Hilton Waikiki Beach on Kuhio
Honolulu, Hawai'i
February 29-March 2, 2024

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President's Message

Welcome to SWCOLT/HALT 2024! Our conference is themed "I ulu no ka lālā i ke kumu" – a profound Hawaiian proverb meaning "The branches grow because of the trunk." This year we embrace its essence by recognizing our world language teachers as the nurturing trunk that fosters the growth and flourishing of its linguistic branches. We are thrilled to gather in the beautiful and inspiring city of Honolulu, a perfect setting for a vibrant and enriching exchange of ideas and insights. Join us in celebrating the vital role of language education in shaping a globally connected world.

This year's conference presents an extensive range of learning opportunities tailored for both seasoned and novice world language educators across all levels. Anticipation is running high for the upcoming insightful presentations and workshops. Our dedicated team has invested substantial effort to create an enriching conference program, which boasts over one hundred 60-minute presentations, along with more than 40 quick-paced wikiwiki presentations, all spread across the full span of Friday and Saturday to maximize the learning potential of every attendee.

We will conduct our four pre-conference workshops offered by distinguished educators on Thursday, February 29th. As dusk falls, we are delighted to host the membership reception and the Grand Exhibit opening, inaugurated with a traditional Hawaiian blessing—a tribute to the rich cultural heritage of our host state. Our first session kicks off on Friday morning at 8:00 am, followed by the Plenary Session, when we will introduce our amazing state Teachers of the Year and announce the 2024 SWCOLT Teacher of the Year. We are privileged to feature Dr. R. Keawe Lopes Jr. as our keynote speaker. He will captivate and inspire us with his presentation, "I Kumukahi ka lā puka i Haʻehaʻe!". On Saturday, at the conference luncheon, we will recognize our outstanding scholarship and award winners.

The SWCOLT Board has been actively collaborating with the HALT team to ensure the delivery of top-quality workshops and presentations, fostering an environment for the exchange of ideas, contacts, and the formation of new friendships. A heartfelt thank you is extended to the members of the HALT team, expertly led by Jim Yoshioka, for their unwavering commitment to orchestrating this conference. The committee members have proven to be an invaluable resource for SWCOLT, demonstrating exceptional leadership in the field of world language education. Kudos to HALT!

The success of this conference is also a direct result of the relentless commitment of the SWCOLT board members, whose countless hours of dedication have been instrumental in bringing our vision to fruition. We reserve our most heartfelt accolades for our Executive Director, Jocelyn Raught, whose unwavering leadership has been a beacon for us all. Thank you to our remarkable Program Chair, Rachel Mamiya Hernandez, for her meticulous selection and programming of sessions and workshops that have created a truly enlightening experience for all attendees. We also express our profound gratitude to our Media Manager, Susan Dworaczyk, whose countless hours and exceptional work on the conference website and program have been nothing short of wonderful. We also extend our deepest thanks to Ginger Rinaldi, our esteemed and inspirational Past President, as she concludes her term on the Board of Directors after this conference. Our state organizations merit special recognition for their diligent efforts in bolstering language teachers within their respective regions.

In closing, we express our sincerest gratitude to each presenter, exhibitor, and volunteer for their invaluable contributions as well as to each one of you who tirelessly seek to enhance your pedagogical skills through professional development opportunities such as this conference. We trust that you will depart feeling rejuvenated and equipped to continue delivering exemplary language education to your students. We are truly thankful for your presence at this year's conference.

Please mark your calendars to join us next year for SWCOLT-AZLA 2025, which promises to be an enriching experience amidst the scenic beauty of Phoenix, Arizona! We look forward to another year of learning, sharing, and growth.

Mariana Bahtchevanova

2024 SWCOLT President

2024 SWCOLT CONFERENCE SCHEDULE OF EVENTS

Thursday - February 29, 2024		
Time	Event	Location
7:30 am-4:00 pm	**Registration**	**Third Floor (Hotel)**
9:00 am-12:00 pm 1:00 pm-4:00 pm	**Pre-Conference Workshops**	**Kauai** (2nd Floor) **Prince Edward** (3rd Floor)
1:00 pm-5:00 pm	**Regional Teacher of the Year Interviews** **Sponsored by VISTA HIGHER LEARNING**	**Territorial 1** (4th Floor)
5:30-7:00 pm	**Traditional Hawaiian Blessing** **Grand Opening of Exhibits** **Membership Reception**	**Foyer & Kaiulani 2/3** (3rd Floor)

Friday - March 1, 2024		
Time	Event	Location
7:00 am-5:00 pm	**Registration**	**Third Floor (Hotel)**
8:00 am-6:30 pm	**Exhibit Hall Open**	**Foyer & Kaiulani 2/3**
8:00 am-9:00 am	**Session 1**	**Presentation Rooms**
9:15 am-10:45 am	**PLENARY SESSION** **Keynote Address & SWCOLT 2024 Teacher of the Year Presentation** **Sponsored by KLETT WORLD LANGUAGES**	**Prince Edward/Prince David** (3rd Floor)
10:45 am-11:15 am	**Exhibit Break**	**Foyer & Kaiulani 2/3**
11:15 am-12:15 pm	**Session 2**	**Presentation Rooms**
12:15 pm-1:15 pm	**Lunch Break (on your own)**	
1:30 pm-2:30 pm	**Session 3**	**Presentation Rooms**
2:30 pm-3:00 pm	**Exhibit Break**	**Foyer & Kaiulani 2/3**
3:00 pm-4:00 pm	**Session 4**	**Presentation Rooms**
4:15 pm-5:15 pm	**Session 5**	**Presentation Rooms**
5:30 pm-6:30 pm	**Session 6**	**Presentation Rooms**

Saturday - March 2, 2024		
Time	Event	Location
7:30 am-12:00 pm	**Registration**	**Third Floor (Hotel)**
8:00 am-4:00 pm	**Exhibit Hall Open**	**Foyer & Kaiulani 2/3**
7:00 am-8:20 am	**State Leadership Meeting/Breakfast** (by invitation only)	**Prince David** (3rd Floor)
8:00 am-9:00 am	**Session 7**	**Presentation Rooms**
9:15 am-10:15 am	**Session 8**	**Presentation Rooms**
10:30 am-11:00 am	**Exhibit Break** Sponsored by LINGCO	**Foyer & Kaiulani 2/3**
11:00 am-12:00 pm	**Session 9**	**Presentation Rooms**
12:00 pm-1:15 pm	**Awards & Scholarships Luncheon** (ticketed event) - **Sponsored by LINGCO**	**Prince David** (3rd Floor)
1:30 pm-2:30 pm	**Session 10**	**Presentation Rooms**
2:30 pm-3:00 pm	**Beverage Break/Exhibit Break**	**Foyer & Kaiulani 2/3**
2:45 pm-3:45 pm	**Session 11**	**Presentation Rooms**
4:00 pm-5:00 pm	**Session 12**	**Presentation Rooms**
5:15 pm-6:15 pm	**Session 13**	**Presentation Rooms**

Find the SWCOLT/HALT 2024 Conference Resource Center at . . .

(THIS IS YOUR LINK TO THE ONE-STOP CONFERENCE RESOURCE CENTER)

https://www.swcolt.org/general-7

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

SWCOLT 2024 Sched site

If you want to see the conference schedule on your phone or mobile device, you can access the mobile app (Sched) at https://swcolt2024.sched.com/
or by scanning the QR Code below.

Wifi information:

Network:

Hilton Waikiki Conference

Password:

swcolt24

SWCOLT Media Links

Website: http://www.swcolt.org

X (Twitter): #SWCOLT24
@swcoltorg

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

Instagram: @swcoltlanguages

Telephone: 623-694-3235
Email: jraught@swcolt.org

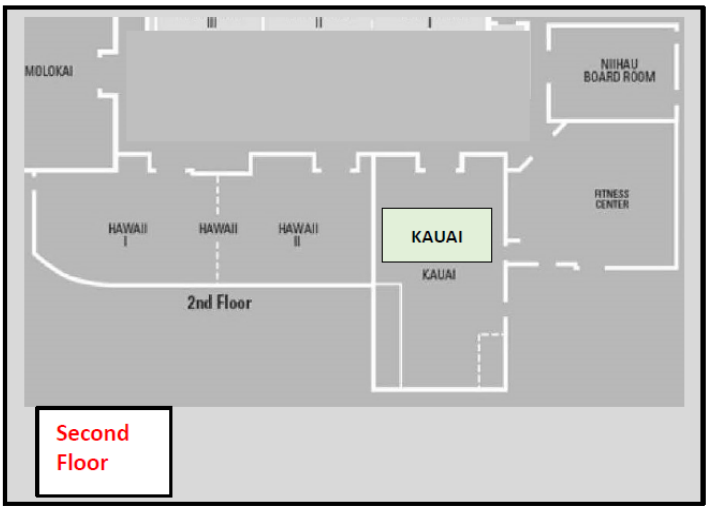
SWCOLT Headquarters: **Peoria, Arizona**

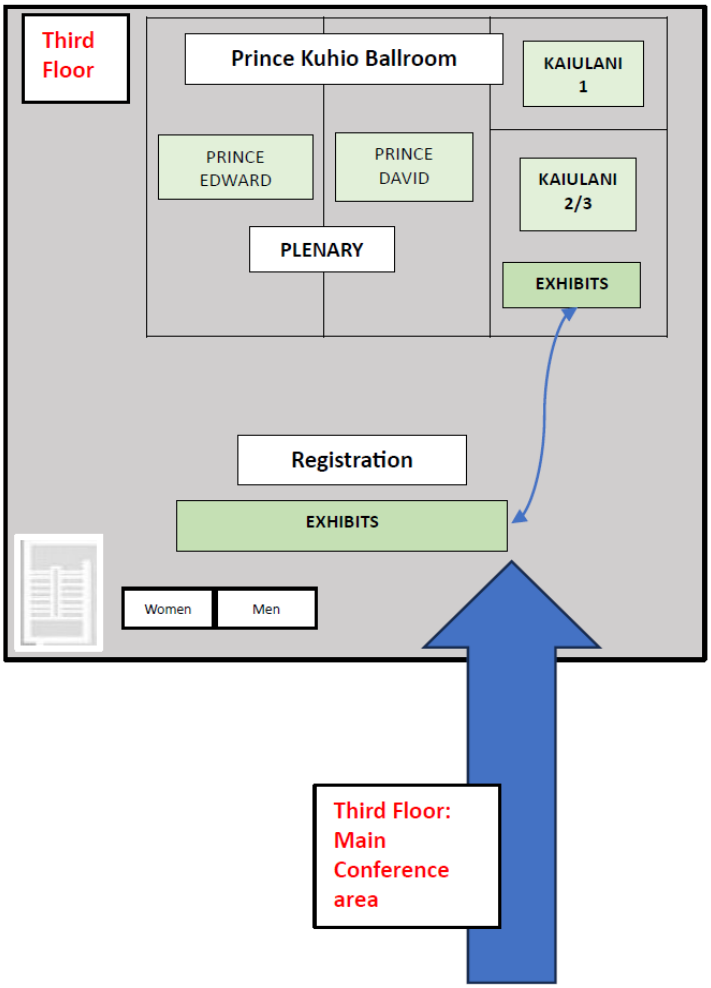
HILTON WAIKIKI BEACH ON KUHIO MAP

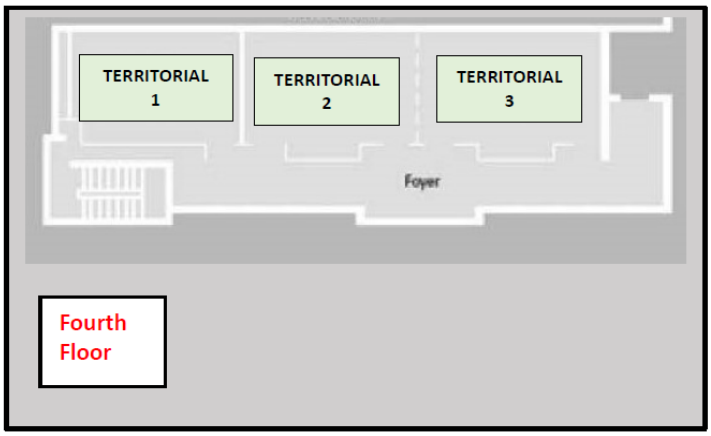
SWCOLT-HALT 2024

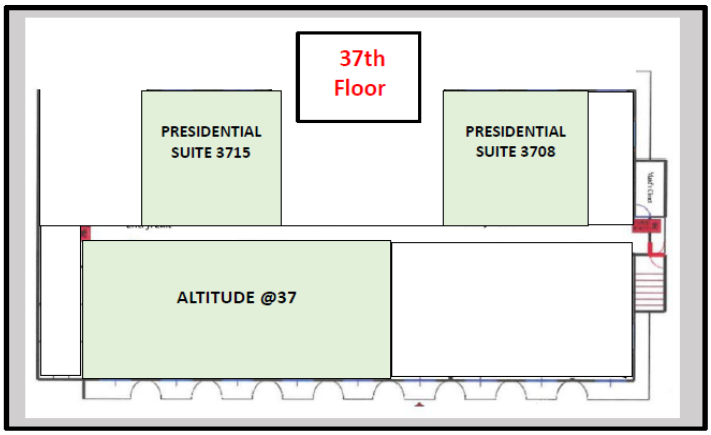
LOCATIONS USED FOR THE CONFERENCE

- Second Floor
  - Presentation room:
    - Kauai
- Third Floor
  - Registration
  - Exhibit Hall (Kaiulani 2/3)
  - Presentation Rooms:
    - Kaiulani 1
    - Prince Edward (Prince Kuhio Ballroom)
    - Prince David (Prince Kuhio Ballroom)
  - Thursday Membership Reception
  - Plenary/Keynote
  - Awards Luncheon
- Fourth Floor
  - Presentation Rooms:
    - Territorial 1
    - Territorial 2
    - Territorial 3
- 37th Floor
  - Presentation Rooms:
    - Suite 3708
    - Suite 3715
    - Altitude @ 37









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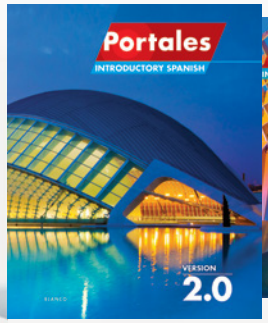

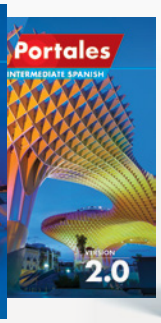

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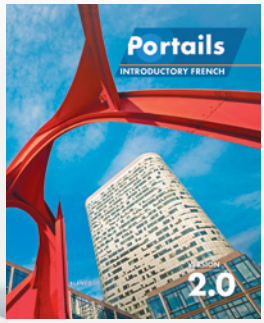

Portails 2.0
Introductory French

Learn more
vistahigherlearning.com/programs/highered

2024 SWCOLT BOARD OF DIRECTORS

Contact	Contact Information	State Affiliation
Mariana Bahtchevanova **President**	mbahtchevanova@swcolt.org	Arizona
Rachel Mamiya Hernandez **President Elect/Program Chair**	rmamiya@swcolt.org	Hawai'i
Ginger Rinaldi **Past President**	grinaldi@swcolt.org	New Mexico
Melissa Carson **Vice President**	mcarson@swcolt.org	Nevada
Jill Landes-Lee **ACTFL Representative**	jlandes-lee@swcolt.org	Utah
Stephen Van Orden **Evaluations Chair**	svanorden@swcolt.org	Utah
Carina Plett **Awards Chair**	cplett@swcolt.org	OkOklahoma
Kelly Conroy **Teacher of the Year Co-Chair**	kconroy@swcolt.org	Colorado
Ashley Eberhart **Teacher of the Year Co-Chair**	aeberhart@swcolt.org	Texas
Stephen Van Orden **Scholarship Chair**	svanorden@swcolt.org	Utah
Paul Verduzco **Webinars**	pverduzco@swcolt.org	California
Jocelyn Raught **Executive Director**	jraught@swcolt.org	Arizona
Susan Dworaczyk **Media Manager**	sdworaczyk@swcolt.org	Texas

We hope you enjoy the conference!

A SPECIAL MAHALO

SWCOLT would like to thank and acknowledge the Hawai'i Association of Language Teachers for their assistance with this conference!
Mahalo

Local Chair	Jim Yoshioka
AV/Media Manager	Will Smith
Student Marshalls	Jennifer Stevens
Registration/Solutions/Hospitality	Joyce Brumble 'Alohilani Okamura Rachelle Funtanilla
Meals	Jillian Breithaupt
Graphics	Aya Shehata 'Awapuhi Duldulao
Publicity	Alex Tang
Exhibits	Jeenna Canche
Entertainment	Kevin Sledge
Wiki Wiki Sessions	Imelda Gasmen
VIP Coordinator	Paul Chandler

Thank you to our entertainment groups:

- Waipahu School Chamber Choir
- Asian Lion Dance Team

nflrc National Foreign Language Resource Center
University of Hawai'i at Mānoa

Use #SWCOLT24 when you tweet about your experience at SWCOLT/HALT 2024.

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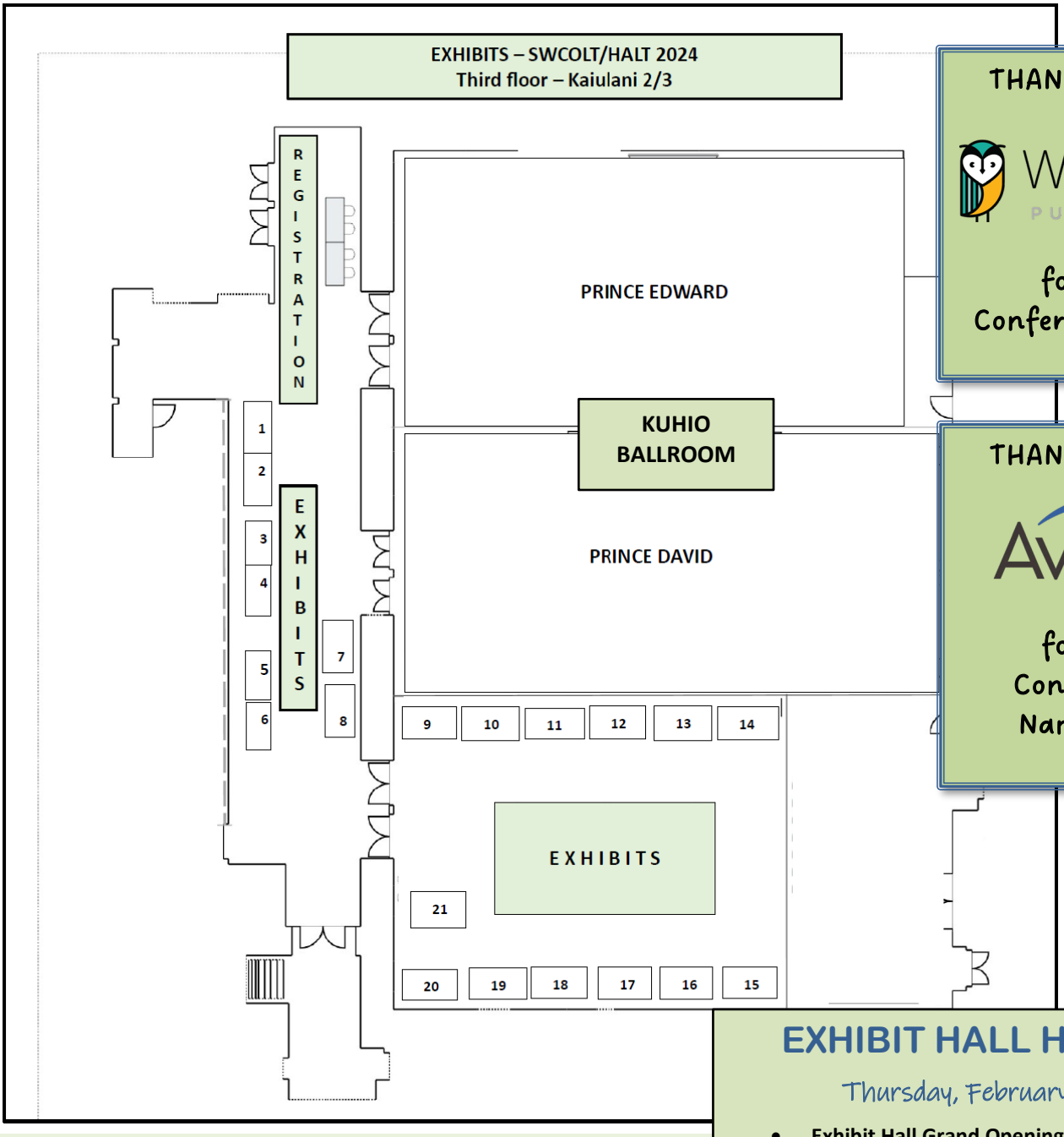
SPANISH FRENCH ENGLISH GERMAN ITALIAN CHINESE ESL

EXHIBIT AREA LAYOUT



THANK YOU to

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Avant

for our Conference Nametags!

EXHIBIT HALL HOURS

Thursday, February 29

- **Exhibit Hall Grand Opening: 5:30-7:00 pm**

Friday, March 1

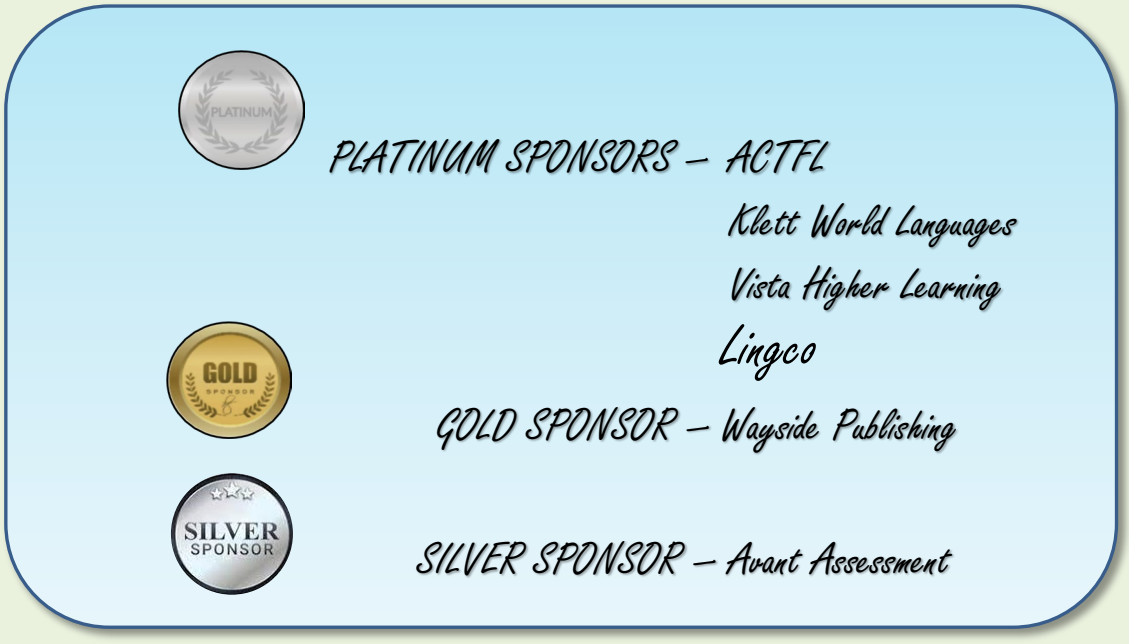
- **Exhibits open 8:00 am-6:30 pm**
- **Exhibit Break 10:45-11:15 am**
- **Open Lunch Break 12:15-1:15 pm**
- **Exhibit Break 2:30-3:00 pm**

Saturday, March 2

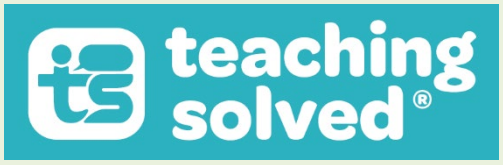
- **Exhibits open from 8:30 am-4:00 pm**
- **Exhibit Break 10:30-11:00 am**
- **Beverage Break 2:30-3:00 pm**

Exhibitors	Exhibitor Website	Booth #
ACTFL	https://www.actfl.org/	8
American Association of Teachers of Spanish & Portuguese (AATSP)	www.aatsp.org	15
Avant Assessment	https://avantassessment.com/	7
Bess Press, Inc.	https://besspress.com/	18
California Language Teachers' Association/California World Language Project	https://clta.net/ https://cwlp.stanford.edu/	17
CERCLL (Center for Educational Resources in Culture, Language and Literacy)	https://cercll.arizona.edu/	13
Conversifi	http://conversifi.com	16
Klett World Languages	http://www.klettwl.com	5 & 6
Language Testing International	https://www.languagetesting.com/	10
Lingco	https://lingco.io/	12
Teaching Solved LLC	https://www.teachingsolved.com/	14
The Comprehensible Classroom	http://www.comprehensibleclassroom.com	9
The Pulsera Project	http://www.pulseraproject.org	19
University of Hawai'i Press	https://uhpress.Hawai'i.edu/	11
Vista Higher Learning	https://vistahigherlearning.com/	3 & 4
Wayside Publishing	https://www.waysidepublishing.com/	1 & 2
Xperitas	http://www.xperitas.org	20
Yabla Inc.	http://www.yabla.com	21

We are happy to have so many quality exhibitors helping to support our conference and meet your teaching needs. Exhibitor booths 9-21 are in Kaiulani 2 & 3 and can be found on the map above. Booths 1-8 are located near the registration desk in front of the Kuhio Ballroom. Please take time to see if any of their products can meet your needs. We thank our exhibitors for their support of SWCOLT this year!!



MANY THANKS TO OUR SWCOLT 2024 EXHIBITORS



SWCOLT

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING

STATE AFFILIATES

State Affiliate	Contact
Arizona Language Association (AZLA)	https://arizonalanguageassociation.wildapricot.org/
California Language Teachers' Association (CLTA)	https://clta.net/
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/

2024 SWCOLT PLENARY

Please join us for the President's Welcome, the introduction of our 2024 SWCOLT Teacher of the Year, and a special keynote message from . .

Dr. R. Keawe Lopes Jr.

I Kumukahi ka lā puka i Haʻehaʻe!

Dr. R. Keawe Lopes Jr.'s teaching focus is on Hawaiian language, mele, and hula. He leads Ka Waihona A Ke Aloha: Ka Papahana Hoʻoheno Mele, an interactive resource center for the promotion, preservation and perpetuation of mele and mele practitioners. The Center helps to create venues that highlight mele and mele practitioners, provides educational opportunities that support Hawaiian language revitalization and restoration efforts through the learning of mele and the practice thereof. He is a co-kumu hula of Ka Lā ʻŌnohi Mai o Haʻehaʻe, a hula school that provides a rich learning environment upholding a legacy of mele hula and mele oli that have been passed down through the generations. He has served as a Hawaiian language, haku mele and music judge for the Hawaiʻi Academy of Recording Artists, Waiʻanae Coast Song Composing Contest, World Invitational Hula Competition, Mokihana Festival Song Writing Contest, Moku o Keawe International Hula Festival, and the Malia Craver Hula Competition.

Abstract:

"I Kumukahi ka lā puka I Haʻehaʻe!" The preservation and perpetuation of mele provide our present with a rich inventory of Kūpuna lore. These poetic expressions of our ancestors continue to enlighten us with a contextual world-view pertinent to language acquisition. Our beloved Kumu are the sources of this knowledge, whose educational discourse engages the mind with the sole purpose of motivating a desire within. They are the promise of morning that invigorates a hope encouraged by a daily passion to inspire.

Building the Future of World Languages

Dear SWCOLT educator,

We're thrilled to be a part of the annual SWCOLT Conference in Hawai'i!

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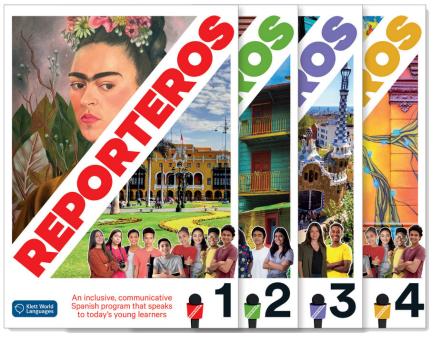
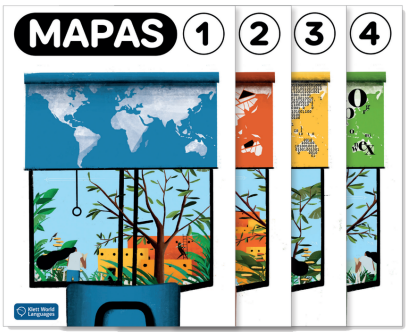
The Team at Klett World Languages

Klett World Languages

SPANISH





FRENCH

GERMAN

ITALIAN

www.klettwl.com

2024 SWCOLT-HALT Presenters

PRESENTER	AFFILIATION	SESSION
Abbott, Paula	Island School	WW-90
Abughoush, Fadi	Lindblom Math & Science Academy	P-50
Adams, Will	CCFLT	P-9A
Alharbi, Yousef	University of Memphis & Majmaah University	WW-17
Almeida, Cristina	Illinois Wesleyan University	P-68
Al-Shalchi, Olla	University of Texas	WW-63
Amatya, Pradyumna	Defense Language Institute Foreign Language Center	P-105
Amatya, Ying	Defense Language Institute Foreign Language Center	P-105
Anderson, Hope	Teaching Solved LLC	P-93
Arevalo, Luis	Utah Tech University	P-47
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Bahtchevanova, Mariana	Arizona State University	WW-100
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Barcelona, Marina	Hillsdale High School-San Mateo Union High School District	P-11
Barnard, Kathy	West High School	P-104B
Barros, Corrin	Pacific Resources for Education & Learning	P-69
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Bown, Jennifer	Brigham Young University	P-60
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Cesarano, Alessandro	Florida SouthWestern State College	WW-46
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Chang, Jingwoan	Hanahau'oli School	P-4
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Cividanes, Ame	Pepperdine University	WW-108
Coffey, Evelyn	HALT	P-22
Condon, Barry	Kwansei Gakuin University	WW-17
Conroy, Kelly	Metropolitan State University of Denver	P-96
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Crookes, Graham	University of Hawai'i at Mānoa Mān	P-82
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Dallman Shoemaker, Alicia	ACTFL	P-48
Dalton, Christina	Kern High School District	P-31

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Davis, Maria E.	Oxford College of Emory University	P-26
de Blas Hernández, Sara	University of California – Davis	P-49
De León Viera, Margarita	West Career & Technical Academy	P-5; P-23
DeMil, Andrew	University of Tampa	P-1
DeMolder, Jessica	Brigham Young University/DeMolder Hill Design	P-29; P-71
Diniz Ainsworth, Caroline	Brigham Young University	P-66
Dobberfuhl Quinlan, Jennifer	Brigham Young University	P-10; P-29; P-110
Dongo-Arévalo, Gabriela	Arizona State University	WW-36
Dornburg, Alex	University of North Carolina at Charlotte	P-109
Downer, Elizabeth	University High School	WW-36
Dzakula, Bozo	Defense Language Institute Foreign Language Center	WW-17; WW-36
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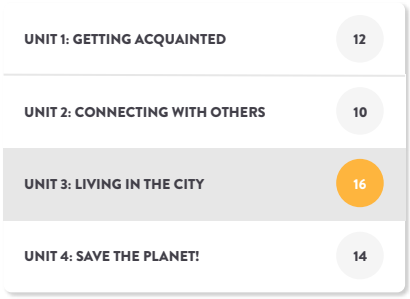

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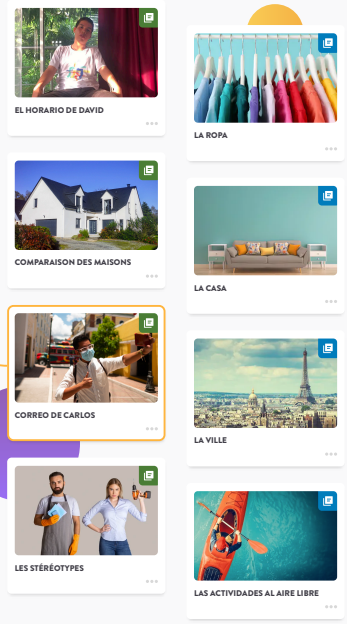

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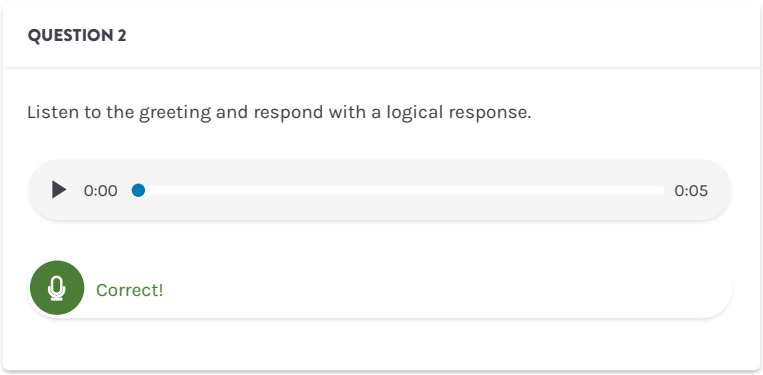

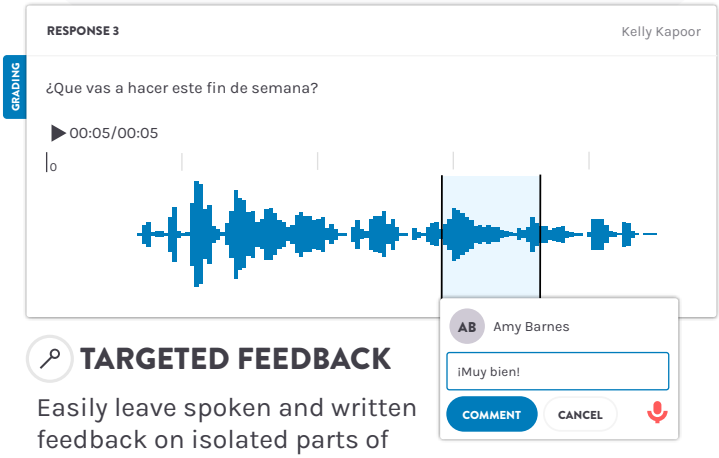

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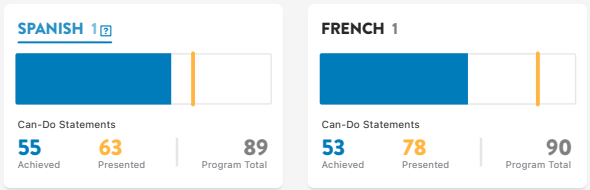

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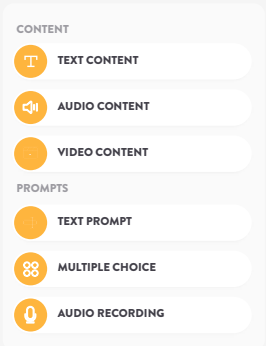

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2024 SWCOLT
REGIONAL TEACHER OF THE YEAR CANDIDATE

SARA LEE
2024 Teacher of the Year
ARIZONA

Sara Lee is an Associate Teaching Professor for German at Arizona State University. She is a certified K-12 teacher and dyslexia therapist. Sara combines her knowledge and experience to be a strong advocate for neurodiverse learners of world languages. Her current research is developing an error analysis and learning program for dyslexic learners of German. As a German Educational Multiplier, she travels nationally and internationally to give workshops and presentations on how World Language educators can support their neurodiverse learners.

Candidate Video

2024 SWCOLT
REGIONAL TEACHER OF THE YEAR CANDIDATE

CHRISTINA DALTON 2024
Teacher of the Year
CALIFORNIA

Teacher of the Year for the California Language Teachers Association, Christina Dalton is a classroom French teacher at Stockdale High School in Bakersfield who serves as a mentor teacher and is the World Language Facilitator for her district, the largest high school district in California. She also serves as Regional Coordinator and Lead Presenter for CCWLP, a professional development project site administered through Stanford University, whose goal is to improve language teaching and learning throughout California. Her engaging workshops reflect the real-life communicative style of her classroom teaching practices, which motivate her students to become life-long learners of French language and culture.

Candidate Video

2024 SWCOLT
REGIONAL TEACHER OF THE YEAR CANDIDATE

NING WEI
2024 Teacher of the Year
COLORADO

Teacher of the Year for the Colorado Language Teachers Association, Ning Wei is a dedicated Chinese language instructor at Colorado Academy in Denver. Her expertise spans all proficiency levels, from beginners to advanced students. Beyond imparting language skills, Wei serves as an advisor, providing academic guidance to her students. Her commitment extends beyond the classroom, actively participating as a board member in the Colorado Chinese Language Teachers Consortium (CCLTC). In addition, Wei regularly presents to Chinese teachers in the US and internationally via Zoom and is a featured presenter at CCFLT (Colorado Congress of Foreign Language Teachers).

Wei's teaching philosophy revolves around establishing meaningful connections with her students and utilizing a diverse array of teaching media to captivate and engage them. Her primary focus is on empowering students to share their personal stories in Chinese and facilitating meaningful conversations in a culturally appropriate manner. As an esteemed educator, Wei is committed to fostering a rich and immersive learning experience for her students.

2024 SWCOLT
REGIONAL TEACHER OF THE YEAR CANDIDATE

NAMI SHIBUYA GRAFIA
2024 Teacher of the Year
HAWAI'I

Recognized as the Teacher of the Year by the Hawai'i Language Teachers Association in 2023, Nami Shibuya Grafia has dedicated her career to shaping vibrant educational experiences focusing on the field of World Language. As the World Language Chair at a Catholic girls' school in Hawai'i, Nami guides students across a diverse age spectrum, from three-year-olds to high schoolers.

Nami's passion lies in the realms of Japanese language and culture, but she says that World Language education is the key to connecting people. From introducing beginners to fostering advanced understanding up to the AP level, Nami has cultivated a dynamic learning environment where curiosity of human beings thrives. Beyond the classroom, she has contributed significantly as a program developer, spearheading the creation of a comprehensive World Language curriculum, including an impactful ESL program.

Nami's commitment to the broader educational community extends to serving as the President of the Hawai'i Association of Teachers of Japanese, a role that allows her to advocate for the importance of language education. She believes that when diverse cultures can communicate and understand each other, it paves the way for acceptance, cooperation, and ultimately, a more harmonious and advanced society around us. Candidate Video

2024 SWCOLT
REGIONAL TEACHER OF THE YEAR CANDIDATE

PROFESSIONAL LANGUAGE ASSOCIATION OF NEVADA
PLAN

EMILY FREEDMAN
2024 Teacher of the Year
NEVADA

Emily Freedman is a French Teacher at Spring Valley High School in Las Vegas. She also serves as the World Language Department Chair and loves mentoring and collaborating with her colleagues. This is her 10th year of teaching. Emily currently teaches French I, III, and IV at an International Baccalaureate (IB) School. Helping her students become proficient and lifelong learners of French is her passion.

Candidate Video

2024 SWCOLT
REGIONAL TEACHER OF THE YEAR CANDIDATE

WHITNEY STAFFORD-NAJIBI
2024 Teacher of the Year
OKLAHOMA

Whitney Stafford-Najibi, the Teacher of the Year for the Oklahoma Foreign Language Teachers Association, teaches French at Westmoore High School in Oklahoma City, Oklahoma. She serves as the Executive Secretary for the Oklahoma Foreign Language Teachers Association and is the Director of Education for the Oklahoma City chapter of the Alliance Française. Her session "Implementing Diverse Perspectives into Your Curriculum" was overwhelmingly voted 2022 Best of Oklahoma. She is also an award-winning professional development presenter within her district. She has written and developed content published in many Teachers' Guides for Fluency Matters, now Wayside Publishing. Whitney is passionate about teaching for acquisition, but most importantly, she is passionate about her students and fostering their development into global citizens.

Candidate Video

2024 SWCOLT
REGIONAL TEACHER OF THE YEAR CANDIDATE

ANNE PHAM-MACHARIA
2024 Teacher of the Year
TEXAS

Anne Pham-Macharia is a French teacher at Westwood High School in Austin, Texas. This year, Anne teaches French 3 Advanced, AP French Language and Culture, and IB French Standard and Higher levels. With over 22 years of experience, Anne has been teaching with the Round Rock Independent School District for seventeen years. She has served as a department chair, French curriculum writer, in-service presenter and trainer, new teacher mentor, student teacher cooperative teacher, and a member of the school and district equity and diversity committee. Her approach to teaching French is to encourage her students to use language skills and critical thinking to gain advanced proficiency in authentic settings. To achieve this goal, Anne has built partnerships with schools in Belgium, Bénin, France, and Sénégal, where her students communicate with their pen pals via letters, videos and Zoom meetings. Anne has lived in four countries, traveled to 19 countries, and taken her students on 17 trips to France and Canada. She has presented sessions on women francophone authors from Québec and Africa, racial equity, IB approaches to learning and social emotional learning at AATF, ACTFL, and IB Global conferences. Her students have participated and won numerous awards and scholarships in the National French Contest, the National French Creative Writing Contest, comic contest from le Centre de la Francophonie des Amériques and AATF's study abroad stipends.

Candidate Video

2024 SWCOLT
REGIONAL TEACHER OF THE YEAR CANDIDATE

UTAH FOREIGN LANGUAGE ASSOCIATION

CHERICE MONTGOMERY
2024 Teacher of the Year
UTAH

Cherice Montgomery is the Teacher of the Year for the Utah Foreign Language Association. She is currently an Associate Professor in the Department of Spanish & Portuguese at Brigham Young University where she coordinates the Spanish Teaching Major Program and teaches courses in language pedagogy, assessment, illiteracy, and technology. Her professional activities are grounded in her experiences as a high school language teacher and instructional facilitator.

Cherice's current professional endeavors include service on the Advisory Board of the National Foreign Language Resource Center at the University of Hawai'i at Mānoa and work on the Executive Planning Committee for the 9th International Conference on Immersion and Dual Language Education. She also frequently facilitates summer institutes, workshops, and webinars for language teachers, school districts, and professional organizations.

Dr. Montgomery's teaching is informed by her research on the design of compelling language learning experiences in immersive contexts such as Dual Language Immersion (DLI), Playable Case Study simulations (PCS), and Project-Based Language Learning (PBLL). She has published in journals such as *Foreign Language Annals, Die Unterrichtspraxis, The CSC Report, The ADFL Bulletin,* and *The Language Educator*. She has also received numerous awards for excellence in teaching, including the *ACTFL/NYSAFLT Anthony Papalia Award for Excellence in Teacher Education* and the *Kansas Foreign Language Teacher of the Year* award.
Candidate Video

2024 SWCOLT HONORARY LIFETIME MEMBER

JODY KLOPP
2024 Honorary Lifetime Member
TEXAS

Jody is retired after forty years of teaching French and Spanish on the secondary and university levels in Oklahoma. Jody has served in leadership positions with OFLTA, SWCOLT, and ACTFL. She was foreign language curriculum director for Edmond Public Schools and then served as the director of foreign languages for the Oklahoma State Department of Education. She spent her last years of teaching at Oklahoma State University with OSU Spanish Online, an outreach program for high school students.

Jody served as the Executive Director of SWCOLT for fifteen years. She cherishes the personal and professional relationships of foreign language teachers and students whom she has been blessed to meet along the way. She is grateful for the encouragement of so many mentors and administrators in the profession who gave her the chance to succeed in her efforts.

Jody lives in Austin, Texas with her husband, Steve. Her daughters, sons-in-law, and five grandchildren are also Austinites. Steve and Jody spend a lot of time playing music and enjoy jamming with friends. Jody's current passion is playing pickleball, tennis, and padel as often as she can.

2024 SWCOLT FRIEND OF THE PROFESSION

KEITH HAYASHI
Friend of the Profession
HAWAI'I

Superintendent Keith Hayashi has been an ardent supporter of the language teaching profession and of multiculturalism, multilingualism, and multiliteracy in Hawai'i for over three decades. Under Principal Hayashi's leadership, Waipahu High School boasted one of the largest numbers of different language offerings in the state of Hawai'i. Students could choose to study Hawaiian, Ilokano, Samoan, Japanese, Spanish, Chinese, or Korean.

As Superintendent, Mr. Hayashi continually works to foster appreciation for world second, additional languages, or heritage languages. Moreover, his support of the Hawai'i Seal of Biliteracy helps develop a sense of pride in students for their ability to communicate in more than one language.

2024 SWCOLT EXCELLENCE IN TEACHING – SECONDARY

PRISCILA PRESTES
Excellence in Teaching – Secondary
UTAH

Ms. Prestes is an inspiring and passionate educator who truly brings out the best in her students and colleagues. She has been an innovative leader for both her school and community, teaching a variety of levels from elementary to secondary and has been an integral part of the Utah DLI Portuguese program since 2015. Consistently demonstrating her excellent leadership and commitment to fostering unity among Portuguese teachers throughout the state, Priscila has helped others become aware of the diversity of the Portuguese-speaking world. Her work has helped revive and grow the Portuguese language DLI programs.

2024 SWCOLT EXCELLENCE IN TEACHING

POST-SECONDARY

IMELDA GASMEN
Excellence in Teaching – Post-Secondary
HAWAI'I

Imelda Gasmen has made remarkable contributions in the field of language education, community outreach and linguistic research. With her dedication, extensive academic experience as Filipino language instructor, a Master of Arts in Communication, and expertise in distance education, she has been pivotal in the promotion and understanding of the Filipino language and culture of one of the largest ethnic groups in the state of Hawai'i. Ms. Gasmen is also a dedicated leader, the HALT Vice-President, Filipino Language Representative, and has served her professional communities in many capacities over the years.

2024 SWCOLT-VISTA HIGHER LEARNING FUTURE LANGUAGE EDUCATOR SCHOLARSHIP For HIGH SCHOOL SENIORS

CHEYDON AGOS - Hawai'i

From the moku of 'Ewa on the mokupuni/island of O'ahu, Cheydon is a senior at Waipahū High School. Throughout high school, in addition to pursuing the medical field, Cheydon fostered his love for language. Whilst learning Spanish, 'ōlelo Hawai'i, and Ilokano, Cheydon discovered his interest in teaching language after being allowed to teach his peers using various comprehension-based input learning strategies. In college, Cheydon plans to major in linguistics with a concentration in psycholinguistics, which combines his background in sciences and love for language education. One day, Cheydon hopes to make foreign language education equitable for all!

2024 SWCOLT-VISTA HIGHER LEARNING FUTURE LANGUAGE EDUCATOR SCHOLARSHIP For HIGHER EDUCATION

HEIDI HAWKINS - Utah

Heidi is a senior in the Early Childhood Education program at Brigham Young University in Provo, Utah. Along with her major, she is currently pursuing four minors including one in German DLI teaching. In addition to her university studies, Heidi teaches 6th grade German immersion and works as a German tutor for BYU's Independent Study German program. She was first introduced to the world of second language learning in elementary school, when she participated in one of Utah's first Spanish Immersion programs. From there, she took to learning German and has also dabbled in French and ASL. In her free time, Heid, enjoys crocheting, baking, trying new foods with her husband, and exploring Utah with her siblings.

2024 CENTRO MUNDOLENGUA SCHOLARSHIP

EMILY EDMAN – Utah

On the small Caribbean Island of Puerto Rico lived a little girl who would sit her stuffed animals in rows and begin a class on the Spanish alphabet. The dark brown bedroom door served as a chalkboard, and white chalk would form each letter ever so carefully. That little girl, named Emily Joanne Sierra Gines, was me.

I moved to the United States at age 10 with the ability to read, write, comprehend, and speak the Spanish language. Those abilities have allowed me to fulfill my dream of becoming a Spanish teacher, and it is as if it was my calling all along to be one. It is advised in life that our identity should not be based on our career, but I have not been able to follow that advice. I am a teacher in addition to being a wife and a mother to two children. Teaching is who I am.

I savor every moment of teaching my native language and culture to students in junior high in grades eight and nine. In previous roles, I have been a Dual Immersion teacher of second graders and of students in grades seventh through ninth. I have taught ESL as well, but I currently teach World Language Spanish and will additionally acquire a Spanish for Heritage Speakers certification this fall.

Learning and growing within my profession is my passion, because I believe a truly great teacher understands that one is never done learning, growing, or improving. I seek out opportunities to grow my teaching skills and to enhance my teaching practices. It is for this reason that I am absolutely thrilled to be the recipient of the University of Cádiz scholarship for teachers through SWCOLT.

I will honor this scholarship by attending the course and partaking of every new idea, resource, or practice that is given to me. In the fall, I will be ready to implement all that I learn. Truly, my students will benefit from a teacher that is eager to be better than ever, with fresh content, resources, ideas, and full of contagious enthusiasm.

VISTA™

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SPANISH 6–12

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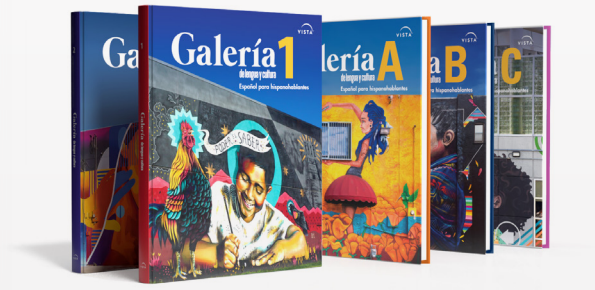
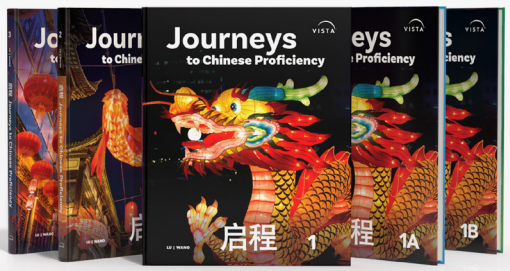


CHINESE 6–12

Journeys to Language Proficiency

Designed specifically for the middle and high school beginning-level student to explore Chinese language and culture.



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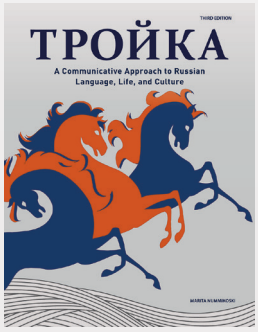

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THURSDAY 9:00 am – 12:00 pm

W-1 Using a Learner Corpus to Create Pedagogical Materials for Language Classrooms

Fernando Rubio – Yale University
Elnaz Kia – University of Utah
Valerie Sky – Cal Poly Pomona

The objective of this workshop is to equip both present and prospective language educators with the skills needed to generate data-driven teaching activities tailored for their classrooms utilizing learner corpora. Workshop participants will learn about pedagogical applications of corpus linguistics in the language classroom and build necessary skills to create their own data-driven teaching materials. To participate, the attendees will need their laptops and internet access. First, the presenters will briefly introduce corpus linguistics and various types of corpora and engage the audience through examples using YouGlish and COCA. After the participants are comfortable with the idea of a corpus, they will learn about the specificities and benefits of learner corpora using the Corpus and Repository of Writing (Crow; Staples & Dilger, 2018) and the International Corpus Network of Asian Learners of English (ICNALE; Ishikawa, 2023). Second, the participants will learn the necessary skills that are needed for creation of a corpus in any language. They will use example written responses in English from ICNALE (or their own student samples) to follow steps necessary to construct their mini corpora. After that, the participants will learn how to use basic corpus linguistic tools and techniques using AntConc (Anthony, 2023) and the ICNALE corpus.

Goals/Outcomes: By the end of the workshop, the attendees will be able to: 1) utilize corpus analysis tools (i.e., AntConc; Anthony, 2023) to analyze their students' performance, 2) build a corpus using samples from their own students, 3) identify patterns of language use in students' samples by using corpus analysis tools and techniques, and 4) create their own corpus-based teaching materials.

Focus:	Planning
Audience:	All Levels
Language Focus:	All Languages
Presented in:	English
Room:	Kauai

W-2 Artificial What? Getting Real with AI in Education

Ngan-Ha Ta - 'Iolani School

AI is here, and students will never know life without it. In fact, many industries already use AI alongside human employees to complete their work and produce products for consumption. Teachers need support in what this technology is, what opportunities and challenges are present when leveraging AI, plus what skills students will need in order to successfully live and work alongside AI. In addition, teachers deserve to know how AI can be a powerful and time-saving support in their work. This workshop will use demos and examples from existing AI tools to provide a robust introduction to AI in education and will include time for interested participants to try AI tools, including learning about and practicing prompt iteration. Participants will receive extensive links to resources to help educators successfully start with AI for themselves, and also to support the development of skills students will need going forward.

Goals/Outcomes:
Participants will:
1. Share what AI is and isn't
2. List some things AI does well and some of its limitations
3. Describe ethical, equity, bias and student data privacy considerations with AI
4. Choose at least one tool or approach to implement with students and explain how they hope to use it and what they hope learners take away from the experience.

Focus:	The Learning Experience
Audience:	All Levels
Language Focus:	All Languages
Presented in:	English
Room:	Prince Edward

Pre-Conference Workshops – THURSDAY 1:00 pm – 4:00 pm

W-3 From Novice to Superior: A Hands-On Refresher to ACTFL and Proficiency-Based Teaching

Celia Chomón Zamora - ACTFL

This workshop is designed for language educators who are new to the profession or who would like a refresher on the basics. Participants will learn about key ACTFL concepts such as proficiency and performance, the NCSSFL-ACTFL Can-Do statements, the World-Readiness Standards for Learning Languages, and the Core Practices, which are essential for promoting student-centered, proficiency-based language instruction. The workshop will be highly interactive, with opportunities for participants to apply what they have learned through small-group discussions, reflection activities, and collaborative lesson planning. Participants will leave with a deep understanding of how ACTFL can help them meet the needs of their diverse learners (e.g., heritage language learners) through strategies such as differentiated instruction, and create more engaging, authentic, and meaningful language learning experiences by leveraging technology and other resources. This workshop is ideal for language teachers who want to enhance their pedagogical knowledge and skills, improve their assessment practices, and align their instruction with national standards.

Goals/Outcomes:

By the end of the workshop, participants will be able to:

- Define proficiency and describe the levels of proficiency,
- Use the NCSSFL-ACTFL Can-Do statements to guide instruction and assessments,
- Identify the World-Readiness Standards for Learning Languages and their components,
- Understand the Core Practices and how they can be applied in the classroom.

Focus:	Planning
Audience:	All Levels
Language Focus:	All Languages
Presented in:	English
Room:	Kauai

W-4 Performance-Based Activities in the World Language Classroom

Melanie Mello – Arizona German Language School

Recent studies show that performative practices help improvisers communicate more engagingly and interactively, accelerating language learner's progress in proficiency in the interpersonal mode of communication. In this workshop, participants will:

- Be introduced to several performance-based activities and concepts connecting improv, neuroscience, film, and language acquisition in theory and practice
- Participate in activities to explore how students' communication and collaboration skills can be developed through improv
- Examine drama-based pedagogical concepts and learn how to apply them in the classroom, using a popular film as inspiration.

Focus:	The Learning Experience
Audience:	All Levels
Language Focus:	All Languages
Presented in:	English
Room:	Prince Edward

Traditional Hawaiian Blessing

Grand Opening of Exhibits

SWCOLT Member Reception

Kaiulani 2/3 & Foyer – Thursday- 5:30 pm-7:00 pm

Friday Presentations — SESSION 1 — 8:00 AM - 9:00 AM

Presentation 1 – Communication While Still Meeting Standards

Andrew DeMil – University of Tampa

This presentation will start with issues in current materials and standards that ask students to produce accurate grammar that is separate from communication. The participants will then be led to use these materials and standards as a starting point to design and implement communication tasks. These tasks will be a basis for classroom, and ultimately assessment, design.

Room: **Kaiulani 1**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 2 – Engaging Strategies for Reading & Writing in the World Language Classroom

Katelin Frantz – University of Oklahoma

We know that reading and writing are crucial parts of acquiring a new language. Still, keeping our students motivated and interested in these activities can be difficult. In this session, we will explore engaging instructional strategies that can help improve our students' reading and writing skills. This presentation will showcase interactive tasks, authentic materials, technology, and collaborative learning methods to create impactful experiences in the WL classroom. Participants will walk away with ideas they can implement in their classrooms immediately. No matter what language or level you teach, this session will give you actionable ideas to foster a love for reading and writing among your students.

Room: **Kauai**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 3 – Social Emotional Wellbeing of Teachers: Rest as Radical Resistance

Margaret Peterson – California World Language Project, Christine Lanphere – Capital world Language Project & Liz Matchett - CLTA

The Integrative Leadership Development model demonstrates how meditation empowers World Language teachers to thrive as they advance proficiency-based instruction. Participants will understand the intersection of social emotional wellness, social justice, and the World Readiness Standards. They will gain skills for honoring linguistic and cultural heritage and prioritizing rest.

Room: **Suite 3715**	Audience: **All Levels**	Focus: **Collaboration & Professionalism**	Language Focus: **All Languages**	Presented in: **English**

Presentation 4 – K-12 Social Justice Education in Hawai'i and Implications for World Language Classes

Jingwoan Chang – Hanahau'oli School

Conversations about culture, multiculturalism, diversity, equity, inclusion, and social justice are profoundly relevant in world language classrooms. Yet, definitions and implementations vary greatly. Some might argue that such conversations are not critical in Hawai'i, because "we are already diverse." Others are cautious about getting into "political" territory. In the current climate, educators understandably fear pushback or accusations of telling students what to think instead of how to think. This presentation begins with a grounding in the context of Hawai'i. Participants reflect on their relationships to place, which can inform how they define justice. After sharing major themes from recent doctoral research on how K-12 educators in Hawai'i define and implement social justice education, participants will explore the four domains of the Learning for Justice Social Justice Standards: identity, diversity, justice, and action. This framework is one of many useful tools for designing justice-oriented curriculum that attends to place and context.

Room: **Suite 3708**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 5 – Best of Nevada: Branching Out from Beauty and Aesthetics with Gen Z in Mind

Jennifer Newman-Cornell - Northwest Career & Technical Academy & Margarita De Léon Viera – West 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 our content. Students buy into content that they find relevant and close to their reality. Gen Z, students or Zoomers, work at their best, when given a variety of mediums of expression and direct connections to their reality. This session will provide a variety of strategies around the AP theme of Beauty and Aesthetics branching out to other themes, using student samples and resources that showcase how the work within our AP classrooms can reflect our communities.

Room: **Altitude @ 37**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 6 – Ensuring Inclusivity and Diversity in Seal of Biliteracy Programs

Linda Egnatz – Global Seal of Biliteracy

Annually, Seal of Biliteracy programs recognize over 100,000 students. But with over 5 million K-12 EL students who collectively speak over 400 languages and thousands of other students in community-based heritage language programs, the 2020 National Seal of Biliteracy report only identified 7 states that awarded Seals of Biliteracy in 25 or more languages. This session presents a variety of ways we can increase program inclusivity and diversity to truly support and celebrate U.S. multilingualism.

Room: **Territorial 1**	Audience: **All Levels**	Focus: **Collaboration & Professionalism**	Language Focus: **All Languages**	Presented in: **English**

Presentation 7 – Language Maintenance and Proficiency of World Language Teachers

Teresa Bell – ACTFL/Brigham Young University

While WL teacher candidates are required to reach a minimum proficiency level of Advanced Low, little research exists on the proficiency levels of current WL teachers. In this presentation, participants will learn about the results of a recent study on proficiency levels and maintenance of 104 current WL teachers. Data were collected by means of a questionnaire, an OPIc, and an interview. Results indicate that almost all the teacher participants maintained or improved their TL proficiency. In addition, teacher participants' proficiency strengths and weaknesses as indicated on OPIc diagnostic grids from LTI will be presented. Finally, results provide specific ways current WL teachers can maintain and improve their own TL proficiency.

Room: **Territorial 2**	Audience: **All Levels**	Focus: **Collaboration & Professionalism**	Language Focus: **All Languages**	Presented in: **English**

Presentation 8 – Bridging Strategies in Mandarin Dual Language Instruction: A 50/50 Mode

Yongyu (Amanda) Yang & Susan Hall – Chandler School Unified District-Tarwater Elementary

The main objective of this presentation is to provide educators with a toolkit of strategies to facilitate seamless language transition and effective communication between Mandarin and English in a 50/50 Mandarin dual language immersion classroom. Participants will gain insights into practical techniques that can be implemented to bridge the two languages.

Room: **Territorial 3**	Audience: **All Levels**	Focus: **Collaboration & Professionalism**	Language Focus: **English/Mandarin**	Presented in: **English**

PLENARY SESSION

Friday – 9:15 am-10:45 am
Prince Edward
Keynote Address – Dr. R. Keawe Lopes Jr.
SWCOLT 2024 Teacher of the Year Presentation

Exhibit Break

10:45 am - 11:15 am
Kaiulani 2/3 & Foyer

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Friday Presentations — SESSION 2 — 11:15 AM – 12:15 PM

Presentation 9A – Culturally Responsive Teaching in the World Language Classroom

Will Adams - CCFLT

What does brain science tell us about how students learn? How does understanding the physical structure of the brain help teachers promote authentic engagement and rigor in the language acquisition process? Zaretta Hammond's seminal work "Culturally Responsive Teaching and the Brain" will be the foundation of our discussion.

Room: **Kaiulani 1**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 9B – Elevating Multilingualism in Hawai'i Public Schools through Transformative Translation Program

Natalie Lalagos – Kealakehe High School/HALT & Saft, Scott – University of Hawai'i - Hilo

As is the case in many parts of the United States, students in the public school system in Hawai'i with first languages other than English are often designated as English Language Learners (ELL) and placed in special English language tracks that often do not elevate their first languages or their growing bilingualism. This session describes the implementation of an early college credit program that attempts to challenge the status quo and elevate multilingual learners in Hawai'i. The program "Transformative Translation" seeks to help students develop their multilingual and translation skills while receiving dual high school and college credit with the option to engage in a paid internship. This program encourages students to view themselves positively as emerging bilinguals who possess knowledge and abilities that are valued academically and in their community.

Room: **Kauai**	Audience: **Secondary**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 10 – Language at Work: Making Your Language Assessments Matter

Jennifer Quinlan – Language Testing International

We see increased attention to the value of multilingualism; is it leading to increased attention to world language programming? Assessment is a critical piece in language programming, and it can be strategically leveraged beyond just testing language skills. Learn about types of assessment, where proficiency assessment fits, new developments in the AAPPL test, and how you can use the test and resulting test data to help make your program matter to students, parents, the workforce, and the global community.

Room: **Suite 3715**	Audience: **Elementary/Secondary**	Focus: **Performance/Feedback/Assessment**	Language Focus: **All Languages**	Presented in: **English**

Presentation 11 – World Language "Trade Secrets" – Top Strategies to Engage Today's Language Learners

Amy Kingsley - Hillview Middle School & Marina Barcelona – Hillsdale High School

Want to know the secret for teaching today's Gen Z & Gen Alpha students? Spoiler alert: it's students having fun! In this session, you will learn how to invigorate your curriculum as you participate in new (and improved!) engaging World Language activities that reflect today's students. Whether you follow a textbook or create your own curriculum, these activities will work with every level and language.

Room: **Suite 3708**	Audience: **Elementary/Secondary**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 12 – Best of New Mexico: It's All in Our Heads: Maximizing Neuroplasticity and Mindset Effects in the Language Classroom

Cathy Gamble – La Cueva High School

How can we as educators amplify the power of the mind to maximize outcomes for student learners? How can we utilize this information to transform our own lives, as well? This session provides some answers to these questions. It relies heavily on the science of neuroplasticity (the mind's ability to re-wire, grow, and reorganize) and mindset effects to inform recommendations for classroom implementation. The first half of the presentation focuses on a neuroplasticity super-protocol for education as described by Stanford University's Dr. Andrew Huberman, complete with tools specific to the classroom. The second half of the presentation goes beyond Dr. Carol Dweck's work with Growth Mindset into Dr. Alia Crum's work with maximizing and intentionally using Mindset Effects to increase motivation, risk-taking, and proficiency in the WL classroom. This session is not only research-based but also offers a variety of practical, relevant, easily implementable tools.

Room: **Altitude @37**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 13 – Promoting Multilingualism with the Seal of Biliteraay

Kristin Davin – University of North Carolina

The Seal of Biliteracy is a language education policy that recognizes students who graduate from high school bilingual and biliterate. In this session, presenters will describe the characteristics and purposes of the program. They will share research from across the country on how the Seal of Biliteracy is influencing communities, language programs, and students. We will then discuss some of the challenges of implementing the Seal of Biliteracy with Indigenous languages and will engage audience members in a conversation about potential ways forward.

Room: **Territorial 1**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 14 – Hablar sin parar

Rosa Zapatero

Learn many activities that you can use right away to keep your students moving, talking, and engaged in the target language at the novice and intermediate levels.

Room: **Territorial 2**	Audience: **Secondary**	Focus: **The Learning Experience**	Language Focus: **Spanish/All**	Presented in: **Spanish**

Presentation 15 – Scaffolding Contemporary Life from Novice to Advanced

Ken Stewart – Vista Higher Learning

Just as the branches grow because of the trunk, language proficiency grows from scaffolding input. In this engaging session, participants will take away practical classroom strategies to effectively teach the theme of Contemporary Life, one of the 6 AP themes. Starting at the novice level, thematic units will be modeled to build proficiency and intercultural competence. Authentic media and print resources will be shared to enrich the teaching and learning of contemporary subthemes such as leisure, entertainment, travel, interpersonal relationships, and traditions. EXHIBITOR SESSION

Room: **Territorial 3**	Audience: **Secondary**	Focus: **The Learning Experience**	Language Focus: **Spanish/French**	Presented in: **English**

LUNCH BREAK - Friday – 12:15 pm-1:15 pm

Session 3 Presentations begin promptly at 1:30 pm

Friday Presentations — SESSION 3 — 1:30 PM – 2:30 PM

Presentation 16 – Empowering Global-Ready Learners: Integrating Language and STEM Content for 21st Century Proficiencies

Rolla Elsaiary – Arabic Immersion Magnet School

Empower students for global success by seamlessly blending language and STEM content. Our proposal equips educators to enhance STEM proficiency while nurturing robust language skills and cultural awareness. This approach fosters personal growth and aligns with the broader goal of multilingual competence and adaptable learning. Through the synergy of scientific expertise and linguistic agility, students develop 21st century skills essential for dynamic careers. These versatile competencies empower confident navigation of complex challenges and seamless teamwork across diverse contexts, shaping students into adaptable professionals for the modern world.

Room: **Prince Edward**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **All/Arabic**	Presented in: **English**

Presentation 17 – WIKI WIKI PRESENTATIONS (5 short presentations in a round-table format)

#1 – What L2 Students Can Learn from L2 Content Providers

Barry Condon – Kwansei Gakuin University

When recommending online L2 audio visual materials to L2 students, preference is often given to "authentic" content created by native speakers. The last few years, however, have seen an ever-increasing amount of freely available, high-quality content on social media and video streaming platforms that is being produced by young people in their second language. This presentation will make the argument that identifying, recommending, and making use of this type of content may be more beneficial to our university students than more obvious choices both from a pedagogical and cultural-familiarity perspective.

Room: **Prince David**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

#2 – Corpus-Based Teaching

Yousef Alharbi – University of Memphis & Majmaah University

Interest in learning Arabic has been growing in recent years in the United States. The majority of the schools that offer Arabic use Classical Arabic through textbooks, which are the main source of input. However, research on pedagogy shows that relying only on textbooks can hinder learning, as textbooks may not always contain authentic language. Thus, it is recommended that teachers consider corpus-based teaching or data-driven learning. Corpus-based teaching has received considerable research in recent years in different languages. Corpus-based materials show students the true usage of the Arabic language. In this session, a number of corpus-based activities will be provided using the Sketch Engine's corpora of Arabic.

Room: **Prince David**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **Arabic**	Presented in: **English**

#3 – Broaden, Deepen and Demonstrate

Jung Ying Lu-Chen – Punahou School

This presentation showcases a Chinese movie unit with a focus on education and family. The two main themes are Contemporary Life and Families & Communities. The design of the unit utilizes a simple step-by-step model for the integration of culture, language, and assessment based on authentic materials. The process starts with using selective authentic materials to broaden students' cultural competency and interculturality, followed by various interactive activities, games, and formative assessments to deepen students' linguistic and communicative skills. At the end of the unit, students demonstrate learning through a variety of IPA performance tasks in the three modes of communication that are relevant and meaningful to them. Student feedback at the end of the unit will also be shared.

Room: **Prince David**	Audience: **Secondary**	Focus: **The Learning Experience**	Language Focus: **Chinese**	Presented in: **Chinese**

#4 – Teaching the Learners Presentational Skills for Pragmatic Persuasion

Maida Dzakula & Bozo Dzakula – Defense Language Institute Foreign Language Center

In the World Readiness Standards designed by ACTFL, it was written that effective communication means functioning in various situations and for multiple purposes. One of those purposes is to present information, concepts, and ideas to inform, explain, and narrate on various topics using oral speaking skills in a persuasive, pragmatic way. These skills are also called rhetorical skills. Rhetoric is the ancient art of using language to persuade. If learners use it well when presenting their school projects in any subject, their teachers and peers (the audience) will easily understand what they are saying and will more likely be influenced by learning something from it. The three points on the Rhetorical Triangle, audience, context, and author (Greek: Pathos, Logos, Ethos) relate directly to the three classic appeals the learners should consider when communicating in the presentational persuasive, pragmatic mode.

Room: **Prince David**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

#5 – Awards for All: AATSP Exam Prizes and Scholarships

Lisa Greenman & Wendy Simms – AATSP & NSE

Are you looking for a way to both reward and motivate your students? Come learn about AATSP Exams! Our mission is to recognize student achievement and to promote language proficiency and motivation in the studies of Spanish & Portuguese. In addition to free practice, teachers will also receive national percentiles and data to help assist students with measurement and growth in all levels (K-12+). Learn about the many awards offered, such as medals, ribbons, travel, and scholarships-including teachers! EXHIBITOR SESSION

Room: **Prince David**	Audience: **All Levels**	Focus: **Performance/Feedback/Assessment**	Language Focus: **Spanish/Portuguese**	Presented in: **English**

Presentation 18 – Language Acquisition 101: What You Didn't Learn in Your Methods Class

Elicia Cárdenas – The Comprehensible Classroom

Methods classes are known for focusing on what to do in World Language classes, often without providing a foundational understanding of the nature of language acquisition. This session will introduce teachers to some fundamentals about language acquisition, so that they can make informed instructional decisions that support all learners.

EXHIBITOR SESSION

Room: **Kaiulani 1**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Friday Presentations — SESSION 3 — 1:30 PM – 2:30 PM

Presentation 19 – Chinese Measure Words vs. Japanese Measure Words

Lili Wong – Clovis West High School/Buchanan High School & Szu-Yen Liang - University of Texas at Arlington

The audience will gain a deeper understanding of measure word uses in Chinese and its significant influences in Japanese by comparing and contrasting these two systems.

Room: **Kauai**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **Mandarin/Japanese**	Presented in: **English/Mandarin/Japanese**

Presentation 20 – Career-Specific Activities in the World Language Classroom

Fátima Cornwall – Boise State University

Have you ever wanted to include career-specific activities into your curriculum but simply feel like you don't have the time to either design or integrate them? Maybe you may feel you need to focus on pronunciation and grammar before you actually move on to career skills? The presenters will share ideas on how to improve students' diction and pronunciation while developing simultaneous and consecutive interpretation skills for an exciting future career as a medical or court interpreter. Attendees will engage in interactive exercises to test drive them before taking them into the classroom. We will also help teachers locate existing Open Educational Resources interpretation activities that can be used the following day in the classroom.

Room: **Suite 3715**	Audience: **Secondary/University**	Focus: **Planning**	Language Focus: **All Languages**	Presented in: **English**

Presentation 21 – Non-Linear Teaching to Develop Intermediate Proficiency

Stephen Van Orden – Timpview High School

I want more of my students to achieve Intermediate proficiency and earn the Seal of Bi literacy, but too many of them are stuck at Novice High. I will share how my approach to student proficiency progress has morphed and become more targeted as I focus on individual differentiation and equity. Student language acquisition expands in non-linear ways. Despite this reality, language teachers still tend to organize their classes linearly, which can result in a class scope and sequence that puts equal class-time focus on vocabulary and language structures that are not equally significant in student proficiency progress. This can invite students to fall back into their well-worn pattern of learn/test/forget, which is the opposite of language acquisition. This session addresses this issue and suggests a non-linear approach to course scope and sequence that focuses on student acquisition of intermediate proficiency. The session is applicable to all languages and teachers who want to focus on proficiency progress.

Room: **Suite 3708**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All/German**	Presented in: **English**

Presentation 22 – Best of Hawai'i: The Escape Room: Quest #1 – Kawai, The Proficiency Oriented Language Resource Hub

'Alohilani Okamura – University of Hawai'i at Mānoa & Evelyn Coffey - HALT

Accept the challenge to demystify proficiency-oriented language teaching. Explore an online resource hub created for language educators to engage in research, best practices, and materials whether you are a Comprehension-based Communicative Language Teaching veteran or simply want to explore ways to make your classroom more proficiency oriented.

Room: **Altitude @37**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 23 – Keeping It Fresh: Strategies for Year-Round Engagement and Cultural Competence

Margarita De León Viera – West Career & Technical Academy

Engaging students from the get go is a challenge on its own in the WL classroom, and keeping them that way…another whole story! In a student-centered setting, we need to keep things fresh, updated, and current! This session will share strategies to implement culturally relevant resources with our students that will keep them hooked while making connections with classroom learning and real-life applications.

Room: **Territorial 1**	Audience: **Secondary**	Focus: **Planning**	Language Focus: **Spanish**	Presented in: **English/Spanish**

Presentation 24 – Avant ADVANCE Proficiency Training and Certification Platform

Kyle Ennis – Avant Assessment

Understanding and implementing proficiency standards is a challenging task. This session will lead participants through a proficiency training tool that will teach, train, and certify their understanding of the proficiency levels (Novice through Advanced) in an engaging and enjoyable online training environment. ADVANCE has been developed to deliver highly effective rater training in a personalized online platform that has been gamified to assist learners through the proficiency levels in a fun and interactive system. The platform also allows for regular refresher challenges to deepen and enhance the initial learning and certification. ADVANCE will help all users increase their understanding of proficiency and facilitate immediate application to daily teaching and classroom assessment. Come and see what the next generation of proficiency training/certification looks like and ADVANCE your proficiency IQ.

EXHIBITOR SESSION

Room: **Territorial 2**	Audience: **All Levels**	Focus: **Performance/Feedback/Assessment**	Language Focus: **All Languages**	Presented in: **English**

Presentation 25 – Can You Learn a Second Language with Dyslexia? Yes! Tips and Tricks for Success

Sara Lee – Arizona State University

This session will discuss and provide methods and strategies to support the dyslexic learner in the German language classroom. Participants will gain an understanding of how to identify dyslexic mistakes, teaching strategies that help dyslexics, and ways to increase student confidence in learning a second language.

Room: **Territorial 3**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **All Languages**	Presented in: **English**

EXHIBIT BREAK

2:30 pm-3:00 pm ~ Kaiulani 2/3 & Foyer

Friday Presentations — SESSION 4 — 3:00 PM – 4:00 PM

Presentation 26 – El uso de cortometrajes para la clase de español

Maria E. Davis – Oxford College of Emory University

In this presentation, I will show the audience the different types of strategies that can be employed to improve student oral communication in Spanish using short movies.

Room: **Prince Edward**	Audience: **Secondary/University**	Focus: **The Learning Experience**	Language Focus: **Spanish**	Presented in: **Spanish**

Presentation 27 – WIKI WIKI PRESENTATIONS (5 short presentations in a round-table format)

#1 – Minute-to-Win-It Tournament: When College Students and Immersion Middle Schoolers Play Together

Anna Hodgson – University of Utah & Fabiana Hansen – Jordan School District

This presentation will explore a Community Engagement Learning (CEL) project created collaboratively by Portuguese students from a large public university and a middle school with a Portuguese immersion program. The project was developed over a semester and culminated with an 8-hour gamification event where five college students, three Teaching Assistants, a DLI teacher, and a college professor led grammar focused small-group discussions and played "minute-to-win-it" games in the target language with over one hundred Dual Language Immersion (DLI) middle schoolers. The presentation describes each game and focus group with their respective learning objectives, materials, and outcomes, as well as how food and other cultural aspects were incorporated into the event. But more importantly, this presentation demonstrates the process of collaboratively designing a CEL project based on the needs of community partners and the impact it can have on all of the learners involved.

Room: **Prince David**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

#2 – E Nom Ren Io Ekkewe Chori? Wōn eo Epād Jodi ko Ippān –Know Your Audience: Using Bilingual Readers to Empower Your Students

'Alohilana Okamura - University of Hawai'i at Mānoa

E Nom Ren Io Ekkewe Chori? Wōn eo Epād Jodi ko Ippān? Culturally responsive pedagogy (CRP) is a student-centered approach to teaching that draws on the cultural strengths of students (Wages, 2012). Culturally relevant and multilingual literacy approaches can help develop both their home languages and English (Fu, 2009; García et al., 2017). Increasing resources for Chuukese and Marshallese-speaking students promote student achievement and a sense of well-being about students' cultural place in the world. This presentation will explain and demonstrate how multilingual resources were developed, and the presenters will provide a live demonstration of how to use these resources. Participants will see how bilingual readers can be used to empower Chuukese and Marshallese students.

Room: **Prince David**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **Chuukese/Marshallese**	Presented in: **English**

#3 – Toward Sustainable Online Teaching: Analyzing the Role of Technological Resource Allocation After Covid-19

Elu Tu – University of California-Santa Cruz

This research delves into the allocation of technological resources to foster sustainable online education. It employs a Technological Pedagogical Content Knowledge (TPACK) framework analysis to discern the alignment of these resources with sustainability principles, especially during the Covid-19 pandemic. The case study unfolded within a regional public institution in the United States, scrutinizing the post-pandemic allocation of technological resources across institutional, departmental, and instructor levels. This examination highlighted the intricate interplay between various knowledge domains. The findings emphasize the importance of adopting a TPACK-driven strategy for resource allocation to ensure sustainability. Practical recommendations are also offered to optimize resource allocation practices and to bolster the effectiveness of sustainable online teaching.

Room: **Prince David**	Audience: **All Levels**	Focus: **Collaboration & Professionalism**	Language Focus: **All Languages**	Presented in: **English**

#4 – From Forms to Fun: Using Google Forms to Create Educational Escape Rooms in World Language Classrooms

Yang Yu - Hawai'i Preparatory Academy

"Classroom" is one of the most commonly mentioned school-related words. The term "escape room" has become a trendy "room word" in schools worldwide. While language education has advanced substantially, digital escape rooms are recognized as an exhilarating prospect to further enrich engagement and enhance learning outcomes. The presenter will walk through the steps with an example to discover, design, and explore how Google Forms can be used as a cost-effective and easy to set- up tool to create great authentic story frames for learners to collaboratively solve imaginary real-life tasks. The integration of language proficiency and real-world cultural contexts, along with cultural understanding, communication skills, problem-solving, student engagement, and collaboration, will occur seamlessly in this fun and forward-thinking learning experience.

Room: **Prince David**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

#5 – Tech-Infused Journey: Enriching Overseas Immersion with Innovative Technology

Anna Morton – Defense Language Institute Foreign Language Center

This presentation aims to provide actionable suggestions to enhance overseas immersion through the use of technology. The presenter will share a recent experience preparing for and executing a language immersion experience in Riga, Latvia and will detail technology-mediated tasks used to leverage technology for research, communication, collaboration, and reflection. Attendees will leave the presentation with a deeper understanding of how to integrate technology into their overseas immersion experience for maximum benefit.

Room: **Prince David**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 28 – Professional Development in Translation and Its Impact in the Second Language Classroom

Electra Gamón Fielding & Isabel Asensio – Weber State University

What happens when your professional training is not enough to meet current students' needs? Educators trained in the traditional literature and/or linguistic areas may feel at a loss on how to proceed when faced with translation and localization programs in higher education that are becoming more prevalent and gaining popularity, and students losing interest in the more traditional classes in literature and culture. The presenters will speak about the experience of enrolling in master's programs in translation. They will highlight the importance of receiving the appropriate post-doc academic education in translation and its impact on their professional development. They will share how they have adapted their training to the world language classroom and how it has affected their students and program. Finally, they will also share translation-based activities and exercises that they have tailored to the L2 classroom.

Room: **Kauai**	Audience: **University**	Focus: **Planning**	Language Focus: **Spanish/All**	Presented in: **English**

Friday Presentations — SESSION 4 — 3:00 PM – 4:00 PM

Presentation 29 – Making Your Class Relevant by Design

Jessica DeMolder & Jennifer Dobberfuhl Quinlan – Brigham Young University

Join us in this transformative journey toward a more authentic and effective language learning experience. This presentation aims to illuminate the pivotal role of authenticity in revolutionizing foreign language education. Grounded in the belief that genuine cultural experiences and real-world language use are essential for proficiency, this presentation will provide educators with actionable strategies to infuse authenticity into their classrooms. Participants will explore diverse pedagogical approaches, leverage technological tools, and gain insights into practical implementation.

Room: **Suite 3715**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **All Languages**	Presented in: **English**

Presentation 30 – Roadmap to Proficiency: Implementing Best Practices to Get You There

Alexis Buschert – Wayside Publishing

Looking to create a proficiency-driven classroom? This session will differentiate proficiency and performance and will dive into incorporating authentic resources and tasks, immersion in the target language, providing comprehensible input, and teaching in context. Participants will walk away from this interactive, hands-on session with ideas and strategies that can be implemented in the classroom right away. EXHIBITOR SESSION

Room: **Suite 3708**	Audience: **Secondary**	Focus: **Planning**	Language Focus: **Spanish/French/German**	Presented in: **English**

Presentation 31 – Best of California: Beyond Infographics: Using Authentic Resources with Beginning Level Students

Christina Dalton – Kern High School District

Can Authentic Resources be used in Level 1? YES! The ACTFL World Languages Standards emphasize using authentic resources in class. This session will give concrete tools teachers can use to incorporate authentic materials in all levels and will show participants how to adapt the tasks so that the same materials may be used in different levels.

Room: **Altitude @37**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 32 – From Fear to Fascination: Reframing Barriers in Language Learning through the IECC

Peter Njagi & Yu Zhen – University of New Mexico

Language learners come into the classroom with concerns such as cultural incompetency, inaccuracy of pronunciation, non-idiomatic sentences, and improper transcript(s) in the target language(s). While many may see these as barriers and/or stumbling blocks, this paper argues that such concerns are opportunities for acquiring a new language by minimizing learners' fears and anxiety while maximizing their adventure of discovery, cultural connections, and performance in a new language. In this paper, three language instructors (of Chinese and Swahili) from the University of New Mexico demonstrate how they leverage the tools of interconnectedness of emotion, culture, and cognition (IECC) in a culturally relevant manner to embrace challenges and cultivate motivation and passion in language acquisition, resulting in a paradigm shift that turns initial hesitation and fears into a journey of discovery and exploration.

Room: **Territorial 1**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 33 – Making Way for More Authenticity in the Foreign Language Classroom

Tara Hashemi – California State University-Fresno

Join us in this transformative journey toward a more authentic and effective language learning experience. This presentation aims to illuminate the pivotal role of authenticity in revolutionizing foreign language education. Grounded in the belief that genuine cultural experiences and real-world language use are essential for proficiency, this presentation will provide educators with actionable strategies to infuse authenticity into their classrooms. Participants will explore diverse pedagogical approaches, leverage technological tools, and gain insights into practical implementation.

Room: **Territorial 2**	Audience: **Secondary/University**	Focus: **The Learning Experience**	Language Focus: **French/All**	Presented in: **English**

Presentation 34 – German Immersion Collaboration: A K-16 Success Story

Jeffrey M. Packer – Utah Valley University

The presenter will discuss the successes and challenges of the Utah German Immersion program over the last decade. The presenter will show how the collaborative effort of many dedicated individuals, who were able to successfully advocate for the Germany program, which initially was not included in Utah's DLI offerings. The presenter will discuss how these individuals worked to create opportunities for their German students. Also discussed will be ideas to increase recruitment and retention efforts and how to help improve the program and sustain the collaborative effort going forward. Perspectives of others who have been involved, as well as the point of view of the participating student, will also be discussed.

Room: **Territorial 3**	Audience: **All Levels**	Focus: **Collaboration & Professionalism**	Language Focus: **German/All**	Presented in: **English**

DID YOU KNOW?

About 1,500 years ago a group of canoes came ashore to some of the islands now known as Hawaii. These people—the islands' first known residents—had rowed about 2,000 miles from the Marquesas Islands to get here. People from what is now Tahiti—over 2,500 miles away—followed 500 years later. These cultures brought traditions of their own and over time created new traditions such as surfing, hula dancing, and exchanging flower garlands called leis.

Friday Presentations — SESSION 5 — 4:15 PM – 5:15 PM

Presentation 35 – Scaffolding for Student Success: A Step-by-Step Guide to Communication

Jill Lykens – Air Academy High School

Every teacher has had the experience of creating the perfect activity, only to have it fall flat when the students walk in. This session will share step-by-step tactics to scaffold students' language, providing them with the support they need to successfully communicate across all modes. The presenter will share tried and true strategies to utilize the target language while building the confidence and skills necessary to communicate in real-world contexts. Students will be talking up a storm by the end of the class!

Room: **Prince Edward**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 36 – WIKI WIKI PRESENTATIONS (5 short presentations in a round-table format)

#1 – Building Interactional Competence as a Foundation of Communicative Competence

Bozo Dzakula & Maida Dzakula – Defense Language Institute Foreign Language Center

The main goal of learning a foreign language is to develop the ability to have an effective, meaningful interaction or increase communicative competence. The ability to communicate requires five different sub-competencies: (a) Grammatical competence, (b) Discourse competence, (c) Sociolinguistic competence, (d) Strategic competence, and e) Interactional competence, divided into three sub-competencies: (1) actional competence refers to an ability to perform everyday speech acts such as complaining, blaming, regretting, or apologizing, information and interpersonal exchanges, and expressing opinions and feelings; (2) conversational competence refers to turn-taking in conversation on how to open and close conversations, how to start and change topics, how to establish, hold, and relinquish the floor, how to interrupt, or how to collaborate and backchannel; and (3) Non-verbal/paralinguistic competence includes body language, backchannel behaviors, gestures, affect markers, eye contact, and non-linguistic utterances with interactional import (e.g., ahhh! Uh-oh. Huh?) and the role of silence and pauses.

Room: **Prince David**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

#2 – Learning a Second Language through Sounds

Gabriela Dongo-Arévalo – Arizona State University

The modern world is characterized by audiovisual overstimulation. Students are used to receiving stimuli continuously without consciously paying attention to any of them, which impairs their brain development and their relationship with the environment. This presentation is framed in environmental education. Activities are proposed for the student to reconnect personally, with the immediate surroundings, and with the environment through the development of listening skills. These activities, when carried out in the language class, favor linguistic competence and promote environmental awareness.

Room: **Prince David**	Audience: **Secondary/University**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **Spanish**

#3 – How to Create Successful Fully Online Courses with an Experiential Learning Final Project

Chiara Dal-Martello – Arizona State University

This presentation will demonstrate how to create a fully online course which includes a final experiential project. It will encompass the process of course creation, from formulating the learning outcomes using Bloom's Taxonomy, to determining assessment criteria. Two of our Italian cultural courses will be used as examples of successfully designed online courses, ITA 380 Natural Disasters: Environmental and Cultural Resilience in Italy, and ITA 350 Food and Culture: The Mediterranean Lifestyle in Italy.

Room: **Prince David**	Audience: **University**	Focus: **The Learning Experience**	Language Focus: **Italian Culture**	Presented in: **English**

#4 – Constructing Teacher Agency of a Chinese Language Teacher: A Narrative Self-Study

Jia Liu – University of Hawai'i at Mānoa

The significance of teacher agency in supporting the professional growth of educators is emphasized in scholarly work (Tao & Gao, 2017). Teacher agency is associated with teacher 'self-realization' (Ketelaar, Beijaard, Boshuizen, & Den Brok, 2012). Teachers are found to have agency in their intentions and skills to implement professional tasks (Pyhältö, Pietarinen, & Soini, 2015), enhancing their ability for lifelong learning and the promotion of educational innovations (Buchanan, 2015; Lasky, 2005). Teacher agency is not a fixed trait; rather, it is contextually shaped by current contexts, past experiences, and future orientations (Emirbayer & Mische, 1998). Employing a narrative self-study method, the author explores the perceptions of teacher agency in a teacher who teaches a Chinese as a foreign language course at a U.S. university. This research delves into the dynamics of teacher agency, examining how it adapts to various roles and experiences, thereby influencing teaching practices.

Room: **Prince David**	Audience: **All Levels**	Focus: **Collaboration & Professionalism**	Language Focus: **Mandarin/English**	Presented in: **English**

#5 – Building Confidence in Your Latin Classroom

Elizabeth Downer & Rebecca Ibrahim – University High School

What if you could harness the strategies that you already incorporate in your Latin classroom in order to foster confidence among your students? You can, with "retrieval practices"! Answers to questions students are already familiar with are "exercised" out of their subconscious through habitual questioning designed to make them instinctively recall and retain knowledge. While questions are common in a classroom, rather than using them to assess students, use them as a learning strategy to reinforce the knowledge they already hold within. In this manner, retrieval practices in lessons encourage students to "pull out" and recall data—from information related to vocabulary/derivatives, grammar concepts, and translation passages, to topics on Roman history and culture. This session will confirm that lessons incorporating such low stakes assessments develop metacognition in our students' thinking, which fosters not only engagement and confidence but also allows for the retention of information in long term memory.

Room: **Prince David**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **Latin**	Presented in: **English**

Presentation 37 – Vamos a divertirnos/Let's Have Fun!

Paul Chandler - University of Hawai'i at Mānoa

Esta presentación se hará en español y los materiales también serán en español. El propósito es crear un ambiente ameno. El uso del humor, los chistes, los trabalenguas, la música y las tiras cómicas ayudan a bajar el filtro afectivo. Entonces los estudiantes pueden aprender mejor porque están relajados. Los materiales se pueden adaptar para varios niveles.

Room: **Kaiulani 1**	Audience: **Secondary/University**	Focus: **The Learning Experience**	Language Focus: **Spanish**	Presented in: **English**

Friday Presentations — SESSION 5 — 4:15 PM – 5:15 PM

Presentation 38 – Social and Cognitive Presence in Project-Based World Language E-Learning

Shayna Katz - University of Hawai'i at Mānoa

A qualitative study will be presented of the impact of collaborative project-based e-learning on a sense of learner belonging and social and cognitive presence in online and hybrid university world language courses. The modes and amount of interaction and duration of the small-group projects are also examined. The results of the study reveal an important relationship between small-group projects, a sense of learner belonging and e-learning. To conclude, pedagogical implications are suggested for the use of project-based learning to establish a sense of community and social and cognitive presence essential in online and hybrid classes. Have your device on hand for optional Kahoot participation.

Room: **Kauai**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 39 – AI Unleashed: Revolutionizing Language Education for Educators and Learners

Satoru Shinagawa - University of Hawai'i – Kapiolani CC

Artificial Intelligence (AI) has garnered global attention, and its relevance in language teaching and learning cannot be overstated. This session explores the strategic use of AI in language education, offering insights for educators and learners. Discover how AI can enrich teaching techniques, fostering more engaging and efficient language learning experiences. The presenters will also delve into students' perspectives, acknowledging their natural inclination to use AI tools. Instead of discouraging this, the presenters focus on guiding students in effective AI utilization, ensuring their time is well-spent. Join us to uncover AI's transformative role in language education. Together, we will explore how educators and students can harness AI's potential, revolutionizing language learning in the digital age. Don't miss this opportunity to enhance your language education journey.

Room: **Suite 3715**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 40 – A Focus on Language Proficiency in Hawai'i

Emily Lam - Hawai'i State Department of Education

Come to this session to learn about the current initiatives at the Hawai'i State Department of Education (HIDOE) to create a cohesive pathway for students to grow language proficiency! This session will introduce participants to the new Hawai'i World-Readiness Standards of Learning Languages (HI WRSLL) and how the standards provide a framework for proficiency-oriented language instruction. In addition to the HI WRSLL and related implementation resources, teacher collaboration opportunities and the Hawai'i Seal of Biliteracy will be highlighted as example statewide initiatives to cultivate language proficiency and to elevate the importance of World Languages education.

Room: **Suite 3708**	Audience: **Elementary/Secondary**	Focus: **Planning**	Language Focus: **All Languages**	Presented in: **English**

Presentation 41 – Best of Utah: Creativity in a Crunch: Simple Strategies for Surviving and Thriving

Cherice Montgomery – Brigham Young University

Have you been feeling a little uninspired, crunched for time, or just plain burned out lately? Do you find it increasingly difficult to keep students actively engaged during class time? In this session, you'll learn some simple, practical strategies for infusing creativity, fun, and playfulness into your lessons in ways that (1) encourage cultural inquiry through authentic resources, (2) invite communication through critical thinking and collaboration, and (3) foster creative self-expression in the target language.

Room: **Altitude @37**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 42 – Eight Low-Cost Activities for Your Spanish Club

Lisa Greenman – AATSP/NSE

Do you have a Spanish Club or Organization with a low budget but high expectations? Come to this session to learn about inexpensive, rewarding, and hassle-free activities you can start in your club or classroom tomorrow! We will discuss eight specific activities and then have a round robin of ideas…bring one to share!

Room: **Territorial 1**	Audience: **Elementary/Secondary**	Focus: **Collaboration & Professionalism**	Language Focus: **Spanish/Portuguese**	Presented in: **English**

Presentation 43 – All About Avant STAMP Assessments

Bonnie Buck – Avant Assessment

Participants will explore the Avant STAMP language proficiency assessments. Avant has been helping language programs to increase language proficiency outcomes and recognize student language achievements for over 20 years. Curious to learn more? This session will offer a great introduction and will provide you with the tools needed to implement your own testing. Already a fan of Avant? Come and see all the new things we have been up to! From test development and delivery to data and next steps, it's all about Avant STAMP!

EXHIBITOR SESSION

Room: **Territorial 2**	Audience: **All Levels**	Focus: **Performance/Feedback/Assessment**	Language Focus: **All Languages**	Presented in: **English**

Presentation 44 – Fostering Engagement: Fun Classroom Routines for Native and Intermediate Learners

Ngan Ha Ta & Jennifer Stevens - 'Iolani School

Elevate language instruction through dynamic classroom routines! Join us for this presentation that delves into the pivotal role of classroom routines in fostering student engagement. This session explores the integration of enjoyable and purposeful routines across novice and intermediate levels that promote student agency while enhancing students' interpersonal, interpretive, presentational, and intercultural communication skills. Discover how these routines not only create a conducive, disruption-free environment but also streamline planning for educators, leaving students enthused and prepared. By the end of this session, you'll be equipped with the tools and confidence to kickstart these enriching routines in your own classroom, ensuring a promising start "on Monday."

Room: **Territorial 3**	Audience: **Secondary**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Friday Presentations — SESSION 6 — 5:30 PM – 6:30 PM

Presentation 45 – Healing and Language Learning: An Ethnic Studies Approach to World Languages

Vicky Xiong-Lor - California State University-Fresno & Diana Sanchez – Gateway High School

Teachers must have some resolve with their intergenerational trauma so that they can continue to teach our students! "My Grandmother's Hands", will take teachers on a journey to rediscover who they were, and who they have become. This experience of self-rediscovery is so important for teachers to go through to help them build their capacity before they can teach ethnic studies in our World Language classrooms. Teachers will need to come to terms with their intersectionalities, their biases, and understand their traumas, to find their true self, their strengths, and the "WHY" they became a teacher. It is only then that will they be ready to do the work of teaching ethnic studies in the World Language classroom.

Room: **Prince Edward**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 46 – WIKI WIKI PRESENTATIONS (5 short presentations in a round-table format)

#1 – Service-Learning Projects for Language Students

Ekaterina Arshavskaya – Utah State University

In this presentation, we will explore the possibilities of project-based instruction in the context of service learning. Have you ever wondered how to make your instruction more meaningful and enriching for your language students? Have you ever wanted to add more authentic interactions and impactful assignments into your language instruction? This session will overview 3 projects that can be used in language classes and involve both the students and local communities from the perspective of a language teacher and teacher educator. Service learning has been recognized as one of the key elements of 21st century education (Lee, Curtis, & Curran, 2018), and in this session we will not only explore the various possibilities it offers, but we will also explore challenges it may represent along with possible solutions. Participants will leave with insights and practical ideas to implement in their own classes.

Room: **Prince David**	Audience: **Secondary/University**	Focus: **The Learning Experience**	Language Focus: **ESL/All Languages**	Presented in: **English**

#2 – Note-Taking in ASL

John Baranello

How can students take notes in a language with no written form? Come learn about both high tech and low-tech approaches to student notetaking in ASL class. These approaches can also be adapted to spoken languages.

Room: **Prince David**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **ASL**	Presented in: **ASL**

#3 – Online and Hybrid Course Design: Best Practices for Educators

Alessandro Cesarano – Florida SouthWestern State College

This presentation will demonstrate how language learning can be facilitated with the help of best practices in course design. It will also outline the pedagogical advantage of using best practices, and the presenter will provide concrete examples from beginning and intermediate language instruction. Examples and tips will be shared and discussed with the participants. Participants will be interactively involved, and a comprehensive handout will be provided.

Room: **Prince David**	Audience: **Secondary/University**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

#4 – Using the TRACK Framework in Your Language Class

Consuelo Quijano – Defense Language Institute Foreign Language Center

Technological Pedagogical Content Knowledge (TPACK) is a framework teachers can use to help them identify the knowledge they may need to teach effectively with technology. The core of the framework underlies the primary forms of knowledge: Content (CK), Pedagogy (PK), and Technology (TK). Understanding the seven components of TPACK prepares teachers to deliver curriculum and instruction focusing on 21st century skills. This model aims to enhance teaching practices to structure classrooms to provide the best educational experience for students.

Room: **Prince David**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

#5 – The Use of Authentic Materials to Enhance Proficiency, Vocabulary, and Student Engagement in the Classroom

Mayra L. Fuentes – Tarrant County College

The use of tongue twisters as authentic material when learning a new language can be fun and interactive. Many benefits were found after implementing this tactic in the classroom. These include better pronunciation of words in Spanish, learning of idioms, easier transition to the target language (from English to Spanish), student engagement (students have to write it down and read it to a classmate), and since the tongue twisters are used as a 'bell ringer' it serves as an incentive for students to be punctual to class. For students who are learning Spanish as new language, it helps tremendously with pronunciation. For students who are native speakers and who are taking more advanced level Spanish classes, it helps to better understand their own culture and identity. On top of all the above-mentioned benefits, it requires little planning on the part of the professor.

Room: **Prince David**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **Spanish/English**	Presented in: **English**

Presentation 47 – OERs to Help Our First Year Students (Win-Win Situation for All)

Lucia Taylor, Leonor Ceballos, Michael Cartmill & Luis Arevalo – Utah Tech University

In this presentation, we will show how the Spanish area at Utah Tech University addressed the misalignment between program learning outcomes, course learning outcomes, and textbook content in first year courses (Span 1010-1020). We emphasized the importance of aligning these elements to create a cohesive and effective learning experience for students, following research, pedagogy, and economic concerns. We advocated for the adoption of open educational resources (OER) to replace traditional textbooks, promoting accessibility, affordability, and diverse learning materials. This presentation will showcase the influence of our new polytechnic mission, focusing on the integration of practical skills and real-world applications into the curriculum. Specifically, we will highlight the successful integration of project-based language learning as a culminating project, fostering active engagement, language proficiency, and problem-solving abilities. Finally, we will explore the potential for further articulation and expansion beyond the first-year courses, providing opportunities for continued growth and development if the project proves successful. This presentation aims to inspire educators and administrators to adopt innovative approaches that enhance learning outcomes and prepare students for future challenges in a dynamic global landscape.

Room: **Kaiulani 1**	Audience: **University**	Focus: **Performance/Feedback/Assessment**	Language Focus: **Spanish**	Presented in: **Spanish**

Friday Presentations — SESSION 6 — 5:30 PM – 6:30 PM

Presentation 48 – ACTFL Teacher of the Year: Designing Aha! Moments in ICC Experiences

Alicia Dallman Shoemaker - ACTFL

The ACTFL National Language Teacher of the Year's session delves into the transformative power of Aha! moments in educational contexts, with a focus on fostering intercultural competence (ICC) and cultural humility among students and educators. These moments of sudden insight are pivotal in achieving a deeper, more meaningful grasp of cultural nuances. The research on visible learning offers practical methods to guide learners toward higher-order conceptual realizations. This exploration involves strategies to create an environment that sparks creativity and insight, going beyond traditional learning methods. It emphasizes designing immersive learning experiences that encourage a profound understanding of intercultural dynamics. The use of multimodal resources, such as interactive media, storytelling, and reflective exercises, is instrumental in helping students process and internalize their experiences. Additionally, the session provides a platform for discussing open access research in ICC. This segment aims to foster collaboration, allowing educators and researchers to share insights, contribute to ongoing discussions, and access resources to further their understanding and teaching of intercultural competence.

Room: **Kauai**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 49 – Achieving ACTFL's Culture Standards through Embodied/Experiential Learning

Sara de Blas Hernández & Ana María Ortega Pérez – University of California-Davis

Culture in the language classroom does not always receive the attention it deserves. When it is covered, instructors usually rely on information presented by textbooks, which can be factual, passive and cold; in other words, disembodied. In contrast, this presentation explores the potential of approaching culture from a hands-on, active, and meaningful perspective. This session will share the results of a study conducted in several intermediate-low Spanish language classes at a university in California. Using the movie Coco as cultural input, two types of assignments were designed and implemented to develop students' Intercultural Communicative Competence (ICC): (1) a series of activities based on ACTFL's culture standards —products, practices and perspectives—, and (2) a video project rooted in embodied and experiential methodologies. In this session, based on a movie of their choosing, participants will work collaboratively to create assignments targeting ICC similar to the ones used in the study.

Room: **Suite 3715**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **Spanish**	Presented in: **English**

Presentation 50 – Becoming a Better Speaker through Debate

Fadi Abughoush – Lindblom Math & Science Academy

Do you find yourself looking for authentic activities to engage your students? Do you want these activities to promote reading, writing, and speaking in the target language? The use of debate and argumentation in a language classroom can be the answer. Learn about the Arabic debate format, strategies you can implement in your classroom, and how this aligns with the ACTFL standards. Additionally, participants will learn about how Chicago high school Arabic classes use debates as an effective language teaching method and how the debates lead to further opportunities for learners.

Room: **Suite 3708**	Audience: **Secondary/University**	Focus: **Performance/Feedback/Assessment**	Language Focus: **All Languages**	Presented in: **English**

Presentation 51 – Best of Arizona: What Can I Say? You CAN DO Projects in the World Language Classroom

Anne Walton-Ramirez – Arizona State University

Project-Based Learning allows students to learn without the pressure of exams/tests. The presenter will outline the implementation of projects in lieu of exams in the university classroom. Facing issues such as cheating on exams and low interest in speaking the language motivated our team to pilot and create project-based classes. In this implementation, projects are tailored to student needs and what they have learned up until that point. Students develop communicative abilities in Spanish through collaboration, critical thinking, proficiency-focused language instruction, culturally infused experiences, and applied learning opportunities across the communities we serve. These were implemented by all teachers in Fall 2023 in SPA 101 and 102 at ASU and Spring 2023 we added SPA 201, with plans for SPA 202 in Fall 2024.

Room: **Altitude @37**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 52 – AI Art Creation in a World Language

Will Smith – Waipahu High School

In this presentation, participants will learn about some of the AI art programs that are available, get hands-on experience with various AI art programs, and learn valuable ways these programs can be used to augment any World Language class.

Room: **Territorial 1**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 53 – Integrating Mindfulness with Proficiency in the World Language Classroom

Troy Cox – Brigham Young University

This session will focus on incorporating mindfulness practices into language instruction to enhance proficiency and support student growth and resilience. The ACTFL proficiency levels that target both a student's current "floor level", where they can easily succeed, and their "ceiling level", in which they have systematic breakdown, provides an ideal platform to introduce mindfulness practices such as self-reflection to develop resilience. We will explore how to incorporate mindfulness techniques such as breath work, meditation, gentle movement and body scans that can lower the affective filter while being centered in proficiency-based lesson planning. Throughout the session, we will provide hands-on demonstrations on how to create an atmosphere conducive to language acquisition.

Room: **Territorial 2**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 54 – Best Vocabulary Selection Practices in Beginner Language Classrooms

Claudia Sánchez-Gutiérrez – Univ. of California-Davis, Pablo Robles Garcia – Univ. of Toronto, Diane Querrien & Fanny Macé – Concordia University

When teaching vocabulary in the second language classroom, the first decision to make is deciding which words will be prioritized. While language teachers tend to base their decisions about which words to teach in their classes on textbook glossaries (Sanchez-Gutierrez et al., 2022), the literature on vocabulary teaching and learning has instead traditionally advocated for a frequency-based approach (Horst, 2013; Rankin, 2022; Robles-García et al., 2023). In this session, the proposition is that these two approaches are not necessarily at odds and can be combined to establish clearer learning goals for students. Through a hands-on experience comparing glossaries and frequency lists, participants will be invited to discuss how both sources of information can be used together. Following this discussion, steps will be established to create vocabulary learning goals that are (1) realistic in the context of a semester-long beginner course and (2) useful for students' linguistic development.

Room: **Territorial 3**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **All Languages**	Presented in: **English**

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Saturday Presentations SESSION 7 8:00 AM -9:00 AM

Presentation 55 – WIKI WIKI PRESENTATIONS (5 short presentations in a round-table format)

#1 – The Wai and Hau of Comprehension-Based Communicative Language Teaching: An Exploration of the CCLT Landscape in Hawai'i

'Alohilani Okamura, Jia Xu & Jacob Ornellas – University of Hawai'i at Mānoa

The world language landscape has changed dramatically in recent years. ACTFL has adopted proficiency-oriented language learning standards. Most recently Hawai'i has also made the move toward proficiency-oriented language learning standards. These two research projects will share how World Language teachers are negotiating these standards in their classroom. This presentation will explain and demonstrate educators' why, or purpose of language teaching, with proficiency-oriented language learning standards and showcasing their how, or practice in proficiency-oriented language instruction.

Room: **Prince Edward**	Audience: **All Levels**	Focus: **Collaboration & Professionalism**	Language Focus: **All Languages**	Presented in: **English**

#2 –Resources for Spanish Heritage Language Learners in Japan

Roxana Shintani – Keio University SFC & Patricia Takayama –Rikkyo University

Based on the needs of Spanish Heritage Language Learners (SHLLs) and their families to maintain their Heritage Language (HL), this presentation focuses on the materials and activities conducted as a language support and collaborative program with a Spanish Saturday school in Japan. Many SHLLs are studying in public schools using the majority language most of the day, while speaking and listening to the HL is usually limited at home. This session discusses the main problems and needs of the SHLLs and provides examples of the resources to promote easy access and continuous HL learning.

Room: **Prince Edward**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **Spanish**	Presented in: **Spanish**

#3 – Portuguese Second Language Immersion: Learner Corpora and Pedagogical Material Development

Amanda Hoffman – University of Utah

By examining learner corpora, educators can identify patterns and trends in how students use the target language, enabling teachers to design teaching materials that align with students' needs (Granger, 2009). This study aims to analyze a learner corpus to identify recurring errors among Portuguese learners when employing the verbs SER/ESTAR in writing and activity ideas that can help instructors in their second language classes. The data for this study comes from the Portuguese section of the corpus of Utah dual language immersion (CUDLI; Rubio & Schnur, 2019). The corpus data reveals that students demonstrate challenges using the verbs SER and ESTAR. By the end of this presentation, the participants will be shown authentic examples extracted from CUDLI, analyze how L2 Portuguese immersion students use the verbs SER/ESTAR, and observe activities developed to help the learners enhance the use of these verbs.

Room: **Prince Edward**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **Portuguese**	Presented in: **English**

#4 – "As Told by BookTok": Playing with Narrative Tenses in the Second Language Classroom

Armando Molina Gómez - University of Hawai'i at Mānoa

This presentation introduces two lessons designed in the context of a unit of work for ESL learners focused on reading and the use of mixed past tenses (Past Simple, Past Continuous and Past Perfect Simple) to tell stories. It is intended for educators of foreign languages in middle/high school who want fun ideas to practice the use of mixed past tenses to promote reading among students. The presentation will go over an easily adaptable breakdown of the two sessions before delving into a group game of writing exquisite corpses to exercise narrative tenses and time expressions. This will be followed by an activity in which students were prompted with a short production task on the creation of their own TikTok video based on one of the stories that were created in class or about a book they had already read. The context of the activities is framed in discussions about reading habits, first steps in telling stories, and the BookTok phenomenon –a TikTok trend that has become increasingly popular to promote reading among youth in recent years.

Room: **Prince Edward**	Audience: **Secondary**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

#5 – Technology in the Language Classroom: Lessons Learned from the Pandemic

Diane Querrien – Concordia University, Claudia Sánchez Gutiérrez – Univ. of California-Davis & Pablo Robles Garcia – Univ. of Toronto

This presentation will report the new horizons and lessons learned from the COVID-19 crisis in the context of language learning programs in the US. The pandemic radically disrupted all educational institutions, yet second language (L2) classrooms were especially impacted due to the absence of face-to-face opportunities for interaction and negotiation of meaning in the target language, essential facets of L2 acquisition (Lantolf & Thorne, 2006; Long, 1996). The abrupt and unanticipated transition to emergency remote teaching required learners and teachers to reconceptualize what successful L2 learning looked like in both online and in-person environments. Following the experiences, attitudes, and practices of teachers and students during the first two years of the pandemic, this presentation will draw on teachers' and learners' challenges and will provide strategies for turnkey pedagogical tools to support their learners in the post-pandemic context.

Room: **Prince Edward**	Audience: **University**	Focus: **Planning**	Language Focus: **All Languages**	Presented in: **English**

Presentation 56 – He lā'au kū ho'okahi, he lehua no Ka'ala

Aulia Austin - Hawai'i Department of Education/Office of Hawaiian Education & Kyle Ennis – Avant Assessment

In this session, Ka Papahana Kaiapuni (Hawaiian Language Immersion Program) will be the focus of a discussion around the value, successes, and challenges of Hawaiian language revival for Hawaiian Immersion students in our Hawai'i Department of Education (HIDOE). This presentation will highlight language acquisition strategies and the use of language assessment that can inform instruction. Avant Assessment partnered with HIDOE to develop a 4-skill Hawaiian language assessment for elementary students. The development process, validation efforts, and use of the test will be discussed. Participants in this session will be able to engage in discussion and conversations about how to strengthen and build Hawaiian language programs with specific strategies and support from HIDOE.

Room: **Kaiulani 1**	Audience: **All Levels**	Focus: **Performance/Feedback/Assessment**	Language Focus: **Hawaiian**	Presented in: **English**

Presentation 57 – Optimal Learning Design: Rubrics, Backward Planning, Effective Assessment

Rolla Elsaiary – Arab Immersion Magnet School

Embark on a voyage to craft profound learning encounters using rubrics and backward design. Discover the art of aligning assessments with desired outcomes, fostering purposeful student growth. Immerse yourself in practical strategies that seamlessly infuse rubrics into your pedagogical approach, enriching teaching effectiveness and amplifying student achievements. Gain insights into the nuanced use of rubrics for precise classroom grading. This concise, yet impactful session is tailor-made for educators seeking a comprehensive learning metamorphosis. Join us and unlock the potential of rubrics and mastery assessments for an enriched educational journey.

Room: **Kauai**	Audience: **All Levels**	Focus: **Performance/Feedback/Assessment**	Language Focus: **All Languages**	Presented in: **English**

Saturday Presentations — SESSION 7 — 8:00 AM -9:00 AM

Presentation 58 – The Trunk of the Proficiency Tree Makes Everything Grow: Resources to Move Students to and through the Advanced Level of Proficiency in Spanish

Lauren Truman & Nieves Knapp – Brigham Young University

This presentation considers functions in the proficiency guidelines as the trunk that feeds the branches of the three modes of communication: interpretive, interpersonal, and presentational. Out of these modes grow our classroom activities. This presentation will provide ready-to-use resources in each of the three modes of communication to help students move from the Intermediate High level to the Advanced Low level and through the Advanced range in Spanish. These resources also engage students in the development of their intercultural communication skills. Principles and activities can be applied to other languages.

Room: **Suite 3715**	Audience: **Secondary/University**	Focus: **The Learning Experience**	Language Focus: **Spanish**	Presented in: **Spanish**

Presentation 59 – Fun Vocab Games to Review

Jennifer Newman-Cornell & Zita Myers – Northwest Career & Technical Academy

Vocabulary is essential for increasing proficiency, but how do we practice it in class? Come to this session to get different ideas about how to practice vocabulary in your classroom. We will talk about how to design and lead them, and participants will get to try out each activity. Leave with ideas to practice throughout your unit and be ready to go with a fun vocabulary activity on Monday!

Room: **Suite 3708**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 60 – Project-Based Language Learning: Cross-Cultural Engagement with Stakeholders

Betsy Gilliland – University of Hawai'i at Mānoa, Jennifer Bown – Brigham Young University, Yi Han – Fordham Preparatory School & Gabriel Guillen – Middleburg Institute of International Studies at Monterey

Project-based language learning (PBLL) brings the principles of project-based learning into the practice of language teaching. In PBLL, teachers guide their students through the process of developing real-world projects where they can use their language skills to contribute to their school or community or a community of language users elsewhere on the globe. Along the way, they pursue a sustained inquiry into genuine questions, collaborate, make decisions, provide each other with feedback, and reflect on their learning. Presenters in this session (teachers of college-level Russian and Spanish and high school Mandarin) developed PBLL projects that engaged students in interacting with the communities surrounding their campuses to increase intercultural understanding. Presenters will also report on the results of action research into their students' experiences and learning.

Room: **Altitude @37**	Audience: **All Levels**	Focus: **Collaboration & Professionalism**	Language Focus: **Russian/Mandarin/Spanish/All**	Presented in: **English**

Presentation 61 – Collaborative Synergy: High School Meets College: A Workshop on 9-16 Learning

Ning Wei – Colorado Academy

Research and presentations, teamwork, guest speakers, community engagement, and personalized teaching strategies—all effective methods for education. But here's an exciting addition: Let's forge a bridge between high school and college students! At Colorado Academy, our higher-level Chinese classes have established a dynamic collaboration with college-level Chinese courses, embarking on a diverse array of projects. The results have been nothing short of astounding! From introducing their schools to each other to discussing social media usage, from building a virtual museum on Chinese history and culture to discussing medical systems in the US and in China, students are not only expanding their knowledge of China but also cultivating essential skills in teamwork, communication, and creativity. It's an educational adventure that transcends the classroom, propelling us into a globalized world.

Room: **Territorial 1**	Audience: **Secondary/University**	Focus: **Collaboration & Professionalism**	Language Focus: **All Languages**	Presented in: **English**

Presentation 62A – Kings and Queens of Culture

Julie Rivera – Doral Academy Red Rock High School/Middle School Campus

This session gives teachers ideas for mini projects they can assign to encourage their students to delve a little deeper into the rich and diverse culture that exists in the countries where the languages they teach are spoken.

Room: **Territorial 2**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 62B – Integrating and Applying Self-Determination Theory and Positive Psychology: Insights Gained for L2 Teachers

Keita Kukuchi – Kanagawa University & J. Lake – Fukuoka Jo Gakuin University Project

This presentation will briefly introduce the fields of self-determination theory (SDT), positive psychology, and positive psychology for language learning. The presenters will explain how these theories can be integrated together and how teachers who adopt these insights may gain from SDT and positive psychology, which can help motivate students in learning any language. More specifically, the presenters will discuss how the needs of autonomy, competence, and relatedness in SDT can be integrated with positive emotions, engagement, positive relationships, meaning, and accomplishment (PERMA) in positive psychology. We will explain how increasing motivation may increase engagement, leading to higher levels of language competence. We will briefly discuss the principles of the insights possibly gained from the field of positive psychology for language teachers first, describe some of our own research in this area, and finally some implications and practical activities for the classroom.

Room: **Territorial 3**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Saturday Presentations — SESSION 8 — 9:15 AM - 10:15 AM

Presentation 63 – WIKI WIKI PRESENTATIONS (5 short presentations in a round-table format)

#1 – Using Authentic Material to Promote Intercultural Communicative Competence in the Second Language Classroom

Berni Beringer – University of Wisconsin-Madison

Raising critical cultural awareness and having students engage critically with authentic material is crucial in foreign language teaching. By implementing material and tasks that foster students' Intercultural Communicative Competence (ICC), students get to develop and extend their critical cultural awareness. Creating tasks with authentic material that are suitable to promote ICC can often be challenging. One way to approach this topic is by working with stereotypes. Analyzing hetero- and auto-stereotypes raises critical cultural awareness and helps critically reflect upon the target- and one's own culture. An authentic document that features such stereotypes can be a travel guide. This presentation will provide a hands-on example of how travel guides can be incorporated in the foreign language class, which can easily be implemented in your own classroom.

Room: **Prince Edward**	Audience: **Secondary/University**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

#2 – Playing Games While Learning a Language

Olla Al-Shalchi – University of Texas

Language learners need to be exposed to the target language as much as possible, but they also need to be able to do so in a fun, relaxing environment where the stakes are low. Playing games and engaging with the language is the perfect pairing.

Room: **Prince Edward**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **Arabic**	Presented in: **English**

#3 – Predicting Speaking Proficiency with Fluency Features Using Machine Learning

Troy Cox & Greg Thompson – Brigham Young University

Our study investigates the relationship between temporal fluency measures and Oral Proficiency Interview-computerized (OPIc) scores by focusing on novice-level language learners in Spanish and French. Previous research found temporal fluency to be a strong predictor of OPIc scores. However, the examinees were primarily intermediate to advanced learners. Our research uniquely contributes to the field by focusing on learners at the inception of their language acquisition journey. Drawing from a dataset encompassing over 200 participants, we employ both linear regression and machine learning techniques to construct and then compare the respective predictive algorithms that anticipate OPIc scores based on temporal fluency metrics. By scrutinizing the outcomes of this analysis, we aim to enhance the comprehension of the intricate interplay between temporal fluency and language proficiency. Moreover, our findings may hold profound implications for language assessment practices and pedagogical approaches tailored to meet the distinctive requirements of novice-level Spanish and French learners as well as implications for statistical analysis in language learning.

Room: **Prince Edward**	Audience: **All Levels**	Focus: **Performance/Feedback/Assessment**	Language Focus: **All Languages**	Presented in: **English**

#4 – Let's Play Beach Ball and Spin the Wheel: Vocabulary Building Games

Imelda F. Gasmen – University of Hawai'i at Mānoa

Two simple games will be shared to facilitate vocabulary building and even more scaffolding tasks. Using a beach ball and a spinner wheel, the presentation will demonstrate fun, engaging, and interactive activities to challenge vocabulary use and create sentences, role plays, and even stories.

Room: **Prince Edward**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

#5 – The Importance of Teaching about Truth, Commissions, Memory, and Transitional Justice

Emily Nelsen – University of California-Davis

Truth seeking is an integral aspect of investigating past wrongs. The process of seeking truth and justice can, in the words of the ICTJ, "create a shared and impartial narrative about the past, determine factors that led to violations, and articulate proposals for further justice measures and broader societal transformation" that demonstrate the vital role that civil society as well as victims and others affected by human rights violations can play ("New Report Demonstrates"). Transitional justice and truth commissions serve as communication mechanisms, as these institutions are vital in changing what countries' citizens and elites know and believe. These bodies advance their goals, such as reconciliation and deterrence, through communication-specific activities within domestic and international audiences, which is why it is imperative that these themes addressed be pedagogically in safe and caring classroom environments.

Room: **Prince Edward**	Audience: **Secondary/University**	Focus: **The Learning Experience**	Language Focus: **English/Spanish**	Presented in: **English**

Presentation 64 – Writing Graded Readers for Intercultural Awareness: Can ChatGPT Help?

Ana Maria Ortega Perez, Angelica Gonzales Bastida & Claudia Sánchez Gutiérrez – University of California-Davis

This presentation aims to illustrate how second language (L2) instructors can create in-house graded readers for their students with the support of ChatGPT. We will first present a case study of one large introductory Spanish language program in the US that introduced a reading program (RP) in 2019 and has since continued modifying and improving the RP's materials and activities. We will specifically focus on teachers' and students' experiences when the RP transitioned from using commercial graded readers to creating in-house books with characters, thematics, and settings inspired by the teaching/learning context. Relevant insights from this experience will be shared, with an emphasis on the impact of the reading program on students' intercultural awareness. Finally, participants in the session will develop their own initial draft of a chapter of a graded reader by prompting ChatGPT and working collaboratively to adapt the texts to their unique teaching contexts.

Room: **Kaiulani 1**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **Spanish**	Presented in: **English**

Presentation 65 – Chat GPT for Multilingual Users' English Academic Writing

Sohyeon Lee – University of Hawai'i – Second Language Studies

This research explores the pedagogical impact of integrating ChatGPT, an AI-driven text generation tool, into the academic writing process of multilingual university students. Academic English writing poses a substantial challenge for non-native speakers, often compounded by the lack of personalized and timely feedback. A 75-minute workshop at American University seeks to address this by guiding students in the responsible and critical use of ChatGPT. The study centers on shifts in students' perceptions before and after the workshop, particularly regarding ChatGPT's role in academic writing. It also evaluates how responsible ChatGPT prompts can enhance L2 English academic writing quality. This research offers practical insights into AI's educational potential while emphasizing ethical use to prevent issues like plagiarism and overreliance on AI. The findings promise to shape guidelines for responsible AI integration in academia and to enhance the academic writing skills of multilingual students.

Room: **Kauai**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **All Languages**	Presented in: **English**

Saturday Presentations — SESSION 8 — 9:15 AM - 10:15 AM

Presentation 66 – Portuguese as L3: Perceptions Concerning the Facilitative and Non-Facilitative Transfer of Spanish in Portuguese Learning

Caroline Diniz Ainsworth & Desiree Oliveira - Brigham Young University

This session will be of interest to language teachers in general, especially those teaching a language considered a third language for students. Although some quantitative research has discussed the amount of facilitative and non-facilitative transfer that happens between languages —particularly similar languages, such as Portuguese and Spanish, there is still a gap in qualitative data concerning students' and teachers' perceptions about their experience on the matter, especially concerning transfer from L1 or L2 to an L3. This presentation highlights a case study conducted at a Portuguese-as-a-third-language class at Brigham Young University where students already speak English and another romance language (mostly Spanish). The results can help teachers reflect on this unique scene of third language acquisition and will have some insights for their particular language teaching situation. Teachers should help students acquiring a second or third language to become aware of non-facilitative transfers between languages, as well as understand how to use facilitative ones to speed their language learning process.

Room: **Suite 3715**	Audience: **All Levels**	Focus: **Performance/Feedback/Assessment**	Language Focus: **All Languages**	Presented in: **English**

Presentation 67 – Hawai'i: The Most Bilingual State in the USA: "Pidgin": Hawai'i's Creole Language

Melisange Ouellet-Beaucaire - Hawai'i Department of Education: J. Campbell High School

Come take a journey and learn about how Hawai'i is the most bilingual state per population density of the entire United States. Over 71% of our population is made up of bilingual speakers of English and Hawaiian Creole English (popularly referred to as "pidgin"). Unfortunately, the vast majority of our bilingual speakers don't even know they are BILINGUAL! You will be exposed to Hawai'i's rich and dark history, its variety of native and second language speakers, adversities, issues, challenges, bilingual benefits, and, most of all, the power of bilingual advocacy.

Room: **Suite 3708**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages/Hawaiian**	Presented in: **English**

Presentation 68 – Project-Based Language Learning on Campus and in the Community

Alexander Tang – University of Hawai'i at Mānoa, Mansi Bajaj – Yale University, Cristina Almeida – Illinois Wesleyan University

Project-based language learning (PBLL) brings the principles of project-based learning into the practice of language teaching. In PBLL, teachers guide their students through the process of developing real-world projects where they can use their language skills to contribute to their school or community or a community of language users elsewhere on the globe. Along the way, they pursue a sustained inquiry into genuine questions, collaborate, make decisions, provide each other with feedback, and reflect on their learning. Presenters in this session (teachers of college-level Hindi and Spanish and high school Arabic) developed PBLL projects that allowed their students to share their language learning with their campuses and communities. The presenters will describe the successes and challenges of implementing their projects and will report on the results of action research into their students' experiences and learning.

Room: **Altitude @37**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 69 – Promoting Multilingualism in Hawai'i Schools

Emily Lam – Hawai'i State Department of Education & Corrin Barros – Pacific Resources for Education and Learning

Hawai'i is multicultural and multilingual. 'Ōlelo Hawai'i and English are the official languages of the state of Hawai'i. In addition, over the past five years, approximately 10 percent of students in Hawai'i public schools have been identified as active English Learners (ELs).. The ELs represent about 70 different languages, with the top five languages spoken at home being Ilokano, Chuukese, Marshallese, Tagalog, and Spanish. How can schools leverage this beautiful diversity to create a positive learning environment and cultivate success for all students? This session will introduce the Multilingualism for Equitable Education (ML) policy at the Hawai'i State Department of Education (HIDOE) and will highlight resources developed to help schools create multilingual experiences for all students.

Room: **Territorial 1**	Audience: **Elementary/Secondary**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 70 – The CI Melting Pot in the Special Person Interviews

Diana Cristina Williams – University Laboratory School

The Special Person or The Star of the Day is a student interview strategy enriched with Comprehensible Input. It is also an opportunity to promote unity and diversity in the classroom. This session guides you through the basics of boring-proof student interviews while sheltering vocabulary and not grammar. Meaningful repetitions and compelling personalization make this activity a favorite of students starting at a Novice Low level. The presenter will share classroom experiences, twists to a traditional interview, assessments, examples of work, and online resources.

Room: **Territorial 2**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 71 – Transformative Badge Design for Language Internships

Camellia Hill – DeMolder Hill Design & Jessica Demolder – Brigham Young University/DeMolder Hill Design

This presentation highlights the process of online badge development to support language learners and educators before, during, and after study abroad opportunities. You will follow the presenters as they demonstrate the design and implementation of badges for language internships. Specifically, you will see the intentional design of badges which include identification of gaps where badges can solve pain points, appropriate backward design of badges, outcome driven assessments incorporated into badges, design creation of a badge, and pilot plans for additional online badge iterations. Ultimately, you will learn ways to discern between buzzwords or trends in technology integration, open badges, pathways, micro-credentials, and online ecosystems to determine the best use of badges to support your individual realms.

Room: **Territorial 3**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **All Languages**	Presented in: **English**

EXHIBIT BREAK - Visit Our Exhibitors! 10:30 am – 11:00 am

Kaiulani 2/3 & Foyer

Saturday Presentations — SESSION 9 — 11:00 AM -12:00 PM

Presentation 72 – How to TBLT: Developing Tasks for the Second Language Classroom

Nicole Ziegler, Kristen Urada & Michol Malia Miller – University of Hawai'i at Mānoa

With numerous empirical studies and syntheses demonstrating the efficacy of tasks for facilitating second language (L2) development and performance (e.g. Chong & Reinders, 2020; Ziegler, 2016), task-based language teaching (TBLT) has grown into a leading pedagogical approach in the second and foreign language learning classroom. Building on previous research highlighting the need to support teachers in the principles and application of TBLT (Bryfonski, 2021; East, 2021), this interactive, hands-on presentation will provide participants with valuable information on 1) how and why tasks support L2 learning, 2) how to define a task, 3) how to adapt existing textbook activities to include more task-based features, and 4) how to use tasks in the classroom. Participants will learn how to design and adapt tasks and will develop one or more tasks to use in their instructional context.

Room: **Prince Edward**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 73 – Let's Have an Immersion Weekend (or Day)!

Douglas Philipp – Cheyenne Mountain High School

Presented by a Colorado teacher who is part of the team that has hosted a successful German immersion weekend since 2003 for over 100 students annually, this session will present all the facets necessary for planning either a full weekend (or day) immersion event. Precise ideas about time planning, location selection, and myriad student-friendly activities will be shared. The session will also present tips on getting students interested in participating. The methods presented can be used for any language immersion experience. Time for further idea brainstorming, discussion, and questions is included in this information-packed hour. Copious forms and ideas will be dispensed at this session.

Room: **Kaiulani 1**	Audience: **Secondary/University**	Focus: **Planning**	Language Focus: **All Languages**	Presented in: **English**

Presentation 74 – Engaging Communities of Learners: 3 Collaborative CEL Projects between the Univ. of Utah and a DLI Language Instruction School

Anna Hodgson – University of Utah & Fabiana Hansen - Jordan School District

This presentation aims to share successful Community Engagement Learning (CEL) projects designed collaboratively by a four-year long partnership between the Portuguese program of a large public university and a middle school with a Portuguese immersion program. Participants will have access to inspiring stories and practical experiences illustrating how collaborative efforts between communities of learners can revolutionize the classroom experience, fuel student motivation and engagement, foster greater language proficiency, and promote cultural competence. Witness the magic of reciprocal learning in a task-based trip to "Portugasia," a Flipgrid simulated AP training program, and a Brazilian-themed college campus tour.

Room: **Kauai**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 75 – Undoing the Infamous "Movies in Class Bad Rap": Short Film Applications in the World Language Classroom

Diego Batista – Weber State University

Many people assume that movies played during class tend to lack educational value or, even worse, they happen as a result of a teacher neglecting their planning responsibilities. However, the recent rise of short films has led instructors to explore the pragmatic effects that short films can have in enhancing language skills. During this presentation, we will delve into the benefits of using short films in a language classroom. We will also discuss some ideas and applications that target ways in which short films engage students, provide them with a strong motivation to learn, introduce them to real-life conversations, provide visual context, and develop analytical thinking.

Room: **Suite 3715**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 76 – In the Educator Trenches? Find Your Way Out!

Dana Goodier – Douglas County Schools/CCFLT

Are you currently in the Educator Trenches, unable to find your way out? This session will provide the chance to think about your own experiences and when you may have found yourself in a trench. You don't have to spend forever in your trenches. When you have been through multiple trenches during the course of your career, you can learn to pick yourself up and continue to move forward, if this career is your true "why".

Room: **Suite 3708**	Audience: **All Levels**	Focus: **Collaboration & Professionalism**	Language Focus: **All Languages**	Presented in: **English**

Presentation 77 – Best of Oklahoma: Keep Them Reading

Deanna Roach – Norman North High School

How do we keep the attention of the TikTok generation focused on what we are reading together in class? What else can we do besides written comprehension questions to make sure each student understood what was read? Come and learn strategies, activities and games that have been stolen from a lot of other teachers that have made a huge difference in keeping my students engaged during and after any shared reading--from novels to informational texts to a simple paragraph in the target language. You can take these ideas and use them with ANY reading on Monday!

Room: **Altitude @37**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 78 – 'ĀINA as Ancestor: How Are We Contributing to Our Place? 'Āina Comprehensible Input Curricula Design

Johanna K. Stone – University of Hawai'i at Mānoa/Kawaihuelani Center for Hawaiian Language

"Ho'okahi lā o ka malihini." You are a stranger for a day, then you join in the work. As humans, we are indebted to our place for collective nourishment. As settlers in our territories, you are indebted to the people who sprout from this land. As language teachers, our work is to cultivate our learners through not only our language of study – but the life ways and ancestral knowledge systems embedded in these languages and the place where these languages are spoken. We are indebted to our place, the people of our place and the ancestors who cultivated abundance here from antiquity. Let us take a critical look at the intentionality of our content focus to include 'āina, aloha 'āina, our responsibilities as settlers and descendants through examining our histories, place names, proverbs, and original practices of food cultivation so that we may all reclaim our role as children of the land, as descendants of 'āina, and as collective ancestors.

Room: **Territorial 1**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All/Hawaiian**	Presented in: **English**

Saturday Presentations — SESSION 9 — 11:00 AM -12:00 PM

Presentation 79 – Reaching Professional Proficiency: Innovations and Insights from The Language Flagship

Suzanne Freynik & Molly Godwin-Jones - University of Hawai'i at Mānoa

A defining feature of The Language Flagship is its mission to bring undergraduate students to professional proficiency in a critical language by the time they graduate. The step from Intermediate High to Advanced proficiency is a notoriously challenging one for learners. In a series of panel discussions, presentations, and focus groups, the Language Flagship Technology Innovation Center investigated the methods Flagship educators use to bring learners over this step and beyond. Findings revealed a number of common challenges, including shortages of time and personnel as well as difficulty accessing research and authentic materials in the target language. For these challenges and others, participants demonstrated novel solutions, including working across institutions to share content courses in the target language and leveraging community partners to provide students with opportunities to present research and engage in volunteer work. Findings also highlight useful technologies, including corpora, messaging systems, and platforms for speaking practice.

Room: **Territorial 2**	Audience: **University**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 80 – Task-Based Instruction in Medical Spanish: Challenges and Possibilities

Gustavo Mori - University of Hawai'i at Mānoa

As Matthew Coss (2022) and Ortega et al. have described, Medical Spanish Education in the United States does not follow uniform curricula or clear learning outcomes in universities and medical schools. Considering the growing number of low English proficiency (LEP) speakers of Spanish and the gaps in adequate medical services in their L1 language, this presentation outlines recommendations to implement adequate task-based instruction that tailors specific responsibilities these professionals encounter in healthcare settings. While the establishment of clear course objectives geared towards enabling students to fulfill job-specific tasks remains a central tenet of effective pedagogy, it is imperative to also underscore the importance of cultivating cross-cultural awareness and comprehending diverse perspectives on Latino medicine and healing. These considerations are vital in the construction of effective teaching curricula.

Room: **Territorial 3**	Audience: **Secondary/University**	Focus: **The Learning Experience**	Language Focus: **Spanish**	Presented in: **English**

SATURDAY LUNCHEON

(Ticketed event)

Scholarships & Awards Luncheon

12:00 pm - 1:15 pm

NOTE: The luncheon will be held in Prince David and is reserved for attendees who pre-purchased tickets at the time of registration.

Saturday Presentations — SESSION 10 — 1:30 PM -2:30 PM

Presentation 81 – Ice Cream Makes Everything Better: Strategies and Solutions for When Motivation Melts

Cherice Montgomery – Brigham Young University & Bethany Daniel – Vanderbilt University

Does it seem that your students' motivation is melting, but your brain is frozen—so stuck in survival mode that you can't think of any new ideas to keep students engaged? Do your lessons ever feel like plain vanilla ice cream served in a stale cone—full of essential grammar and vocabulary, but lacking in cultural flavor? Have you ever wished you could mix all 5 Cs into your lesson plans, but can't quite figure out how? Research suggests that ice cream makes everything better! In this interactive session, we'll travel around the globe to discover the historical, cultural, and psychological significance of ice cream through authentic texts in many languages. We'll also explore the art and science of ice cream with simulations and experiments designed to engage beginning language learners. Come sample a variety of language activities guaranteed to appeal to a wide range of student tastes!

Room: **Prince Edward**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **All Languages**	Presented in: **English**

Presentation 82 – Encouraging Critical Dialogue: Strategies for Critical Language Pedagogy

Daniel Holden, Graham Crookes & Nicole Ziegler – University of Hawai'i at Mānoa

Critical language pedagogy (CLP) is recognized as a curricular perspective reflecting democratic values, and within this perspective, critical dialogue is seen as a crucial element. However, because critical dialogue is not often explicitly taught or valued in mainstream L2 materials, second language training programs (and consequently second language learners) have had little experience approaching discussion activities from a critical perspective. This project examines optimal strategies for fostering the progressive use of critical dialogue in oral and written assignments of ESL students in an intensive English language program, as well as in the teacher education context with pre-service second language instructors during an undergraduate seminar. During this interactive presentation, attendees will be asked to engage in a critical dialogue activity with their colleagues and provide their own ideas for enhancing critical dialogue in the classroom.

Room: **Kaiulani 1**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 83 – Open Access Resources Promise to Bridge the Research/Classroom

Christopher Gwin – National Federation of Modern Language Teachers Association

Teachers work hard to craft lessons, reflect on instruction, and revise curricula among myriad other responsibilities each school day. Researchers toil at their work to investigate, document, analyze, and synthesize current experiences in language learning. The best of this work is published in academic journals, but classroom teachers rarely have access to this information. The Open Access movement promises to change this. Teachers now have cost-free access to current research through OA, and journals are publishing easy-to-use summaries. This is a potential paradigm shift. Join us to delve into the world of Open Access, explore several article summary samples from the Modern Language Journal, and see how the knowledge gained from recent research can inform your lesson planning.

Room: **Kauai**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **All Languages**	Presented in: **English**

Presentation 84 – Secondary Teaching Strategies for Engagement

Priscila Prestes – 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: **Suite 3715**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 85 – Examining the Landscape of Language Revitalization and Preservation in Hawai'i: Past, Present, and Future

Dina Yoshimi – University of Hawai'i at Mānoa, William Pila Wilson – University of Hawai'i-Hilo & Kristin Davin - University of North Carolina at Charlotte

In this session, the presenters will discuss the past, present, and future goals of Hawaiian-medium and immersion schooing in Hawai'i. They will begin with an historical overview of the origins of Hawaiian-medium schooling in the 1980's, describing the creation of the 'Aha Pūnana Leo Childcare Centers. They will next describe the current landscape of Hawaiian-medium and immersion programs, sharing information about the Kaiapuni schools across the Hawaiian Islands. They will share findings from a survey of more than 200 Hawaiian residents that focused on experiences with language revitalization and preservation in Hawai'i over their lifespans. To conclude, presenters will engage audience members in a discussion about the future of Hawaiian preservation and revitalization efforts.

Room: **Suite 3708**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **Hawaiian**	Presented in: **English**

Presentation 86 — Collective Joy: Improv and Games in the World Language Classroom

Natalie Lalagos – Kealakehe High School/HALT

Improv and games are a great way to create space for joy, build trust, and lower anxiety in the world language classroom, all of which lead to language acquisition. When students have fun and play together, the stage is set for them to take risks with a lowered affective filter. No prior experience with improv is needed in order to implement these strategies in the classroom; attendees will engage in these sessions as learners playing games with space and guidance offered to reflect on how these strategies could be implemented in their classroom. Come prepared to say yes, have fun, laugh, and walk away with immediately applicable strategies.

Room: **Altitude @37**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Saturday Presentations — SESSION 10 — 1:30 PM -2:30 PM

Presentation 87 – Building Connections: Bridging the Generation Gap with Authentic Materials				
Aisha Khan – Klett World Languages				
Discover a world of authentic materials and their role in inspiring language learners. Explore examples such as festival posters, social media campaigns, film posters, photographs, infographics, and more. Learn where to find these resources within the book's structure and how to implement them effectively, with three levels of exploitation: communicative, linguistic, and cultural. Dive into step-by-step approaches for before, during, and after activities, fostering interpretive, presentational, and interpersonal language skills. Harness inductive grammar, support for language, production models, and boost your teaching with authentic resources. EXHIBITOR SESSION				
Room: **Territorial 1**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **French/Spanish**	Presented in: **English**

Presentation 88 – From Video Clips to Comprehension: Using ClipChats for Second Language Acquisition and Culture Enrichment				
Dahiana Castro – Lakewood High School				
ClipChat, also known as Movie Talk, is an all-time student favorite! ClipChat is a great way to create Comprehensible Input lessons. The visuals and sound effects make ClipChats' lessons comprehensible and engaging. These short films, music videos, and commercials often lack dialogue, so teachers can adapt them to any language and level. It is also an easy beginner's technique for teachers new to CI. In this presentation, attendees will learn how to select, plan, and teach using video clips. Additionally, a variety of post-viewing and post-reading activities to do after a movie talk will be offered.				
Room: **Territorial 2**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **French/Spanish/Mandarin**	Presented in: **English**

Presentation 89 – Creative Integration of Social Media in World Language Teaching and Learning				
Le Kang – Vail Mountain School - NOTE: THIS PRESENTATION HAS BEEN MOVED TO FRIDAY 3-4 pm IN KAIULANI 1				
In today's digitized world, social media has emerged as a powerful tool in education, particularly in promoting self-directed and collaborative learning. This session delves into the transformative potential of social media in world language classrooms. Attendees will explore how platforms can be harnessed to foster independent learning, critical awareness, and cross-cultural interactions. Through case studies, hands-on activities, and interactive discussions, participants will discover creative strategies to incorporate social media resources and platforms into their curriculum. The session will also address challenges, from digital literacy disparities to privacy concerns, ensuring educators can navigate the digital realm confidently. Join us to reimagine language education, bridging traditional methods with modern, tech-assisted innovations.				
Room	Audience: **All Levels**	Focus: **Planning**	Language Focus: **All Languages**	Presented in: **English**

BREAK

Beverages available in Kaiulani 2/3

2:30 pm-3:00 pm

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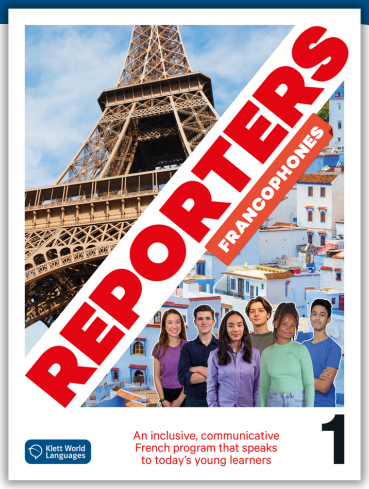

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Saturday Presentations — SESSION 11 — 2:45 PM -3:45 PM

Presentation 90– WIKI WIKI PRESENTATIONS (5 short presentations in a round-table format)

#1 – Can Reading and Culture Be at the Center of Instructional Design? Balancing Extensive Reading and Grammar Instruction in Beginner World Language Classrooms

Leigh Houck & Ana Ruiz Alonso-Bartol – University of California - Davis

Reading often plays second fiddle to grammar and vocabulary. In this session we will discuss what it takes to center a beginner language course around reading. While still allowing for a balance between interpersonal and interpretive skills, and with the scaffolded grammar and vocabulary practice that students expect (Ellis, 2016), this approach uses a context-specific graded reader as the main source of comprehensible input. Two contrastive instructional designs will be presented: reading-first versus grammar-first. In both cases, lexicogrammatical contents remain the same and originate from the graded reader, yet the reading-first students learn in context and have the benefit of being immersed in the story before receiving explicit yet brief focus-on-form grammatical/vocabulary instruction. This session will also discuss the effects of contrasting instructional designs on students' performance, reading motivation, and anxiety.

Room: **Prince Edward**	Audience: **Secondary/University**	Focus: **Planning**	Language Focus: **All Languages**	Presented in: **English**

#2 – Writing for Connection: Meaningful Writing Activities for the Second Language Classroom

Juliana Suby – Northern Arizona University

Motivate your students to write in their target language through meaningful written activities. The presenter will introduce diverse and engaging writing activities for all levels with the intended outcome of truly communicating and connecting with others in the L2.

Room: **Prince Edward**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

#3 – Decolonial Early Language Teaching to Speakers of Indigenous Languages

Gonzalo Isidro Bruno – Education First

Since the start of the United Nations International Decade of Indigenous Languages (2022-2032), there have been numerous worldwide initiatives to urgently rescue these fragile languages. Responding to this call for action, language teachers of world languages to speakers of these indigenous languages are urged to support their first language revitalization while introducing a third or fourth language during early childhood. Daily pedagogical practices should be examined to identify colonial methodologies and perspectives that do not aim at plurilingualism as an ultimate goal to avoid further oppression of Indigenous languages. This presentation will introduce six decolonial classroom methodological practices that can provide equity and social justice to early language teaching for speakers of Indigenous languages learning world languages. These views can help prevent language loss or attrition while supporting plurilingual acquisition, literacy, identity, multimodality, and metacognition.

Room: **Prince Edward**	Audience: **Elementary**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

#4 – Strategically Incidental Grammar

Paula Abbott – Island School

Don't be afraid of the "G" word! Infuse grammar as it arises naturally in class, as appropriate to each level. This presentation will share a tool to help students step up in their language. Student-created "Tarjetas" provide a skeleton structure for developing speakers to begin to make sense of grammar and to write and speak with a variety of tenses naturally, with support. Starting in Spanish 3, in less than 12-15-minute chunks, this may provide the natural extension to Sp 1 and 2 CI methods. The individual teacher can adapt the order and content to each class. Teacher availability during group and individual writing practice activities builds student confidence in the TL as well as helps them Level-Up through natural inquiry. Though not a panacea, some students crave and take pride in this confidence-building tool.

Room: **Prince Edward**	Audience: **Secondary**	Focus: **The Learning Experience**	Language Focus: **Spanish**	Presented in: **English/Spanish**

#5 – Empowering Education: Generative AI Unleashed

Alice Lung – Frank S. Greene Middle School & Lane Lathrop Stanford Middle School

Embark on an enlightening exploration of ChatGPT's transformative impact on education! Delve into practical examples of effective prompt engineering for personalized differentiation and streamlined administrative tasks. Learn to craft prompts tailored to individual student needs while automating essential administrative processes. In this dynamic session, discover how AI can revolutionize teaching practices, making education more efficient and tailored to diverse learners. Join me on this journey of harnessing the power of AI to transform educational experiences for both educators and students alike.

Room: **Prince Edward**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **All Languages**	Presented in: **English**

Presentation 91– Let's Get Talking: Interpersonal and Presentational Speaking Activities

Chi Chen, Zita Myers & Jennifer Newman-Cornell – Northwest Career & Technical Academy

Getting kids to talk in the target language can be tough. Come to this session and get some ideas of interpersonal and presentational speaking activities that work that we have used in both Spanish and Chinese classrooms. Participants will try out the activities and the presenters will then discuss how they can be used on Monday in your classes. Hope to see you there to get talking!

Room: **Prince David**	Audience: **All Levels**	Focus: **Performance/Feedback/Assessment**	Language Focus: **All Languages**	Presented in: **English**

Presentation 92 – Student Engagement through Active Learning and Games

Lou Tolosa-Casadont – The University of Georgia

Research has shown that games in the language classroom reduce the affective filter of language learners and their engagement in language classes. The presenter will share engaging games and active learning techniques that will lead to language acquisition and production and that will keep language classes fresh and interesting for the learners.

Room: **Kaiulani 1**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Saturday Presentations — SESSION 11 — 2:45 PM -3:45 PM

Presentation 93 – Do More with Less(on): Making Your Materials Work for You

Hope Anderson – Teaching Solved LLC

Do you ever find what you think is the perfect reading or video for your class, but either students don't get it or your activity is over too fast? Come get ideas for how to get more out of your materials so you can spend less time searching and more time getting students speaking, listening, and interacting! Use Lesson Magic's free search engine to easily find materials for Spanish, French, and English, and pair them with our activity ideas. We'll present some pre-listening/pre-reading activities that help students tackle more difficult materials and more creative post-listening/post-reading activities to go beyond comprehension questions. EXHIBITOR SESSION

Room: **Kauai**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **English/French/Spanish**	Presented in: **English**

Presentation 94 – Data-Driven Learning for the Hawaiian Language Revitalization Classroom

Michol Malia Miller – University of Hawai'i at Mānoa & Alissa Hartig – Portland State University

Data-driven learning (DDL) is an approach to language instruction in which learners work with examples from corpora, or collections of machine-readable texts, to find patterns in the target language. While the benefits of DDL include significant learning gains for language learners of different proficiency levels across a wide range of contexts, the approach has not been widely utilized in language revitalization. DDL may be especially suitable for leveraging language documentation archives and other collections of materials that may be the only source of authentic input for indigenous language learners. This session will describe a pilot corpus created as a resource for DDL activities for Hawaiian language learners, followed by a collaborative session where attendees will explore sample DDL learning materials and tools and will discuss classroom applications and future improvements of the corpus.

Room: **Suite 3715**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **Hawaiian/'Ōlelo Hawai'i**	Presented in: **English**

Presentation 95 – Digital Storytelling: Pedagogy of Care and Creativity

Sai Bhatawadekar - University of Hawai'i

The presenter will conduct a workshop on Digital Storytelling as a pedagogical and curriculum building tool for language instruction. This presentation will demonstrate how to craft creative projects in the classroom with students, who tell their own stories, write poetry, make lyrical short films, conduct video interviews, and present their research and life pursuits, in which they feel personally invested and creatively inspired. The presenter will bring examples of such projects and their detailed designs for face-to-face as well as online teaching and will also facilitate skill-building by interactively involving participants in creating a model. The purpose of this presentation is to bring together Project-Based and Person-Focused Language Learning, Social-Emotional Learning, and Computer-Assisted Language Learning into a creative synthesis, in interdisciplinary and authentic ways. This project is funded by the Department of Education's grant through the Undergraduate International Studies and Foreign Language Program.

Room: **Suite 3708**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All/Hindu-Urdu**	Presented in: **English**

Presentation 96 – Best of Colorado: Sparking Language Production: Activities for the Three Modes of Communication

Andreea Prundenau-Thrower & Kelly Conroy – Metropolitan State University of Denver

Discover creative techniques to encourage student language production and engagement in the three modes of communication: interpretive, interpersonal, and presentational. Resources, strategies, and fully developed activities based on current research will be provided in a digital handout so you can leave the session with new tools to revitalize next week's classes and beyond.

Room: **Altitude @37**	Audience: **Secondary/University**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 97 – Speaking with Confidence in the Dual Language Immersion Program

Marisa Tobias – Brigham Young University

Join us for a dynamic session packed with enjoyable, interactive, and low resource activities designed to empower your students to speak confidently. This hands-on presentation will not only introduce you to these engaging activities but also provide you with access to them, equipping you with a toolkit of innovative ideas to cultivate speaking opportunities in your classroom and to boost your students' speaking skills.

Room: **Territorial 1**	Audience: **Elementary**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English/Portuguese**

Presentation 98 – Language Learning through the Multicultural Author Project

Elizabeth Jiménez Salinas - University of Hawai'i (retired)

The presenter is a published Spanish language children's book author who has created a semester-long project where beginning language learners become authors in their new language and in English. Participants will review infographics that show the percentages of books written by or about characters from a variety of cultures. It becomes very clear, very quickly, that there is a dire need for diversity. Students read numerous children's books as part of their research, draft their own story, learn the process of publication and marketing, and give service to others by making recordings for the blind. This helps with intonation, fluency in the new language through repetition and rehearsal, and gives students a strong sense of pride in helping others. The presenter will bring samples of published student work, and attendees will actively participate in several great strategies that can be used with or without the entire project. Handouts will be distributed.

Room: **Territorial 2**	Audience: **Secondary/University**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English/Spanish**

Presentation 99 – What Are We Doing Now?

Ashli Sambaluk – TFLA/Lewisville Independent School District

"What are we doing today?" "What are we doing now?" "What next?" Our students want to know the goals, so let's include them in the journey! As the only French teacher on campus and used to having 4 to 6 preps per year, I'll demonstrate how daily learning targets and properly sequenced activities can help students learn more deeply and have greater success– all while making your busy life easier! We will also look at how to design and effectively implement tools to take away the mystery and include our students in achieving our lesson goals!

Room: **Territorial 3**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **All Languages**	Presented in: **English**

Saturday Presentations — SESSION 12 — 4:00 PM -5:00 PM

Presentation 100– WIKI WIKI PRESENTATIONS (5 short presentations in a round-table format)

#1 – Empower Learning: Student Booklets for Effective Notetaking

Nancy Wysard - 'Iolani School

In a digital age, traditional note-taking methods have been overshadowed. This presentation advocates a return to fundamental yet powerful techniques: handwritten notes in student booklets. Effective teaching is pivotal for student success, and we propose a 'back-to-basics' approach. This approach equips language teachers to instill efficient learning habits in students. By fostering structured notetaking, it encourages active learning participation. Student booklets act as a centralized repository for grammar rules, vocabulary, and insights, ensuring organized and easily accessible resources. Moreover, teachers can customize booklets to align with specific lesson plans, keeping students focused on clear objectives and expected outcomes. Join us in adopting this student-centered approach to language learning, empowering your students with the essential tools for success. Let's revolutionize our teaching methods and, in turn, elevate our students' learning experiences.

Room: **Prince Edward**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **All/Spanish**	Presented in: **English**

#2 – Teaching Intercultural Competence through Polite and Indirect Discourse

Caroline Pardo – Chandler Unified School District

In order to help students effectively communicate in their future interactions with target language speakers, it is important that students be able to use indirect language in social, academic, and business settings. Without training in indirect language, students often give responses that, while grammatically correct, are too direct or abrupt for the target culture and situation. For example, if offered a social invitation, "No, I won't be going", while correct linguistically, is not well received in many cultures, and an indirect response of "Unfortunately, I'm busy that day." is more appropriate in the context. Lessons and student practice activities for declining an invitation, correcting misinformation, and making and receiving indirect suggestions will be shared. Resources and handouts for teachers to use in their own classrooms will be available in English (ESOL), Spanish and Mandarin.

Room: **Prince Edward**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All/ESL/Spanish/Chinese**	Presented in: **English**

#3 – Harnessing the Power of ChatGPT: A Valuable Tool for Language Educators

Mariana Bahtchevanova – Arizona State University

Whether you are a novice or a seasoned teacher, this session will equip you with practical strategies and tips on how to harness the power of ChatGPT to make your teaching more efficient and enjoyable. The presenter will not only showcase effective and engaging activities crafted with the assistance of ChatGPT but will also delve into some of the possibilities this valuable tool offers to enhance your teaching while reducing your preparation time.

Room: **Prince Edward**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **All Languages**	Presented in: **English**

#4 – When the Classic Literacy Chinese Class Is Offered to Chinese Learners: A Survey and Discussion

Alex Yuan – Utah Valley University

This research discusses the necessity of teaching classic literary Chinese to college students, and when the class should be offered to ensure students' success in the class. A survey demonstrated that classic literary Chinese helps students better understand the modern Chinese language, ancient Chinese civilization, and history through authentic scripts and texts, as well as classic Chinese literature, particularly to those students majoring in humanities. However, this research found that students could be misled in understanding classic literary Chinese, classic Chinese literature, and classic literary Chinese texts and scripts if they were offered a classic literary Chinese class without a certain foundation of modern Chinese. The presenter will provide updated information on the current situation of classic literary Chinese teaching in the U.S. and will explore an appropriate approach to promote classic literary Chinese education in post-secondary institutions.

Room: **Prince Edward**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **English/Chinese**	Presented in: **English/Chinese**

#5 – Needs Analysis for General Purposes Program: Is It Possible?

Gabriel Michaud – Université de Montréal & Natallia Liakina – McGill University

Several needs analyses have been conducted for the development of task-based programs, but little attention has been given to the connection between needs analysis, task creation and implementation, and program evaluation (Gilabert & Malicka, 2022). This article focuses on the evaluation of a B2-level French as a second language program at the university level, detailing how the needs analysis informed a general-purpose program's design. Through a mixed-method approach, incorporating surveys from current and former students (n=30), standardized test results, and instructor interviews (n=3), the study offers evidence for the usefulness of the NA in developing a task-based curriculum that enables learners to achieve their goals and the targeted level of proficiency.

Room: **Prince Edward**	Audience: **University**	Focus: **The Learning Experience**	Language Focus: **French**	Presented in: **English**

Presentation 101 – How Can L2 Spanish Teachers Help Beginner Students Develop as Writers? A Dynamic Written Corrective Feedback Approach

Ana Ruiz Alonso-Bartol – University of California-Davis

Consensus around the role, scope, and format of L2 written corrective feedback remains elusive, despite decades of research. As a promising method, Dynamic Written Corrective Feedback (DWCF) was designed so that instruction, writing, and feedback are manageable, meaningful, timely, and constant for both learners and teachers. This session will report classroom data from a study that applied DWCF in a hybrid beginner Spanish course, where students had to produce short, bi-weekly writing tasks, which were followed by labeled teacher feedback for them to self-revise their drafts. Quantitative & qualitative data sheds light on the role of DWCF in improving lexico-grammatical awareness, writing anxiety, and student agency in developing as writers. Discussion will include pedagogical implications for different instructional formats as well as logistical considerations of this feedback technique.

Room: **Prince David**	Audience: **Secondary/University**	Focus: **Performance/Feedback/Assessment**	Language Focus: **All Languages**	Presented in: **English**

Presentation 102 – Modern Technology for an Ancient Language: Using AI to Enhance Language Learning/Experience Life-Like Learning through VR

Lili Wong – Clovis West High School/Buchanan High School

Using AI to enhance language learning and experiencing life-like learning through VR.

Room: **Kaiulani 1**	Audience: **Secondary/University**	Focus: **Planning**	Language Focus: **All/Mandarin**	Presented in: **English/Mandarin**

Saturday Presentations — SESSION 12 — 4:00 PM -5:00 PM

Presentation 103 – Translators and AI: Picking Your Battles Instead of Waging a War

Ashley Eberhart – Round Rock High School

Access to translators and AI at students' fingertips is exasperating World Languages teachers as they work tirelessly to combat their use in their classroom. Learn how to better manage utilization of these tools in order to enhance student language production and proficiency.

Room: **Kauai**	Audience: **Secondary**	Focus: **Performance/Feedback/Assessment**	Language Focus: **Spanish**	Presented in: **English**

Presentation 104A – Checking for Grammar Comprehension through Authentic News Sources

Laila Lamani & Kathy Barnard – West High School

The presenters will discuss ways to use daily broadcast news and will show how daily news articles can be used to increase engagement, participation, and prepare for specific test functions of the AP and IB exams. The presenters will model several activities, as well as provide a list of sources, sentence frames, and low-prep ways to utilize this resource. Examples will be provided in German, Arabic, and French.

Room: **Suite 3715**	Audience: **Secondary/University**	Focus: **The Learning Experience**	Language Focus: **Arabic/French/German**	Presented in: **English/Arabic/French/German**

Presentation 104B – Abolitionist and Liberationist Language Pedagogies

L. J. Randolph, Jr. – University of Wisconsin-Madison; ACTFL President

Abolitionist and liberationist pedagogies invite us to imagine schools as places where historically (and presently) marginalized students experience empowerment, liberation, and joy as integral components of their schooling. This session will highlight how language education is uniquely situated to enact such pedagogies. We will explore frameworks and instructional practices that challenge linguistic oppression and that disrupt dominant language ideologies, curricular frameworks, and instructional practices. Specific examples will demonstrate how these pedagogies can be aligned to the World-Readiness Standards for Learning Languages and the ACTFL-NCSSFL Can-Do Statements to promote language proficiency goals across a variety of levels.

Room: **Suite 3708**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **All Languages**	Presented in: **English**

Presentation 105 – Navigating the Future of OPI: Bridging the Gap between Technology and Pedagogy

Ying Amatya & Pradyumna Amatya – Defense Language Institute Foreign Language Center

AI-powered language assessment has gained popularity recently. The presenters will explain general algorithms of AI-powered oral language assessment and will discuss its validity and reliability by analyzing sample tests. By exploring how AI assessment generates data and identifies patterns in students' speaking performance, the presenters will demonstrate how language teachers can leverage data analytics strategies to gain insights into students' common areas of struggle and how to adjust their teaching methods to better address these challenges. The presentation not only shares cutting-edge research on automated language assessment but also investigates a balanced approach that combines AI assessment with human evaluation to achieve a more comprehensive assessment of oral language skills.

Room: **Altitude @37**	Audience: **All Levels**	Focus: **Performance/Feedback/Assessment**	Language Focus: **All Languages**	Presented in: **English**

Presentation 106 – Virtual Reality in Language Teaching: Determining if the Target Content Warrants VR Material Creation and Maximizing Its Effectiveness

Matthew Steinhauer – The Ohio State University

Immersive Virtual Reality (I-VR) is an exciting and powerful medium that can allow students to develop their cultural and linguistic competency in rich authentic simulations of the target culture without geographical limitations. However, developing didactic and autonomous I-VR materials is challenging and time-consuming both to design and to build. Educators must choose what content to develop into I-VR materials and must determine which lessons to adapt for I-VR material implementation. The presenter will share research on the profound advantages I-VR learning has for students (Hamilton, McKechnie, Edgerton, et al. 2022), as well as share recommendations for educators developing content for I-VR implementation that will optimize instructors' limited time and enhance students' learning outcomes.

Room: **Territorial 1**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **All Languages**	Presented in: **English**

Presentation 107A – "Reeling" Students in to Rigorous Learning: How to Create and Use Powerful Objectives in the Immersion Classroom

Stacy Lyon – Utah State Board of Education

Immersion teachers often face the challenge of how to balance the demands of content instruction with building language proficiency. It is easy to get distracted with academic content that is heavy with vocabulary and information and lose focus on strategies that will increase student proficiency. This session introduces a formula for creating effective language and content objectives to guide lesson planning and uses real classroom videos to explicitly show the 4-step process of how to "reel" students in to higher levels of language output by interacting with the objectives through the lesson.

Room: **Territorial 2**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **All Languages**	Presented in: **English**

Presentation 107B – Maximize Students' Engagement through Classroom Gamification

Sisi Zheng – Chinese American International School

Classroom engagement has been recognized as a key determinant in students' learning outcomes. However, the commonly observed hindrances of classroom engagement in immersion settings are that students in lower grades tend to lack the capacity to act proactively in language instruction, while students in higher grades may feel much less intrinsically motivated, which potentially exert a negative impact on their engagement. To overcome such challenges, the presenters will demonstrate a widely acknowledged pedagogical approach, classroom gamification, in an innovative way. Instead of superficial integration of point systems, the gamification in this presentation will focus on deeper structural consideration of games from the lens of the themes, the collective intellectual risk-taking, and an emphasis on content and language mastery. Moreover, the presenters will showcase the specific strategies of how to integrate relatable themes, kinesthetic elements, and meaningful problem-solving opportunities, and how to closely tie games with curricula to maximize learner engagement.

Room: **Territorial 3**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Saturday Presentations — SESSION 13 — 5:15 PM -6:15 PM

Presentation 108– WIKI WIKI PRESENTATIONS (5 short presentations in a round-table format)

#1 – Proverbs: Pathways to Enhancing Cultural and Linguistic Literacy in the World Language Classroom

Ame Cividanes – Pepperdine University

As we continually look for ways to enrich our classes through the integration of authentic cultural and linguistic artifacts, proverbs are excellent tools that language professionals can have in their toolbox to curate an expansive set of classroom activities. Proverbs exist in nearly all cultures and have rich historical, philological, and etymological roots which perfectly illustrate the marriage between language and culture. They also center upon a number of universal themes which largely have a didactical component to them. This session will focus on how to integrate proverbs in all levels of language learning, serving as a springboard to meaning making and reflection for students. This presentation will illustrate ten activities that language professionals can immediately use to motivate students to acquire a deeper understanding of the linguistic and cultural aspects of proverbs which ultimately cross temporal boundaries and serve as pathways of analysis of current events and societal constructs.

Room: **Prince Edward**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

#2 – Task Type Design for HL Learners through Real Registers

Benjamin Brown – Northern Arizona University & Ryker Minks – Coconino High School

This presentation aims to offer language instructors an explanation of and convenient access to materials for designing interpersonal and presentational speaking tasks, along with corresponding rubrics for both formative and summative assessments. Attendees of our session will have the opportunity to access a selection of detailed spoken registers. These registers will be presented in a user-friendly format to facilitate the design of speaking tasks. The primary objective of this session is to provide language instructors with valuable resources that will enable them to confidently design and assess speaking tasks. Heritage language learners, who often encounter unique language acquisition challenges due to their multilingual backgrounds, are a central focus of our research. Nevertheless, the ideas and materials we present are widely applicable across all language backgrounds and proficiency levels.

Room: **Prince Edward**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **All Languages**	Presented in: **English**

#3 – Correlation Analysis of Language Proficiency in On-Ground and Online Instruction: A Cross-Sectional Study

Elu Tu – University of California-Santa Cruz

This study examines college students' (N=389) language proficiency outcomes in both online and on-ground language instruction, with a focus on reading, writing, listening, and speaking skills. Data from third-semester language courses (French, German, Italian, and Spanish) during Spring 2019 and 2021 were analyzed for both modalities at a US public university. Pairwise correlation analysis was conducted. Findings suggest that students generally performed better online, showing a notably higher positive correlation compared to on-ground instruction. This suggests online courses can enhance integrated language proficiency. Implications indicate that students' potential for self-directed learning in the online environment contributes to their improved outcomes. Yet, challenges exist for less-taught languages, necessitating greater support for resource curation and networking among instructors.

Room: **Prince Edward**	Audience: **All Levels**	Focus: **Performance/Feedback/Assessment**	Language Focus: **All Languages**	Presented in: **English**

#4 – Second Language Development of Interactional Repertoires in Japanese: A Concept-Based Pragmatic Approach

Saori Hoshi – University of California-Santa Cruz

This presentation addresses the implementation of concept-based pragmatics instruction (CBPI) for L2 development of incomplete sentences as interactional repertoires (Hall, 2018) in Japanese conversation. While several studies have addressed the positive effect of CBPI on learner's conceptual understanding of pragmatic targets that transcends rule-based knowledge (Dickerson, 2023; Ohta, 2017), their ability to appropriate the concepts for actual use in spontaneous interactive practices remains largely unexplored. Concept enhancement activity and conversation sessions with Japanese speakers (JS) were incorporated as the component of CBPI in a third-year Japanese class for one semester. The quantitative analysis demonstrated a greater increase and functional range in the learners' production of incomplete sentences. The qualitative analysis evidenced the learners' ability to co-construct meaning and intersubjectivity in talk-in-progress. Findings provide pedagogical insights into the effectiveness of CBPI for the learners' conceptual understanding and appropriation of language features that are rarely introduced in L2 textbooks.

Room: **Prince Edward**	Audience: **University**	Focus: **The Learning Experience**	Language Focus: **Japanese**	Presented in: **English**

#5 – Text Support for Second Language Classroom Communication

Reed Riggs – Le Jardin Academy

Language classrooms have routine business to get done each day, including helping students get settled, starting and ending lesson tasks, helping students focus, clarifying due dates, and so much more. This session will walk through examples of text-based target language resources, namely, wall signs, board spaces, and paper and projection screen margins that can help students and teachers communicate daily needs. The presenter will touch upon research that emphasizes language classrooms as distinctive institutional contexts, to highlight the value of interaction that allows language routines to develop over time.

Room: **Prince Edward**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 109 – Exploring the Pedagogical Potential of Chat GPT for Second Language Teaching and Learning

Kristin Davin & Alex Dornburg – University of North Carolina at Charlotte

ChatGPT is a language-based artificial intelligence model that draws from information on the internet to interact in a conversational way by responding to user prompts. Since the release and growing popularity of ChatGPT over the last year, many have expressed fear and sounded alarms about how the program might enable cheating and hinder student learning. However, others contend that ChatGPT holds strong potential for promoting language teaching and learning. In this session, we share results of research study in which we analyzed the content of 50 YouTube videos populated by search terms related to the combination of ChatGPT and language teaching and learning. The presenters will share results of the analyses and will offer attendees suggestions on how to incorporate this tool in their language classrooms.

Room: **Prince David**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Saturday Presentations — SESSION 13 — 5:15 PM -6:15 PM

Presentation 110 – Navigating AI, Complex Ideas, and Deeper Learning

Jennifer Dobberfuhl Quinlan – Brigham Young University

AI and social media are capturing the attention of a global audience. Student identities and needs seem to be increasingly complex. The effects of post-COVID socio-emotional challenges face you every day as you enter the classroom. Add the need to meet standards, cover content, and prepare for Seal of Biliteracy or district/state goals, and teaching in today's world can quickly feel overwhelming. This session zooms out a bit, unpacking teaching methods and exploring ways to focus on learning targets while integrating identity and emotional/mental well-being into teaching strategies. Learn how to leverage proven second language acquisition theories and instructional strategies to foster belonging, engagement, and deeper learning among your students.

Room: **Kaiulani 1**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 111 – Coming Out of the Teaching Trenches

Dana Goodier – Douglas County Schools/CCFLT

This session will focus on having more time on task for students in the World Language classroom due to increased lack of student engagement post-pandemic. It will also equip educators with tips to decrease burnout.

Room: **Kauai**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **All Languages**	Presented in: **English**

Presentation 112 – Simple Error Correction in the Communicative Classroom

Kim Galante Wong – University of Hawai'i at Mānoa

This presentation aims to demonstrate how it is possible to focus on form within a communicative class environment. Concrete examples of how to highlight errors in a way that does not disturb group work or communication will be given. The goal is to empower students to learn from their own mistakes while completing meaningful communicative activities in real time. Participants will be given the opportunity to see how the correction key is used in class to highlight mistakes relevant to the structures being reviewed. Examples shown will be from second- and third-year Spanish classes at the university level. However, this technique is applicable to all levels and all languages.

Room: **Suite 3708**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 113 – Best of Texas: The Interpretive Mode in the Heritage Spanish Speaker Classroom

Cecilia Lara – Katy Independent School District

Ever wonder how to meet heritage speakers' needs while addressing the Texas standards? Let's reflect on how to harness the power of the interpretive mode and guidelines to build listening and reading activities that expose learners to a variety of relevant and culturally authentic resources while building literacy skills.

Room: **Altitude @37**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 114 – Tell Me Something Good! The Four Pillars with the Three Modes and the Five C's . . . (No Math Required)

Mike Hodgson – Episcopal High School

This presentation will provide a myriad of ideas, projects, and methods to use in the language classroom using our four pillars of language acquisition. Attendees will leave this session with at least one nugget of knowledge to take back to their class/school.

Room: **Territorial 1**	Audience: **All Levels**	Focus: **Performance/Feedback/Assessment**	Language Focus: **All Languages**	Presented in: **English**

Presentation 115 – Integrating Global South and Indigenous Perspectives for Critical Language Education

Alexander Tang – University of Hawai'i at Mānoa & Noelle Roubinek – University of Minnesota

This presentation offers an opportunity to embrace critical perspectives and practices in education. Attendees will learn to integrate Global South and Indigenous perspectives into their teaching practices, which often remains underrepresented in educational discourses. Attendees will also reflect on the power of language through critical language awareness. We will examine 'āina-based pedagogies, deeply rooted in indigenous knowledge system and their symbiotic relationship with the environment. Attendees will engage with Indigenous epistemologies, drawing insights from long standing traditions. The presentation will connect Global South and Indigenous perspectives to culturally relevant, responsive, and sustaining pedagogies, fostering inclusive educational environments. Additionally, a critical examination of language's role in shaping perceptions and power dynamics will be undertaken. This academic exploration aims to expand participants' pedagogical repertoire while cultivating a deeper understanding of diverse perspectives in education. This presentation seeks to nurture dialogue, understanding, and respect among educators from all backgrounds.

Room: **Territorial 2**	Audience: **All Levels**	Focus: **The Learning Experience**	Language Focus: **All Languages**	Presented in: **English**

Presentation 116 – The Power of Proficiency-Building Prompts: It's Not WHAT You Ask, It's HOW You Ask!

Stacy Lyon – Utah State Board of Education & Yunliang Bao – Jordan School District

Research tells us that the types and quality of questions teachers ask directly impacts the development of student language proficiency. Yet many teachers struggle to lead effective discussions with students and with knowing how to go beyond the basic who, what, where, why, and how of a topic. This session introduces a structure for creating question sequences based on Bloom's Taxonomy and Webb's Depth of Knowledge research that will engage your students, encourage critical thinking, and build their language skills. This formula will give you confidence in both leading successful discussions and in responding to your students in a way that propels their proficiency forward.

Room: **Territorial 3**	Audience: **All Levels**	Focus: **Planning**	Language Focus: **All Languages**	Presented in: **English**

Coming soon . . . SWCOLT 2024 Summer Webinar & 2024-2025 Webinar Wednesdays

A series of online workshops are included with your conference registration. A workshop will be held during the summer of 2024. Webinar Wednesdays are held on Wednesdays during the school year. 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!

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

2025

HALT & SWCOLT thank you for attending the combined SWCOLT / HALT conference this year. We hope you have enjoyed your stay here and will return to Hawai'i soon. Next year, SWCOLT will be held in Chandler, Arizona at the Gila River Resort & Casino Wild Horse Pass on January 23-25, 2025. Start planning now so you can join us there. Travel safely as you return home!