

Life & Languages Elevated

Salt Lake Marriott Downtown @City Creek
Salt Lake City, Utah
February 23-25, 2023

Come experience
SWCOLT
2023
February 23-25
UTAH

Southwest Conference on Language Teaching
-
Utah Foreign Language Association

<https://www.swcolt.org/> <https://ufla.net/>

Facebook: @SWCOLT, Utah Foreign Language Association
Instagram: @swcoltlanguages, @ufla_utah
Twitter: @swcoltorg

Life & Languages Elevated

Location: Marriott City Creek,
Salt Lake City, Utah

Logos: SWCOLT, UFLA, IMMERSION, Bridge Program, STATE OF UTAH

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President's Message

Welcome to SWCOLT/UFLA 2023 - *Life and Languages Elevated!* We are all eagerly anticipating our presentations at this conference! Our team has been working hard to bring you the best conference presentations. Many thanks to our UFLA team for all their hard work in making this conference happen. They have been such an amazing resource for SWCOLT and are a fantastic team of world language education leaders! Thank you UFLA! Our SWCOLT Board has also been working to support the UFLA team to ensure that we have the best quality workshops and presentations for you to exchange ideas, exchange contacts, and make new friendships. There are 4 pre-conference workshops, over 100 60-minute presentations, and six sessions of 15-minute Avalanche presentations available.

We are pleased to be here in beautiful Salt Lake City. What a great venue for exchanging ideas about teaching language! We will have our pre-conference workshops on Thursday, February 23. The full day pre-conference workshop includes a tour of some of the local area dual language programs. Our first presentations will begin on Friday morning at 8:30 AM sharp and will conclude with our Plenary Keynote. Our guest speaker is Jose Enriquez. His presentation topic is "Building Trust Through Language: Embracing Languages and Cultures for a Better World". During the Plenary session, we will also introduce our state Teachers of the Year and will announce the 2023 SWCOLT Teacher of the Year! Immediately following, be sure to join us for the membership reception, during which time you can visit with exhibitors and enjoy snacks and beverages while socializing with world language colleagues. Be prepared for a full day of outstanding presentations, along with our Awards and Scholarship luncheon on Saturday!

We are especially pleased to be collaborating with the Utah Foreign Language Association which has done an excellent job in supporting language teachers, language learning, and dual language programs in the state of Utah. Thank you to all the volunteers, exhibitors and presenters who have been working hard to support this conference. This conference would not be such a success without their tireless efforts. And special thanks to our amazing Executive Director, Jocelyn Raught, and to Mariana Bahtchevanova, our fantastic Program Chair, who has been tireless in her efforts to recruit and schedule an amazing cadre of outstanding presenters. Thank you also to the SWCOLT Board of Directors who have worked to coordinate events and programs throughout the year for our membership. And a special thank you to Jill Landes-Lee, our Past President, who will conclude her service on the Board of Directors following this conference. Jill, you have been a fantastic resource to us, and your dedication to world language teaching has been an inspiration.


We appreciate all our state organizations for their hard work in supporting language teachers in their states. Finally, we'd like to say thank you to all of you who work so hard to enrich your teaching practice by attending professional development events like this. We hope that following this conference, you will leave invigorated and ready to continue providing quality language learning for your students. Thank you for attending this year's conference. Enjoy!

Ginger Rinaldi




2023 SWCOLT President

2023 SWCOLT CONFERENCE SCHEDULE OF EVENTS

Thursday, February 23, 2023

Time	Event	Location
8:00 am-4:00 pm	Registration	SLC Marriott Marketplace (Lobby)
9:00 am-12:00 pm 1:00 pm-4:00 pm	Pre-Conference Workshops	Deer Valley 1 & 2
1:00 pm-5:00 pm	Regional Teacher of the Year Interviews 	Deer Valley 3

Friday, February 24, 2023

Time	Event	Location
7:00 am-3:30 pm	Registration	SLC Marriott Marketplace (Lobby)
7:00 am-8:20 am	State Leadership Meeting/Breakfast Sponsored by Savvas Learning Company 	Solitude Room
8:30 am-9:30 am	Session 1	Presentation Rooms
9:45 am-10:45 am	Session 2	Presentation Rooms
10:45 am-11:30 am	Exhibit Hall Opens & Exhibit Break Sponsored by Klett World Languages 	Exhibit Area
11:30 am-12:30 pm	Session 3	Presentation Rooms
12:30 pm-2:00 pm	Lunch Break (on your own)	
2:00 pm-3:00 pm	Session 4	Presentation Rooms
3:00 pm-4:00 pm	Exhibit Break Sponsored by Avant Assessment 	Exhibit Area
4:00 pm-5:30 pm	PLENARY SESSION Keynote Address SWCOLT 2023 Teacher of the Year Presentation	Grand Ballroom
5:30 pm-7:30 pm	SWCOLT Membership Reception	Exhibit Area

Saturday, February 25, 2023

Time	Event	Location
7:30 am-10:45 am	Registration	SLC Marriott Marketplace (Lobby)
8:00 am-9:00 am	Session 5	Presentation Rooms
9:15 am-10:15 am	Session 6	Presentation Rooms
10:15 am-11:00 am	Exhibit Break	Exhibit Area
11:00 am-12:00 pm	Session 7	Presentation Rooms
12:00 pm-1:25 pm	Awards & Scholarships Luncheon	Grand Ballroom
1:30 pm-2:30 pm	Session 8	Presentation Rooms
2:45 pm-3:45 pm	Session 9	Presentation Rooms
4:00 pm-5:00 pm	Session 10	Presentation Rooms

Find the SWCOLT/UFLA 2023 Conference Resource Center at ...
(THIS IS YOUR LINK TO THE ONE-STOP CONFERENCE RESOURCE CENTER)

<https://www.swcolt.org/swcolt-2023>

Conference Schedule, Exhibitor Information, Conference Program, At-a-Glance Schedule ... and much more!

SWCOLT2023 Sched site



Wifi information:

Network:
Marriott_Conference

Password:
encore66

SWCOLT Media Links

Website: <http://www.swcolt.org>

Twitter: #SWCOLT23
[@swcoltorg](https://twitter.com/swcoltorg)

Facebook:
<https://www.facebook.com/SWCOLT>

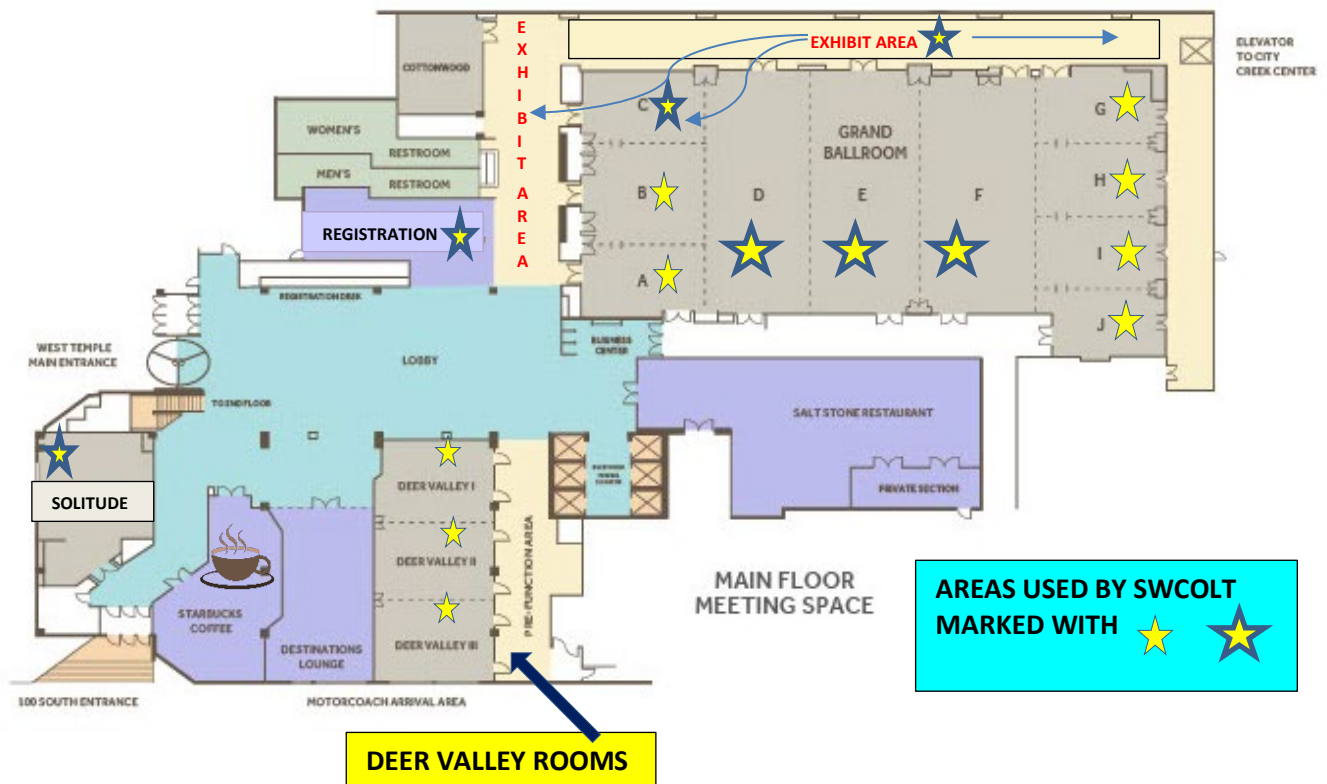
Instagram: [@swcoltlanguages](https://www.instagram.com/swcoltlanguages)

Telephone: 623-694-3235

Email: jraught@swcolt.org

SWCOLT Headquarters: Peoria, Arizona

SALT LAKE MARRIOTT DOWNTOWN @ CITY CREEK MAP





2023 SWCOLT BOARD OF DIRECTORS

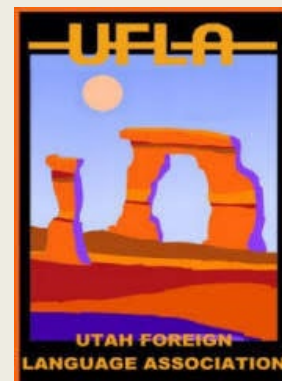
Welcome to Salt Lake City, Utah!

Contact	Contact Information	State Affiliation
Ginger Rinaldi President	grinaldi@swcolt.org	New Mexico
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Jocelyn Raught Executive Director	jraught@swcolt.org	Arizona
Susan Dworaczyk Media Manager	sdworaczyk@swcolt.org	Texas

We hope you enjoy the conference!

A SPECIAL THANK YOU

SWCOLT would like to acknowledge & thank the Utah Foreign Language Association for their help in organizing our 2023 conference.



Local Chairs

Mike Kraniski
Stephen Van Orden

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Mike Kraniski
Rebecca Marks

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Entertainment

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Avalanche Sessions

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Solutions Coordinator

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Use **#SWCOLT23** when you tweet about your experience at SWCOLT/UFLA 2023.



EXHIBIT HALL LAYOUT

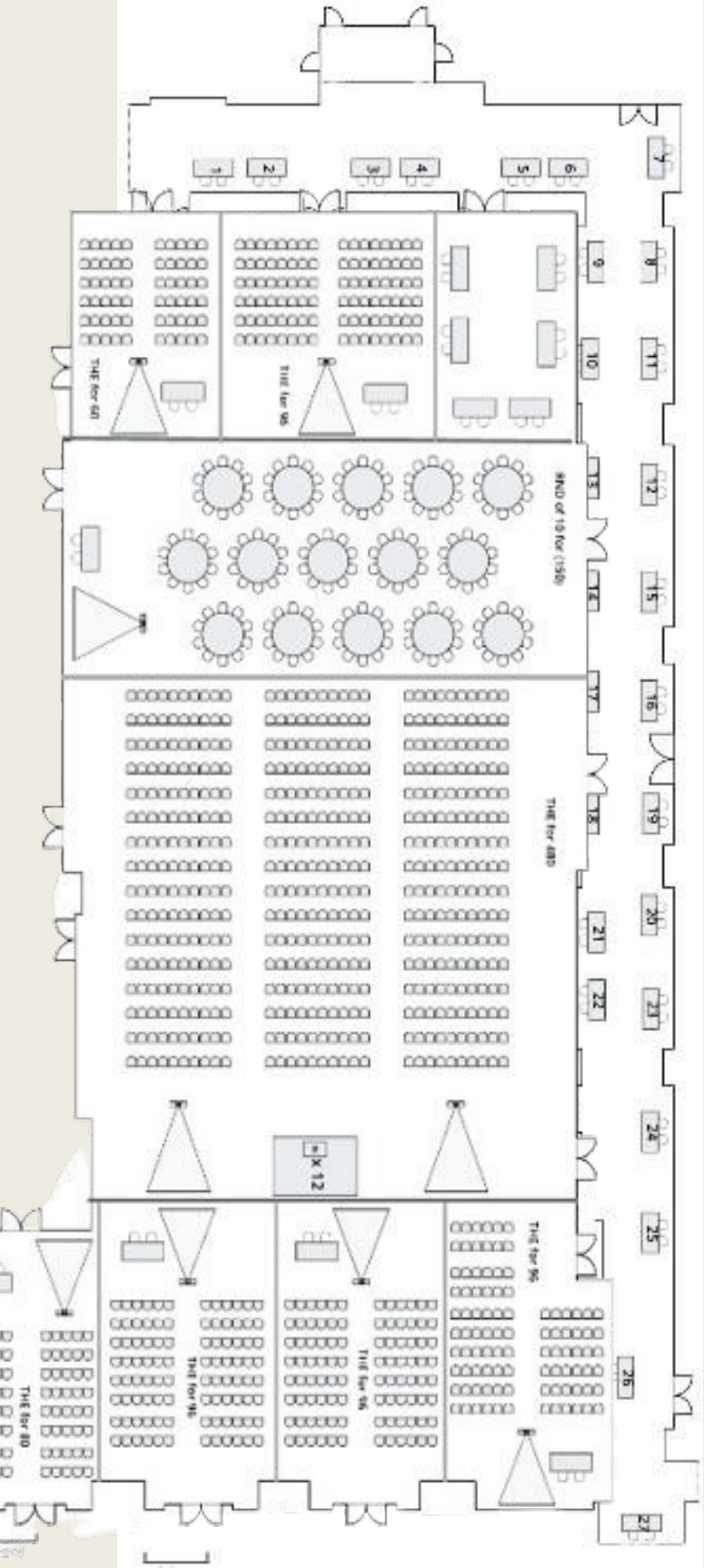


EXHIBIT HALL HOURS

Friday, February 24

- Exhibits open at 8:30 am
- Exhibit Break 10:45-11:30 am
- Open Lunch Break 12:30-2:00 pm
- Exhibit Break 3:00-4:00 pm
- SWCOLT Membership Reception in Exhibit Area 5:30-7:30 pm

Saturday, February 25

- Exhibits open from 7:30 am-2 pm
- Exhibit Break 10:15-11:00 am

THANK YOU
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for our
Conference Bags!



Education Perfect

THANK YOU
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KLETT WORLD
LANGUAGES
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Conference Nametags



Klett World Languages

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American Association of Teachers of French	31
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Organic World Language	22
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Utah State University	21
Vista Higher Learning	1 & 2
Wayside Publishing	9 & 10
Xperitas	11
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CONFERENCE
EXHIBITORS
for
your support of
World
Language
education!*



PLATINUM SPONSOR – Savvas Learning Company

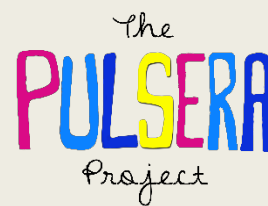


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& Vista Higher Learning*



SILVER SPONSORS – Klett World Languages & Avant Assessment

MANY THANKS TO OUR SWCOLT 2023 EXHIBITORS



STATE AFFILIATES



State Affiliate	Contact
Arizona Language Association (AZLA)	https://arizonalanguageassociation.wildapricot.org/
California Language Teachers' Association (CLTA)	https://clta/
Colorado Congress of Foreign Language Teachers (CCFLT)	http://www.ccflt.org/
Hawai'i Association of Language Teachers (HALT)	http://halthome.org/
Professional Language Association of Nevada (PLAN)	http://plannv.org/
New Mexico Organization of Language Educators (NMOLE)	http://nmole.net/
Oklahoma Foreign Language Teachers' Association (OFLTA)	http://www.oflta.org/
Texas Foreign Language Association (TFLA)	https://www.tfla.info/
Utah Foreign Language Association (UFLA)	https://ufla.net/

2023 SWCOLT PLENARY

Please join us for the President's Welcome, the introduction of our 2023 SWCOLT Teacher of the Year, and a special keynote message from . . .



Jose Enriquez – Latinos in Action Building Trust Through Language: Embracing Languages and Cultures for a Better World

Latinos In Action Founder and CEO Dr. Jose Enriquez will share his life experiences with family, teachers, mentors, and community, and the many worlds they introduced him to through language.

Jose is an immigrant who was born in El Salvador and grew up in East L.A. He attributes much of his success to his hard-working mother who sacrificed everything to give him and his siblings a better life. He graduated from John Glenn H.S. in L.A. with a full ride scholarship to wrestle at Brigham Young University, where he obtained 3 degrees: a BA in Secondary Education Spanish, ESL, a master's degree in Educational Leadership, and a PhD in Educational Leadership. His previous positions include Coordinator of Title III and Special Programs at the Utah State Office of Education, Director of Diversity for Alpine School District, where he served 11 years in both Alpine and Provo school districts as an Assistant Principal and taught Spanish for 3 years prior to that. He was appointed a commissioner on volunteerism by Lieutenant Governor Bell's Utah Commission on Volunteers in 2010 and as a commissioner to the office Multicultural Affairs by Governor Herbert in 2012. Jose serves on the Board of Directors United Way of Salt Lake and Board of Directors of Intermountain Community Care Foundation and Granite Education Board of Directors. Currently, Jose is living his dream as the full time CEO of Latinos in Action (LIA), a non-profit he built from the ground up since 2001 and which officially became a non-profit organization in 2010. LIA is currently implemented in over 300 schools across 14 states. LIA's mission is to empower Latino youth to lead and strengthen their communities through culturally responsive social emotional learning, college and career readiness, and leadership. In 2014, LIA was honored as a Bright Spot by the White House Center for Excellence in Hispanic Education. Latinos in Action was recently recognized by Governor Herbert and Envision Utah and given the Common Good Award for Excellence in Educational programming. Jose is the father of 6 children: 4 girls and two boys. He also has one grandson.

Jose Enriquez began to recognize in high school in Los Angeles that very few of his Latino peers participated in rigorous coursework, extracurricular activities, or community service. With the support of his mother, whom he credits for his passion and drive, Jose received a wrestling scholarship to Brigham Young University where he earned his bachelor's degree in Education in TESOL, Spanish, a master's degree in Educational Leadership, and finally a PhD in Educational Leadership. As a teacher, and later an administrator, Jose saw again what he'd started to notice as a student in Los Angeles: Latino youth were disengaged and disenfranchised at school. In addition, they often shunned their language and cultural heritage, which he believes is at the heart of every Latino youth's drive to excel. This gap kept students, who could offer the classroom and community a wealth of knowledge, experience, and unique perspectives, from graduating high school and college. In effect, this phenomenon kept students from reaching their potential. Jose recognized the barriers these young Latinos faced within their own homes and communities. He saw himself in these students and reflected on the opportunities, experiences, and mentors that had allowed him— a low-income, non-English-speaking immigrant— to succeed. The combination of these experiences and reflections led Jose to begin the Latinos in Action program.

2023 SWCOLT-UFLA Presenters

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Zheng, Liping	Granite School District	P25

THANK YOU TO ALL OF OUR 2023 PRESENTERS!!!



*2023 SWCOLT
REGIONAL TEACHER OF THE YEAR CANDIDATE*



Nallely Morales
2023 Teacher of the Year
ARIZONA

Ms. Nallely Morales, Teacher of the year for Arizona Language Association, has been a Spanish teacher for 13 years. She successfully graduated with a bachelor's degree in Secondary Education with a specialization in Spanish (cum laude) and subsequently with a Master of Arts in Spanish Literature. Ms. Morales is an expert in her subject and has plenty of experience teaching all levels of Spanish. She has taught beginner level Spanish in middle school, high school, and college, as well as heritage, AP, and literature courses in secondary and post-secondary settings. She has experienced teaching at international institutions such as the American Nicaraguan School. She has led many workshops on social justice, teaching through literature, and gifted education. She is currently the leader and coordinator of her department. Ms. Morales has participated in many literature conferences and written about Central American literature. Even though she is a native of Mexico, her experience living in Nicaragua transformed her teaching and research, which influenced her philosophy in education, and she is an advocate for teaching Central American culture and literature in the classroom.

[Candidate Video](#)

*2023 SWCOLT
REGIONAL TEACHER OF THE YEAR CANDIDATE*



Susan Watson
2023 Teacher of the Year
CALIFORNIA

Susan Watson, Teacher of the Year for the California Language Teachers' Association (CLTA), has been teaching Japanese at Long Beach Polytechnic High School for over 13 years. In addition, she has also taught at various public and private elementary, middle, and high schools. Long Beach Polytechnic's Japanese program has the distinction of being the biggest Japanese program in the contiguous 48 states, educating over 500 students each year.

She is the CLTA Past-President and President of Modern and Classical Language Association of Southern California (MCLASC), a CLTA affiliate. She also served as Secretary for California Association of Japanese Language Teachers (CAJLT) for eight years. Susan was appointed to the California World Language Standards Advisory Committee and played an instrumental role in the revision of those standards in 2019. She currently serves as the World Language Department Chair at her high school.

Susan was nominated to represent California at the ACTFL Leadership Initiative for Language Learning (LILL) in 2019 and 2020. She received the CLTA Outstanding Teacher Award in 2016 and was named the 2016-2017 L.A. County Teacher of the Year. She has presented at numerous ACTFL and CLTA Conferences. Susan received her B.A. in East Asian Studies from Bryn Mawr College and her M.Ed. in Secondary Education from Pepperdine University.

[Candidate Video](#)

*2023 SWCOLT
REGIONAL TEACHER OF THE YEAR CANDIDATE*



Erin Austin
2023 Teacher of the Year
COLORADO

Erin E.H. Austin is a National Board-Certified French teacher in Colorado. She holds a B.A. in both French and Art Education, a M.A. in Curriculum & Instruction, and graduate certificates in French Studies and Gifted, Creative, & Talented Education. She was a NEA Foundation Global Learning Fellow in 2018 and now presents nationally on global education-related topics. In addition to doing contract writing work, Ms. Austin is the author of *The Ultimate Guide to Selling Your Original World Language Resources: How to Open, Fill, and Grow a Successful Online Curriculum Store* (Routledge, 2021), and her next book, *Going Global in the World Language Classroom: Ideas, Strategies, and Resources for Teaching and Learning with the World* is due out late 2023. She has been a featured guest on many education podcasts and leads advocacy work for National Board-Certified Teachers in Colorado. Ms. Austin is currently the chair of the associate board of Big Brothers Big Sisters of Colorado, an organization she has been involved in since 2005, and she sits on the board of the Abundant Yoga Community, a young non-profit in western Wisconsin whose mission is to bring yoga to those with financial or geographic barriers.

[Candidate Video](#)

*2023 SWCOLT
REGIONAL TEACHER OF THE YEAR CANDIDATE*



Natalie Lalagos
2023 Teacher of the Year
HAWAII

Natalie Lalagos is the Hawai'i Association of Language Teachers (HALT) World Language Teacher of the Year. Natalie is a National Board-Certified Spanish teacher and a Hawai'i State Teacher Fellow who is deeply interested in language acquisition and elevating multilingualism. In partnership with the University of Hawai'i, Hilo she has developed a dual college and high school credit program across two schools that teaches multilingual students how to translate from English to their diverse home languages. Natalie was a 2020 Fulbright Teachers for Global Classrooms Fellow, is currently HALT's webmaster, and she designs and leads programming for new hires at her school. Natalie frequently presents at conferences to share strategies she uses in her classroom which focus on community building and on getting students to increase their language output. Natalie enjoys reading, volunteering in her community, and growing her skills as an improviser at her local theatre.

[Candidate Video](#)

*2023 SWCOLT
REGIONAL TEACHER OF THE YEAR CANDIDATE*



Margarita De León Viera
2023 Teacher of the Year
NEVADA

Teacher of the Year for the Professional Language Association of Nevada, Mrs. Margarita De León Viera from Gurabo, Puerto Rico, teaches Spanish levels 1-AP at WCTA. She also serves as the sponsor of Sociedad Honoraria Hispánica, Chapter El Coquí at West Career & Technical Academy in Las Vegas. Coming from a family of educators, she helps her students use their Spanish language and cultural knowledge beyond classroom doors and in the community. She serves as a member of the cultural committee where she plans and implements cultural events at her school. She presented at the 2022 Southwest Conference of Language Teaching. She currently contributes at the district level AP Spanish Professional Learning Community. Mrs. De León Viera has helped create a welcoming environment where students feel engaged, seen, and motivated to learn from one another whilst expanding their language and cultural proficiency in Spanish. She consistently works to connect Spanish learning with 21st century skills, helping students apply them to their future careers as they move on into the real world.

"No importa el escenario en que me desenvuelva, mis estudiantes son mi centro y motivación. Los preparo para ser ciudadanos globales y futuros líderes que impactarán positivamente nuestra comunidad."

[Candidate Video](#)

*2023 SWCOLT
REGIONAL TEACHER OF THE YEAR CANDIDATE*



Lucy Zollner
2023 Teacher of the Year
NEW MEXICO

Prof. Lucy Zollner is Component Head of the NMSU German Program, responsible for student placement, schedule of courses, program assessment, and designing and teaching Beginner, Intermediate and Upper-Level courses for German Majors and Minors. She is also in charge of the Portuguese program at NMSU where she developed its curriculum in addition to teaching.

Prof. Zollner's Cultural Participation and Research approach, as an essential component to her instructional practices, is applied to all levels of her German and Portuguese instruction. Prof. Zollner focuses not only on the culture of the target languages she teaches, but also on the transnational and global cultural perspectives experienced by her students' own cultures.

[Candidate Video](#)

2023 SWCOLT
REGIONAL TEACHER OF THE YEAR CANDIDATE



Norma Jones
2023 Teacher of the Year
OKLAHOMA

The Oklahoma Foreign Language Association Teacher of the Year for 2022, Norma Jones, received her B.S. in Elementary Education and Early Childhood Education as well as a minor in Spanish and Liberal Arts from the University of Science and Arts of Oklahoma in 2012. She was born in Chicago, Illinois to hard working immigrant parents from Mexico. Norma started her professional teaching career as a Spanish teacher at Tuttle Middle School in Tuttle, OK, where she worked for four years and sponsored the Spanish Club. Norma has served on committees to help review Oklahoma's certification exams for Spanish language educators. Norma has also worked at Hamshire-Fannet High School, in Hamshire, TX, where she taught Spanish 2, 3, 4, and AP Spanish. She presented for her colleagues in the district. Norma was awarded Hamshire-Fannet Teacher of the Year in 2017 – 2018. Norma then moved back to Oklahoma where she had the honor of working alongside Darcy Pippins at Norman High School, in Norman, OK. Currently, she works at Tuttle High School, and teaches all levels of Spanish. She recently received the 2021-2022 High School Teacher of the Year as well as the District Teacher of the Year. She has led multiple presentations on language teaching and learning for the Oklahoma Foreign Language Association. Norma absolutely LOVES teaching Spanish! The passion that she has in teaching is reflected in her students' attitude and engagement in her classroom. She loves watching students get so excited when they realize that they are acquiring Spanish and using the language not only in her classroom but out in the real world as well. Norma loves it when her former students stay in contact with her and share all of their wonderful language experiences.

[Candidate Video](#)

2023 SWCOLT REGIONAL TEACHER OF THE YEAR CANDIDATE



Kristina Sedberry
2023 Teacher of the Year
TEXAS

Kristina M. Sedberry is the current Texas Foreign Language Teacher Association Teacher of the Year. She is serving Sachse High School as the World Language Department Chair, American Sign Language Teacher, part of the campus Run Time Advisory Committee (a 5 member team that creates and organizes collaborative and relationship building activities, and student success plans for the campus), and as a member of the Trust Card Committee (a campus initiative to create incentives for students through a trust card process to grant privileges for good choices). She also is a New Teacher Mentor, Organizer of the Annual National ASL Day Celebration Event, Sponsor of ASL Club, ASL Honor Society, and D.O.L.S (Student lead religious club for female students on campus), in addition to being an Associate Member of the American Sign Language Teacher Association. Kristina is serving on the 2023 Texas ASL Educator Committee Board to help bring more professional development to all American Sign Language teachers in Texas and across the United States, as well as the planning and organization of the annual ASL Teacher conference in Dallas, Texas. She is currently working on an ASL app for high school students that is going live for spring semester. Kristina's life experience as a CODA (Child of Deaf Adults) and her involvement in these professional initiatives are contributors to her inclusive and relationship rich environment. She has established a classroom brimming with excitement to build proficiency, evident with connection to culture and language expression. It is evident her students are gaining new perspectives and are eager to use the language in the world.

[Candidate Video](#)

*2023 SWCOLT
REGIONAL TEACHER OF THE YEAR CANDIDATE*



Laila Lamani
2023 Teacher of the Year
UTAH

Laila Lamani, Teacher of the Year for the Utah Foreign Language Association, teaches Arabic and French to 7th-12th graders at West High School in Salt Lake City, Utah. She holds a Master of Art in second language acquisition and teaching and a Bachelor of Art in political science with a minor in French from Brigham Young University (BYU). Laila started her career teaching at the college level. She taught at BYU, the University of Utah, Salt Lake Community College, and Middlebury College in Vermont. She also served as director of the Startalk Arabic student program at BYU, a federal grant program funded by the National Security Agency.

Laila was a finalist for the 2020 Teacher of the Year Award for the Salt Lake School District. Laila is a faculty advisor for many student clubs at West High that promote diversity and highlight students' backgrounds and abilities. During her 14 years of teaching for the Salt Lake City School District, she developed the curriculum for the Arabic language program and was part of a team that reviewed and developed the French language program curriculum. Laila has served as president of the Utah Arabic Teachers Association. Her students' language achievements have been recognized at state, national, and international levels.

Laila strives to give every one of her students the chance to write their own success story. She strongly believes in the power of building meaningful relationships with students and their families to have a better understanding of their backgrounds and interests. To her, teaching a foreign language is a privilege that allows her to guide the students towards drawing connections between language, culture, history, and other disciplines.

Nelson Mandela said "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." Laila loves hearing from former students about how they have experienced this saying through different situations by applying their foreign language skills.

[Candidate Video](#)

2023 SWCOLT FRIEND OF THE PROFESSION



Dr. Sydnee Dickson
Friend of the Profession
UTAH

Dr. Sydnee Dickson has been serving the children of Utah as a proud educator for the past 42 years and was named State Superintendent of Public Instruction in 2016. Sydnee has served in roles including teaching, school counseling, school administration, and district administration. Superintendent Dickson began her education in a two-room schoolhouse in rural Utah and went on to earn two master's degrees and a doctorate in Educational Leadership. Dr. Dickson is a frequent participant on state and national committees, task forces, and boards of directors.

2023 SWCOLT EXCELLENCE IN TEACHING – SECONDARY



Dr. Amy Romanowski
Excellence in Teaching – Secondary
COLORADO

Dr. Romanowski is a teacher of French, a department chair, an instructional coach, and a building-instructional team leader at Westminster High School in Westminster, CO, where she proudly serves a diverse, urban community. She has taught French at all levels, from elementary to doctoral students, and she believes that access to world language study and biliteracy is a fundamental right of all children. She currently serves Colorado's students and teachers as a member of the CCFLT. In her next life, Romanowski hopes to return as a mermaid.

2023 SWCOLT EXCELLENCE IN TEACHING

POST-SECONDARY



Dr. Nieves Knapp
Excellence in Teaching – Post-Secondary
UTAH

Dr. Nieves Knapp began teaching for the BYU Department of Spanish and Portuguese in 1997 and later received her PhD in 2003 from the University of Oviedo, Spain. Since that time, she has taught and co-developed numerous Spanish pedagogy classes and has served on several local and national committees, adding her expertise to the teaching of Spanish and the training of current and future Spanish teachers. Her areas of interest include Intercultural Communication, Language Teaching Methodology, and Materials Development.

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*ASHLEY DRIGGS
Olympia High School
Salt Lake City, UTAH*



Ashley Driggs will be graduating from Olympus High School in Salt Lake City in the Spring of 2023. She will go on to attend Utah State University, pursuing her BA in elementary education with a minor in Spanish. Ashley is passionate about sharing her love of languages with her future students. She hopes to instill in them a lasting curiosity and an appreciation for language learning, which helps bring the world together.





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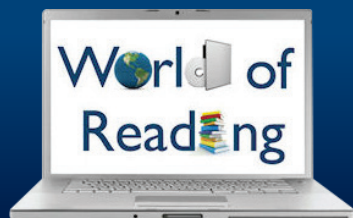
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Pre-Conference Workshop

THURSDAY 9 am – 12 pm

W-1 A Window to Emotions through Movies, Music, and Dramatization in the L2 Classroom

Claudia Kechkian – World Language Education Consultant & Instructional Coach

The purpose of this workshop is to raise awareness on the importance of emotions and perceptions in educational processes and to facilitate the creation of a language-learning, motivating atmosphere where emotions are experienced through music, movies, and dramatization in the L2 classroom. Participants will take part in hands-on activities and will interact with ready-to-use templates designed for the students, as well as a template for teachers to self-reflect on linguistic and cultural objectives, strategies, and values before they do similar activities in class. Examples of activities with selected songs, movies and plays will be shared, and participants will have a chance to apply the newly acquired strategies to design activities for their own classes, in pairs or small groups by target language affinity, based on specific guidelines with practical steps. Each group will share their work.

Goals/Outcomes: After the workshop teachers will be able to: 1. Help students identify, and label emotions inspired by the “Mood-meter” (Yale Center for Emotional Intelligence, 2016) 2. Teachers will be able to integrate music, movies, and dramatization into their curricula in an effective and practical way with the templates they will receive during the workshop. 3. Teachers will be able to design meaningful lessons by using a self-reflection template to plan specific strategies, values, and linguistic goals for each activity.

Focus:	The Learning Experience
Audience:	All
Language Focus:	All Languages
Presented in:	English
Room:	Deer Valley 1

Pre-Conference Workshop

THURSDAY 7:30 am – 4 pm

W-4 K-12 Dual Language Instruction (DLI) Classroom Visits

Carolyn Schubach (Utah Dual Language Immersion Administrators Director), Lois Simpson (Utah Dual Language Immersion English Program Director), Jill Landes-Lee (Utah Bridge Program Director), and State DLI Team Directors

This full day workshop provides school visits to support greater understanding of the K-12 Utah Dual Language Immersion (DLI) Program and the K-16 course articulation in language study. Utah DLI is helping students prepare for college and careers via academic/content knowledge, language proficiency targets, and Concurrent Enrollment upper division college course credit. Registrants will be asked to prioritize the language they wish to observe (Chinese, French, or Spanish), and tour sites will be chosen based on participant preferences. (Register early to submit your language preference!)

On this workshop, you will travel via charter bus to visit one elementary, one middle school and one high school site, and end the day back at the Marriott for a debriefing and Q&A session with state program leaders. Participants will receive a packet of information on all levels of the program (e.g. instructional delivery model, state assurances for each of the levels, instructional priorities, and K-12 proficiency targets). Lunch and all transportation will be included.

Utah DLI Model:

- Elementary School – 50/50 instructional model (half the day in each language learning state core content), with one Target Language teacher and one English teacher
- Middle School – 2 classes in the partner language
- High School – Utah Bridge Program, with access for both World Language/AP and DLI pathway language students, offering upper division, 3000 level, university courses in high school
- University: The K-12 program articulates to university degrees; all of Utah’s public 4-year universities accept Bridge Program course credit toward their minor/major in the language

Focus:	Planning
Audience:	All
Language Focus:	All Languages
Presented in:	English
Room/Location:	Meet busses in front of hotel between 7:30 a.m. & 8:00 a.m.

Pre-Conference Workshops - THURSDAY 1 pm - 4 pm

W-2 Moving from the WHAT to the HOW: Integrating Proficiency in a Language Classroom

Troy Cox - Brigham Young University

Have you attended a familiarization workshop on ACTFL proficiency levels and then wondered, what next? In this workshop, we will explore the use of reverse engineering to design lessons that will strengthen the student's floor level and push them to failure and growth opportunities at their ceiling level. We will explore (1) backward design, (2) self-assessment, (3) agentive learning with a growth mindset, (4) formative assessment, and (5) integrating skills and modes through the lens of language proficiency.

Focus: Performance/Feedback/Assessment

Audience: All

Language Focus: All Languages

Presented in: English

Room: Deer Valley 1

W-3 Integrating Indigenous Perspectives on Global Issues into the Language Classroom

Maria Datel - ACTFL

In this interactive, hands-on workshop, participants will discuss how to integrate Indigenous perspectives into the language curriculum. The colonial genocide was also an epistemicide, yet there are still 50 million Indigenous peoples in Latin America whose knowledge production presents valuable solutions to contemporary issues including climate change, food sovereignty, medical hegemony, and gender equity. The attendees will explore these voices, collaborating to produce activities that fit their particular curricular needs and push students to think beyond the colonial framework. They will leave the session with applicable, ready-to-use tools and resources. Languages: English, primarily focusing on Spanish examples, but all language backgrounds welcome.

Focus: The Learning Experience

Audience: All

Language Focus: All Languages

Presented in: English

Room: Deer Valley 2



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Presentation 1 – Is This for a Grade? – Examining Standards-Based Grading in the World Language Classroom

Alison Hayter – Frisco Independent School District/Texas Foreign Language Association

Have you ever wondered if your grading practices truly reflect your students' learning in your WL classroom? Are there certain practices that are getting in the way of reflecting standards-based practices? This 60-minute session will take a deeper look into standards-based grading in the WL classroom. We will examine research and reasons behind this type of grading, what kind of standards can be used to build rubrics that measure student progress and observe what standards-based grading looks like in practice. Finally, we will discuss roadblocks and possible pushback for this type of assessment and practice.

Room: Salon A	Audience: All	Focus: Performance/Feedback/Assessment	Language Focus: All Languages	Presented in: English
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Presentation 2 – Encouraging Proficiency through Mindfulness and SEL Activities

Jennifer Schweseter – Brick Township Public Schools (NJ)

By allowing students a safe space to express themselves, mindfulness and SEL activities in target languages will help students to develop kindness, caring, and understanding amongst themselves. Mindfulness and Social Emotional Learning activities encourage participation and create a platform to introduce and discuss challenging topics. Attendees will be provided with opportunities to participate in mindfulness and SEL activities and will share ways to use them in the classroom. While the workshop will be taught in English; links/examples will be provided in target languages so teachers can provide these skills to their students at any level, while adapting to each proficiency level.

Room: Salon B	Audience: All	Focus: The Learning Experience	Language Focus: English/examples in French & Spanish	Presented in: English
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Presentation 3 – Fostering Professional & Student Engagement through AATSP & NSE Programs

Lisa Greenman – National Spanish Examinations/AATSP & Rachel Mamiya Hernandez – University of Hawai'i at Manoa/AATSP

The American Association of Spanish and Portuguese (AATSP) is a professional teaching organization for language educators at all levels. This session will give an overview of the AATSP's programs, resources, and opportunities that support proficiency and more. Come learn about the upcoming annual conference (Salamanca 2023), the expansion of national Spanish and Portuguese examination opportunities, honor societies, teaching and learning resources, publications, scholarships, and awards. Additionally, this presentation will go over the many awards given to students taking the National Spanish Exam, National Portuguese Exam, or National Spanish Challenge. The presenters will go over the process and requirements. Prizes include scholarships, travel, and awards for all ages as well as teachers! Let's connect with each other and the community to promote Spanish and Portuguese.

Room: Salon G	Audience: All	Focus: Collaboration & Professionalism	Language Focus: Spanish & Portuguese	Presented in: English
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Presentation 4 – BEST OF ARIZONA: How to Build a Balanced Literacy DLI Classroom

Hongyu (Amanda) Yang – Tarwater Elementary/Chandler Unified School District

This is a 60-minute interest session presentation. This presentation will mainly focus on introducing how to use balance literacy theory in dual language learning classrooms, especially in writing and reading. Real classroom cases will be presented, with a focus on learning the skills of how to use balanced literacy skills. This presentation will also focus on using balance literacy theory to individualize lessons for students with learning differences to help them recover from learning remediation and to achieve learning acceleration.

Room: Salon H	Audience: Elementary	Focus: The Learning Experience	Language Focus: Mandarin	Presented in: English
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Presentation 5 – A Possible Model: ACTFL's Diversity, Equity, and Inclusion Committee

Adrienne Brandenburg – Poudre High School (CO) & Howie Berman (ACTFL)

In this session, you will learn about the newly formed ACTFL Diversity, Equity, and Inclusion Committee, including a brief explanation of how and why it was formed, how it operates, and an update on its work to date. The purpose of this session is to provide greater transparency on how this work is being done at the national level and details about what work is being done, but also to provide a possible model for how this important work could take place in other organizations at the state and regional levels.

Room: Salon I	Audience: All	Focus: Collaboration & Professionalism	Language Focus: All Languages	Presented in: English
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Presentation 6 – Using Technological Affordances in the Language Classroom

Jessica DeMolder & Camellia Hill – Brigham Young University

Have you wondered whether you are using technology to transform your students' learning or if you are replacing your face-to-face content with digital content? This session will take a deep dive into the affordances of technology and how they can be used to improve language learning. You will walk away with an understanding of how to use technology to enhance student learning, as well as practical examples of how this has been done in a variety of languages.

Room: Salon J	Audience: All	Focus: Planning	Language Focus: All Languages	Presented in: English
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Presentation 7 – Aligning Learning Targets, Rubrics, and Corrective Feedback

Jana Quadros – Utah State University/Cache County School District

Mistakes, mistakes, and mistakes! What should teachers spend time correcting? How should they provide feedback in order not to increase anxiety in class? How to review and provide feedback in big classes' written assignments? Those are some of the questions language teachers might have when facing the countless mistakes made in a language class. Regardless of whether instructors know it or not, they all use some form of corrective feedback. Although oral and written corrective feedback are essential to an L2 learner, doing it ineffectively can adversely affect both teachers and learners. A simple answer to the questions above is that feedback starts way before the error. How? Before any assignment or assessment, the teacher needs to make sure he knows what the objective of that task is and must build rubrics that will lead to the accomplishment of those objectives. Therefore, having a clear learning target, and building, and communicating a rubric are the basis of providing effective corrective feedback. Becoming familiar with researched ways to provide oral and written feedback can also determine the success of corrections. In this session, we will focus on ways to establish objectives for language activities, build fair and realistic rubrics and, use researched ways to provide effective oral and corrective feedback.

Room: Deer Valley 1	Audience: All	Focus: Performance/Feedback/Assessment	Language Focus: All Languages	Presented in: English
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Presentation 8 – It's All Connected: Moving from Interpretive to Presentational Mode through the Writing Process

Rebecca Borden – University of Oklahoma

In this session, participants will be guided through the writing process as a model for integrating the interpretive, interpersonal, and presentational modes of communication in their novice and intermediate-level courses. Numerous resources and links will be provided to begin implementing this core practice in the classroom next week!

Room: Deer Valley 2	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 9 – “Finally, a test that means something.” Incentivizing Language Proficiency

Linda Egnatz – Global Seal of Biliteracy

Upon receiving his Global Seal of Biliteracy, a University of Oregon student said, “Finally, a test that means something.” The research is in. Today's learners view a State or Global Seal of Biliteracy as valuable and worth earning. This session offers multiple strategies to promote your Seal of Biliteracy program, prepare and excite students to test, and shares practical ways students can leverage their Seal for future academic and career opportunities. Discover the impact recognition has on program retention.

Room: Deer Valley 3	Audience: All	Focus: Performance/Feedback/Assessment	Language Focus: All Languages	Presented in: English
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Presentation 10 – Multicultural Classroom: Inclusive Approaches to Effective Communication

Maida Dzakula & Bozo Dzakula – Defense Language Institute Foreign Language Center - Monterey, CA

According to reported teachers' experience, communication in the classroom is critical for successful teaching and is commonly considered to need 50% knowledge of teaching content to 50 % communication skills with students. To be an effective communicator, a teacher must be knowledgeable about all 21st Century Skills and how to apply them skillfully to support learners and educators in achieving their learning goals. Also, teachers are not a fountain of knowledge nor a handbook for providing answers to all learners' questions. Teachers must be managers of transferring knowledge to students from various sources, for which the Internet is currently the number one source.

Room: Park City	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 11 – Exploring Self and Collaborative Assessment to Improve Language Teaching Practices

Maria Luisa Spicer-Escalante – Utah State University

This paper introduces a guided teacher observation model which combines both self and collaborative observations, designed for language teachers to evaluate their own classroom practice through video recording and directed reflection. Research in the field suggests that the consistent use of this model brings constructive and compelling advantages for instructors, such as: 1) enables teachers to identify and address their areas for improvement, 2) it is a pathway to promote a reflective and responsive instruction, and 3) entails a dialogue between observed instructor and observers or collaborators.

Room: Salon A	Audience: All	Focus: Collaboration & Professionalism	Language Focus: All Languages	Presented in: English
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Presentation 12 – Reading to Acquire: Strategies for Creating “Good Fit” Texts

Elicia Cárdenas – The Comprehensible Classroom

World Language teachers support literacy efforts in schools and help students reach proficiency by using a variety of texts in their classroom. In this session, participants will understand the impact of reading on language acquisition, identify texts that support emerging and proficient readers, and collaborate to generate a “good fit” text.

Room: Salon B	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 13 – When We Teach It, But They Don’t Learn It

Fernando Rubio & Lucia Rubio – University of Utah; Carmen Hortelano Lecubarri – Escuela Oficial de Idiomas de Santander, Spain

In this session we discuss ways to identify and address the reasons why students of Spanish sometimes don’t learn some of the most basic language structures even after years of exposure to and study of the target language. We present the results of a study that looks at acquisition of basic grammatical structures by students enrolled in a Spanish Dual Language Immersion (DLI) program. We focus on the acquisition of gender and number agreement, a basic feature of Spanish grammar that students still struggle with even after years of participation in the program. The presentation gives attendees an opportunity to understand the challenges involved and then practice designing activities that expedite the acquisition of this grammatical feature.

Room: Salon G	Audience: All	Focus: The Learning Experience	Language Focus: Spanish	Presented in: Spanish
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Presentation 14 – BEST OF COLORADO: Take FIVE: Short Activities for Long-Term Success

Kelly Conroy – Metropolitan State University of Denver

Discover strategies to utilize short chunks of time at optimal moments for learning during a lesson. Experienced instructors will present resources, strategies, and in-class activities based on current second language research. A digital handout with activities will be provided. Participants will acquire practical knowledge for the next class.

Room: Salon H	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 15 – Secondary (DLI) Teaching Strategies for Engagement

Priscila Rebicki Prestes – Oak Canyon Junior High/Alpine School District

Dual Immersion Language elementary schools in Utah follow the fifty-fifty model where 50% of the time the target language is learned through content such as science, math, and social studies. When students reach the secondary level, instructional time in the target language is dramatically reduced. In the Portuguese program, the Middle School curriculum is designed based on the AP themes, preparing students to take the AP test at 9th grade. With the reduced time, how can we help our secondary students make the most of the Target Language classes? In this session, we will demonstrate some simple strategies to help secondary students focus and engage with the materials, increasing their opportunities to create with the language. Simple ways to add authentic sources, integrate literature, and find and bring native-speaking guests into the classroom will also be demonstrated.

Room: Salon I	Audience: Secondary	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 16 – What Is Going on in Their Amazing Little Brains?

Keith Homer – AMES (Academy for Math, Engineering & Sciences)

Learning isn’t a matter of downloading data like some plot point from The Matrix. It is the result of complex processes of sensory input and bio-electric chemical processes that actually create denser brains, all connected to emotional, experiential, environmental and personality-driven pressures. Sounds complicated? We are going to map it all out and see what is happening in the brains of our students as we engage them in language learning. Learning how the brain processes input and works its way to forming memories gives insights to us as teachers, but this same awareness can inform our students and help them see themselves as the drivers of their own learning.

Room: Salon J	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 17 – Deconstructing the P in PACE: Reflections from the Field

Greta Lundgaard - Consultant & Stephany Sipes – Prosper Independent School District

Ever sat in a team planning meeting and felt stumped by the PACE model? In this session, attendees will step back, reflect, and reconsider the importance of the presentation phase and its impact on success in the attention phase. By unpacking the P, as well as the A, & C in PACE, this session will give teachers the insights and tools they need to teach grammar in context using this model.

Room: Deer Valley 1	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 18 – A “Narrow” Path to Ownership of Learning

Ying Amatya - DLIFLC

The method of narrow reading and listening plays an effective role in consolidating and improving students’ vocabulary and context knowledge. The presentation demonstrates how to combine this method with student-centered learning activities to foster learners’ autonomy.

Room: Deer Valley 2	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 19 – Cultivating a Conversation: Strategies for Building Authentic Interpersonal Speaking Skills

Ashley Eberhart – Round Rock ISD/SWCOLT/TFLA

Students come into a WL class expecting to come out speaking the language, however, teachers are given very few strategies for fostering authentic interpersonal production. Come learn about the structure behind most interpersonal exchanges and take away practices and activities for advancing student interpersonal proficiency.

Room: Deer Valley 3	Audience: Secondary	Focus: Performance/Feedback/Assessment	Language Focus: All Languages	Presented in: English
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Presentation 20 – Differentiating Spanish for Native Americans in an Indigenous-Serving Institution

Ana Maria Diaz-Collazos – Fort Lewis College

In traditional Spanish courses the “true” beginners are quite rare, because most students have taken at least two years of the language in high school. Fort Lewis College, located in Colorado, is unique with respect to other colleges because at least 41% of the student body is Native Americans, while the rest are Anglos or Latinos. Spanish 101 courses usually receive all of these students. For indigenous students, Spanish is their third language, and they have never studied Spanish before. This presentation demonstrates the instructional design strategies I use to differentiate for inclusion of indigenous students in my language courses. I will also show samples from oral performance in indigenous versus Anglo students to show how each type of student evolves over time: one in the middle, and the other at the end of the semester, using the site TalkAbroad, where students speak with native speakers of Spanish.

Room: Park City	Audience: Post-Secondary	Focus: The Learning Experience	Language Focus: Spanish	Presented in: English
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Exhibit Break

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Klett World Languages

10:45–11:30



Klett World Languages



Presentation 21 – Freude und Spass am Lesen und Schreiben

Douglas Philipp – Cheyenne Mountain High School

This lively session will focus on exploring a range of methods and online materials that focus on both enhancing reading and improving writing skills of German language learners of all levels. The session will begin with information about reading sources, all easily accessed online, that provide numerous materials that educators can incorporate almost effortlessly into their classes. Ideas for further literary sources and inclusion methods will be discussed and shared with the group. The second part of the session focuses on ideas for enhancing writing skills and incorporating more writing into German classes. The group will explore several of the writing techniques actively and give feedback. Intense discussions of more writing techniques will be encouraged, and all suggestions will be collected into an electronic document that attendees will be able to access.

Room: Salon A	Audience: All	Focus: The Learning Experience	Language Focus: German	Presented in: German
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Presentation 22 – Increasing Willingness to Communicate for ASL Students

(presented in ASL with English interpretation)

Lori Zaremba – Maple Mountain High School

Have you had this experience? You set up your students in pairs to exchange information. As each pair completes the task, they break eye contact with their partner and avoid any further conversation. Having witnessed this phenomenon multiple times, I made it the subject of my action research. Students' "willingness to communicate" is affected by their relationship with their partner. Therefore, improving group dynamics and cohesion is an important step to improving students' willingness to communicate and ultimately their proficiency.

Room: Salon B	Audience: Secondary/Post-Secondary	Focus: Planning	Language Focus: ASL	Presented in: ASL/English
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Presentation 23 – Breaking Barriers to Make Learning Accessible Using Technology

Ainsley Delissaint - ACTFL

The opportunity to learn a language is one that should be available to all. However, there exist myriad barriers that prohibit language learning from being accessible, to include lack of professional development and training for teachers and limited awareness of multimedia and technological resources available. The Universal Design for Learning (UDL) is a framework utilized to enhance and improve the learning process for students, based on research into how humans learn. As such, the UDL Guidelines are a tool used in the application of addressing systemic hurdles that lead to inequitable learning opportunities and outcomes. Examine the foundation of designing accessible learning content for your students by using technology and learn how to create and/or adapt your current resources to ensure accessibility. It is highly suggested that you bring your laptops or tablets to join the fun!

EXHIBITOR SESSION

Room: Salon G	Audience: All	Focus: Planning	Language Focus: All Languages	Presented in: English
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Presentation 24 – BEST OF TEXAS: Power Up Your Classroom

William Lee – Tom C. Clark High School/Northside ISD

Educators everywhere acquired new superpowers during pandemic teaching. As we proceed out of the pandemic with cautious optimism, this presentation will examine how to utilize technology tools (e.g. GooseChase, Breakout EDU, etc.) in World Language classrooms to enhance proficiency-based instructional practices. However, coming out of the pandemic, it is extremely important to remember that not everything has to be technology based. At times, it will be good to take a break from technology and just get the kids moving around and speaking. This session will also explore low tech activities that can be useful in a world language classroom. The activities presented in this session can be adapted for any language.

Room: Salon H	Audience: All	Focus: Performance/Feedback/Assessment	Language Focus: All Languages	Presented in: English/Latin
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Presentation 25 – How to Rev Up the Reading Brain in Any Language

Stacy Lyon – Utah State Board of Education; Jiajie Wu – Canyons School District & Liping Zheng – Granite School District

For the past few decades, brain science has shed light on the reading process and the significance of students' prior knowledge on successful reading comprehension. Immersion teachers face the challenge of helping students develop literacy skills across multiple content areas with texts that may be less familiar. This session will lead participants through detailed modeling of how to help students rev up their reading brain to engage with new texts and provide a guide for teachers in how to plan for this critical first step to effective comprehension.

Room: Salon I	Audience: All	Focus: Planning	Language Focus: All Languages	Presented in: English
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Presentation 26 – Enhancing Proficiency by Fostering Critical Thinking

Elodie Petelo – Timpview High School

This session will focus on incorporating the ACTFL 5 "C" goal areas of language learning to enhance cultural proficiency and to foster critical thinking in the language classroom. The purpose is to lead students to investigate and interact with authentic resources as they communicate in the target language and make connections and comparisons involving various cultures and communities. Using the IMAGE model and the 3 Ps of culture, the presenter will share a specific cultural unit developed for a French AP classroom and designed to help students discover for themselves different perspectives on an important global issue. The presenter will share examples of student work together with specific outcomes achieved.

Room: Salon J	Audience: Secondary/Post-Secondary	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 27 – Celebrating Linguistic Diversity while Increasing Proficiency

Janet Boring – Carnegie Learning

Students enter Spanish speaker language classes with a wide variety of linguistic abilities and needs. How can you celebrate their linguistic diversity while increasing their proficiency? Having content and tasks rooted in exploring all aspects of Spanish speaking cultures and languages validates what students bring into the classroom. True differentiation is the key to unlocking their potential. Meeting students where they are in all four skills and all three modes of communication and understanding that each skill may be performed at a different level of proficiency requires a reimagining of traditional models of scaffolding and differentiation. Learn how our innovative Spanish for Spanish speakers program brings these concepts into practice to create opportunities for all students to explore and celebrate their unique relationship with language and culture while increasing their proficiency.

EXHIBITOR SESSION

Room: Deer Valley 1	Audience: Secondary/Post-Secondary	Focus: The Learning Experience	Language Focus: Spanish	Presented in: English/Spanish
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Presentation 28 – TLC + Tasks = Proficiency

Cristin Bleess – Wayside Publishing

Students can thrive with a little TLC! Especially in conjunction with doing tasks. Providing students with TLC (target language communicative) tasks helps prepare them to use their new language outside of the classroom. This session will help you feel confident in defining what a communicative task is, how to create them, and how to use them with your students. You will leave with examples of a few tasks from EntreCulturas and EntreCultures to take back to your classroom and use!

EXHIBITOR SESSION

Room: Deer Valley 2	Audience: All	Focus: The Learning Experience	Language Focus: Spanish/French	Presented in: English
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Presentation 29 – Secondary and Post-Secondary Alliances: TRIO Upward Bound and Collaborative Game Changers

Glenn Fetzer – New Mexico State University

As post-secondary and secondary language programs seek commonality and points of intersection, Federal TRIO Upward Bound programs, which offer instruction in world languages and in other disciplines, provide the link that can be mutually beneficial. The presenter offers a description of how one such collaboration works and discusses its opportunities and challenges. Participants brainstorm to 1) assess the tools their schools offer to facilitate interaction with other institutions; 2) articulate a vision of what such an interaction might look like, given their individual contexts; and 3) strategize their own collaborative alliances.

Room: Deer Valley 3	Audience: Secondary/Post-Secondary	Focus: Collaboration & Professionalism	Language Focus: All Languages	Presented in: English
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Presentation 30 – Elevating the Lives of Our Students through Language Learning and Advocacy

Kathleen Stein Smith – Fairleigh Dickinson University, Metropolitan Campus

Multilingualism is an essential global skill, yet the US lags behind in language learning. Language educators can enhance and elevate the lives of our students through advocacy for language learning and language use. Many of us may hesitate due to lack of time and/or skills, but every voice is needed, and all of us can play a role – in our classrooms, communities, and beyond – in expanding access, availability, and affordability in language learning. Not only do we need to defend programs that may be at risk, but we can advocate for new and additional programs for heritage and indigenous languages, for immersion programs, and for inclusive and online programs to address the needs of all interested learners.

Room: Solitude	Audience: All	Focus: Collaboration & Professionalism	Language Focus: All Languages	Presented in: English
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Presentation 31 – Making the Most of Interpersonal Tasks: Before, During, and After

Grant Castner - Extempore

Interpersonal activities and tasks come in many shapes and sizes in the world language classroom. How can we best design them and prepare students to give and receive language during interpersonal tasks? What happens when students are finished with an interpersonal task? Ensuring that students are prepared for the task, know the expectations of the task, and are able to continue the task after its completion is critical to high-quality interpersonal activities. In this session, participants will learn about the importance of using interpersonal tasks; see best strategies for designing, implementing, and creating follow-up opportunities; and view examples of different types of interpersonal tasks in the WL classroom.

EXHIBITOR SESSION

Room: Park City	Audience: All	Focus: Performance/Feedback/Assessment	Language Focus: All Languages	Presented in: English
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LUNCH BREAK

Friday - 12:30 p.m.-2:00 p.m.

Session 4 Presentations begin promptly at 2:00 p. m.

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Presentation 32 – Rising to the Occasion: Growth Mindset in the World Language Classroom

Michael Griffin – Carnegie Learning

Learning a new language is challenging in any circumstance but becomes all the more so when students doubt their own abilities. This session will review the difference between growth and fixed mindsets, examine the challenges we face in our classrooms, and discuss the benefits of developing a growth mindset. Participants will discuss and engage in practical ways to incorporate growth mindset in their classroom activities. Growth mindset skills transcend content areas and can elevate life and languages by carrying these skills beyond the classroom, so our students are even better prepared to face a dynamic and interconnected world.

Room: Salon A

Audience: All

Focus: The Learning Experience

Language Focus: All Languages

Presented in: English

Presentation 33 – Getting Students More Engaged in Class: Bringing Games into Your Classroom (presented in ASL with English interpretation)

Christa Kelley – Lake Mountain Middle School/Alpine School District (UT)

Get up, get moving, and play! Student engagement in class can be tricky and challenging. Including games and activities in the classroom can improve student engagement as well as provide opportunities for students to interact with each other in the target language. In this interest session participants will learn a variety of games and activities they can take back to their classroom and use with their students.

Room: Salon B

Audience: Secondary

Focus: The Learning Experience

Language Focus: ASL

Presented in: English/ASL

Presentation 34 – Empathy, Action Civics, and Cross-Cultural Understanding for Social Justice in the World Language Classroom

Akash Patel – ACTFL

Technology makes it easier than ever to connect students to the world. But how can we better harness these connections to empower learners to think and act beyond their classroom walls? Learn how to use resources from organizations such as Happy World Foundation, Inc. for standards-based interdisciplinary learning experiences that connect, engage, and empower students as valued global citizens. Additionally, examine practical tools, resources, and activities to develop lesson plans aligned with the World Readiness Standards for Learning Languages and NCSSFL-ACTFL Can-Do Statements that tie in with the global in-classroom learning experiences, and how to foster these competencies in traditional, hybrid, and/or online teaching environments.

EXHIBITOR SESSION

Room: Salon G

Audience: All

Focus: The Learning Experience

Language Focus: All Languages

Presented in: English

Presentation 35 – BEST OF OKLAHOMA: Designing Communicative Field Trip Experiences to Support Students' Competence

William Davis – University of Oklahoma

This practical session highlights how teachers can design communicative, immersive field trip experiences in their community to help cultivate feelings of competence in their WL students. To illustrate, the session presents two communicative field trips the presenter helped design and implement for his high school German students in Arkansas. Attendees will have the opportunity to collaborate with their regional colleagues and reflect on potential avenues for immersive out-of-classroom experiences in their own communities.

Room: Salon H

Audience: All

Focus: The Learning Experience

Language Focus: All Languages

Presented in: English

Presentation 36 – Measure Students' Language Proficiency Level by Skilled-Based Report

Helena Song – Washington School District & Ying Wang – Iron County School District

This session will discuss the proficiency report currently being used in the immersion language program. We will also discuss its strengths and weaknesses. In the Chinese DLI program, the proficiency report we are using now is not tailored to the student's individual learning situations. It is not parent friendly. Most importantly, they don't know how to help their children. In this workshop, we will try to guide the audience from another perspective to come up with a skilled-based language proficiency report for the students. The skilled-based proficiency report can easily diagnose the student's weak parts and it is parent friendly. If parents want to help their children at home, they could easily do it.

Room: Salon I

Audience: All

Focus: Performance/Feedback/Assessment

Language Focus: All/DLI/ESL

Presented in: English

Presentation 37 – Supporting Teachers via Kawai, a Treasure Chest Resource Hub

'Alohilani Okamura – University of Hawai'i at Manoa & Evelyn Coffey – HALT & LILL

This presentation will share the experience of creating an online resource hub for world language educators (pre-service and in-service teachers) to increase their Zone of Proximal Development (ZPD) and their understanding and application of proficiency-oriented teaching. The principles of ZPD (Vygotsky, 1978) can be applied to acquiring skills and knowledge for proficiency-oriented language teaching. Come hear about the process of creating Kawai, our online language resource hub, and discover how this experience can support you in your own language teaching.

Room: Salon J

Audience: All

Focus: Collaboration & Professionalism

Language Focus: All Languages

Presented in: English

Presentation 38 – Digital Environments: Designing Interactive Cultural Experiences

Evelyn Galindo – Carnegie Learning

This session focuses on how teachers can harness technology to generate interactive environments and digital experiences and incorporate these into their practice. While many educators use technology to teach about culture, digital environments go beyond showcasing authentic culture by creating environments that harness technology to immerse students in digital experiences that prompt cultural exploration. The session provides the opportunity for teachers to reflect on their use of technology to teach culture and explore creating their own immersive digital environments. The presenter will provide a working definition of a digital environment and will show how to move from using technology to showcase flat and static culture to a mindset of using technology to immerse and explore dynamic authentic culture. This session will provide teachers with concrete examples of how to use basic tools to create digital environments that stimulate students' imaginations and provide them with opportunities to interact with cultural environments.

Room: Deer Valley 1

Audience: Secondary/Post-Secondary

Focus: The Learning Experience

Language Focus: Spanish

Presented in: English

Presentation 39 – Fostering Global Communication for All Learners through Topic-Based Virtual Exchanges

Jennifer Quinlan – Language Testing International

Level Up Village fosters world language learners' intercultural communicative competence through secure video exchanges. Students have real-world conversations and cultural discussions with global peers. We channel students' curiosity about the world, create awareness of cultural similarities and differences, and help them develop as global citizens.

EXHIBITOR SESSION

Room: Deer Valley 2	Audience: Elementary/Secondary	Focus: The Learning Experience	Language Focus: English/Spanish	Presented in: English
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Presentation 40 – Empower Your French Program!

Megan Diercks – American Association of Teachers of French

Want to increase visibility for your program? Highlight your students' successes? Learn about ways for your students to show off their knowledge and skills? This session will feature a variety of opportunities for teachers (of all levels) to bring positive attention to their programs, reward student achievement, and demonstrate their students' abilities. In addition, resources and support for teachers will also be presented.

EXHIBITOR SESSION

Room: Deer Valley 3	Audience: All	Focus: Collaboration & Professionalism	Language Focus: French	Presented in: French/English
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Presentation 41 – AP Lang Elevated – Addressing Global Issues with Gen Z in Mind

Margarita De León Viera – West Career & Technical Academy & Jennifer Newman-Cornell – Northwest Career & Technical Academy

As educators we understand that the success in our classrooms depends on how connected students are to us, our classroom environment, and content. Students buy-in to content that they find relevant and close to their reality. Gen Z students or Zoomers, care deeply about Global Challenges and want to find solutions and advocate for a better World, right now. This session will provide a variety of strategies around Global Challenges and Contemporary Life AP Language themes, student samples, and resources that showcase how the work within our AP classroom can reflect in our communities.

Room: Solitude	Audience: Secondary	Focus: The Learning Experience	Language Focus: Spanish	Presented in: Spanish/English
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Presentation 42 – Distance Education World Language Teaching

Tom Beeman – California Virtual Academies

As a result of the pandemic, schools were forced into teaching remotely but were not prepared to do so. Even though schools have re-opened, the option for virtual or independent study is still there. Learn from a virtual school high school teacher how to effectively teach language and keep your students engaged in a distance education setting.

Room: Park City	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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EXHIBIT BREAK



sponsored by

Avant Assessment

3:00 p.m.-4:00 p.m.

PLENARY SESSION

Friday – 4:00 p.m.-5:30 p.m.

Grand Ballroom

Keynote Address – Jose Enriquez

SWCOLT 2023 Teacher of the Year Presentation

SWCOLT Member Reception

Salon D & Exhibit Area – Friday – 5:30 p.m.-7:30 p.m.

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Saturday Presentations

SESSION 5

8:00 -9:00 AM

Presentation 43 High School Summer Abroad & the Benefits of Studying Abroad as a High School Student

Jasmin Nuñez & Hector Piedra Lugo – CIEE (Council on International Exchange)

Established in 1947, CIEE is the country's oldest and largest nonprofit organization dedicated to study abroad and intercultural exchange. With a global network of exchange programs serving participants from more than 210 countries, we are acknowledged as the world leader in supporting and promoting international education. CIEE's Global Navigator High School Study Abroad programs prepare American high school students for a bright future in today's increasingly global and interconnected world. High school students are open-minded and ready to learn about themselves and world, in a 3-to-4-week program over the summer in over 30+ locations across the globe, 7 languages, and a \$5.4 million dollar scholarship to take them there. Join us for a session on the tangible outcomes students in your classroom can gain while on program whether you want them to gain knowledge in their language skills, intercultural experiences or earn the global seal of biliteracy.

EXHIBITOR SESSION

Room: Salon A	Audience: Secondary	Focus: The Learning Experience	Language Focus: All	Presented in: English
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Presentation 44 – The Secrets to Unlocking Students' Vocabulary Retention

(presented in ASL with English interpretation)

Chad Kennedy & Johnny Hill – Utah Valley University

At the University level, providing access to students at the higher level is not enough. For students to unlock their full potential requires incorporating their voices and recognizing the factors that create outstanding performance and students' retention of classroom content.

Room: Salon B	Audience: All	Focus: The Learning Experience	Language Focus: ASL	Presented in: ASL/English
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Presentation 45 – How to Achieve Student Intermediate Fluency in 100 Hours

Blaine Ray & Von Ray – TPRS Books

An ACTFL publication suggested that it should take 4 years of school to reach an intermediate low level of fluency and 7 years to reach the intermediate mid-level. With the power of TPRS, students have reached the intermediate mid-level after just 100 hours of instruction. This is actually just slightly more than 1 semester of instruction. The latest ideas are working so well that they are being referred to as TPRS 2.0.

EXHIBITOR SESSION

Room: Salon G	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 46 – BEST OF HAWAII: White Rock, Gray Rock

Will Smith – Waipahu High School

As we start to emerge from 2 years of the pandemic, we are starting to see the damage that has been dealt to the relationships we have with students. This 60-minute Interest Session will talk about a Cultural Project Based Learning that went well beyond its stated goal and helped rebuild the traditionally strong relationships that world language instructors have with their students, and world language students have with each other. This presentation will give examples of how projects can take on more meaning for students, and through that meaning enhance the outcome in many unexpected ways. Elements of SEL, Zen, and working together with multiple groups both on and off campus will be discussed, as well as ideas for how to take a similar project back to your school.

Room: Salon H	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 47 – Applying LETRS Fundamentals in a Dual Immersion Classroom

Roberta Loftus – Lakeview Elementary & Lily Bueno – Provo High School/Provo School District

The purpose of this session is to provide concrete examples of how to apply LETRS principles and strategies into everyday classroom practices that will aid students to master the basic fundamentals of reading, such as phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language in a Dual Language Immersion classroom.

Room: Salon I	Audience: Elementary	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 48 – Heritage Language Learners and the Language Classroom

Spencer Hadlock – Davis School District

Heritage Language Learners (HLLs) have a predisposition to language learning through previous exposure and/or interaction with the target language. Despite this, HLLs are not always successful in the language classroom. This presentation will explore program development and recruitment along with classroom culture, curriculum, and instructional strategies; and discuss ways to improve language programs for HLLs. If those with a predisposition to language learning are set at a disadvantage, then surely so are our monolingual language learners. Examples and strategies will be provided from the presenter's own praxis, addressing common misconceptions of HLLs and effective strategies to help all students succeed in the classroom.

Room: Salon J	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 49 – Developing Future Global Citizens through Interculturality

Alexis Buschert – Wayside Publishing

Students can become effective global citizens by developing intercultural skills. Interculturality focuses on the importance of learning language and cultures together by developing the learner's ability to interact with people of other linguistic and cultural backgrounds. This can be a daunting task, but EntreCulturas and EntreCulturas will lighten that load. Join us as we explore ways to create culturally and linguistically rich learning experiences that truly help students develop intercultural communicative competence.

EXHIBITOR SESSION

Room: Deer Valley 1	Audience: Secondary	Focus: The Learning Experience	Language Focus: Spanish/French	Presented in: English
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Presentation 50 – Focus on Form in Beginning Language Classes

Elisabeth Nelson, Erika Kohler, Micah Harps, Jarom Hickenlooper, Maria Lyon, Richard Robertson, James Phia & Teresa Bell – BYU

The session presents using focus on form as a way to draw attention to a particular grammar feature of a language using meaningful cultural texts and within the context of meaningful communication while still using the target language. Most teachers wonder what the best ways are to teach grammar to their students, and in this session, teachers will learn one effective approach. By focusing on form, teachers and students together can co-construct explanations of the form through discussion and dialogue. Lesson plan demonstrations and sample lesson plans will be provided.

Room: Deer Valley 2	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 51 – Challenges and Solutions on Language Teaching in Post-Pandemic Time

Yueqiao Wang & Yuhang Cheng – Washington County School District

The pandemic brought great impact and changes to language teaching. After a long period of remote learning, there is a greater academic diversity and gap between the ACTFL standards and students' language level. How to narrow down the gap in post-pandemic time is the biggest challenge that teachers have to solve. This session can facilitate teachers building up students' language proficiency through presenting the implementation of a variety of teaching pedagogies and students' achievement in school and community.

Room: Deer Valley 3	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 52 – Adoption and Creation of Open Educational Resources in L2 Teaching

Electra Gamón Fielding, Isabel Asensio & John Trimble – Weber State University

This presentation will briefly explain the basics of open educational resources (OER), including their impact in equitable learning as well as some common misconceptions about them. The session will provide strategies for finding and curating OER relevant to L2 teaching and learning, and then adopting and adapting OER to meet the needs of your students and your teaching style. Participants will leave with an OER-based lesson plan they can implement in their classroom.

Room: Solitude	Audience: All	Focus: Planning	Language Focus: All/Spanish	Presented in: English
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Presentation 53 – Go for the Gold! Create a World-Class Language Program with Proficiency Data and a Focus on What Works

Roger Burt & Bonnie Peterson – Avant Assessment

One of the best pieces of advice my World Languages Supervisor ever gave me was that to get attention from those who make the decisions, you have to speak their language, and that language is data. Sure enough, once I had external data to show what was happening in my classroom and evidence of how I used it to benefit students, getting more of my needs met became easier and easier. See how one teacher was able to use assessment data to speak to school and district administration to get the approval and funding he needed to grow his program. From purchasing language labs to expanding course offerings, increasing professional development, and more. Data speaks to decision-makers!

EXHIBITOR SESSION

Room: Park City	Audience: All	Focus: Performance/Feedback/Assessment	Language Focus: All Languages	Presented in: English
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Continue to 8-9 a.m. Avalanche Presentations

Presentation 54 – AVALANCHE SESSION (5 short presentations in a round-table format)

AVALANCHE #1 - Get Going: Routines and Daily Activities to Build on Language

Jessica Bell'Aver – Bluffdale Elementary/Jordan School District

This Avalanche Session will present ideas of how to “get your students going” in the target language from day one of school and from when they step in the classroom. This presentation has practical examples of how to increase the amount of target language use in the classroom in simple and daily activities, such as, taking attendance, doing the lunch count, and doing a greeting meeting. The participants will be able to learn ideas on how to work on the language form, turning everyday routines into meaningful opportunities to practice the language. Although these activities are from a first grade Portuguese class, they can be easily adapted to other languages and grades as the teachers can incorporate more advanced language structures, helping students to “keep the conversation” in the desired proficiency level.

Room: Skylight Ballroom	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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AVALANCHE #2 – Family in the L2 Class: Overcoming Communicative Challenges

Miguel Hernandez – University of Utah

Learners of a new language often find holding conversations challenging. It is easier to resort to memorized formulas, lists of vocabulary, and single-word responses. This could lead, in some cases, to frustration and a feeling of being stuck and not progressing. The topic of family could be the key to helping students bridge the gap (both oral and written). Allowing students to be the experts and empowering them with the tools they need, such as adjectives, verbs, etc., will yield better results for both students and teachers in a communicative classroom. Moreover, it is not only useful in the linguistic aspect but also a way to introduce new subjects, such as cultural differences, to the students and give them the opportunity to talk about the particular circumstances of their own families.

Room: Skylight Ballroom	Audience: All	Focus: Planning	Language Focus: All Languages	Presented in: English
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AVALANCHE #3 – The Positive Impact of Effective Homework on Language Learners

Consuelo Quijano – Defense Language Institute

This presentation is an engaging discussion on the impact of effective homework on language learners. Providing homework as part of the language curriculum aims to reinforce, assess, and determine students' comprehension and practical language skills. Course designers and teachers should provide students with appropriate and relevant homework assignments that are personalized or tailored to students' needs. The focus is on how homework impacts students' learning and whether it must be graded at all times.

Room: Skylight Ballroom	Audience: All	Focus: Performance/Feedback/Assessment	Language Focus: All Languages	Presented in: English
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AVALANCHE #4 – Ways to Use a Highly Advanced Level Authentic Text in the Spanish Classroom

Matthew Smith – Sunset Junior High/Davis School District

This presentation will give concrete examples of ways to use a high-level authentic Spanish text for reading, writing, listening, and speaking activities. Spanish instructors who teach Levels 3, 4, CE, AP, or Bridge need not shy away from advanced-level authentic texts, because it's not the text, it's what you do with it. Spanish students appreciate the challenge of an authentic text and show a greater degree of engagement with the text precisely because it is genuine, well-written, and aesthetically pleasing.

Room: Skylight Ballroom	Audience: Secondary/Post-Secondary	Focus: The Learning Experience	Language Focus: Spanish	Presented in: Spanish
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AVALANCHE #5 – Tips for Developing Learners' Global Competencies

Joe Terantino – Oklahoma State University

This session presents easy-to-use tips for developing learners' global competencies in the language classroom. The presentation includes a brief overview of global competency as it relates to language learners and includes examples of active learning for developing students' ability to interact with others with increased awareness and sensitivity as they simultaneously develop their language skills. The session will emphasize how to prepare students to respond to cultural differences and miscommunications.

Room: Skylight Ballroom	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Saturday Presentations

SESSION 6

9:15 - 10:15 AM

Presentation 55 – Equity & Inclusion: Foundational Executive Skills for the World Language Classroom

Sara Lee & Melanie Mello – Goethe Institut USA (GEM)

To create a more inclusive WL classroom, it is essential for educators to not only teach content but to also strengthen our students' executive function skills (EF) which are the foundation of all learning. In this presentation, you will learn how to recognize your students' EF levels and how to increase your students' gains in language learning.

Room: Salon A	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 56 – Proficiency-Centered Activities

(presented in ASL with English interpretation)

Paul Erwin & Cami Wilding – Brigham Young University

Do you find your students playing the "school game", memorizing endless lists of topical vocabulary only to set it aside and move onto the next topic without much connection or context? It is time for a fresh take on in-class application of the language. Classroom activities can serve a greater purpose beyond a break in instruction. They can prepare students for the real world. Learn first-hand how activities can promote progress in student proficiency all while giving students real-world purpose to their learning. Join us in this interactive presentation and come prepared to share your own experiences of creative applications in the classroom.

Room: Salon B	Audience: Secondary/Post-Secondary	Focus: The Learning Experience	Language Focus: ASL	Presented in: ASL/English
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Presentation 57 – The Smartest Person in the Room is the Room

Greta Lundgaard - Consultant

Student Engagement: We've all been tasked to find it, activate it, and launch from it. This session offers a view of engagement through a Collaboration lens: the magic that happens when groups come together, share their energy, and work toward a shared goal. Discover how student collaboration with peers and with the teacher positively impacts engagement, motivation, and risk-taking. See examples and hear what to keep in mind to make Collaboration the driver for engagement.

Room: Salon G	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 58 – BEST OF NEW MEXICO: Re-hashin' Krashen: What Do We Really Need to Learn a Language?

Cathy Gamble – La Cueva High School (NM)

What do learners really need in order to master a new language? The presenter is a language teacher as well as an adult learner of L2 and L3 who recently spent time in a classroom as a language learner. Dissatisfied with her experience, she delved into the research and anecdotal data surrounding second language acquisition in order to create her own learning plan. This presentation is the result of those experiences. It not only discusses Stephen Krashen's 5 Hypotheses but also includes tips and strategies learned from polyglots, classroom teaching methods, and reflections on her own practice.

Room: Salon H	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 59 – A Map to Proficiency: Using Thinking Maps in DLI

Karen Gini & Mikaela Peixoto – Logan City School District

This presentation aims to outline how Thinking Maps (HYERLE, 1988) can be used as tools to build a path to proficiency in dual language immersion classes. These tools can offer support for the cognitive process and target the critical thinking of language learners. Using data from two grade levels (third grade and fourth grade) from the Portuguese program, we understand that the theory of thinking maps can be valuable for teachers to build new paths in order to embed language in the content areas. We have the purpose to present the benefits, how to apply it in the classroom using real classroom examples in diverse areas and do an application activity with the participants of the session.

Room: Salon I	Audience: All	Focus: Collaboration & Professionalism	Language Focus: All Languages	Presented in: English
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Presentation 60 – Creating Authentic Learning Experiences through Local Communities

Laura Campbell & Jiashu Lei – Syracuse Elementary

Need any ideas for immersion classroom authentic activities? Finding a way for second language learners to learn meaningfully is imperative in immersion classes. This presentation will provide examples of how to create authentic learning activities in Chinese Immersion classrooms with the utilization of local community resources.

Room: Salon J	Audience: Elementary	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 61 – The Acquisition of Cultural Competence in the Spanish Bridge Classroom

Keri Gonzalez & Javier Berzal Rojo – University of Utah Bridge Program; Juan Carlos Fernandez – Weber State University

This session comprises three presentations that demonstrate how Spanish Bridge students develop cultural competence in the Spanish-speaking world by being exposed to a diversity of themes and materials in three courses: Spanish 3116: Popular Culture in the Spanish-Speaking World, Spanish 3117: Breaking Down Walls, Building Identities; and Spanish 3118: Literature and Film: Contemporary Issues. The presentations interact through narratives that showcase subaltern identities, engaging the audience through lesson plans that foster students' language proficiency, and their acquisition of cultural competence.

Room: Deer Valley 1	Audience: Secondary/Post-Secondary	Focus: The Learning Experience	Language Focus: Spanish	Presented in: English
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Saturday Presentations

SESSION 6

9:15 -10:15 AM

Presentation 62 – Getting Back to Proficiency

Ken Stewart – Vista Higher Learning

How do we move students from novice to intermediate proficiency? In this interactive session, you'll learn classroom strategies to move students from performance tasks to meaningful, proficiency-driven communication. Focusing on the interpersonal and presentational modes, participants will take away examples to move students up the proficiency scale. Video virtual chats, integrated-skills activities, and thematic projects to engage a wide variety of learners will be sourced from Vista's 3 basal Spanish programs: Senderos, Descubre, Encuentros & Chemins.

EXHIBITOR SESSION

Room: Deer Valley 2	Audience: Secondary	Focus: The Learning Experience	Language Focus: Spanish/French	Presented in: English
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Presentation 63 – Getting a Good Look at the IMAGE Model for Cultural Instruction

Michael Davis – American Fork Junior High/Brigham Young University

The problem of how to incorporate culture into World Language curricula has vexed instructors for decades. While everyone agrees that it is a necessary part of the language learning experience, no one seems to agree on how to do it or if it is even possible. Donato and Glisan's IMAGE model claims to solve all of these problems by proposing a method that uses authentic materials and scaffolded discussion to promote the investigation of cultural perspectives. After providing an overview of the IMAGE model, this session explores the results of an ongoing study into its utility, focused on student responses to the model as well as the realities of its implementation, then turns the focus to a discussion of how the principles of the IMAGE model can be applied at any language level.

Room: Deer Valley 3	Audience: All	Focus: Planning	Language Focus: French	Presented in: English
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Presentation 64 – Let's Increase L2 Proficiency through Comprehensible Input Reading Strategies

Melanie Malan – Weber School District & Andrea Schwartz – Weber State University

Teachers experience frustration when their students use Google Translate to complete assignments, but students rely on it because the text is above their level of understanding. What tools do teachers have to prevent this from happening? This presentation will explain the theories that show how important comprehensible input really is and will provide CI reading strategies, backed up by research, that teachers can implement in their classroom to guide their students to increased language proficiency.

Room: Solitude	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 65 – Achieving National Board Certification as a World Language Teacher

Erin Austin – Poudre High School

National Board Certification is the most respected professional certification in education and provides numerous benefits to teachers, students, and schools. It was designed to develop, retain, and recognize accomplished teachers and to generate ongoing improvement in schools nationwide. This session explores the path to certification for French and Spanish teachers, including a breakdown of the 4+ National Board for Professional Teaching Standards components. Attendees will learn strategies and tools available to support them in becoming National Board-Certified Teachers (NBCTs).

Room: Park City	Audience: All	Focus: Collaboration & Professionalism	Language Focus: All Languages	Presented in: English
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Continue to 9:15-10:15 a.m. Avalanche Presentations

Presentation 66 – AVALANCHE SESSION (4 short presentations in a round-table format)

AVALANCHE #1 – Building 21st Century Skills through the Filming of Documentaries

Ame Civdanes – Pepperdine University

This presentation will detail how students in a summer study abroad program in Buenos Aires (2022) developed real world critical and analytical skills in studying both canonical and non-canonical texts from diverse Latin American authors and worked collaboratively and creatively in teams to film and publish documentaries. These multimedia documentary projects fomented the '21st Century Skills' of working collaboratively, engaging with course material more personally and collectively, while in tandem refining global citizen skills by interviewing Argentinian experts and locals to discuss issues of Latin American identity, diversity, and gender.

Room: Skylight Ballroom	Audience: All	Focus: Planning	Language Focus: All Languages	Presented in: English
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AVALANCHE #2 – Protecting the Environment while Learning Spanish

Gabriela Dongo-Arévalo – Arizona State University

As educators it is our duty during these challenging times, when the planet is in danger, to facilitate the development of environmental consciousness in the students for the good of our present and their future. Almost every topic discussed in a L2 class is adequate to introduce environmental content. In this presentation, the teachers will receive a battery of ideas for activities to apply in the Spanish class and some examples of adaptations for different levels.

Room: Skylight Ballroom	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: Spanish
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AVALANCHE #3 – Alpine Culture: Interdisciplinary Connections and Studying Abroad at Home

Kacy Peckenpaugh & Cass Morgan – Weber State University

While internationalizing the undergraduate curriculum continues to be a concern in American institutions of higher education, the reality of Covid-19 projected an increasing light onto the question of whether students need to travel abroad in order to become more culturally competent. Similarly, adventure tourism researchers have argued for the need to promote 'micro-adventures' as a sustainable alternative to long-haul destination travel. The researchers--a professor of German and French, and a professor of Outdoor and Community Recreation Education – designed a study abroad at home course with three goals: 1. Foster students' intercultural competence through simulations and an international student buddy program, 2. Introduce students to history and cultures of the Alpine regions, and 3. To introduce students to the legacy of Alpine sports teaching them to downhill ski, xc ski, snowshoe, and ultimately partake in a week-long winter backcountry yurt trip.

Room: Skylight Ballroom	Audience: Secondary/Post-Secondary	Focus: Collaboration & Professionalism	Language Focus: German	Presented in: English
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AVALANCHE #4 – How to Use Corpus Data to Practice the Verb Gostar in Portuguese

Marcela Lopes da Silva – University of Utah

Teaching with corpora has become part of many teachers' realities lately. That happens because corpus is a great resource for materials and practice since we are talking about the language our students speak on a daily basis. We developed a pedagogical activity focusing on the verb gostar in the Portuguese language, using corpus data from students between 3rd and 4th grade from the school system of the state of Utah. Our goal is to show some patterns that are commonly used with this verb, some differences we can point out from the Spanish language, and how we can present it to students in a meaningful and engaging way.

Room: Skylight Ballroom	Audience: All	Focus: Planning	Language Focus: Portuguese	Presented in: English
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EXHIBIT BREAK

Visit Our Exhibitors!

10:15 a.m.-11:00 a.m.



Saturday Presentations

SESSION 7

11:00 AM -12:00 PM

Presentation 67 – ACTFL Teacher of the Year: NOVUM INITIUM: Building Proficiency in World Language Classrooms

William Lee - ACTFL

William Lee, the 2023 ACTFL National Language Teacher of the Year, will share instructional strategies to engage and motivate students, combining language and culture to develop learners' language performance. These strategies, both technology-based and non-technology-based, can help you reach all kinds of learners in the classroom and are applicable to all languages and all levels. Be inspired with new ideas and examples that can have immediate impact in your classroom.

EXHIBITOR SESSION

Room: Salon H	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 68 – Creating an Organized and Effective Canvas Course

(presented in ASL with English interpretation)

Emilyynn Bleazard – Brigham Young University

Participants will be guided through a hands-on presentation in which they will create a functional Canvas course that is both student-friendly and instructor-friendly. They will be given the opportunity to view examples of Canvas courses that are efficient and easy to navigate, as well as learn tips and tricks for maintaining organization in an online canvas course.

Room: Salon B	Audience: All	Focus: The Learning Experience	Language Focus: ASL	Presented in: ASL/English
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Presentation 69 – The Tip of the Iceberg: Exploring Culture through Products, Practices, and Perspectives in the Target Language

Ashli Sambaluk – Texas Foreign Language Association

The NCSSFL-ACTFL CAN-DO STATEMENTS for Intercultural Communication provide a great jumping off point for embedding cultural products, practices, and perspectives in your classroom as early as Day One. This session will give examples of how that can be done while maintaining 90% comprehensible target language using common unit themes. Examples will be in French.

Room: Salon G	Audience: Secondary/Post-Secondary	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 70 – BEST OF NEVADA: Hear It Today, Use It Tomorrow

Rachel Tillotson – Galena High School & Melissa Carson – Damonte Ranch High School

Too much on your plate? Not enough time? Let's minimize or even eliminate the extra work hours for teachers! This panel of presenters will give performance-based strategies, resources and assessment ideas addressing the essential modes of communication in ways where students receive immediate feedback on their skills, and the majority of grading is completed WHILE IN CLASS. That's right, no after-hours grading for teachers! Attendees will receive rubrics and resources to keep students engaged in the classroom and help teachers to actually have time for a life outside of school. Hear it today and use it tomorrow!

Room: Salon H	Audience: All	Focus: Collaboration & Professionalism	Language Focus: All Languages	Presented in: English
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Presentation 71 – Planning for Proficiency – When Language Targets Become Activities

Raquel Z. L. Scariot – Tooele County School District

Language programs across the U.S. use the ACTFL Proficiency Guidelines to set language targets for students. Teachers know the language target for their students, but many struggle to identify what language skills students must improve to progress. In this session, attendees will identify characteristics of the different proficiency levels. Attendees will use these skills to develop learning progressions and to plan activities that promote students' proficiency improvement.

Room: Salon I	Audience: Elementary	Focus: Planning	Language Focus: All Languages	Presented in: English
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Presentation 72 – A Sensory Exploration of Language and Culture

Maria-Teresa Moinette – University of Central Oklahoma & Madison Rubino – Westmoore High School

In this session attendees will be provided activities that can be used or modified for all levels of language learning. The main goal is to engage the "senses" in the process of language acquisition. Attendees will receive practical classroom ideas by actively engaging in various stations where they will explore the target language and culture through the five senses.

Room: Salon J	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 73 – Spanish in Action! Promote Student Engagement and Proficiency

Rich Sayers – Savvas Learning Company

This interactive session explores how to elevate life and language as we develop student voice and choice to communicate about personal interests and perspectives. We will also examine how to support students as they bring their own cultural backgrounds and experiences into classroom studies. In addition, we will discuss how to broaden students' world view while engaging in trending digital resources and social media. Join us for a session to gain practical ideas and strategies to take back to your classroom.

EXHIBITOR SESSION

Room: Deer Valley 1	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Saturday Presentations

SESSION 7

11:00 AM -12:00 PM

Presentation 74 – Language Connects Foundation: A Bold Vision to Elevate the Language Education Profession

Erin Whelchel – Language Connects Foundation

Language Connects Foundation (LCF) was born out of a clear and urgent need to address some of the existential challenges facing the language education community today. With the goal of contributing to the development of a well-trained, diverse, and highly effective language educator workforce, LCF seeks funds from individual, corporate, and foundation sources to support language research, awards and scholarships, professional development for educators, and public information/education about the importance of language learning. In this session, learn about how this new, innovative initiative seeks to support language educators today and into the future.

EXHIBITOR SESSION

Room: Deer Valley 2

Audience: All

Focus: Collaboration & Professionalism

Language Focus: All Languages

Presented in: English

Presentation 75 – Fun in the L2 Classroom: Enhancing Engagement and Developing Language Acquisition through Storytelling

Jean Chang – Utah Chinese Dual Language Immersion Program

Repetition, interesting contexts, comprehensible input, and high-frequency vocabulary words (RICH) are critical components in helping students develop second language acquisition. Using surprising, unexpected, out-of-the-ordinary details is a helpful strategy to capture students' interest while lowering their affective filter, which is conducive to second language acquisition. In this section, a comprehension-based teaching strategy—Clip Chat—is introduced. Clip Chat not only provides significant conversational repetition of targeted, high-frequency vocabulary but also engages students in interaction. Students can thus build their confidence and develop second language acquisition in an effortless, natural way.

Room: Deer Valley 3

Audience: All

Focus: The Learning Experience

Language Focus: All Languages

Presented in: English

Presentation 76 –The Updated ACTFL Standards for Language Teacher Preparation

Teresa R. Bell – ACTFL/CAEP

In this interactive session, attendees will learn about the updated ACTFL Standards for Language Teacher Preparation, which replace the previous ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers. Participants will gain an understanding of these standards and will learn why each standard is a necessary part of language teacher preparation programs. They will be able to articulate what these standards are and why they are important to our profession.

Room: Solitude

Audience: All

Focus: Collaboration & Professionalism

Language Focus: All Languages

Presented in: English

Presentation 77 – Creating Interactive Digital Notebooks

Janice Lafarga – Treasure Mountain Junior High /Park City School District

Digital notebooks allow students and teachers to organize content and language in one place, being able to access from any LMS (Canvas, Google Classroom, Edmodo). Organization and classroom management have improved consistently. As a result of using digital notebooks, students proved to be more responsible and focused on their learning.

Room: Park City

Audience: All

Focus: The Learning Experience

Language Focus: English/Spanish

Presented in: English

Continue to 11:00-12:00 Avalanche Presentations

Saturday – Avalanche Presentations

SESSION 7

11:00 AM -12:00 PM

Presentation 78 – AVALANCHE SESSION (4 short presentations in a round-table format)

AVALANCHE #1 – STEM en Español

Carlos A. Irizarry –McArthur Middle School/Lawton Public Schools

Muchos de los centros de ciencia abarcan el programa STEM (ciencia, tecnología, ingeniería y matemáticas). La mayoría de esfuerzos filantrópicos se dedican, como primera prioridad, a los programas STEM (de ciencias, tecnología, ingeniería y matemáticas) orientados a gente joven. El gran apoyo de los maestros les proporciona una nueva mirada hacia el futuro en las carreras relacionadas con las ciencias, la tecnología, la ingeniería y las matemáticas. Aunque parece lógico que así sea, la experiencia ha demostrado que la mayoría de los empresarios no vienen de las escuelas de administración de empresas sino de las facultades de ciencias, ingeniería y tecnología. Por eso, quiero enfatizar que español y un Programa en STEM pueden ser posible para nuestros estudiantes.

Room: Skylight Ballroom	Audience: All	Focus: The Learning Experience	Language Focus: Spanish	Presented in: Spanish/English
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AVALANCHE #2 – Hosting a Language Celebration to Recruit Future Language Learners

Shelah Miner, Say Eow Quah & LaDonna Gustafson – Wasatch Junior High

As elective teachers, World Language teachers often feel responsible to generate interest in their programs and to encourage students to enroll in language classes. In 2021, we hosted our first World Languages Fall Festival and saw enrollment increase by more than 20%.

Room: Skylight Ballroom	Audience: Secondary	Focus: Collaboration & Professionalism	Language Focus: All Languages	Presented in: English
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AVALANCHE #3 – Notebooks – A Students' Guide

Rubi Perez & Lizette Remlinger – Canyon High School

Not everything has to be digital or online. Learn how to keep your students prepared and organized in order to move up levels in their language of study. See an example of a notebook and how it has become a valuable resource for our students.

Room: Skylight Ballroom	Audience: All	Focus: Planning	Language Focus: All Languages	Presented in: English
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AVALANCHE #4 – Building Spanish Proficiency through Radio Ambulante and the Lupa App

Elizabeth Warren – University of Utah

This presentation will discuss using the Latin American narrative journalism podcast Radio Ambulante and its accompanying app Lupa in the intermediate/advanced Spanish classroom. It will provide an overview of Lupa's mobile language learning platform, showcase distinct lessons developed using the Radio Ambulante archive, and present students' feedback on the podcast episodes and software.

Room: Skylight Ballroom	Audience: Secondary/Post-Secondary	Focus: The Learning Experience	Language Focus: Spanish	Presented in: English
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AWARDS & SCHOLARSHIPS LUNCHEON

Grand Ballroom

Saturday - 12:00 p.m.-1:25 p.m.

Saturday Presentations

SESSION 8

1:30 PM -2:30 PM

Presentation 79 – Nearpod as a Teaching Tool (Flipgrid, Sway, and other apps)

Fausto Guerrero – Layton High School/Davis School District

Nearpod makes teaching easier with the interactive tools, resources, and content teachers need, all in one place. The students can access a teacher's Live or own pace participation presentation through a code, and the teacher then moves the class through the lesson and lets students interact with the media as they go. You'll love it!! This presentation will be given in Spanish and English.

Room: Salon A	Audience: All	Focus: The Learning Experience	Language Focus: Spanish	Presented in: English/Spanish
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Presentation 80 – Increasing Student ASL Proficiency through Immersive Language Activities (presented in ASL with English interpretation)

Alison Watkins & Amanda Reece – Brigham Young University

Immersive language activities designed to increase student proficiency are typically underutilized in language classrooms. Building language proficiency requires students to practice creating with the language and having specific feedback. Historically, American Sign Language (ASL) classroom curricula focused on vocabulary memorization and communicating with only simple memorized phrases. Students do not increase their language proficiency through memorized vocabulary and are not prepared to use the language outside of an academic classroom. This session will show how the Brigham Young University ASL Program has shifted to help students be prepared for real-world interactions with the language through specific immersive language activities.

Room: Salon B	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: ASL/English
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Presentation 81 – Creativity in a Crunch: Simple Strategies & Successful Activities

Cherice Montgomery – Brigham Young University

Designing meaningful language experiences for disengaged learners can be difficult, especially when teachers are tired and time is limited! This session demonstrates how to capture students' attention and improve their language production using research-based principles of creativity. The session will model simple strategies and low-prep, interactive activities in the interpretive and interpersonal modes that: (1) invite cultural inquiry, (2) encourage critical thinking and collaboration, and (3) elicit creative self-expression for students at all levels.

Room: Salon G	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 82 – BEST OF CALIFORNIA: Addressing Contemporary Life and Global Challenges in Japan

Susan Watson – Long Beach Polytechnic High School

People's lifestyles have changed rapidly in the last few decades. So have the issues surrounding them. The presenter will share a unit in which Japanese students explore new living arrangements that have become extremely popular in the last 10 years in Japan, such as share houses, and research why these new living arrangements have become necessary. Integrated Performance Assessments (IPA) for all three modes of communication (interpretive, interpersonal and presentational) will be shared along with evaluation rubrics. Resources for the authentic materials used in the unit will be shared with participants at the end.

Room: Salon H	Audience: Secondary	Focus: The Learning Experience	Language Focus: Japanese	Presented in: English
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Presentation 83 – Plus, S'il Vous Plaît: Creating Curricula and Groups for Advanced DLI Students

Elisabeth Guyon – Granite School District

This session will comprise three parts: a 30-minute presentation of secondary research on creating curriculum for gifted and talented students, with an emphasis on the sustained and integrated nature of the concept of "curriculum." This research will be supplemented with research on implementing extensions in dual immersion education and the need to support gifted and talented students in any classroom or educational situation. In the context of developing curriculum, findings from personal attempts to apply new information and strategies in the classroom will be presented. There will be a 15-minute work session in which teachers will analyze content and language standards and existing curricula for their classrooms and will begin planning extension curricula with the support of a curriculum planning tool that aligns with current requirements for learning experiences for gifted and talented students. The presentation will conclude with a 10-minute group discussion on realizations, ideas, limitations, or questions about the presentation content.

Room: Salon I	Audience: Elementary/Secondary	Focus: Planning	Language Focus: All Languages	Presented in: English
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Presentation 84 – How to Improve Students' Classroom Participation: Cooperative Learning Activities in the DLI Classroom

Yi Yang – Fiddlers Canyon Elementary School/Iron County School District

In the DLI class, one of the hardest problems is how to engage more students and improve student participation. In this 60-minute interest session, I will share some of the most effective cooperative learning activities that I used in my classroom, such as Jigsaw, Tea Party, Carousel, Write Around, Tic-tac-toe Team Version, and Numbered Heads Together.

Room: Salon J	Audience: Elementary	Focus: The Learning Experience	Language Focus: Chinese	Presented in: English/Chinese
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Presentation 85 – "That's Wrong Spanish" or "That's Language Variation"? – Promoting Spanish Language Learning Investment through Critical Language Awareness

Claudia Louis – Utah Valley University

This session will address how teachers' and community members' reaction towards Spanish heritage language variation can affect students' commitment to language learning. Attendees will identify how linguistic and affective needs of heritage learners differ from those of L2 students. Participants will also evaluate reactions to non-standard language use. With the intent to increase language learning investment and prevent the risk of language loss, we will discuss how critical language awareness can be included in secondary school and college Spanish classes.

Room: Deer Valley 1	Audience: Secondary/Post-Secondary	Focus: The Learning Experience	Language Focus: Spanish	Presented in: English
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Presentation 86 – Language’s a Great Balancing Act! Balancing Explicit Grammar Instruction with a Communicative Learning Approach

Ana Paula Marquez Lavine – Davis School District

The thought of teaching grammar can be daunting to teachers, and the thought of learning grammar can sound boring to students. Balancing fun and engaging TPRS-style lessons with explicit grammar instruction can make it easier for teachers and less overwhelming for students. Balancing both approaches reach students who learn best through immersive, communicative techniques, as well as students who desire to learn how the language works. In this presentation, participants will experience firsthand and learn about three different ways to address grammar explicitly in the communicative classroom, while participating in a TPRS-style Spanish 1 lesson.

Room: Deer Valley 2

Audience: Secondary/Post-Secondary

Focus: Planning

Language Focus: All Languages

Presented in: Spanish

Presentation 87 – How to Elevate Proficiency: Mastering Differentiation

Brianne Bergin – Organic World Language

Have you ever wondered how to help students elevate to the next language level? An essential concept is knowing how to differentiate for the various proficiency levels in your class. Along with this is knowing the appropriate level prompts to use. In this hands-on session, you will experience, receive, and practice specific differentiation techniques, tools and questioning strategies that you can immediately and directly apply with your students.

EXHIBITOR SESSION

Room: Deer Valley 3

Audience: All

Focus: The Learning Experience

Language Focus: All Languages

Presented in: English

Presentation 88 – Promoting Higher Levels of Proficiency Using Current Event Panels

Laura Catharine Smith – Brigham Young University

This session outlines steps to promote Advanced and Superior levels of proficiency using weekly proficiency activities to prepare students to present a panel on current events, e.g., climate change. Students present one aspect of the topic, building their presentation around the three superior-level functions, namely in-depth discussion, supporting an opinion and hypothesizing an outcome, and making use of transition and connector words to organize their prepared content. This panel presentation serves as a capstone activity for advanced level students to push their language skills to the next level.

Room: Solitude

Audience: All

Focus: The Learning Experience

Language Focus: All Languages

Presented in: English

Presentation 89 – Language and Culture – Sprinkle It Like Glitter

Tristin West – Granite School District

In language teachers' dream world our programs would be full, our waitlists would be long, class interest would be high, school investment in language programs would be strong, and staff support and buy-in for our programs would be evident. Oh, what a world it would be! There are some simple things we can do as educators that could make some of these dreams a reality in our elementary, middle, and high schools! We have the power to make language and culture SPARKLE in our schools; we can sprinkle it like glitter so interest in language and culture sticks to everyone and everything. In this session we will discuss ways we can increase the interest and support in our language classes by having our students share what they are learning in fun, engaging, and interesting ways. We will look at how we can involve other students and teachers in cultural activities, service-learning opportunities, and content-based projects. Sprinkling some of our glitter outside the classroom walls can improve cultural awareness school-wide and help all students feel like language students. Lastly, we will share and brainstorm simple, fun ways we can improve perceptions of language and culture among our colleagues, staff, and school communities by leaving a little *sparkle* wherever we go.

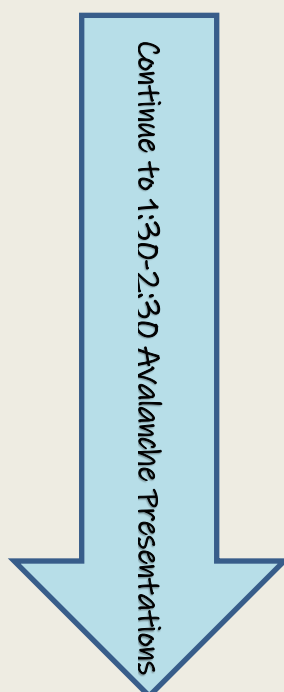
Room: Park City

Audience: All

Focus: The Learning Experience

Language Focus: All Languages

Presented in: English



Saturday - Avalanche Presentations

SESSION 8

1:30 PM -2:30 PM

Presentation 90 – AVALANCHE SESSION (5 short presentations in a round-table format)

AVALANCHE #1 – The Telenovela as Pedagogical Material: Stimulating Creative Thinking and Role-Playing in Spanish through Group Scriptwriting and Acting

Erik Garabaya Casado & Jorge Vargas Mutizabal - University of Utah

Telenovelas are an influential cultural product present in many Spanish-speaking countries, which justifies their inclusion in the L2 curriculum. In this presentation, we propose a lesson plan that integrates telenovelas following a task-based approach, in a way that stimulates creative writing and group work. This proposal focuses on helping learners practice reflexive verbs and common colloquial vocabulary, as well as developing pragmatics through role-playing and acting.

Room: Skylight Ballroom	Audience: Secondary/Post-Secondary	Focus: The Learning Experience	Language Focus: Spanish	Presented in: English
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AVALANCHE #2 – ¿Tienes algún super poder para formar parte de la familia Madrigal, Encanto ?

Jose Hernandez – Farmington Junior High/Davis School District & Majo Spencer

Esta presentación está creada para realizar un proyecto en el que podamos descubrir los super poderes de cada uno de nuestros estudiantes. El proyecto consistirá en una investigación cultural basada en los productos, prácticas y perspectivas de la familia americana y la familia hispana y un análisis de las virtudes que cada uno de los estudiantes puede aportar a cada una de las culturas. Sp 1-4 y DLI a todos los niveles.

Room: Skylight Ballroom	Audience: Elementary/Secondary	Focus: The Learning Experience	Language Focus: Spanish	Presented in: Spanish
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AVALANCHE #3 – Getting Students Excited about House Vocabulary!!

Lindsey Nielson – Corner Canyon High School

This is a culturally engaging project using the house vocabulary. Students will explore and research different living situations in the target language country and create their own house/apartment in that country. Students will create their own floor plan labeled in the target language, draw what it looks like from the outside, and write 5 sentences in the target language about the house.

Room: Skylight Ballroom	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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AVALANCHE #4 – Pinyin Facilitation or Hindrance of Character Acquisition for Beginning Chinese Learners

Yung Wei Wang – Brigham Young University

This research used eye-tracking to examine how Chinese foreign language learners (CFL) fixated on Pinyin and Chinese characters to determine if Pinyin facilitated or distracted from character learning. Two groups participated in this research: beginning level university students studying Chinese, and Grade 3-5 students enrolled in Chinese dual language immersion (DLI). Results indicated that the university students used Pinyin as a tool, but the DLI students used it as a crutch. Pedagogical suggestions were provided in this research.

Room: Skylight Ballroom	Audience: All	Focus: The Learning Experience	Language Focus: Mandarin Chinese	Presented in: English/Mandarin Chinese
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AVALANCHE #5 – Accuracy or Fluency, a Continuing Debate on Dual Immersion Chinese Teaching

Alex Yuan & Gloria Yang – Utah Valley University

From an empirical study, this research found that the emphasis on either accuracy or fluency could prevent students from progress in advanced level Chinese learning. The research also demonstrated that the two tasks can be and should be handled and balanced in teaching language as a second language. This research provided a more inclusive and comprehensive definition for “accuracy” and “fluency” respectively from both language and cultural perspectives. Finally, this research provided suggestions on how to balance and handle the two tasks/goals effectively to encourage Chinese learners to learn with accuracy continuously. This research carries a timely significance to the ongoing Chinese dual immersion classes which are confronted with various challenges. Both the college teacher and the student could be disappointed when the student could not produce orally or in written form a grammatically correct sentence in an appropriate cultural context after 12 years of Chinese learning starting from a 6-year Chinese dual immersion program.

Room: Skylight Ballroom	Audience: All	Focus: The Learning Experience	Language Focus: Mandarin Chinese	Presented in: English/Chinese
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Saturday Presentations

SESSION 9

2:45 PM -3:45 PM

Presentation 91 – How to Get Students to Overcome Their Fear of Speaking in the Target Language with Task-Based Learning				
Sara Stefanich – Klett World Languages				
In this presentation, participants will learn to distinguish between exercises, activities, and tasks in order to create more purposeful lessons for learners and help students overcome their fear of speaking in the target language. EXHIBITOR SESSION				
Room: Salon A	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English

Presentation 92 – How to Effectively Conduct a Proficiency Interview & Why; Review Parts of the Interview (presented in ASL with English interpretation)				
Janelle Bullock – Brigham Young University				
Instructors and teachers should consider using interview-type assessments in their classes and programs to help encourage proficiency of target languages. This kind of assessment allows both the teacher and student to identify areas of language acquisition that have been mastered, as well as areas that could use more focus and strengthening. This workshop will discuss the parts of a proficiency-based interview, allow the participants to practice the different parts, as well as discuss the use of this tool in the classroom and why it can be important to use.				
Room: Salon B	Audience: All	Focus: Performance/Feedback/Assessment	Language Focus: All Languages	Presented in: ASL/English

Presentation 93 – From Culture Day to Daily Culture: Teaching Culture & Language Simultaneously				
Sharon Gracia – Granite School District				
Effective communication involves both language and cultural competence. This presentation will help teachers move from teaching culture in isolation to making it the driving force of their lessons in a way that builds language proficiency. The presenter will share inquiry-based strategies to help students discover their own culture while investigating and respectfully discussing products, practices, and perspectives of others. The presenter will use AP Themes, cultural hooks, authentic texts, questions, and language supports to engage students and facilitate cultural discussions.				
Room: Salon G	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English

Presentation 94 –				
Room: Salon H	Audience:	Focus:	Language Focus:	Presented in:

Presentation 95 – A Resource for Developing Authentic Teaching Materials for the DLI Classroom				
Elnaz Kia – L2TReC, University of Utah & Marcela Lopes Da Silva – University of Utah				
Are you interested in creating authentic pedagogical materials for the dual language Immersion (DLI) classroom? Learner corpora (i.e., large collections of texts containing language data produced by L2 learners) are a valuable source for creating authentic teaching materials. This presentation introduces an online multilingual (Chinese, French, Portuguese, Russian, and Spanish) corpus of L2 speech, discusses the pedagogical applications of the corpus, presents sample activities developed by DLI teachers using the corpus data, and guides the audience through the step-by-step process of developing instructional materials using corpus data. By the end of the presentation, the audience can interpret select corpus search results and create authentic exercises to address students' potential challenges and needs using the corpus search results. EXHIBITOR SESSION				
Room: Salon I	Audience: All	Focus: Collaboration & Professionalism	Language Focus: All Languages/Examples in Portuguese	Presented in: English

Presentation 96 – Five Tech Tools to Engage Learners in the Foreign Language Classroom				
Sandra Valdajos – Canyon Creek Elementary/Davis School District				
In this presentation we will talk about the future-ready skills and the active role of the students in the classroom. When teaching a second language, it is very important to provide cultural awareness and to make the content appealing for the students. The purpose of this presentation is to show FL teachers five technology resources useful in the FL class, along with examples on how to introduce them and how to share and borrow from others.				
Room: Salon J	Audience: All	Focus: Planning	Language Focus: All Languages/Examples in Spanish	Presented in: English

Presentation 97 – Ideas for Maintaining and Improving Your Language & Cultural Proficiency After Decades of Teaching Spanish I				
Nieves Knapp & Yvette Rivera – Brigham Young University				
Come and learn how to upgrade your language and culture skills with practical tips and resources. Linguistic online and text resources will be shared for personal improvement with the language. Don't stay stuck in your current cultural knowledge. Refresh your perspective with practical and doable ways of communicating with native speakers. Lastly, we'll go over how input and output practice will turn you into a more competent and confident professional.				
Room: Deer Valley 1	Audience: All	Focus: Collaboration & Professionalism	Language Focus: Spanish	Presented in: Spanish

Saturday Presentations

SESSION 9

2:45 PM - 3:45 PM

Presentation 98 – Student Centered Activities for Collaborative Learning

Katie Marin – Utah State University/University of Utah

Are you tired of 'turn and talk'? Do you want your students speaking more in class? Move beyond 'think, pair, share' in this interest session where you will take away MANY strategies for getting your students to produce more language with their peers. The student-centered strategies presented will increase engagement in your classroom, and you can watch as your students delve deeper into the content. Participants will have the opportunity to apply strategies to their own content areas during the session and will collaborate and share ideas with other teachers. You will leave this session with a resource that you can continually reference and strategies that apply to countless content topics.

Room: Deer Valley 2	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 99 – No Shame, No Blame. Language Proficiency Attrition is Real: A Plan to Counteract

Céline Rose & Chantal Thompson – Brigham Young University

Tired of speaking at your students' level of proficiency? This session will provide concrete steps to keep up or improve your own proficiency level. Through collaborative activities, we will define the structures and the range of vocabulary needed to develop full or partial control of Advanced and Superior functions. We will also design activities that will elicit language at these two levels. Practice will start with common examples in English before moving to language-specific tasks for all modes of communication.

Room: Deer Valley 3	Audience: All	Focus: Collaboration & Professionalism	Language Focus: All Languages	Presented in: English
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Presentation 100 – Principles Learned from Emergency Live Remote Delivery Language Instruction

Jarom Hickenlooper & Teresa Bell – Brigham Young University

This presentation will present research from a study conducted in 2021 investigating university-level German instructors' perceived advantages and disadvantages of live remote delivery during the worldwide COVID-19 pandemic at five universities across the United States. Quantitative and qualitative data were gathered from 16 instructors of beginning German regarding their experiences with remote delivery in 2020 by means of an electronic questionnaire. Survey questions were based on the five goal areas of the World-Readiness Standards for Learning Languages (2021). The emergency nature of the switch to live remote delivery also revealed principles of resilience and their importance to effective language instruction.

Room: Park City	Audience: All	Focus: The Learning Experience	Language Focus: All Languages/German	Presented in: English
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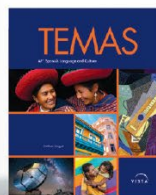
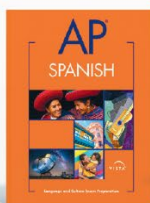


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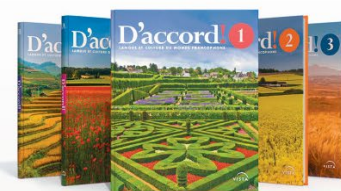
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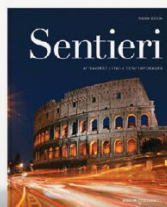
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Saturday - Avalanche Presentations

SESSION 9

2:45 PM -3:45 PM

Presentation 101 – AVALANCHE SESSION (4 short presentations in a round-table format)

AVALANCHE #1 – Engagement through Pop Culture: What Your Students WANT to Talk About

Tristan Boyce – University of Utah

Give your students the cultural content they crave! This presentation will provide instructors with ideas for culturally focused lessons centered on students' ambitions. Combine students' interests with current pop culture figures from the target culture in order to improve their cultural competence and comparisons competence. Help students research a famous figure, and then give them the tools they need to be able to present on a topic that they care about. Leave the presentation with a pre-made outline to save you prep time and easily help you differentiate instruction based on learner proficiency level.

Room: Skylight Ballroom	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: Spanish/English
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AVALANCHE #2 – The Current State of Women in the Academy

Julie Damron – Brigham Young University

What is the status of female students and professors in the academy? This presentation examines women in higher education in the United States compared to women in the southwestern states. How do we compare on the national level? How do we compare to men in getting advanced degrees and getting hired into positions that are congruent with our level of education? Is there a tangible benefit to getting a higher degree in this age of remote, on-the-job training and work?

Room: Skylight Ballroom	Audience: All	Focus: Collaboration & Professionalism	Language Focus: All Languages	Presented in: English
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AVALANCHE #3 – Practice with a Purpose: Social Impact Projects in the Language Classroom

Juliana Suby – Northern Arizona University

Expanding language practice into meaningful projects can offer students not only motivation but also a chance to make a positive impact on their fellow students and beyond. This presentation offers a successful project model in which students can put language practice into use as they explore an environmental or social issue and an organization that helps mitigate the impacts of this issue on the local populations.

Room: Skylight Ballroom	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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AVALANCHE #4 – A Discussion on How to Teach the Small Articles in Chinese: A Case Study Based on “了” and Other Common Ones

Gloria Yang & Alex Yuan – Utah Valley University

The use of small articles in Chinese demonstrates a big challenge to English speakers in learning Chinese as a foreign language. Through an analysis of the common errors made by English speaking students in using those common small articles such as “了”, research found that those errors made by English speaking students result from the influence of their native language—English. Due to cultural, social, historical, and linguistic differences in the two languages, English speaking students are unaware of those easily made errors in learning Chinese as a second language. Through a comparative study of those common articles used in both Chinese and English, this research provides suggestions on how to correct those errors, and how to practice and master the usage of those small articles in learning Chinese as a foreign language. From an empirical perspective, the presentation will alert the audience that these small articles are not small in Chinese learning, and they need to be seriously addressed in both Chinese teaching and learning as foreign language. The audience will also be refreshed by a different approach on how to deal with these small articles effectively in Chinese teaching.

Room: Skylight Ballroom	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: Chinese/English
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flexibility opportunities literacy insight tolerance
creativity memory employability empathy travelling confidence respect communication
Why Learn Languages?
cultural awareness

Presentation 102 – Why Do We Celebrate: Elevating Interculturality through an In-Depth Exploration of Celebrations

Liz Matchett – California Language Teachers Association

What is the purpose of celebrations in any culture? Join the CLTA 2016 TOY as she guides you through a unit on celebrations, featuring a target-language cultural interview and an innovative interpersonal performance assessment strategy. The unit is geared to intermediate-mid proficiency and above but could be adapted to other proficiency levels. You'll receive editable files for your use, and the promise of guidance and support after you leave.

Room: Salon G	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 103 – BEST OF UTAH: Enhancing Interculturality and Oral Skills in a Writing Course

Anne V. Lair – University of Utah-WLC

Motivating students to go beyond what is required on the syllabus can be challenging, especially in an advanced grammar course. To indirectly apply and strengthen grammatical rules covered in class, students have been partnered with a student in France. They address orally cultural topics matching grammatical topics, with the goal of expanding on interculturality. Discussion topics and parameters have been selected by faculty. We will look at some students' feedback and how they have welcomed this experience.

Room: Salon H	Audience: Secondary/Post-Secondary	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 104 – Assessing Intercultural Communication Competence in Immersion Programs

Alynn Makiyama Silva – University of Utah

This session will be of interest to language teachers looking for useful and practical ways to assess their students' intercultural competence. Although Intercultural Communication Competence (ICC) is one of the main goals of immersion education along with bilingualism, biliteracy, and mastery of academic content, the culture goal has received less attention than other goals. Therefore, resources to assess ICC in children are few. This session presents two assessment instruments that can be used by language teachers in their classrooms. The first instrument is a questionnaire, an adaptation of Cuestionario de Auto-Evaluación de la Competencia Intercultural en Alumnado de Primaria (CIAP), which assesses students' attitudes and perspectives towards other cultures and an appreciation for people with a different cultural background. The second instrument is an Intercultural Task, adapted from the NCSSFL-ACTFL Intercultural Reflection Tool, which allows students to investigate, interact, and reflect on their understanding of their own culture and others.

Room: Salon I	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 105 – Step by Step Instructions for Meaningful Language Outcomes

Marty Chen – Weber School District; Juan Sun & Shangke Zhang – Washington County School District

With the limited classroom time, as teachers, we want to utilize the time wisely through meaningful learning activities. These activities will engage our students and level up their language proficiency performance. We want students to perform above their proficiency level and relate what they are learning to real-life experiences. In this presentation, presenters will introduce and share different frameworks and strategies to help teachers design classroom activities in different classroom settings. Secondary Chinese immersion student work examples will be used to illustrate how meaningful activities can bring up students' language learning outcomes. Participants will engage in discussions and reflect on how to transfer these strategies into their own classrooms.

Room: Salon J	Audience: Elementary/Secondary	Focus: Planning	Language Focus: Chinese	Presented in: Chinese/English
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Presentation 106 – Skyrocketing Your Class Engagement: Contemporary Issues through ADS

Chantal Esquivias – Olympus High School/Granite School District & Ingrid Campos – Layton High School/Davis School District

ADS that engage! Become a student, and experience firsthand total engagement through a variety of activities adapted to different proficiency levels that deal with contemporary issues such as social media, feminism, refugees, fair trade... Products, practices, and perspectives in motion, how advertisements make culture visible and work as a springboard for cultural comparison.

Room: Deer Valley 1	Audience: Secondary/Post-Secondary	Focus: The Learning Experience	Language Focus: Spanish	Presented in: English
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Presentation 107 – Beyond the Book

Maren Meham & Tina Watts – Brigham Young University

For those who teach less-commonly-taught languages, finding good textbooks and other materials can be a very difficult and sometimes fruitless process. What can you do to provide learners with a great experience if textbooks are hard to come by for your language? This presentation will go wide and deep on the subject of fun, authentic sources and activities for meaningful, contextualized language learning in all the skills and goal areas. Join two university instructors of less-commonly-taught languages for a discussion about options for ACTFL-aligned teaching when the book is not enough (if there is a book!).

Room: Deer Valley 2	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 108 – To Correct or Not to Correct Students in the L2 Classroom. That Is the Question.

Ana Yslas – Weber State University

In the last two decades, there has been an ongoing stream of research concerning the role of corrective feedback (CF) and its influence on second-language acquisition (SLA). In recent years, research has demonstrated, through a series of experimental classroom studies, that oral corrective feedback (OCF) is significantly more effective than lack of OCF (Lyster, Saito, & Sato, 2013). This presentation will explain the different types of OCF frequently used by teachers in the L2 classroom and will address proven strategies that would aid learners and teachers in dealing with L2 classroom learners' grammar errors. I will specifically focus on the type of OCF secondary level students benefit more from when learning present tense conjugation in the Spanish Language.

Room: Deer Valley 3	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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Presentation 109 – Sandwiching Grammar and Content in a Language Class: A Menu of Strategies

Karrie Neu – Granite School District & Emmanuel Collins-Peynaud – USBE Utah French DLI

Attendees will learn how to simultaneously teach grammar and content in an integrated approach using principles from Counterbalance and inquiry-based lesson design. Like a gourmet sandwich, grammar is best served between tasty layers of content and flavored with engaging questions and tasks. Teaching grammar in context saves time and better solidifies content knowledge and use of correct language forms and structures. Participants will learn to implement this five-layer approach to build a unit of language lessons later in their own classroom. Instructors will share practical tools and engaging strategies that will help students effectively communicate in the language and demonstrate understanding of valuable content. Attendees will go beyond the typical tasteless, plain grammar sandwich and learn how to follow an effective recipe to build a carefully designed lesson sequence with the right ingredients.

Room: Solitude	Audience: All	Focus: Planning	Language Focus: All Languages	Presented in: English
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Presentation 110 – Get Your Movie On. Join a Demonstration of Movie Talk and Discover How You Can Engage Even the Lowest Levels of Language Learners

Cindy M. Hogan – North Layton Junior High/Northridge High School – Davis School District

Come join the fun as you learn a bit of German with Movie Talk. Discover how you can use Movie Talk to great effect in your classroom. Up the engagement of all your students and see their language skills soar as they tell a story from a simple movie clip. Your students will not only speak in sentences, but in paragraphs of connected sentences that tell the story.

Room: Park City	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: German
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Presentation 111 – AVALANCHE SESSION (5 short presentations in a round-table format)

AVALANCHE #1 – Developing Proficiency through Creative Writing

Mariana Bahtchevanova – Arizona State University

This presentation offers a series of effective and engaging creative writing activities, which will promote learner's creativity, energize the language classroom, and improve students' language proficiency. The presenter will share practical suggestions and tips for implementing these low-prep creative writing assignments in a variety of contexts across multiple levels.

Room: Skylight Ballroom	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	Presented in: English
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AVALANCHE #2 – Increasing Student Engagement through Task Cards and Games

BreAnn Busboom – Davis School District

This presentation is aimed at helping brainstorm ways to increase student engagement through the usage of task cards and games. Convert any worksheet or task-based activity into task cards and watch you students fly through their practices as they participate in games that help them want to come to class every day!

Room: Skylight Ballroom	Audience: All	Focus: The Learning Experience	Language Focus: All Languages/German	Presented in: English
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AVALANCHE #3 – Survival Signs Poster

Elisha Jones – Davis High School

Inspired by Anna Matis' book "7 Steps to a Language-Rich Interactive Foreign Language Classroom", this presentation is a fun, simple way to display and show students survival signs and simple phrases to make the new language more inviting and help students feel confident in their first responses.

Room: Skylight Ballroom	Audience: All	Focus: The Learning Experience	Language Focus: ASL	Presented in: ASL/English
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AVALANCHE #4 – 4 Steps to Transform Textbook Dialogues into Engaging Narratives

Megan Scarlet-Keys – Brigham Young University

Interested in learning how to effectively elicit narrative-level discourse from intermediate-level students? Explore an innovative approach to transform textbook dialogues into engaging stories! Learn how to set up appropriate contexts to help L2 learners co-construct paragraph-level narrations with a captivating punchline in just 4 steps.

Room: Skylight Ballroom	Audience: All	Focus: Performance/Feedback/Assessment	Language Focus: All Languages	Presented in: English
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AVALANCHE #5 – Conversation Connections: Micro-Immersion through Conversation Groups

Jessica Wood – Northern Arizona University

Providing students with opportunities to practice conversation in their target language in an immersive setting can be a challenge, especially with less commonly spoken languages. While encouraging students to explore language and culture outside of the classroom by pursuing their own interests and forming relationships in their target languages does work for some students, the vast majority find themselves simply too busy or intimidated to even make a single step in that direction on their own. One solution we have found to be particularly effective is to bring micro-immersive opportunities directly to the students, especially by bringing in student peers fluent in the target language (especially international students from target-language speaking countries) to lead students in a micro-immersion conversation-group experience that focuses on relaxed, friendly chatting with the goal of comfortable, fluent communication and cultural exchange in the target language, providing students with practice, inspiration, and motivation for improved conversational skills and cultural exchange. Presenter Jessica Wood is an Associate Teaching Professor of German at Northern Arizona University with over 20 years' experience in the language classroom.

Room: Skylight Ballroom	Audience: All	Focus: The Learning Experience	Language Focus: All Languages	resented in: English
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Coming soon . . . SWCOLT 2023 Summer Webinar Workshops

A series of online workshops are included with your conference registration. These workshops will be held during the months of June and July 2022. Information and topics will be published at www.swcolt.org and on Twitter, Instagram, and Facebook in the coming weeks. We hope that you will join us!

Summer workshop topics may include:

- *Best Practices in Teaching*
- *Assessment & Feedback*
- *Effective Tech Tools to Save You Time & Energy*
- *Social Justice in the World Language Classroom*
- *Teaching with Authentic Resources*

For SWCOLT members who do not attend the 2023 SWCOLT/UFLA conference, the registration fee is \$25 per workshop or \$50 for all workshops.

2024

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I ulu no ka lālā i ke kumu

The branches grow because of the trunk

