activities that we have used successfully in our classrooms (high school and college). They incorporate art, music, games, technology and other cultural manifestations while keeping a focus on a specific grammar structure. This session will be interactive and participants will have the opportunity to share their own activity ideas, too.

Strand: Activities
Audience: Middle School, High School, College or University
F-209  Language Textbooks: When to Use Them and How to Choose Them

**Presenter:** Lee Forester, Hope College  
**Location:** Room 204  
**Languages of Examples:** German, Spanish

Traditional language textbooks have come under fire for being too expensive and not reflecting current research findings. Some teachers suggest we ditch textbooks entirely! This presentation will analyze the nature of language textbooks, the role of textbook publishers in designing and maintaining them, and provide a check list of key reforms necessary to make textbooks more effective for student learning and help teachers decide which textbook to use or whether to use one at all.

**Strand:** Activities  
**Audience:** High School, College or University, Supervisors and Teacher Educators

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**Get stamps for your Exhibitor Passport and win!**

Visit exhibitors and collect specialty stamps to enter into the door prize drawings. Drawings will be held each day at announced times.

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**Exhibit Break 9:50-10:30am**

Don’t forget to visit the Exhibit Hall!

- AATF  
- AATG  
- AATSP  
- Bratton Corporation  
- Cambridge University Press  
- CARLEX INC.  
- Center for Language Education and Research (CLEAR)  
- Center for Language Teaching Advancement (CeLTA)  
- Detroit Public Schools Community District  
- EF Education First  
- EMC School  
- Evia Learning Inc.  
- Explorica Inc.  
- Goethe-Institut Chicago  
- Hachette FLE distributed by MEP Education  
- Heart of the Sky Fair Trade Fundraisers  
- Houghton Mifflin Harcourt  
- Language Adventure  
- McGraw-Hill Education  
- Meemic Insurance Company  
- Michigan Virtual University  
- Pearson  
- Sanako Language Labs  
- Santillana USA Publishing  
- Students Love Travel  
- Vista Higher Learning  
- Voces Digital  
- WorldStrides  
- Xperitas  
- Yabla
Friday Sessions 10:30-11:20am

F-301  Travel with Purpose

Presenter: Christine Coleman, Delta College
Location: Banquet Room 5
Language of Examples: English

Beyond teaching language skills, we hope students will learn to appreciate the diversity and richness of other cultures. This session will discuss the role that travel can play in this noble pursuit for both educators and students. It will define what it means to travel with purpose and provide insights, resources, and advice for those considering meaningful travel for their own professional development and/or for student groups.

Strand: Professional Development
Audience: High School, College or University, Supervisors and Teacher Educators

F-302  Assessing Proficiency with IPAs and Web 2.0: Planning, Creating, and Managing the Integrated Performance Assessment

Presenter: Jen Shaw, Ann Arbor Public Schools
Location: Banquet Room 7
Language of Examples: Spanish

Does transitioning from traditional tests to performance-based assessments seem daunting? Learn about how to focus on proficiency by creating 3-tiered performance-based assessments. This workshop will discuss how to locate authentic materials, design assessments, and grade efficiently. The speaker will address common concerns about how to prepare students, pace assessments, and effectively manage tasks. Finally, learn how to make IPAs more productive and engaging for teachers and students alike by incorporating several web 2.0 tools.

Strand: Assessment
Audience: Middle School, High School

F-303  Ojalá que te mueras: A Popular Culture Approach to Teaching Spanish Subjunctive

Presenters: Marisol Garrido, Eastern Michigan University; Monica Millan, Eastern Michigan University; Margarita Obregón, Western Illinois University
Location: Room 101
Language of Examples: Spanish

This session proposes the use of a popular culture-based approach to introducing the Spanish subjunctive. Using popular songs and social media memes as forms of authentic input, we present and discuss a variety of activities to engage students on the usage of subjunctive forms in real communication contexts. Come, sing along and explore the linguistic and cultural richness of popular songs ranging from the classic style of Silvio Rodríguez to the most popular despecho stories of Mexican corridos.

Strand: Activities
Audience: High School, College or University

F-304  Revolutionizing Learning by Engaging Students Through Chromebook Apps

Presenters: Cheri Katzman and Margarita Chavez-Franco, Edsel Ford High School
Location: Room 103
Language of Examples: French, Spanish

In addition to maximizing the efficiency of class time, use of technology in the world language classroom goes beyond simply replacing old technologies with new ones; integration results in emergent opportunities for learning that students could not have access to without technology. This session will focus primarily on Nearpod, ScreenCastify, and Quizlet Live. Participants should plan on logging in to a smartphone or tablet during this session.

Strand: Technology
Audience: Middle School, High School
Friday Sessions 10:30-11:20am

F-305  **TL** Distance Learning Is Your Way to Learn a Language

**Presenters:** Nicholas Fawaz and Shaima Basuni, Language Learning Center  
**Location:** Room 104  
**Languages of Examples:** English, Arabic

Teaching a world language online is very challenging. Integration of the 5 Cs into an online world language course is crucial. Implementing a framework for communication, that urges straightforward, ordinary peer-to-peer interaction, monitored by the instructor, gives the teacher more profound insight into how students interact. When instructors use of this method to bring communication to the forefront in all aspects of students’ learning, they can be taught the essential skills needed to verbalize their insights through open discussions. By sharing and analyzing their ideas in open discussions, students’ develop an ability to make important connections to the language.

**Strand:** Technology  
**Audience:** All

F-306  Empowered Teachers = Inspired Students: How Project-Based Learning Fires Up Your WL Classroom!

**Presenter:** Katharina Häusler, Aquinas College  
**Location:** Room 201  
**Languages of Examples:** English, French, German, Spanish

This session will provide a brief overview to Project-Based Learning (PBL), and highlight the versatile use and long-term benefits of this dynamic approach in WL classes. Ready-to-use examples from various languages will be introduced before participants are guided to develop their own projects while integrating the five core elements of PBL: (1) real-world connections with driving questions, (2) academic rigor based on standards, (3) structured collaboration, (4) student-driven and teacher-facilitated, and (5) multifaceted assessment.

**Strand:** Activities  
**Audience:** All

F-307  IPAs in Action! Don’t Let Your Classroom Instruction Take a Back Seat to Backward Design

**Presenters:** Melissa Dalton and Jennifer Howe, Lake Orion Community Schools  
**Location:** Room 202  
**Languages of Examples:** German, Spanish

Gain ideas to create IPAs with diverse, engaging tasks and connect instruction to the IPAs. This session will provide guidance and clear steps for individuals who plan to use IPAs to report progress in a Standards-based grading environment. Participants will leave with sample IPAs and information on how to create their own. We will also provide example scenarios and lesson plans for successfully designing instruction to flow into the IPA.

**Strand:** Assessment  
**Audience:** Middle School, High School, Supervisors and Teacher Educators

F-308  Empowering World Language Educators and Students with 21st Century Technology Tools Through Screencasting

**Presenters:** Charlotte Steiner, Lansing Community College, Kari Richards, Michigan State University  
**Location:** Room 203  
**Languages of Examples:** English, German

As the 21st century unfolds, technology is playing an increasingly important role in our lives; therefore, educators must not only provide students with world language content, but also empower students with technology skills necessary for the future. This session focuses on various free technology tools used to create screencasts. Examples of students’ screencast projects will be shared. Participants will be provided with ready-to-use handouts. During this interactive session, there will also be time for questions.

**Strand:** Technology  
**Audience:** Middle School, High School, College or University
Friday Afternoon Workshops
12:30-4:00pm

Be sure to read the SCECH update on page 59 and to follow the appropriate instructions in order to receive SCECHs.

*Workshop attendance is limited and requires an additional fee. Check at the On-Site Registration Desk for availability.

**W-07 Bon test, bad test: comment écrire des tests qui aident à apprendre**

*Presenters:* Anne Violin-Wigent and Matt Kanefsky, Michigan State University

*Description:* Cet atelier vous permettra, dans un premier temps, de réviser rapidement les théories et les principes importants dans le développement des tests, puis de les mettre en pratique dans l’évaluation de tests écrits par d’autres profs ou ceux inclus avec les manuels de classe. Pour finir, vous développerez votre propre test (ou certaines sections d’un test) que vous pourrez utiliser en classe. Apportez un test à partager si vous voulez et votre ordi ou tablette.

**W-08 Preparing Our Students for Success: Designing and Implementing Standards-Based Thematic Instruction**

*Presenter:* Jason Paetz, Frankenmuth High School

*Description:* What do you want your students to take away from your program? How do you ensure that your world language program leads to these goals? How can you design meaningful assessments that reflect real-life communication? How can you deliver focused instruction that prepares students for success? In this Central States Extension Workshop, teachers will learn to develop a culturally rich thematic curriculum driven by integrated performance assessments that measure and give value to increased language proficiency.

**W-09 No Money? No Problem! Free Open Educational Resources-Join the Movement!**

*Presenters:* Kari Richards, Michigan State University; Regina Gong, Lansing Community College; Charlotte Steiner, Lansing Community College; Sara Blossom Bostwick, Williamston High School; Darcy Ebert, Lansing Community College; Bridget Cooper, Sexton High School

*Description:* Open Educational Resources (OERs) are free online materials. Participants in this workshop will learn about the benefits of including OERs in their classrooms. A librarian, who is one of the leaders in the OER movement in Michigan, will demonstrate how to search for language resources on her custom made OER website. Experienced world language instructors will also share their OER successes and challenges. Participants should bring their laptop to this workshop so they can start exploring these exciting, free materials. This hands-on interactive workshop will be conducted in a way that participants can search for their language specific OERs with assistance from experts. The presenters will also lead a guided discussion on ways to employ these materials in the classrooms, and how programs can adopt them to help student learning. Handouts will be provided with information that the participants can take back to their schools to share with others.

Presenter: Charlene Pollo, Michigan State University
Location: Banquet Room 7
Language of Examples: English

Have you ever heard your students (or their parents) say that they are going to study Spanish because it’s the "easiest" language or that an English speaker can never learn to speak Chinese because it’s too difficult? In this presentation, we will explore our own beliefs about why language is or is not difficult and learn about what we really know on the topic of language difficulty. The session will also provide various strategies that can help your students learn language depending on the easier and more difficult aspects of the language.

Strand: Advocacy
Audience: All

F-402 From Written Exams to Oral Interviews: The Multi-Year Transformation of a Fourth-Semester College Spanish Course

Presenter: Daniel Woolsey, Hope College
Location: Room 101
Language of Examples: Spanish

This session describes the evolution of assessment practices in a fourth-semester college Spanish course from collecting writing samples to evaluating spoken language. Course goals and content remained unchanged despite the change in assessment formats; the course focuses on learning language through content, specifically through an introduction to the Spanish-speaking world. The session will share pedagogical considerations, assessment tools, reflections on the transformation, as well as samples of student written and oral assessment data.

Strand: Assessment
Audience: High School, College or University, Supervisors and Teacher Educators

F-403 Le Québec: Que Scay-Je?

Presenter: Daniel Noren, Ferris State University
Location: Room 102
Language of Examples: French

Come and celebrate "La Francophonie" in North America. We will learn a québécoise dance or two, that can be easily presented and performed in the classroom on Monday morning. We will also play "La Poursuite Triviale" to learn about and appreciate the culture and geography of Quebec. Packets of Trivial Pursuit/Quebec will be given out during the session. The presenter will also review and present on his recent class excursion to Montreal and Quebec City.

Strand: Culture
Audience: All

F-404 Give and Take Session - Focus: Strategies for TL Use +90%

Presenter: Diane Preciado, Detroit Public Schools
Location: Room 103
Languages of Examples: English, Japanese, Spanish

Do you have a great strategy to share with your colleagues to engage your learners in using the TL 90% plus? If not, don't worry and come to exchange ideas with other colleagues about this crucial topic in every language classroom. This session will help you and your colleagues to feel more comfortable using the TL almost exclusively and promoting the TL among your students in the classroom and beyond to develop language proficiency over time. Come and empower and get empowered with this exchange of strategies to overcome this challenge.

Strand: Activities
Audience: All
Friday Sessions 12:30-1:20pm

F-405 How to Establish and Gain Approval for a Cultural Immersion Program

Presenter: Barb Thees, Xperitas
Location: Room 104
Language of Examples: English

A cultural immersion program can bring incredible benefits to your students and community, but it may seem like a challenge to get a program off the ground or gain approval from your board or district. This session will walk you through the process of planning a travel abroad or international hosting program for your students and provide you with clear guidelines and recommendations for gaining approval for your program. You’ll leave feeling empowered to establish and recruit for a cultural immersion travel program or to bring the world to your community by hosting international students.

Strand: Culture
Audience: Elementary School, Middle School, High School

F-406 Embedding Culture Through Story to Build Proficiency

Presenter: Linda Egnatz, 2014 ACTFL Language Teacher of the Year
Location: Room 201
Language of Examples: Spanish

Move beyond the cultural products of food and fiestas to the cultural perspectives rooted in the history of the target language. Encourage the growth of both student language proficiency and interculturality by developing lessons that compare and contrast our cultural differences due to history or environment. This session will help you use authentic resources to tell a historical tale while building your students’ understanding of diverse perspectives while creating descriptive narrative in both past and present. Strategies to connect the stories of historical figures with contemporary issues are included.

Strand: Culture
Audience: All

F-407 “Now what do I do?” Tips and Tricks for New and Student Teachers

Presenters: Courtney Parkinson, Cedar Crest Academy; Michael Turner, Pontiac High School
Location: Room 202
Language of Examples: English

Tackle some of the nebulous aspects of teaching that aren’t often taught in class. Gain confidence in your role as a teacher and learn organizational methods by hearing about a typical day-in-the-life of a professional educator. Michael and Courtney have years of experience working with grades K-12 in public and private school settings. Get some tips and tricks about how to handle situations, classroom management, and tackle all of your personal learning goals too!

Strand: Professional Development
Audience: Elementary School, Middle School, High School

F-408 Let’s Teach Italian Culture in a Communicative Way!

Presenters: Carmen De Lorenzo and Maria Teresa De Luca, Michigan State University
Location: Room 203
Language of Examples: Italian

Italian culture and traveling to Italy motivate most students to learn the Italian language. It is therefore essential that we share this passion with students and hook them with culture. This session will explore different communicative strategies and engaging activities to teach Italian grammar and vocabulary using basic cultural information in the target language. Examples are in Italian, but ideas for all language teachers are shared.

Strand: Culture
Audience: Middle School, High School, College or University, Supervisors and Teacher Educators
E-Posters 12:30-1:20pm in Exhibit Hall

Mi primer millón: Scientific Background to Support the One Million Word Initiative

**Presenter:** Douglas Bowman, Jeffco School  
**Location:** Exhibit Hall  
Exposure to recent research into language learning and how the brain works. Reasons to support 90-10 and go beyond.

What Can MIWLA Do for Me?

**Presenter:** Erin Parris-Dallia, Plymouth-Canton Community Schools  
**Location:** Exhibit Hall  
New to the organization, or curious about what we do? MIWLA can do a LOT for you and your teaching! Come find out more about the conference, grants, the spring workshop, connecting with other organizations and the benefits of taking a more formal role in MIWLA.

Friday Afternoon Exhibit Break 1:20-2:00pm

Make sure you visit our exhibitors!

AATF  
AATG  
AATSP  
Bratton Corporation  
Cambridge University Press  
CARLEX INC.  
Center for Language Education and Research (CLEAR)  
Center for Language Teaching Advancement (CeLTA)  
Detroit Public Schools Community District  
EF Education First  
EMC School  
Evia Learning Inc.  
Explorica Inc.  
Goethe-Institut Chicago  
Hachette FLE distributed by MEP Education  
Heart of the Sky Fair Trade Fundraisers  
Houghton Mifflin Harcourt  
Language Adventure  
McGraw-Hill Education  
Meemic Insurance Company  
Michigan Virtual University  
Pearson  
Sanako Language Labs  
Santillana USA Publishing  
Students Love Travel  
Vista Higher Learning  
Voces Digital  
WorldStrides  
Xperitas  
Yabla
F-501 Michigan Italian Alliance: Inaugural Meeting (Part 1)

**Presenters:** Juliet Guzzetta, Michigan State University; Janaya Lasker-Ferretti, University of Michigan; Elena Past, Wayne State University
**Location:** Banquet Room 7
**Language of Examples:** Italian

Members of the Italian programs at Michigan State University, the University of Michigan, and Wayne State University are forming an alliance of Italian scholars and graduate students at our three institutions in order to promote collaboration and collegiality in the pursuit of our research. We will also confer on issues related to teaching Italian, and discuss how to expand our impact beyond the university and into the community. The purpose of this inaugural meeting is to begin this collaborative process.

**Strand:** Professional Development
**Audience:** High School, College or University

F-503 Tables, Rooms and Corridors: A Blended Experience

**Presenter:** Christopher Jones, Grand Rapids Catholic Central
**Location:** Room 102
**Language of Examples:** French

I use a number of 21st century tools to help my students personalize and take ownership of their learning. For me, each level of language learning is like a corridor with lots of doors and rooms. The corridor represents the basic curriculum while the rooms represent opportunities for support and enrichment. Come find out how I use blended learning to help all students be as successful as possible in their study of French.

**Strand:** Technology
**Audience:** Middle School, High School, College or University

F-504 Getting Real with Authentic Materials

**Presenter:** Julie Foss, Saginaw Valley State University
**Location:** Room 104
**Language of Examples:** English, French

Authentic materials help learners engage with the kind of real world language and culture that are often missing from textbooks. Learn to use real-world materials to create standards-based and proficiency-based curriculum that promotes communication in interpretive, interpersonal, and presentational modes. Examples for novice, intermediate, and advanced learners will be presented.

**Strand:** Activities
**Audience:** Middle School, High School, College or University

F-502 Mambo and Company: How to Structure Music to Aid the Concepts for Today’s Lesson

**Presenter:** Douglas Bowman, Jeffco School
**Location:** Room 101
**Language of Examples:** Spanish

Experience a hands-on approach to music in support of 90-10 and interpretive and presentational modes. Add culture and higher participation through the stages of novice – low to novice-high proficiency with low affective filters. This session is a look at dissecting songs to model concepts to effective learning.

**Strand:** Activities
**Audience:** Middle School, High School, College or University
Friday Sessions 2:00-2:50pm

F-505 Mission Possible: Global Nation

Presenter: Linda Egnatz, 2014 ACTFL Language Teacher of the Year
Location: Room 201
Languages of Examples: English, Spanish

The most important role we play for our students is the visionary. Robert Frost wrote, “I am not a teacher, but an awakener.” The 21st Century offers bilinguals many opportunities and we, as language educators, can inspire our students to see themselves in that world. This session will share ways to connect student interests and other curricular areas to language learning so that students envision themselves communicating and interacting in culturally appropriate ways as global citizens in whatever career paths they pursue.

Strand: Advocacy
Audience: All

F-506 Level Up: Strategies for Success on the ACTFL OPI

Presenters: Shannon Spasova, Michigan State University; Sandhya Shanker, Michigan State University; Koen Van Gorp, Michigan State University
Location: Room 202
Language of Examples: English

This session will give hands-on (or “ears-on”) experience with the ACTFL Oral Proficiency Interview, required for Michigan teachers. It will familiarize participants with the structure of the OPI, target strategies for success for your students at the intermediate level and you at the advanced/superior levels, allow participants to listen to and analyze speech samples, and stage (and maybe participate in) a mock OPI. This session is useful for test takers and language teachers.

Strand: Assessment
Audience: All

F-507 The Commission on Language Learning and You

Presenter: Bill Rivers, JNCL-NCLIS
Location: Room 204

Created in July 2015 at the behest of Congress, the Commission on Language Learning of the American Academy of Arts and Sciences was charged with providing recommendations on improving America's language capacity. The Joint National Committee for Languages and its 118 member organizations were instrumental in lobbying Congress to request the creation of the Commission. This session reviews the work of the Commission and its recommendations for local, state, federal and business action.

Strand: Advocacy
Audience: All
Friday Sessions 3:00-3:50pm

F-601 MIWLA Business Meeting

Presenters: Vivian Muriel de Bonafede, Detroit Public Schools; Daryl Bialas, Clarkston High School; Julie Foss, Saginaw Valley State University; Angellka Kramer, Michigan State University; Daniel Noren, Ferris State University; Erin Parris-Dallia, Plymouth-Canton Community Schools; Emily Spinelli, AATSP
Location: Banquet Room 5

We invite you to attend the annual business meeting of the Michigan World Language Association. In addition to an update on MIWLA and its activities, this session is an open forum with members of the Executive Board. Join us for an informal discussion about the organization.

Strand: Professional Development
Audience: All

F-602 Michigan Italian Alliance: Inaugural Meeting (Part 2)

Presenters: Juliet Guzzetta, Michigan State University; Janaya Lasker-Ferretti, University of Michigan; Elena Past, Wayne State University
Location: Banquet Room 7
Language of Examples: Italian

Members of the Italian programs at Michigan State University, the University of Michigan, and Wayne State University are forming an alliance of Italian scholars and graduate students at our three institutions in order to promote collaboration and collegiality in the pursuit of our research. We will also confer on issues related to teaching Italian, and discuss how to expand our impact beyond the university and into the community. The purpose of this inaugural meeting is to begin this collaborative process.

Strand: Professional Development
Audience: High School, College or University

F-603 Developing Second Language Students as Sociolinguists

Presenter: Sandro Barros, Michigan State University
Location: Room 201
Language of Examples: English

In this presentation the author will discuss curricular and pedagogical practices to support the development of second language learners as sociolinguists. We will explore issues of curriculum design, pedagogical strategies, and project-based approaches that can nurture students’ awareness of linguistic variation within different linguistic communities. We will also examine the role of technology and how it can have a positive impact on students’ development of intercultural competence, autonomy, motivation, and language use outside the classroom.

Strand: Professional Development
Audience: All

F-604 Making Music a Daily Routine

Presenter: Ellen Harrington, South Lyon East High School
Location: Room 203
Languages of Examples: English, Spanish

This session will share ideas and methods of how you can use target-language music as part of the daily routine in class. I will give specific examples of songs/videos that I use in various levels.

Strand: Culture
Audience: High School
### Sessions by Strand

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T-405  Connecting Language and Culture Curriculum to TPACK Frame
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Technology
T-102  Accessibility, Productivity and Beyond: Tech Tools for Every Foreign Language Teacher!
T-105  The Flipped Classroom in Foreign Language Teaching: Final Results on a Yearlong Study
T-202  Go Digital and Take Back Your Classroom
T-207  Blended Not Stirred
T-502  Stimulating and Engaging Students Using Interactive Visuals and Multimodality
T-509  Communicate and Collaborate: Using SeeSaw to Simplify and Organize Performance Tasks
F-101  POWER UP YOUR DEVICES! Fostering Student Confidence and Independence with Technology
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F-205  Integrating Infographics
F-207  Fully Online, Fully Engaged? Tips for Offering Basic Language Classes Online
F-304  Revolutionizing Learning by Engaging Students Through Chromebook Apps
F-305  Distance Learning Is Your Way to Learn a Language
F-308  Empowering World Language Educators and Students with 21st Century Technology Tools Through Screencasting
F-503  Tables, Rooms & Corridors: A Blended Experience

MIWLA Past Presidents

Julie Foss, Saginaw Valley State University, University Center
Angelika Kraemer, Michigan State University, East Lansing
Sara Blossom-Bostwick, Williamston High School, Williamston
Laura Nork-Bradshaw, Avondale High School, Rochester
Anne Violin-Wigent, Michigan State University, East Lansing
Margaret J. Cottrill, Mason High School, Mason
Susan Ann Buffa, L’Anse Creuse Public Schools, Chesterfield
Jennie L. Frazier, East Grand Rapids High School, Grand Rapids
Irma R. Torres, Birmingham Public Schools, Birmingham
Margrit Zinggeler, Eastern Michigan University, Ypsilanti
Lori Webb, Charlotte Middle School, Charlotte
Colleen Meyer, Detroit Country Day Upper School, Beverly Hills
Tom Lovik, Michigan State University, East Lansing
Cindy A. Kendall, Michigan State University, East Lansing
J. Sanford Dugan, Eastern Michigan University, Ypsilanti
Marge Mandi, Henry Ford II High School, Sterling Heights
Cecile Pizer, Alcona High School, Lincolnn
Jackie Moase-Burke, Oakland Schools, Waterford
Emily Seraf-Manschot, Northville High School, Northville
Dianne Viskochil, Traverse City High School, Traverse City
Sharon Robertson, Eastern Michigan University, Ypsilanti
Anne G. Nerenz, Eastern Michigan University, Ypsilanti
Barbette Kitchen, Elk Rapids High School, Elk Rapids
Ann W. White, Michigan State University, East Lansing
Dianne Mahalak, Renaissance High School, Detroit
Gerald Meyer, Saginaw Public Schools, Saginaw
Claude-Marie Baldwin, Calvin College, Grand Rapids
Ruth Moltz, Southfield High School, Southfield
Herman Teichert, Western Michigan University, Kalamazoo
Sarah Juntunen, Okemos High School, Okemos
George Mansour, Michigan State University, East Lansing
Robert Griffin, Western Michigan University, Kalamazoo
Ann Tukey Harrison, Michigan State University, East Lansing
Hugh Veitman, Grand Valley State College, Allendale
Georges Joyaux, Michigan State University, East Lansing
Sister Norbert Vangeness, Aquinas College, Grand Rapids
James McClafferty, Grand Rapids Public Schools, Grand Rapids
William Hughes, Michigan State University, East Lansing
Jack Moeller, Oakland University, Rochester
Donald Riddering, Cooley High School, Detroit
Dear MIWLA colleagues,

I very much appreciate the opportunity to serve on the Executive Board and look forward to working with you and language teachers and learners throughout the state of Michigan as we continue to strengthen our profession and foster linguistic and cultural competencies in our communities. My passion for language learning started, as is often the case here in the U.S., when I enrolled in Spanish as a high school freshman. It was a high school teacher who instilled in me a love of the Spanish language and interest in other cultures. I travelled to Spain with that teacher my senior year on what I thought would be a once-in-a-lifetime experience. Little did I know then what the next 30+ years would bring.

Over the next decade I continued to develop my own language skills and pursued interests in linguistics and language acquisition in different languages and in a variety of contexts. I studied in Spain first as an undergrad, then again for the first year of my master’s degree, and finally for one year during my doctoral program. I spent one year living among the Maya of the Yucatan, Mexico while working with bilingual education teachers (Mayan-Spanish) and conducting my doctoral research on first language acquisition with Mayan-speaking children in rural indigenous communities. These experiences have enriched my understanding of and appreciation for the challenges and rewards of knowing other peoples, their languages, and their cultures. I bring these experiences to bear in each and every class I teach and during each and every one-on-one advising session I hold, often with a comparable level of enthusiasm of a child opening a brightly wrapped present on Christmas morning.

I believe that world language study can and should promote this level of enthusiasm for all, for I know that through our studies of others, of their languages and cultures, we also develop an increasingly sophisticated awareness of ourselves. In order to continue to foster motivation for language learning in the 21st century we must fully implement all five goals of the World-Readiness Standards for Learning Languages. I strive to do this in every course I teach, be it introductory Spanish language, advanced grammar, phonetics and phonology, or language teaching methods. I highlight how vital it is that we make language learning truly meaningful in my work with pre-service teachers in various methods courses I teach at Grand Valley State University and through numerous semester-long courses I have taught via the Kent ISD for practicing teachers at all levels of instruction, public and private, and for all program models, be they dual language, exploratory, immersion or traditional in nature.

My understanding of the importance of the development of meaningful L2 (or L3, L4…) language abilities has undoubtedly been informed by my training as an ACTFL OPI-certified tester of Spanish and an ACTFL AAPPL rater. Whether we focus on proficiency or performance on a particular assessment or in a given class, we must provide our learners with the knowledge and experiences they need to understand target language input, process and analyze that input, interact with others utilizing the information they have gleaned from these experiences, and ultimately produce the target language in a comfortable and spontaneous manner.

Language teaching and language learning are challenging endeavors, yet both afford the teacher and the learner the potential for astonishing levels of personal awareness, growth, and abilities in an increasingly complex world. MIWLA has a key role in developing this knowledge and these skills throughout the state. I wholeheartedly welcome the chance to work with you and help make language learning a successful experience for all. Thank you.

Sincerely,

Michael Vrooman, PhD
Associate Professor of Spanish
Department of Modern Languages and Literatures
Grand Valley State University
2016 Barbara Ort-Smith Recipient

Laura Nork Bradshaw

Laura Nork Bradshaw has been actively involved with MIWLA since she began her teaching career in 1990. She has been a frequent MIWLA Conference presenter, a committee chairperson, and a MIWLA Board member. Laura was chairperson of MIWLA’s first spring workshop, bringing dozens of teachers to the Detroit Institute of Art for a one-day event merging world languages and art. Laura’s proudest accomplishment with this organization is her presidential year, 2012, when the conference moved to its current venue, The Lansing Center. Laura has also presented at ACTFL and Central States Conferences and has served as Secretary to the Board of the Central States Conference.

Laura has spent her career teaching French at Avondale High School in Auburn Hills, Michigan. She teaches levels one through five and serves as world languages department chairperson. Laura has devoted much of her time to leading her school’s French Club as well as leading student trips to Québec, Canada and to France.

Laura attributes her success as a classroom teacher to her mentors, Dr. Anne Nerenz and Mrs. Jan Wilson. She is very grateful for the support offered to her by her husband, Christopher, their adorable son, Shane, and by her parents, Earl and Diane Nork.

Past Recipients of the Barbara Ort-Smith Award

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<td>Bill VanPatten</td>
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<td>2013</td>
<td>Susan Buffa</td>
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<td>2012</td>
<td>Norma Richardson</td>
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<td>Jennie Frazier</td>
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<td>Margrit Zinggeler</td>
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<td>Robert Lee Bowbeer</td>
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<td>2007</td>
<td>Flora Maria Ciccone Quintanilla</td>
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<td>Cindy Kendall</td>
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<td>Marge Mandl</td>
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<td>2004</td>
<td>John Sanford “Sandy” Dugan</td>
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<td>Susan Knight</td>
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<td>2002</td>
<td>Emily Serafa Manschot</td>
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<td>Jackie Moase-Burke</td>
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<td>Claude-Marie Baldwin</td>
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<td>JoAnne Wilson</td>
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<td>Emily Spinelli</td>
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<td>1989</td>
<td>George Mansour</td>
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<td>1988</td>
<td>Barbara Ort-Smith</td>
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## Award Recipients

### 2016 Teacher of the Year Award for Excellence in Middle School World Language Education

**Melissa Dalton**

Melissa has enjoyed teaching languages for 22 years, proudly teaching Spanish for the last 14 years at Scripps Middle School in Lake Orion. Students and staff, alike, universally refer to it as "The Best Middle School in the World." Melissa thrives amidst the team atmosphere, motivated colleagues and supportive administration. With this spectacular community, she is able to bring her passion for Spanish alive in the classroom.

Melissa is a graduate of Michigan State University where she concentrated on Spanish, Italian and Geography. Her initial teaching began as a trumpet squad leader in the Spartan Marching Band. After several overseas experiences in Spain, she used her Spanish several summers when teaching migrant workers English.

Her journey includes teaching at Maple Valley High School and Mercy High School. In 1999 Melissa's husband was granted a work assignment in northern Japan and she embraced this opportunity to teach English to children at Oozora Kindergarten. After returning to the US, she began teaching Spanish at Scripps. Scripps boldly launched Japanese, prompting her to complete a Japanese teaching endorsement by attending Oakland University, Middlebury College and MSU. Her "on the job," survival learning of Japanese continues to frame Melissa's mindset when designing instruction to enhance acquisition. Finding the tables turned as a student for the summer at Middlebury proved priceless for learning to value an immersion-style learning environment.

Her daily priority is to bring culture alive in the classroom, while helping all kids feel confident speaking the language. From her practical life experiences, Melissa has designed a Standards-based instructional environment that celebrates and accentuates the diverse talents of her energetic, middle school students. In addition to committees in the Lake Orion Schools, Melissa has been fortunate to contribute on several exciting endeavors at Oakland Schools, from Moodle design to the Standards-based Grading for World Language team. She has presented at ACTFL, MAMSE, and will be presenting for a fourth time this year at MIWLA. She also enjoys getting to know her students by coaching a snow flag football team at Scripps, the Barracudas!

She wishes to thank her husband, Scott and daughter, Maddie for their support. For continuing to provide the foundation to make each day at school magical, she extends her deepest gratitude to her high school Spanish teacher, Mary Roessler; her professors; her principal, Dan Haas; Jennifer Howe, LOCS WL Chair; Irma Torres, Oakland Schools; and Marge Mandl, Oakland University. Most importantly, she sends a heartfelt "gracias" to her fabulous students.

### 2016 Teacher of the Year Award for Excellence in High School World Language Education

**Sara Blossom Bostwick**

Teaching is dream fulfilled for Sara Blossom Bostwick. She used to play school with her dolls and would beg her mom to let her go to summer school. She feels at home in a classroom and is thankful for a job that offers a chance for creativity. Her greatest joy is when a student tells her how his or her life has been changed because of a something learned or experienced.

Sara fell in love with the Spanish language during a school trip to México in high school. This led to her wanting to be bilingual, studying Spanish and eventually studying in México. Wanting the same experience for her students, she has led groups to México, Costa Rica, Spain, France, and Germany. This year Sara will fulfill a lifelong dream of visiting Machu Picchu with students.

Sara is a teacher at Williamston High School. She has taught Spanish I through AP Spanish. When she started at Williamston, there were only classes through Spanish 3. With the help of her colleague, Amy Ide, Spanish 4 and eventually AP Spanish were developed.

Sara has a passion for teaching teachers. She is the Blended Learning Instructional Specialist for Williamston, helping district teachers with Blended Learning Strategies. She has also been a presenter at MIWLA for over 10 years. Additionally, Sara has had several intern teachers over the years.

Sara also teaches at Lansing Community College where she has taught every Spanish class offered and developed online classes using OER. She is lead Spanish teacher and helps with curriculum. Lansing Community College had Sara present authentic communicative strategies at its annual World Language teacher's night.

Sara would like to thank MIWLA for this honor and for giving her a chance to serve the profession in a fun and informative manner. She is grateful for her husband, children, family, extended family, dear friends and grandchildren as they enrich life as nothing else can (especially the grandchildren!!).
2016 Distinguished Service Award for Outstanding Service in World Language Education

George P. Mansour

George P. Mansour taught Spanish for 37 years at Michigan State University before retiring in 2002. During his tenure he served the world languages profession and its members in various ways. Early on in his career, Dr. Mansour became interested in the teaching of languages in Michigan K-12 schools, public and private, and was often invited by districts and/or teachers to assist in curricular reviews, program development, in-service presentations, or to serve as an external reviewer of their programs.

In addition, he testified before local and state Boards of Education on world languages and the need to expand their offerings for educational, vocational, and professional purposes. With funding from the US Department of Education, he directed special summer programs for Michigan in-service teachers of French and Spanish for several years (e.g., FLIP and its sequels) and for Improved Teaching of Foreign Languages in Grades K-8. With Michigan Department of Education support he co-directed MICHFLES, a training program for the teaching of world languages in Michigan elementary schools.

In addition, he directed a two-year enrichment program in French, German, Japanese, and Spanish for at-risk elementary school students with support from MSU, the Lansing School District, and the Black Child and Family Institute. Dr. Mansour served as president of MFLA 1982-84, as chairperson of Romance and Classical Languages of MSU 1981-91, and chairperson, National Spanish Exam MI-AATSP, 2001-2005. At MSU he taught undergraduate and graduate courses in Spanish language, Hispanic cultures, mythology of Don Juan, myths of the Spanish-speaking worlds, literature of the Spanish Enlightenment and Romanticism.

In addition to his published research in these areas, he delivered papers at national and regional conferences on specific-purpose language classes, and at MSU developed such a course for medical students and medical practitioners in the Lansing area. Since his retirement, Dr. Mansour annually teaches a course in "Healthcare Interviewing of Spanish Speaking Patients" in the College of Human Medicine at MSU, and he serves as an officer of the Lansing Latino Health Alliance.

2016 Georges J. Joyaux Post-Secondary Educator Award for Excellence in Advancing World Language Education

Anne Violin-Wigent

Anne Violin-Wigent is an Associate Professor of French at Michigan State University where she has been since 2001. She teaches a variety of classes, from advanced French grammar and writing (in class and online) to French pronunciation, to the history of the French language or of French gastronomy. She has co-written a French pronunciation textbook with two colleagues (Sons et Sens: La prononciation du français en contexte, published in 2013). Her projects for the next few years include pursuing her research on the teaching of pronunciation and French linguistics, and giving more presentations and workshops at MIWLA and other venues.

She has been involved with MIWLA since 2003 as a committee chair, as an executive board member, as the president in 2011, and as the conference coordinator for the past three years. She is very grateful for the opportunities that MIWLA has provided her to work with fellow teachers. She is fully committed to helping teachers at all levels develop effective philosophies of teaching and strategies centered on learners and their learning experience.
MIWLA Offers State Continuing Education Clock Hours (SCECHs) for its conference workshops. 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 (ex. 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 and lunches.) There is a $30 fee for each MIWLA workshop. No refunds will be given with the exception of a MIWLA-approved workshop cancellation (ex. Illness of workshop leader).

Each workshop is eligible for 3 SCECHs. Attendees can take from one to three workshops, resulting in anywhere from 3 to 9 SCECHs.

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

**In order to receive SCECHs for your workshop, you must:**

- **Before the workshop:**
  - Indicate at the time of registration whether or not you wish to receive SCECHs.
  - Pay workshop fees.

- **On the day of the workshop:**
  - Each workshop is processed separately, so the paperwork must be completed for every workshop you attend.
  - Legibly provide all information on the Attendance Sheet (ex. name and email address). Note that if you already have a Michigan Department of Education online account, you must provide the email address linked to that account.
  - Legibly provide all information on the PIC sheet (ex. name and PIC). Your PIC is the Personal Identification Code used to identify you in the Michigan Online Educator Certification System (MOECS). Information on locating your PIC can be found here: http://www.michigan.gov/documents/mde/Locating_PIC_518069_7.pdf
  - Attend the entire workshop.
    - Note that you will only sign the attendance sheet once. The State of Michigan no longer requires signing in and out, instead trusting that attendees will stay for the entire workshop once they have signed in.

- **After the workshop:**
  - 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.
  - 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.
  - 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.

6/16/2016
PERFORMANCE + PROFICIENCY = POSSIBILITIES

2017 Central States Conference
A joint conference of the Central States Conference on the Teaching of Foreign Languages and the Illinois Council on the Teaching of Foreign Languages

March 9 – 11, 2017
The Palmer House
Chicago, IL

For more information, contact
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