

**BI-STATE
WAFLT-COFLT
FALL CONFERENCE**
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WAFLT-COFLT "At-A-Glance" Program & Session Descriptions

FRIDAY	Weyerhaeuser	Glisan	Crown Zellerbach	Overton	Lovejoy	White Stag	Pettygrove	Pendleton
<u>Session #1</u> 8:00am-8:50	Nelia Floyd	Rick Beck	Tara Dietzen		Joshua Hansell	Yuya Sano & Suwako Watanabe	Lydia Condrea	Sherry Dickerson & Marisol Kreuzer
	DEI awareness in the heritage classroom community & the Spanish language itself	Classroom Writing with Differentiation Possibilities	New Perspectives on Equitable & Inclusive Practices		Literature & Film in Japanese Language Classroom	Snapshot of Japanese Family Conversation & Language Maintenance Effort	The Song as a Didactic Tool (Conducted in French)	Real World Opportunities to Boost Language Skills, Develop Cultural Awareness & Show Compassion
KEYNOTE 9:00-10:00	9:00 am Grand Ballroom East & West Salons KEYNOTE: Dr. L.J. Randolph Jr. <i>Beyond Representation: Building and Sustaining Inclusive Language Classrooms</i> Exhibitor break 10:00–10:30							
<u>Session #2</u> 10:30-11:20	Weyerhaeuser	Glisan	Crown Zellerbach	Overton	Lovejoy	White Stag	Pettygrove	Pendleton
	Nelia Floyd	Emma Bricker	Suwako Watanabe	Kei Tsukamaki & Missy Urushidani	Ana María Ruiz Gómez	Melisa Miralles	Catherine Ousselin & Sabine Davis	Christiane Frederickson (Klett World Languages)
	Creative Writing in the Heritage Classroom: Short Stories, Prose, & Poetry	Reconnect and Reflect through Social Emotional Learning	Fun Activities 101	Safe Spaces Build Risk Takers	Enhancing Student Interaction in a Communicative Language Classroom Through Explicit Interaction Strategy Teaching	The use of portfolio as a powerful tool for instruction and assessment in Spanish heritage courses in higher education	AATF (French) Idea Share	Wer spielt, hat's beim Lernen leichter, und beim Unterrichten auch! (Part 1)



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<u>Session #3</u> 11:30-12:20	Mary Hooker	Peggy Malec	Laura A Zinke	Zoe Jiang	Lia Poole	Yoko Sakurauchi & Keiko Sugie	Jingran Wan	Kristin Odegaard
	<u>Get Your Reps In – Games & Activities to Recycle Language Structures</u>	<u>Structural Competency in the World Language Classroom</u>	<u>A Thematic Approach to Diversity & Inclusion</u>	<u>Engaging Students Outside the Classroom</u>	<u>Cold Character Reading in a Japanese Classroom</u>	<u>Advanced Japanese Term-Long Course Themes: Entrepreneurship & Sustainability</u>	<u>Incorporating Culturally Responsive Instruction in Chinese Learning Classroom at Middle School</u>	<u>La Lotería: Engaging Students with Authentic Resources</u>
LUNCH AND EXHIBITS 12:30–2:00								
<u>Session #4</u> 2:00–2:50	Ryan Hauck & Michele Anciaux Aoki	Benjamin Fisher-Rodriguez	Alexis Buschert	Rita Barrett	Javier Montero Pozo	Karen Curtin	Cecelia Monto	Darcy Rogers (OWL)
	<u>Global Competence Through Heritage Language Project-Based Learning</u>	<u>3 Content-Neutral Activities for Personalization & Proficiency</u>	<u>Leave it at School! Effectively manage IPAs & Reclaim your Life!</u>	<u>Thinking Outside the Novel: Avoiding the Bias of the Single Story</u>	<u>Spanish Holidays & Their Exploitation in the Spanish Class</u>	<u>Introducing Sociocultural Writing to Beginning Level Japanese Language Learners</u>	<u>Implementing a State Seal of Biliteracy Program in Higher Education</u>	<u>Social Emotional Learning and Its Application to Global Citizenship</u>
<u>Session #5</u> 3:00–3:50	Miguel Á. Novella	Gisela Galvan	Katherine Boehnke	Kristin Wolf	Michele Anciaux Aoki, Donna Lansberry & Vinton Eberly	Taffy Carlisle	Lynn Johnston	Catherine Ousselin
	<u>Authentic Listening Activities for All Levels of Spanish</u>	<u>Using the Power of Music to Teach Spanish</u>	<u>Advocacy: From Baby Steps to Giant Leaps</u>	<u>GEMS from WAFLT/COFLT: Making It All Fit Together</u>	<u>Teachers gain confidence in setting performance goals & helping their students reach them</u>	<u>Expanding the Oregon State Seal of Biliteracy</u>	<u>Input Driven Instruction</u>	<u>Protégeons les animaux! Connecting Socially-Minded Themes & Comprehensible Language</u>

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FRIDAY	Weyerhaeuser	Gisan	Crown Zellerbach	Overton	Lovejoy	White Stag	Pettygrove	Pendleton
Session #6 4pm–4:50	Veronica Trapani, PhD	Susanne Rinner	Missy Urushidani	Darcy Rogers	Rick Beck	Yoko Miwa	Zachary Richardson	Peggy Hardt & Tomoe Sato
	Language in Service: Learning and Using Languages in the Armed Forces	Spark for German	TPRS 2.0: Experience, Learn, and Practice the Newest Formula	Reconnect Through True Engagement	Comprehensible Input from the Beginning	Hard-copied Material Exchange & Sharing	How to Develop a Successful School to School Exchange Program	Connecting Peers Across the Globe
STATE ORG (5pm) Language Chapter Meetings (5:30pm)	Rooms will be announced in the final program							
AWARDS RECEPTIONS 6:30–8:00								

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**Saturday 8:00-9:30
KEYNOTE & EXHIBIT COFFEE BREAK
Victor H. Begay, PhD**

Our Past is Our Future: Indigenous Heritage Language as Survivance

SATURDAY	Weyerhaeuser	Gisan	Crown Zellerbach	Overton	Lovejoy	White Stag	Pettygrove	Pendleton
<u>Session #7</u> 9:30-10:20	Kei Tsukamaki	Jorge González-Casanova	Giselle Alcántar Soto & Eldred Vidal Vazquez	Kristi Senden	Lydia Condrea	Kathleen Petty	Aviva Levin	PNCFL Board Meeting
	SEL, Circles & Smiles: Making Meaningful Connections	"I'm All Ears" An Open Educational Resource (OER) for the Teaching & Learning of Spanish Pronunciation	Overview of Heritage Program at Everett High School	Expecting Students to Speak (in the TL)	Advantages of Teaching Second Language Through Songs (Session will be in French)	Learning German through movement / Bewegung im Unterricht aktiviert das Lernen!	Classrooms without Scripts: Using Improv in the Second Language Classroom	PNCFL Board Meeting
<u>Session #8</u> 10:30-11:20	Nelia Floyd	Part 2: Jorge González-Casanova	Krista Love	Benjamin Fisher-Rodriguez	Christiane Frederickson (Klett World Languages)	Mandi Davis	Olivia Keister	PNCFL Board Meeting
	Lessons & Strategies That Work in The Heritage Classroom	"I'm All Ears" An Open Educational Resource (OER) for the Teaching & Learning of Spanish Pronunciation	Introduction to Desmos for Language Teachers	Gender & Sexuality in the Language Classroom	part 2 Wer spielt, hat's beim Lernen leichter, und beim Unterrichten auch!	Early Lang Idea Sharing for PreK–8 Teachers	"I Only Understand Train Station": From Engagement to Bookwork, Creating a Balanced Curriculum	PNCFL Board Meeting
<u>Session #9</u> 11:30-12:20	Imma Raneda-Cuartero	Yoko Miwa	Krista Love	Kristin Odegaard	Jingran Wan	Gisela Galvan	Olivia Keister	PNCFL Board Meeting
	Integrating Culture with Project-Based Learning in the Spanish Classroom	Got ZOOM Exchange with Japan? Idea sharing	Comprehensible Input Made Easy With the Stepping Stones Daily Framework	AATSP Idea Share	Chinese Idea Share Session	Interactive Karaoke Stories, Games and Projects for Effective Language Teaching	Kaffeeklatsch: German Teachers from Oregon & Washington	

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12:30-2:00	SATURDAY AFTERNOON 12:30-4:00 LANGUAGE LUNCHES
2:00-4:00	Post-Conference Workshops (Fee) <u>Dr. L.J. Randolph Jr.</u> <u>Enacting Anticolonial and Antiracist Language Pedagogies</u> <u>Dr. Victor Begay</u> <u>Our past is our future: Indigenous heritage language as survivance</u>

Session descriptions

Friday Session #1

Nelia Floyd

DEI Awareness in the Heritage Classroom Community and the Spanish Language Itself

I will be sharing a mini lesson that I do at the beginning of the school year on Diversity, Equity and Inclusion to help students understand, respect and honor the differences among us and humans and also to understand, respect and honor the differences between the Spanish language among Spanish speakers.

Rick Beck

Classroom Writing with Differentiation Possibilities

Because students develop their writing skills at different rates of expertise, it is necessary to provide each student in the classroom with the opportunity to write at their level of ability and encourage them to improve those abilities.

The methodology presented here attempts to meet the unique needs of students with diverse abilities in writing.

Rick will detail the steps involved in this writing process that has proven successful when applied to second, third and advanced World Language classrooms.

Tara Dietzen, Kristin Carter, Keaton Craft, Bridget Yaden

New Perspectives on Equitable and Inclusive Practices

First Year Teachers center equity-based and anti-racist teaching practices in the classroom.

Brief presentation on successful anti-racist and equity-focused teaching methods used by first year World Language and MLL teachers, followed by a Q&A session moderated by Dr. Bridget Yaden.

Joshua Hansell

Literature and Film in Japanese Language Classroom

I will present a unit I developed that weaves together a famous book of short stories and a famous movie on the same theme. Natsume Soseki wrote "Ten Nights of Dreams," and the Japanese director Kurosawa made a movie that mimics it, also about his dreams. Students study both the short stories and the movie and then recreate both by writing a dream of their own and then producing it into a video in the target language. The unit incorporates a Catlin Tucker style playlist for student-centered pacing.

Yuya Sano & Suwako Watanabe

Snapshot of Japanese Family Conversation and Language Maintenance Effort

The presentation is about a MA thesis that focuses on Japanese language conversation among family members living in Oregon. In particular, this research sheds light on their speech styles, direct and distal, which they consistently utilize at home.

Lydia Condrea

The Song as a Didactic Tool

In this workshop we will explore ways to use songs as the main source of teaching materials in a French course. We will propose effective strategies to develop prosodic and phonetic sensitivity in students using traditional songs and rhymes. Acquisition and learning of vocabulary and grammar from the content of the songs will be discussed, as well. The workshop is interactive. Questions and comments are welcome.

Sherry Dickerson & Marisol Kreuzer

Real World Opportunities to Boost Language Skills, Develop Cultural Awareness, and Show Compassion

Teachers Sherry and Marisol demonstrate a set of free Spanish lessons created by the nonprofit organization StoveTeam International. The lessons explore the beauty and culture of Central America, as well as the lives of millions of people living in poverty, and show where hope lies for a brighter future. The unit focuses on the worldwide problem of open-fire cooking, which kills



4 million people each year, and the work of StoveTeam International, an organization that has changed the lives of over half a million people through the donation of safe, fuel-efficient cookstoves.

Friday Session #2

Nelia Floyd

Creative Writing in the Heritage Classroom: Short Stories, Prose and Poetry

Very few teachers include creative writing in their Heritage Spanish curriculum. There are some who have their students reading short stories, but very few teachers use poetry or prose readings and almost none have their students writing or creating them. I believe that reading is important but having students write can help heritage students improve their communicative skills. Including creative writing in the curriculum can help students not only to develop their creativity but also their comprehension, analysis, and writing skills, a creative writing unit will help increase students' reading and writing proficiency levels.

Emma Bricker (Organic World Languages)

Reconnect and Reflect through Social Emotional Learning

A goal for every teacher, each year more important, is to instill empathy and equity into the classroom; the question is how? Integrating Social Emotional Learning into class helps establish a positive community. SEL teaches crucial life skills; responsible decision making, understanding oneself, developing a positive self-image, social awareness; understandings that strengthen relationships among students. Within this flourishing classroom culture, where empathy and equity thrive, 21st Century Skills and awareness of global citizenry are acquired. Discover tools and strategies for incorporation of SEL in every lesson, as well as the importance of global-social connections vital to World Language classes today.

Suwako Watanabe

Fun Activities 101

Many of us are now back to in-person instruction. This presentation is a refresher, going over several classic fun activities such as 'What's in the box?' 'Charade,' and 'Guessing Game' adapted to Japanese classroom. They are perfect for building a positive learning community and for accommodating students' attention span. After participating in the fun activities, participants will have an opportunity to consider application in their lessons.



Kei Tsukamaki & Missy Urushidani

Safe Spaces Build Risk Takers

Building a safe space leads itself directly to facilitating risk taking. Join the presenters to learn how they create community and scaffold students' confidence in their classrooms. Kei and Missy would also like to invite attendees to collaborate and synergize with us. Come share how you make your students feel welcome and heard!

Ana María Ruiz Gómez

Enhancing Student Interaction in a Communicative Language Classroom Through Explicit Interaction Strategy Teaching

While communicative language classrooms are meant to be places in which language learners engage in authentic communicative tasks resulting in gains in linguistic competence, simply providing students with opportunities to work together does not guarantee that meaningful interactions take place. In this presentation, I will report the results of a case study based on explicit interaction strategy training in a Spanish-as-a-foreign-language class at a university level. Results in this study suggest that strategy training can help language educators to provide all their students with opportunities to gain more from collaborative work.

Melisa Miralles

The Use of Portfolio as a Powerful Tool for Instruction and Assessment in Spanish Heritage Courses in Higher Education

Research has shown that heritage learners' affective needs are a fundamental aspect to consider, especially when assessing students' written and oral work. These students will hardly ever gain confidence if they are constantly reminded of what they "do wrong" or lack in their productions. If used effectively, portfolio-based assessment can be a powerful tool to value what students bring to the class, and to help them expand their bilingual skills and become more confident writers and speakers. This presentation will provide instructors with ideas of how to design and implement a portfolio-based assessment in a Spanish heritage university course.

Catherine Ousselin & Sabine Davis

AATF Idea Share

Bring your favorite activities, thematic units, success stories, or challenges to share. This open brainstorming session offers an excellent way to meet with French colleagues. Handouts are not necessary, but appreciated.



Christiane Frederickson (Klett World Languages)

Wer spielt, hat's beim Lernen leichter, und beim Unterrichten auch!

The importance of games in the FL classroom is undisputed. Games provide practice in all skills, create meaningful context for language use and encourage students to interact and communicate. This interactive workshop will present novel language games focusing on speaking, reading, grammar, communication and Landeskunde for levels A1–A2 and all ages.

Friday Session #3

Mary Hooker

Get Your Reps In – Games and Activities to Recycle Language Structures

I will describe and provide demos of various activities and games that teachers can use after giving students “input” – these activities help give students more repetition and recycling of the input in fun and engaging ways. Many of these activities I have learned from other teachers and my colleagues.

Peggy Malec

Structural Competency in the World Language Classroom

This workshop is an opportunity to connect with other educators and explore what it means to put Diversity, Equity, and Inclusion at the center of your classroom practice. Attendees will be asked to evaluate their subject material as well as their classroom practices through the lens of structural competency. There will also be time to workshop in small groups and create a plan for meaningful changes. Attendees will gain the knowledge and confidence to begin implementing what they've learned starting Monday morning.

Laura A Zinke

A Thematic Approach to Diversity and Inclusion

This session will focus on engaging heritage language learners to develop academic language skills that will enable them to be successful in and beyond the world language classroom. Current, up-to-date thematic units such as, food waste, climate change, LGBTQIA and the role of Latinx communities, will be shared. Practical classroom activities, at various levels, will develop proficiency skills across all modes of communication.



Zoe Jiang

Engaging Students Outside the Classroom

This session explores opportunities for students to connect their learning to personal experiences and expand learning to the community and the world. Students can develop openness, volunteer spirit, and leadership while building proficiency. In this session, the presenter will also share how to recognize students' high achievement in language study and bring recognition and growth to language programs.

Lia Poole

Cold Character Reading in a Japanese Classroom

Learn about a radical new way to teach kanji and kana in a Japanese classroom. Teach students how to read without pre-teaching the alphabets and make kanji more enjoyable for students and turn them into fluent readers. This method complements Comprehensible Input/TPRS teaching methodologies. Session will cover the basics of how the method works and how to create your own CCR stories.

Yoko Sakurauchi & Keiko Sugie

Advanced Japanese Term-Long Course Themes: Entrepreneurship & Sustainability

There aren't very many textbooks or materials available for Japanese advanced learners. Therefore, Japanese teachers often face difficulty finding good teaching materials for advanced classes. This session will share topic ideas and resources with which the two presenters taught in the recent years, which are entrepreneurship and sustainability. These topics are imperative in order for students to become globally competent citizens, while gaining language proficiency. They teach at college, but the content can be applied to high school advanced classes. The presentation will be conducted in Japanese.

Aviva Levin

Classrooms without Scripts: Using Improv in the Second Language Classroom

Real-life interactions are spontaneous. So why do we expect students to write scripts for role plays? Improv is a multi-model way for students to learn or show their learning while having fun and building a strong classroom community. This workshop will equip you to introduce improvised scenes into any language unit in at least five unique ways, have your students speaking with confidence and ease, and give you the tools to include every student regardless of ability.



Jingran Wan

Incorporating Culturally Responsive Instruction in Chinese Learning Classroom at Middle School

Culturally responsive instruction prepares students for the diverse world and embraces unique cultural identities of students. The presenter will discuss teaching strategies (1) to include students' cultural backgrounds into language and cultural instructions, (2) to promote cultural awareness and sense of global citizenship, and (3) to help students in social and emotional development at the middle school level.

Kristin Odegaard

La Lotería—Engaging students with Authentic Resources

A 50 minute session where you will see how a whole unit was developed around the Mexican game, "La Lotería". Participants will leave with practical ideas to incorporate in their classrooms for Novice Low to Intermediate Mid language learners. Be prepared to actively participate.

Friday Session #4

Ryan Hauck & Michele Anciaux Aoki

Global Competence Through Heritage Language Project-Based Learning

In collaboration with the Ethnic Heritage Council, American Romanian Society, and Wenatchee Public Schools, the World Affairs Council of Seattle is working on a new grant from the State of Washington focused on heritage languages and global competence. This particular project supports our existing Global Competence Portfolio Project by adapting, translating, and implementing Open Educational Resources (OER) in social studies and world languages in heritage languages (Ukrainian, Russia, Spanish, and Romanian). These lessons will utilize specific United Nations Sustainable Development Goals to bring essential global competence knowledge and skills to educators and students in the identified heritage languages. These adapted and new lessons will provide school communities with new resources to support their global and heritage language learning. This project will foster more inclusivity and accessibility for heritage language students.

Benjamin Fisher-Rodriguez

3 Content-Neutral Activities for Personalization and Proficiency

Personalization of content greatly increases student engagement, but can feel like a pipe dream when we are lacking planning time. Learn how to use the activities Calendar Talk, Card Talk, and the Special Person Interview as low-prep, reusable lessons that can be plugged into almost any unit and make your students' lives the beating heart of your curriculum.

Alexis Buschert

Leave it at School! Effectively manage IPAs and Reclaim your Life!

Integrated Performance Assessments (IPAs) are valuable tools to increase student proficiency but can be very time consuming. This session will share tips to effectively manage, assess, and give feedback on IPAs while reducing teacher work time. Attendees will participate in discussions and leave with a ready-to-use IPA planning handout.

Rita Barrett

Thinking Outside the Novel: Avoiding the Bias of the Single Story

Comprehensible graded readers open the door to culture, history and fascinating true stories. However, those same novels can also lead students to develop a narrow and potentially negative view of a country. This presentation will focus on developing positive and inspirational support for studying culture through the whole-class novel. Music, art, and personal stories can help students develop a broader view of the country where the novel takes place. Examples will be drawn from Spanish novels Esperanza, Libertad and Felipe Alou, but this philosophical approach can apply to any novel in any language.

Javier Montero Pozo

Spanish Holidays and Their Exploitation in the Spanish Class

This presentation aims at introducing the most significant holidays in Spain. It is not only an informative talk, as some activities will be introduced along with the presentation. These activities will cover the communicative and student-centered approach, as well as the inclusion of all the skills in the teaching-learning of a world language. The sociocultural aspect, something forgotten when teaching a second language, will be present in most of the activities and some hints will be given to exploit it in the classroom. Teachers also want students to realize how important it is to highlight the social and cultural aspects in our teaching practice. The presentation will be in Spanish.



Cecelia Monto

Implementing a State Seal of Biliteracy Program in Higher Education

This session will share a program model that integrates the State Seal of Biliteracy (SoBL) into post-secondary language instruction and can serve as a guide to other colleges and universities interested in offering this option. Recognizing bilingualism and providing an avenue to achieve a SoBL promotes respect for linguistically diverse communication and interrupts English-dominant norms. However access to SoBLs is limited almost exclusively to high school. An expanded higher education option is important because many students miss the opportunity, especially BIPOC heritage speakers. This session gives specific information on how one college implemented a SoBL program in Spanish, including information on how consistent academic standards facilitate transfer, how to transcript the credential, and testing considerations. The program also supports student pride in their culture and language.

Darcy Rogers

Social Emotional Learning and Its Application to Global Citizenship

To instill empathy and equity is every teacher's goal – the question is how? There is a need now more than ever, especially after these past two years. Integrating Social Emotional Learning helps us to create a positive community that will build back relationships with and among our students. SEL fosters strong connections in a classroom culture, reaching goals, making responsible decisions, developing 21st Century Skills and shaping awareness of global citizenry. In this session, discover tools for SEL inclusion and the importance of global-social connections vital to World Language classes today.

Friday Session #5

Miguel Á. Novella

Authentic Listening Activities for All Levels of Spanish

Despite its importance for language acquisition, research has demonstrated that listening is the most used skill by language learners, but the less taught. The purpose of this presentation is to demonstrate how to prepare meaningful Spanish listening exercises using authentic materials for different levels of proficiency. A brief theoretical introduction explaining the crucial distinction between the top-down and bottom-up models will be followed by a hands-on session. Participants will be able to create listening activities using authentic samples that expand students' proficiency. Special emphasis will be given to the selection of listening authentic materials that expose students to different Spanish dialects.



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Gisela Galvan

Using the Power of Music to Teach Spanish

Sing, Dance, and make classes more enjoyable through music. Learn numerous interactive activities involving music including TPR, role playing, and skits. Apply ways to use songs in Spanish to strengthen students' communication skills, reinforce specific structures and vocabulary, and enhance cultural awareness. Detailed handouts will be offered.

Katherine Boehnke

Advocacy: From Baby Steps to Giant Leaps

Advocacy doesn't have to mean travel to Washington, DC or constant emails and phone calls to local political leaders. In this session, you will learn about a variety of different ways to advocate for your students, your language programs, and yourself! You'll come away with things you can do on Monday to advocate for language education in your area and ideas for bigger projects if you're feeling inspired. An Advocacy Challenge will also be shared that could be used in your school, district, or state to encourage others on their advocacy path, whether it's comprised of baby steps or giant leaps.

Kristen Wolf

Gems from COFLT/WAFLT: Making It All Fit Together!

In this interactive and engaging session, we will take a deep dive into finding a way to thoughtfully make all of the GEMS and takeaways from this very conference fit together into a cohesive and robust plan. This plan can easily be adapted to fit various curricular mandates, proficiency levels and teaching situations (both online and in person). Bring your nuggets from COFLT/WAFLT and you will walk away with a plan that helps to reduce your stress and makes you feel like a rockstar!

Michele Anciaux Aoki, Donna Lansberry & Vinton Eberly

Teachers Gain Confidence in Setting Performance Goals and Helping Their Students Reach Them

Dozens of teachers in Washington have gained firsthand experience in how to accurately rate students' language production by completing the Avant ADVANCE™ course, coordinated by the WAFLT Testing Team. Through the online self-paced training, teachers learn the principles of the ACTFL Proficiency Guidelines, practice rating student responses, and receive immediate feedback on their rating accuracy on novice through advanced level responses. WAFLT offers free Zoom check-in sessions that provide teachers structure to get started and motivation to complete the course. Course completers receive a Certificate from Avant and clock hours from WAFLT. Come learn more from the WAFLT Testing Team.



Taffy Carlisle

Expanding the Oregon State Seal of Biliteracy

Being bilingual or multilingual is amazing and a student can experience a deeper connection to a one's heritage, family, and community because of that skill. The Oregon State Seal of Biliteracy was designed to recognize and honor student who can speak two or more languages. All 50 states have a Biliteracy Seal program, and Oregon is leading the way with inclusionary measures to recognize the many languages our students speak. We are excited to share with you the Biliteracy Seal work done these past two years and have some innovative news to share on both the state and national levels.

Lynn Johnston

Input Driven Instruction

Input is where it is at. We acquire language through listening and reading. Come learn my time tested top ideas to keep the input comprehensible and compelling. Explore my favorite student approved routines, activities, and strategies to keep the input interesting.

Karen Curtin

Introducing Sociocultural Writing to Beginning Level Japanese Language Learners

Beginning Japanese language learners notoriously have difficulty crafting natural communicative writing in Japanese. Word choice, phrasing, and cultural norms are all necessary to write naturally in Japanese. How students are built up to understand and apply such sociocultural elements helps shape their success in writing. This presentation will show how a Beginning Level Japanese class was built up over the course of one year to be able to respond to a variety of letters and memos in Japanese. Examples of class activities showing how students were guided to focus on sociocultural aspects of writing will be included.

Catherine Ousselin

Protégeons les animaux! Connecting Socially-Minded Themes and Comprehensible Language

Designing socially-minded units with comprehensible language tasks for the Interpretive, Interpersonal, and Presentational modes for Novice Mid learners involves locating and incorporating authentic resources that meet the linguistic needs and social interests of our learners. N'ayez pas peur, on travaille en équipe! Participants will explore the AATF's authentic and thematic curated resource platforms, the UNs 17 Sustainable Development Goals, and communicative tasks for Novice-Intermediate learners. Please bring a laptop or tablet to engage in the collaboration!

Friday Session #6

Veronica Trapani

Language in Service: Learning and Using Languages in the Armed Forces

One of Washington's culminating Graduation Pathways focuses on students who have an interest in serving in the Military. Students who speak a language other than English may be able to use their skills to serve the country while those who wish to learn a new language may have the opportunity to do so for free. This presentation will explain and explore the pathways and jobs that utilize language in both the National Guard and all the branches of the federal military

Susanne Rinner

SPARK for German

This session introduces key components of SPARK for German, including ready-to-use curricula, professional development opportunities, recruitment and mentoring of the next generation of German teachers, and strategies for outreach and advocacy. German educators teaching at schools and universities are invited to explore materials for students of all ages, from Hans Hase for preschool children to packets that focus on intercultural learning and sustainability. Session participants will receive a 10 step list of how to implement a SPARK lab in order to build pipelines from elementary schools to university programs for students interested in German.

Missy Urushidani

TPRS 2.0: Experience, Learn, and Practice the Newest Formula

Blain Ray of TPRS Books was busy evolving the TPRS recipe throughout the pandemic, the levels of success with language acquisition are reaching all time peaks. Come and experience what's new, from the student perspective, learn the newest step, and maybe get in a little practice teaching with your peers. We will be focusing on Blaine Ray's newest ingredient: Describe the Situation

Darcy Rogers (Organic World Languages)

Reconnect Through True Engagement

Have you ever struggled with keeping students engaged while maintaining target language or wondered if there's a better way to generate class enthusiasm? We've all been there! Student buy-in is a challenge that can be influenced both by the structure of the



class and the relevancy of the content. This interactive session will demonstrate several examples of class formats that will ensure maximum engagement and target language use. Also, five specific strategies that will help to keep class content authentic, relevant, and contextual will be introduced and practiced, and can be immediately incorporated into your classes!

Rick Beck

Comprehensible Input from the Beginning

Total Physical Response is a methodology that immediately creates comprehensible input in the beginning world language classroom. After being introduced to TPR in 1991 Rick overhauled his strategies for teaching beginners and, over the years, also developed original approaches. Rick will demonstrate how these methodologies create an effective and engaging atmosphere in the beginning world language classroom. Participants will experience first hand the initial steps of new language acquisition and the efficiency of this methodology.

Yoko Miwa

Hard-copied Material Exchange & Sharing

Let us bring our materials such as textbooks, flashcards, posters and more across all levels of Japanese teaching! We can exchange with, give away to other teachers, or create a list of items via Google Sheets during the session for future needs so that we can save time for all ATJO members and the students who learn NIHONGO!

Peggy Hardt & Tomoe Sato

Connecting Peers Across the Globe

While remote teaching has made in-class interaction more challenging, it also has opened new avenues for authentic communication. Through the beauty of technology and serendipitous class schedules, two college instructors were able to create a language exchange between Japanese-language students in Washington and English-language students in Tokyo. Groups of peers exchanged a series of video messages, followed by two live sessions. The eight-week project involved various struggles and logistical challenges. However, students were thrilled to meet their counterparts abroad and reported increased language proficiency and motivation. How can we leverage technology to connect peers in other language classes?

Zachary Richardson

How to Develop a Successful School to School Exchange Program



Discover how an exchange program can empower your students to develop their language and cultural proficiency and promote intercultural dialogues and collaborative learning. Zachary Richardson will outline the benefits of developing virtual and in-person exchange programs, as well as the steps to successfully execute them. Participants will leave this session understanding the value these programs offer to the language classroom as well as the best practices for developing a successful exchange program.

Saturday Session #7

Kei Tsukamaki

SEL, Circles, and Smiles: Making Meaningful Connections

How do we weave meaningful SEL opportunities into our everyday curriculum? Want more techniques for building a positive classroom environment where students feel safe, heard, valued, and empowered? Learn how one teacher incorporates OWL-style teaching methods, movement, games, technology, and student choice and voice to keep the energy up and bring joy to all in the classroom – students and teacher alike!

Jorge González-Casanova

"I'm All Ears": An Open Educational Resource (OER) for the Teaching and Learning of Spanish Pronunciation

Correct pronunciation, performed in a way that is acceptable and appropriate to native speakers of a language, is a key element in attaining full fluency in a foreign language. In this presentation we will discuss what Open Educational Resources are. We will discuss the importance of Active Listening in the acquisition of excellent or even near-native pronunciation. Furthermore, we will talk about the main features of the Spanish phonetic system and, using the Contrastive Approach, we will compare its similarities and differences vis-à-vis the phonetic system of American English. Finally, we will introduce the concept of prosody and its main features: stress, intonation, rhythm, and word juncture.

Giselle Alcántar Soto & Eldred Vidal Vazquez

Overview of Heritage Program at Everett High School

The Heritage program at Everett High School was started in 2018, it started with one class, and one teacher and has now grown into four courses with two levels and three teachers. Join us to discuss how the program was started, built, and is currently sustained. We will discuss how we advocate for our students, and who are key stakeholders we have reached out to in order to



ensure the longevity of our program. Lastly, we will briefly touch on general strategies we have used with students to make the program a place where students can find success.

Kristi Senden

Expecting Students to Speak (in the TL)

This presentation will focus on the idea that SPEAKING a new language is the number one reason why everyone signs up to take the class. Students only gain confidence to speak through competence. Are the students speaking 30–50% of the class period? This presentation will guide you through a few methods to facilitate more speaking activities within each class period. You, as the learner, will be talking 30–50% of the session.

Lydia Condrea

Advantages of Teaching Second Language Through Songs

Most of the methods applied in the use of songs in second language teaching is limited to the purpose of the enrichment of vocabulary, of certain points of grammar and for the teaching of culture of the target language. In the method we will present the songs are used as the main source of language patterns. We will analyze its advantages, as well as some challenges. The workshop is interactive. Questions and comments are welcome.

Kathleen Shorack Petty

Learning German through movement / Bewegung im Unterricht aktiviert das Lernen!

Help your students activate their learning through movement! Research has shown us that brain connections are made when we combine all the learning modalities and we add fun and activity to our 90 minute class periods through movement! Throughout my career I have collected and created movement routines for learning German grammar and vocabulary. Come prepared to stand up and move your arms and legs! Maybe you have also collected or created some movement activities for learning language? Bring your ideas to share with us too! This session is directed toward German teachers, however other languages are welcome to join in to learn a little German through movement, or to adapt these activities to your language.



Yoko Miwa

Got ZOOM Exchange with Japan? Idea sharing

The presenter has been a regular member of the online study exchange with Japanese teachers in Japan & South Korea for the past year. This presentation will share the new ZOOM exchange ideas with students in Ogaki-city, Gifu and how it all started. Let us have a simulated online session as well.

Saturday Session #8

Nelia Floyd

Lessons/strategies That Work in the Heritage Classroom

I will be sharing lessons, strategies and materials that work in my Heritage Spanish classroom.

Krista Love

Introduction to Desmos for Language Teachers

Applicable for all languages and levels. Computers are required for interacting with Desmos and practicing how to make your own lesson. Desmos is a FREE interactive lesson-creating template that saved me during remote teaching! It is customizable, engaging and FUN (for you AND the students)! // Part I: experience what it is like to be a student using Desmos, and see what it's like from the teacher's side (for example, you can see what your students are writing in real time)! // Part II: Time to explore and play on your own!

Benjamin Fisher-Rodriguez

Gender and Sexuality in the Language Classroom

We, as teachers, work our hardest to make complex topics and language comprehensible to our students. For some teachers, the present discourse about genders and sexualities is brand new and – incomprehensible! In this presentation, definitions, clarifications, and suggestions will be provided for creating an inclusive classroom environment for all students. Ideas will be applicable from daily interactions to bigger picture curricular decisions.



Mandi Davis

Early Lang Idea Sharing for PreK-8 Teachers

This session provides an opportunity for early world language educators, PreK-8, to swap ideas and professionally connect! This will be run in an "un-conference" style where discussion is encouraged. Looking for new ideas to help your students grow in their proficiency? Have tips to share? Need to vent? Seeking guidance? Come make connections with your Early Lang colleagues!

Olivia Keister

"I Only Understand 'Train Station)": From Engagement to Bookwork, Creating a Balanced Curriculum

Ideen Austausch – Idea Share

Much is made in foreign language classes about engagement. From gaming the classroom, to grouping students together for projects, Foreign Language teachers struggle to assess student learning while creating a fun classroom environment.

This idea share is about creating meaningful assessments for our most engaging lessons. Interested participants are encouraged to bring in a 5–8 minute presentation of a lesson that includes an assessment of student learning.

Saturday Session #9

Inma Raneda-Cuartero

Integrating Culture with Project-Based Learning in the Spanish Classroom

The aim of this presentation is to introduce a sequential five-steps guidelines to guide Spanish language teacher's planning, implementation, and integration of culture through Project-Based Learning (PBL) instruction. We will showcase how the incorporation of PBL promotes meaningful language and content learning, student motivation, confidence, and empowerment; real-life skills, and critical thinking. Project-based learning can make the educational experience of language learners broader and more enriched in scope, since it permits teachers to extend learning opportunities beyond the classroom.

Krista Love

Comprehensible Input made easy with the Stepping Stones Daily Framework

The FREE, literacy-based Stepping Stones curriculum saved me during remote teaching by providing me with a "Daily Framework" and ready-made, high interest content. It worked so incredibly well that I continued to use it once back in-person, and my student

engagement has never been higher! The Stepping Stones curriculum also gave me the support I needed to dive 100% into using Comprehensible Input vs continuing with my grammar-based approach. If you're ready to take the plunge as well, come learn how the curriculum made by Tina Hargaden can support you! (Sister session = Introduction to Desmos for Language Teachers.) (Please bring your computer so that at the end you may explore the FREE literacy-based Stepping Stones introductory (full-year) curriculum, currently being offered for: English, French, German, Italian, Latin and Spanish with more to come.)

Kristin Odegaard

AATSP Idea Share

Are you looking for something new to do with your students Monday morning? Come join us for AASTP's idea share. Also, learn what AATSP is and what joining can do to help you.

Jingran Wan & (TBA)

Chinese Idea Share Session

Chinese Language Teachers Association-Washington State (CLTA-WA) teachers will share their class activities as well as cultural products, and exchange teaching ideas with the participants teaching Chinese and other world languages. Each presenter will present for 10–15 minutes. There will be a Q&A part in this session.

Gisela Galvan

Interactive Karaoke stories, Games, and Projects for Effective Language Teaching

Incorporate fun activities in your Spanish classes. This presentation will provide teachers with ideas for fun and engaging activities using Interactive games to make the process of language acquisition more effective and enjoyable. Apply projects and Karaoke stories to motivate your students to learn grammar, vocabulary and cultural awareness. Participants will learn a number of projects and games for immediate use in the classroom. Detailed handouts will be offered.

Olivia Keister

Kaffeeklatsch: German Teachers from Oregon and Washington

German Language Teachers are invited to attend a Kaffeeklatsch to connect with colleagues from Oregon and Washington states.



Dr. L.J. Randolph Saturday Post-conference Workshop: Enacting Anticolonial and Antiracist Language Pedagogies (\$25)

Description:

Anticolonial and antiracist pedagogical frameworks allow us to intentionally confront and dismantle barriers to inclusive language learning. In this workshop, we will first examine how language education is connected to broader, societal-level antiracist and anticolonial movements. We will then explore specific strategies for engaging learners with such pedagogies while also supporting language proficiency goals, with particular attention to novice and intermediate proficiency levels. Participants will leave with concrete ideas, activities, and frameworks that can be applied to a variety of languages, levels, ages, and instructional contexts.

Dr. Victor Begay Saturday Post-Conference Workshop: Our past is our future: Indigenous heritage language as survivance (\$25)

Description:

In this workshop, participants will take a deeper dive into the power of Indigenous heritage languages. Dr. Begay's morning keynote address sets the framework for this participatory and inclusive workshop. Participants will share their language/identity work in context, understand specific tribal community's language maintenance work, and create a broad understanding of how Tribal Sovereignty is a cornerstone of survivance and influences language development, revitalization, and maintenance.