

# Presentation Session

## Descriptions

Session 1: 10:00-10:50 (Friday)

### 1. Increasing Student Target Language Use in the Immersion Classroom

Brad Francis - Portland Public Schools

A complaint I've heard from many Dual Language Instruction colleagues (and students) is that it's difficult to keep students in the target language during classroom contact time. Students will read/write/share out when prompted in the target language, (or when the teacher is standing right next to them), but once the teacher is away, many revert to English for peer to peer interaction. I've developed systems: a couple of student centered 'games' and small group roles that consistently keep my classes very near to the 100% target language use we strive for in our programs. I've shared them with others who have found them helpful and would be happy to pass them along at the conference. I'd be happy to do a Spanish only presentation or to model it in English for teachers of all languages. Whichever is most appropriate for the conference.

**Audience: All languages**

**Theme: Pedagogy & Practice**

**Location: Bldg7 Room 103**

### 2. Using the Power of Music to Teach Spanish

Gisela Galvan Rios - Sherwood High School

SING, DANCE AND MAKE CLASSES MORE ENJOYABLE THROUGH MUSIC. Learn numerous interactive activities involving music including TPR, role playing and skits. Apply ways to use songs in Spanish to strengthen students' communication skills, reinforce specific structures and vocabulary, and enhance the cultural awareness. Detailed handouts will be offered.

**Audience: Spanish**

**Theme: Pedagogy & Practice**

**Location: Bldg7 Room 106**

### 3. Roadmap to creating a successful exchange program.

Katlin Considine - Forum Language Experience

A school exchange program is one of the most rewarding opportunities for students and teachers, yet the process of finding partnership and coordinating a group exchange can seem overwhelming. Learn how to create a successful exchange program that empowers students to develop their language and cultural proficiency while transforming your school into a truly global campus. Participants will receive a step-by-step guide for creating an exchange program at their school.

**Audience: All Languages**

**Theme: Advocacy & Service**

**Location: Bldg7 Room 105**

### 4. The Successful AP Learning Experience: We've Got This! (2 hour session)

Parthena Draggett - Vista Higher Learning

Let's take a look at our goals and needs for May 2020! What are the main obstacles and challenges that we face as AP teachers in preparing our students? How do we engage students in the learning process? Together we will identify strategies and effective practices that will prepare our students for the challenging tasks awaiting them. These include: ·Pacing and organizing instruction to prepare for the AP® Spanish Language and Culture Exam ·Empowering students with strategies for overcoming challenges in Multiple Choice, Interpretive, and Free-Response AP® exam tasks ·Engaging Students in Reflection and Goal-Setting ·Making cultural resources and learning relevant to the student's own culture, helping them to gain intercultural perspectives

**Audience: All Languages**

**Theme: Pedagogy & Practice**

**Location: Bldg7 Room 107**

### 5. Everyone Loves the Communicative Approach but... What Is It Really?

Jorge González-Casanova - University of Washington

Today, most language instructors and institutions champion Communicative Language Teaching. However, there seems to exist some confusion as to what constitutes an actual communicative event. Based on the theories of Bill VanPatten, this presentation will discuss what communication in the context of second language acquisition is, as well as what it means for a language to be implicit, abstract, and complex. We will further address the importance of input defined as "language that learners hear or see in the communicative context." Additionally, we will compare exercises and activities vis-à-vis tasks, the quintessential communicative events in language teaching. Finally, we will analyze a variety of textbook materials in order to ascertain whether they are in fact true communicative tasks.

**Audience: Spanish**

**Theme: Pedagogy & Practice**

**Location: Bldg7 Room 214**

## Session 2: 11:00-11:50 (Friday)

### **1. OER for Language Teaching and Learning**

Yoko Sato, Paul Eckhardt, and Heather White - Mt. Hood Community College

Two language instructors at Mt Hood Community College (MHCC) wrote Open Educational Resources (OER) from scratch, to replace their expensive textbooks with openly licensed course materials that are free to students online and can be printed for less than \$20. One of these OER projects – Japanese 101 – was funded by an internal OER grant program, and the other project – Spanish 101 – was published as an ebook by the MHCC Library Press using Pressbooks software. In this presentation, MHCC's OER Coordinator will explain what OER is, provide background on MHCC's Textbook Affordability programs that support faculty, and the Japanese and Spanish language instructors will describe their goals, processes, challenges, successes, and the impacts OER has on teaching and learning in their classrooms.

**Audience: All Languages**

**Theme: Advocacy & Service**

**Location: Bldg7 Room 103**

### **2. Assessment for Learning: the Key to Success in the Foreign Language Classroom**

Inma Raneda-Cuartero - University of Washington- Seattle

The main objective of this presentation is to reflect and discuss on the role that assessment for learning plays as a learning tool. Based on research evidence, we will explain the concept of assessment for learning and describe four strategies that have proven effective in increasing student learning. We will also present the need to change beliefs about the nature and role of assessment in the foreign language classroom.

**Audience: Spanish, 9-12, College**

**Theme: Pedagogy & Practice**

**Location: Bldg7 Room 106**

### **3. Exploring Culture with Virtual Reality**

Sherry Dickerson - Crescent Valley High School

Explore different platforms for transforming learning about different cultures through virtual reality. Learn about the benefits of fostering inquiry with more hands on activities using different phone apps, Google Cardboard and virtual reality headsets. Suggested activities that guide students' inquiry process will be shared, giving educators ready made ideas that can easily enhance any language classroom.

**Audience: All Languages**

**Theme: Pedagogy & Practice**

**Location: Bldg7 Room 105**

### **4. Innovations in Language Teaching: Curricula for the 21st Century**

Robert Davis - University of Oregon

The 50-year history of COFLT coincides with some of the biggest changes in our profession: paradigm shifts from teaching grammar to proficiency to interculturality and heritage language programs. This presentation gives an overview of this history and lays out new directions for language learning in our region for the coming decades.

**Audience: All Languages, 9-12, College**

**Theme: Pedagogy & Practice**

**Location: Bldg7 Room 214**

## Session 3: 1:00-1:50 (Friday)

### **1. College Senior Capstone for Advocacy of Early Language Learning**

Yoko Sakurauchi - Portland State University

I have taught this capstone course for four years and reinforced the curriculum. The course gives college students who have taken upper-level language courses two main assignments: volunteering as a teaching assistant at an immersion classroom in a local elementary school and conducting a promotion activity as an advocate of early language learning. I will describe these assignments in detail and what an eye-opening experience it has been for the students. This presentation will bring participants a unique way of advocating world language learning and an idea of offering such a hands-on course to train future language educators.

**Audience: All Languages, College**

**Theme: Advocacy & Service**

**Location: Bldg7 Room 103**

### **2. Interactive Karaoke songs with themes, games and projects for effective language teaching**

Gisela Galvan Rios - Sherwood High School

Incorporate fun activities in your Spanish classes. This presentation will provide teachers with ideas for fun and engaging activities using INTERACTIVE GAMES to make the process of language acquisition more effective and enjoyable. Apply projects and KARAOKE Songs with themes to motivate your students to learn grammar, vocabulary and cultural awareness. Participants will learn a number of projects and games for immediate use in the classroom. Detailed handouts will be offered and the new CD to use with AP and advance levels.

**Audience: Spanish, 9-12**

**Theme: Pedagogy & Practice**

**Location: Bldg7 Room 106**

### **3. The Oregon State Seal of Biliteracy - Pathway to Inclusion and a Global Community**

Taffy Carlisle - Oregon Department of Education

The Oregon State Seal of Biliteracy (OSSB) is an award that students can earn which validates and verifies their amazing abilities, first for the language students bring to their English education system and for native English speaking students who have learned another language and culture. Starting its 6th year of implementation, the OSSB is available to all graduating seniors who meet the specific criteria. Come support the work already done and help expand this amazing opportunity to all high schools, to all high school students in Oregon, and on to post-secondary institutions.

**Audience: All Languages, Pre-k-8, 9-12**

**Theme: Advocacy & Service**

**Location: Bldg7 Room 107**

### **4. Aligning Curriculum across Languages in a School and/or District**

Deborah Lindsay and John Hannigan - South Albany High School

Presentation will demonstrate a model for aligning curriculum across all languages in a school/district. Participants will also have a chance to collaborate with others to discuss the process, issues, and to work with the Oregon Content Standards and the ACTFL "Can Do Statements".

**Audience: All Languages**

**Theme: Pedagogy & Practice**

**Location: Bldg7 Room 105**

### **5. ANVILL, H5P and the Quest for More Meaningful Language Practice (2 hour session)**

Jeff Magoto - University of Oregon

In this workshop we will learn to use the latest version of the free and open-source speech software, ANVILL\_LTI (anvill.uoregon.edu). This new version, rebuilt from the ground up, is optimized for the fluid contexts of modern classrooms (F2F-hybrid-online) and for teachers who have very little time for authoring. One innovation is a seamless weaving of speaking and listening tasks with the interactivity of H5P apps, such as Interactive Video. The combination means that conversations begun in class can be easily continued and extended online, and that comprehension tasks of all types can co-exist easily on a page. (Participants, please bring a laptop or tablet and earbuds.)

**Audience: All Languages, 9-12, College**

**Theme: Pedagogy & Practice**

**Location: Bldg7 Room 214**

## Session 4: 2:00-2:50 (Friday)

### 1. La historia y la cultura de las tapas (2 hour session)

David Engel - Central Oregon Community College

Se presentarán la historia única y muchas de las tradiciones regionales de Tapas (los pequeños platos compartidos) en España. Además, los participantes disfrutarán de una degustación especial de unas tapitas.

**Audience: Spanish**

**Theme: Pedagogy & Practice**

**Location: Bldg7 Room 106**

### 2. High-Leverage Practices in Dual Language Classrooms (2 hour session)

Jessica Bucknam - Portland Public Schools

“High-leverage practices should be those that research has demonstrated can impact student achievement and be used across different content areas and grade levels. These practices should also be those that teacher candidates can learn through practice and feedback” (McCray et al, 2017). In this workshop, participants will examine language classroom instructional scenarios and identify features of high-leverage practices. Through peer discussion, participants will develop criteria to use when they develop or plan high-leverage learning activities in their language classrooms. (References: McCray, E., Brownell, M., Kamman, M., Robinson, S. [2017]. High-leverage and evidence-based practices: A promising pair for all learners. CEEDAR Center)

**Audience: All Languages**

**Theme: Pedagogy & Practice**

**Location: Bldg7 Room 103**

### 3. Review: Oregon World Language Standards Draft

Rendy Jantz - Oregon Department of Education

This session will focus on the newly drafted World Language Standards and supporting documents. The draft standards have been completed by the World Language Advisory Panel and we now invite your feedback on the final draft documents. We also welcome any input you may have regarding the upcoming textbook adoption.

**Audience: All Languages, Pre-K-8, 9-12**

**Theme: Pedagogy & Practice**

**Location: Bldg7 Room 107**

### 4. Bringing the Oregon State Seal of Biliteracy to Higher Education (2 hour session)

Cecelia Monto, Joe Romero, and Taffy Carlisle - Chemeketa Community College and the Oregon Department of Education

Learn about Chemeketa Community College's Oregon State Seal of Biliteracy Program for students in post-secondary institutions. This 2-hour workshop for faculty and administrators will begin with an overview of the Biliteracy Seal, why it is valuable to your college and students, and how to implement a similar program at your institution. Workshop highlights include: \* Biliteracy Seal in Higher Education Handbook \* Specific Curriculum sharing \* Approved Testing Options and Methodology \* Administrative Details in Record Keeping and Requirements \* A Model for Recording the Seal on Student Transcripts. \* A Sample OER Text for Interested Faculty. The detailed guide and OER text link has example materials. The session will also share the success of the program with a year of statistics and insights.

**Audience: All Languages, 9-12, College**

**Theme: Pedagogy & Practice**

**Location: Bldg7 Room 105**

## Session 5: 3:00-3:50 (Friday)

### **1. Combining Neuroeducation and Culturally Responsive Teaching to Reach All Learners in the World Language Class**

Maria Calvo and Dr. Claudia Raffaele - Jesuit High School and Portland State University

Based on recent research on how the human brain learns language, we will discuss ideas for helping students acquire a second language. We will also consider various ways to facilitate instruction and capture student attention to maximized positive outcomes. Meeting students where they are in their language learning journey is the most beneficial point of departure for future learning. Students want their learning to be meaningful and relevant. Moreover, student performance increases when they are encouraged to be curious and creative. For this reason, we will also discuss ways to reach all students through culturally responsive teaching.

**Audience: All Languages**

**Theme: Pedagogy & Practice**

**Location: Bldg7 Room 214**

### **2. National Network for Early Language Learning (NNELL) Networking Session**

Sally Hood and Teresa Kennedy - University of Portland and University of Texas at Tyler

Do you teach K-8th grade students? Then this is the session for you! The mission of the National Network for Early Language Learning (NNELL) is to provide leadership, advocate for, and support successful early language learning and teaching. Founded in 1987, NNELL provides valuable resources for educators, parents, and policy makers. The NNELL Networking Session is an opportunity for early language educators to meet for an open discussion, to swap ideas, and professionally connect with early childhood, elementary, and middle school world language educators from around the region. Please bring an activity or idea to swap!

**Audience: All Languages**

**Theme: Pedagogy & Practice**

**Location: Bldg7 Room 107**

## Session 6: 10:00-10:50 (Saturday)

### **1. Implications for Teaching Japanese Online**

Etsuko Sisley - Central Oregon Community College

I have developed the First Year Online Japanese courses for Oregon State University focusing on communication. It started with 10 students, and it has grown to a consistent 40 students. The possibilities with the course are unlimited. I would like to share with other language teachers the advantages, difficulties, procedures, and how I overcame the difficulties.

**Audience: Japanese**

**Theme: Pedagogy & Practice**

**Location: Bldg7 Room 103**

### **2. French phonics and phonetics: new materials for teaching pronunciation.**

Stephen Walton - Portland State University

The sound of French is often cited by students as one of its attractions ("it's such a beautiful language"), and by the same token as a source of difficulty because of its unusual sounds and the seemingly opaque way they are transcribed in the printed word. Student curiosity about pronunciation deserves to be addressed in the classroom on a regular basis in order to promote communicative skills and general literacy, but it is often neglected. This session will present a new French pronunciation program based on both phonics and phonetics which is 1) fun for students, 2) readily incorporated into an existing curriculum, and 3) available to teachers and students at no cost as OER (open educational resources).

**Audience: French, 9-12, College**

**Theme: Pedagogy & Practice**

**Location: Bldg7 Room 107**

### **3. Dynamic Literacy: Constructing Meaning & Context in the Target Language**

Richard Linnell - Glencoe High School

This session is designed to present and facilitate work around multi-literacy strategies. Participants will take away from this session ideas of how literacy can be incorporated into the classroom (according to language level and prescribed ACTFL levels), as well as activities that are adaptable across levels of language class. Be ready to engage, because there will be plenty of movement in this session!

**Audience: All Languages**

**Theme: Pedagogy & Practice**

**Location: Bldg7 Room 108**

## Session 7: 11:00-11:50 (Saturday)

### **1. Road of 50 Years of Japanese Language & Culture Education in Oregon**

Yoko Miwa - Beaverton High School

Let us go over how the Japanese Program became significant part of Secondary Public Schools in the US. Let us also share our ideas for future instruction.

**Audience: Japanese**

**Theme: Advocacy & Service**

**Location: Bldg7 Room 103**

### **2. Q & A for Student Teachers and New Teachers**

Adrian Miller, Tia Sharp, and Scott Goodman - Lewis & Clark University, Portland State University, Crescent Valley High School, Portland Public Schools

This session is targeted at student teachers and new teachers. We plan to give you an arsenal of tips, suggestions, and downright good advice as you are embarking on your new career in education. We have a variety of levels of combined teaching experience and backgrounds and are all COFLT board members that are happy to help plug you in to the many resources we have available to you!

**Audience: All Languages**

**Theme: Pedagogy & Practice**

**Location: Bldg7 Room 106**

### **3. Mi Casa es Su Casa-Including our Heritage students in our L2 classroom**

Julie Montoya - Summit High School

In many of our World Language programs in Oregon, we may not have a critical number of heritage Spanish speakers to create a separate tract of Spanish classes. There are many strategies we can use to create a sense of community with our heritage and L2 students. This presentation will suggest activities, resources, and vignettes to help teachers attract, retain, and engage with the heritage learners in their traditional-track language classrooms.

**Audience: Spanish**

**Theme: Advocacy & Service**

**Location: Bldg7 Room 108**

## Workshop options 1:30-4:30 (\$20)

### **Option A: "The Power of the Written Word: How to Incorporate Writing in Language Classrooms" with Dr. Esperanza De La Vega**

Building off the theme of *The Magic of Words*, the workshop on the Power of the Written Word will help frame how we interact with, teach, and learn with our students in language classrooms today. Bilingual Education scholar, researcher, and teacher educator Esperanza De La Vega will share activities used in various language classrooms to connect students' passion for sharing and expressing themselves in order to develop their written communication skills. The Power of the Written Word workshop will examine our role and responsibility in facilitating engagement and writing among our language learning students. Dr. De La Vega will discuss the importance of building trust and community among our language learners as a foundation for a successful and effective language development classroom environment. The strategies to be shared can be applied to all language learning classrooms whether a bilingual, dual-language or a world language setting. Tenants of culturally responsive practices will be used throughout the workshop in order to remain true to the goal of social justice and equity in our language learning environments. Through guided activities, the workshop participants will experience first-hand, the power of constructivist activities in generating deep conversations and moments that have the potential to transform spoken words into written words. At the end of the workshop, participants will walk away with ideas and material that they can implement in their classrooms the next day.

**Location: Bldg 7 Room 103**

### **Option B: "All for One, Input for All" with Carrie Toth**

How can I help my students gain proficiency in language while drawing on resources available through modern technology? Many teachers ask themselves this question as they try to navigate the waters of language education in the 21st century. Participants will look at 3 backward planned units that can be adapted for any level of student. With this unit design in mind, participants will be encouraged to map out their own content-based units that incorporate culture and technology and that will help students achieve their language learning goals and greater fluency as well!

**Location: Bldg 7 Room 106**