

# Presentation Session

# Descriptions

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

### 1. Our experience at the 3rd and 4th National symposia on Spanish as a Heritage Language

Vanessa Arozamena and Juan Carlos Toledano - Lewis & Clark College

We attended the 3rd and 4th National symposia on Spanish as a Heritage Language, which was held at the University of Oregon, from February 18th to February 20th, 2016, and at the University of California, Irvine February 15-18, 2017. Dr. Susana Rivera-Mills, one of the plenaries, gave a presentation on Latinos in Oregon and the implications for heritage language teaching. Other presentations dealt with the very important subjects of identity, ideologies, and attitudes towards the Spanish language that heritage speakers have. There was also a panel and a workshop about the advantages of service learning for this student population. The importance of using authentic materials in courses targeted towards heritage speakers was also discussed.

**Audience: All languages**

**Theme: Pedagogy and Practice**

**Location: Crater Lake South**

### 2. Experience Compelling Comprehensible Input

Fredrick Stamps - Pacific University

Come experience classroom activities that demonstrate how to make Comprehensible Input engaging including one-word images, role playing games for TPRS, and others. Learn about how these student-focused approaches require less teacher prep while improving student proficiency and putting the fun back into learning and teaching.

**Audience: All languages (9-12 and college)**

**Theme: Pedagogy and Practice**

**Location: Crater Lake North**

### 3. Interactive Notebook in Japanese Instruction

Yoko Miwa - Beaverton High School

This workshop will offer an opportunity to learn how the presenter organizes her curriculum and weekly teaching by keeping 'Interactive Notebook' with her students throughout the school year.

**Audience: Japanese**

**Theme: Advocacy and Service**

**Location: Oak**

### 4. Creating Immersion Experiences in the Spanish Language Classroom

David Engel - Central Oregon Community College

This interactive presentation will provide a pedagogical basis for creating immersion experiences in

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

### 1. AATSP, Learning about your National Professional Organization for Spanish and Portuguese Teachers

Irma Bjerre - AATSP, American Association of Spanish and Portuguese Teachers

The American Association of Spanish and Portuguese Teachers promotes the study of the Spanish and Portuguese Languages and their corresponding Hispanic and Luso Brazilian, and other related literatures and cultures at all levels of education. Come and learn about the programs and services that AATSP can offer to you and your students and let's work together in forming our Oregon Chapter!

**Audience: Spanish, Pre-K-8, 9-12, College**

**Theme: Advocacy & Service**

**Location: Crater Lake South**

### 2. Helping students to "experience it" speaking activities

Sandy Garcia - Pacific University

In this session the participants and presenter will focus on 3-4 activities that help beginning students start to use the target language. There will also be a reflection time to think about how to use the activities in one's own classroom.

**Audience: all languages**

**Theme: Pedagogy & Practice**

**Location: Crater Lake North**

### 3. Foreign accent in L2 Japanese and pronunciation teaching

Kaori Idemaru - University of Oregon

What does it mean when we say someone has a foreign accent? Are we noticing something in the pronunciation of certain vowels or consonants? Or are we influenced by the way speech rhythm or intonation is slightly "off?" This presentation will report a study that investigated acoustic sources of foreign accent in L2 Japanese spoken by university level learners (16 native Mandarin speakers and 16 native English speakers). Rating of the learner utterances by native Japanese listeners indicated that pitch accent plays a very important role in perceived foreign accent in Japanese. It outweighed factors such as consonant and vowel pronunciation. Given these findings, the second part of the presentation will discuss basics of Japanese pitch-accent patterns as well as the frequent L2 learner errors that we found in our data. In addition, we will present the Online Accent Dictionary, an effective online tool that aids both classroom instruction and students' self-directed learning for pronunciation.

There are numerous cautionary reports that pronunciation is marginalized or neglected in both foreign language research and instruction. The aim of this presentation is to provide important rationale and tools for pronunciation teaching.

**Audience: Japanese**

**Theme: Pedagogy & Practice**

**Location: Oak**

### 4. Incorporating imposed curriculum into an immersion, OWL-inspired classroom

Alexis Buschert - Tigard High School

More simply put: square peg, round hole. I wanted to have an OWL (immersion, student-centered) classroom but needed to fit in the curriculum expected by my district. Being the only OWL-ish teacher in my district meant that I needed to make some compromises. In this session, I will show you how you can make your classroom more immersion-friendly while still collaborating with your colleagues. I will share example lessons in circle and help participants navigate any potential complications.

**Audience: All languages**

**Theme: Pedagogy & Practice**

**Location: Cedar/Spruce**

### 5. Le Mag' fr@ncophone / project #Rodin100 Sylvie

Joseph-Julien - Atelier d'Ichère Seattle

Presentation of the free magazine and Rodin en Rimes poem contest:

- Le Mag' fr@ncophone is a brand new magazine in French written and published by Atelier d'Ichère's volunteers every two months.

- This is a contest to encourage teen poets and to celebrate the 100th anniversary of the death of French sculptor Rodin. Sylvie Joseph-Julien will offer the opportunity to be part of a unique Francophone experience to French teachers and their students.

**Audience: French**

**Theme: Scholarship & Research**

**Location: Maple**

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

### 1. UNIDAD - bilingual arts integrated learning

Dañel Malan - Milagro

In this session, participants will engage in activities from Milagro's bilingual arts-integrated workbook, UNIDAD, which will include theatre and visual arts activities that can be integrated in language arts and social studies classrooms.

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

**Theme: Pedagogy & Practice**

**Location: Crater Lake South**

### 2. Assess What Matters in a Comprehension-Based Classroom -- Comprehension!

Tina Hargaden - Portland Public Schools In a comprehension-based classroom, listening and reading proficiency lead the way. As Grant Boulanger, Central States 2016 ACTFL Teacher of the Year has said, "first we learn to listen, then we learn to read what we heard..." Learn strategies for assessment, grading, and record-keeping that align with the application of Dr. Stephen Krashen's Comprehension Hypothesis in the language classroom, and with the ACTFL Proficiency Standards, from Novice to Intermediate to Advanced levels. You will receive (electronically) a packet of rubrics that align with ACTFL and the Common Core, and ideas for setting up your gradebook and portfolio assessment. Learn ideas for how to assess in a way that BUILDS students' confidence and self-concept and shows progress over the year.

**Audience: all languages**

**Theme: Pedagogy & Practice**

**Location: Crater Lake North**

### 3. Media Monitoring Activity in 4th Year Japanese Reading/Writing Class at the University of Oregon

Yukari Furikado-Koranda - University of Oregon

This presentation will give you an overview of the 4th year reading/writing class at the University of Oregon. I will show the result of the survey that shows students' use of Japanese language outside of the class. Then I will share the media monitoring activity that I have implemented in the class showing some students' works, their feedback and the suggested improvement. Lastly we will discuss how you can incorporate or modify this activity to better fit in your language classroom.

**Audience: All languages**

**Theme: Pedagogy & Practice**

**Location: Oak**

### 4. Teaching tips for beginning teachers

Laurie de Gonzalez - University of Oregon

This presentation is designed for beginning teachers who want quick and easy tips to ease the workload and enhance classroom learning. From the most effective ways to use classroom space to how to reduce time spent on corrections, you will walk away with ideas that will serve for years to come.

**Audience: Spanish, French, German, College**

**Theme: Pedagogy & Practice**

**Location: Cedar/Spruce**

### 5. Deutsch macht Spaß! Ideen für den Deutschunterricht (Idea Share for the German Classroom)

Lorely French - Pacific University

Deutsch macht Spaß! Teilt eure guten Ideen für den Deutschunterricht mit, so dass wir alle am folgenden Montag inspirierend zurück ins Klassenzimmer gehen könnten. Erfolgreiche Spiele, Apps, Webseiten, Lesestücke, Videos, Musik-alles geht!

**Audience: German**

**Theme: Pedagogy & Practice**

**Location: Maple**

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

### 1. How a Case Study May Elucidate Facets of the Language Learning Process

M. Monica Lara - University of Oregon

This presentation in Spanish addresses the language enrichment that derives from involving students in analysis of a case study. I propose to address several important questions. What is the purpose of the case study within the context of a language class? How does a case study provide the opportunity for students to appreciate what they have learned? What are the characteristics of a case study that meet the needs of a second language class? Case studies build an active learning process that use real-world situations for learning. They are uniquely suited to bridge the gap between the classroom and the real world. Because the design and conclusions of case studies require prioritization of values, they provide a format for interactive discussion that will actively engage students with one another. Additionally, this is a way to teach critical thinking that exercises the expression of reasoned judgments.

**Audience: 9-12 & College**

**Theme: Pedagogy & Practice**

**Location: Crater Lake South**

### 2. Can adult language acquirers develop high levels of competence through self-selected reading?

Beniko Mason - Shitennoji University

It has long been believed that adults who want to improve their scores on standardized tests such as TOEFL and TOEIC must study the rules of the language and academic/business vocabulary, and work through test preparation books. It is believed that comprehensible input (free voluntary reading) alone is not enough to acquire the vocabulary needed for these tests. An analysis done by Nation (2014) however leads to the conclusion that readers in English as a foreign language can gain about one-half a point on the TOEIC test for every hour of independent English reading, challenging the idea that reading will not adequately prepare students. A statistical analysis of progress made by seven adults living in Japan was performed to attempt to confirm this conclusion: Hours spent reading was shown to be an excellent predictor of gains on the TOEIC, and the rate of improvement was shown to be nearly exactly the same as that reported by Nation (2014).

These results thus confirm the hypothesis that improving language competence through reading is “feasible if texts at the appropriate level are available” (Nation, 2014, p. 14): An acquirer of English as a second language reader can move from a low TOEIC score (250) to a very high score (950) with three years of self-selected reading, averaging just 1 hour of reading per day.

**Audience: College**

**Theme: Pedagogy & Practice**

**Location: Crater Lake North**

### 3. Teaching the polite and plain forms in Japanese with the approach of multiliteracies

Hyunji Kim - University of Oregon

The main goal of the present study is teaching how native speakers of Japanese distinguish the contexts to adopt the plain and polite forms with the multiliteracies approach. Multiliteracies is a pedagogy which was first proposed by the New London Group (NLG) in 1996 with the insistent globalization. In the pedagogy of multiliteracies, students can improve not only their ability to understand superficial meanings of texts, but also the hidden social meanings intended by the writer or speaker through exploring multimodality of the texts. In addition, multiliteracies aims to make learners redesign the social meanings and obtain the ability to transform the newly-earned knowledge into other contexts. In terms of the plain and polite forms, the concepts of in-group and out-group, i.e. intimacy, are oft-cited when teaching those forms: the plain form is associated with interactions with in-group members, and the polite form with out-group members. Therefore, the current study develops a 50-minute lesson plan by utilizing authentic visual materials of two different genres in order to render learners of Japanese to interpret multimodal aspects including verbal and non-verbal expressions which influence on the uses of two different Japanese speech registers. Furthermore, after teaching the lesson plan, the interactions between students and the processes of negotiation to reflect their identity during the class are also analyzed with the activity-theoretic approach. The findings of the present research project suggests the necessity of applying the multiliteracies pedagogy into language classes since it can help second language learners understand multimodal and textual features of each genre in the target language, and enhance their pragmatic ability. Lastly, the efficacy of the pedagogical model and the active role of the students are confirmed by analyzing the actual reactions of learners with activity-theoretic analysis.

**Audience: Japanese, Immersion, 9-12 & College**

**Theme: Pedagogy & Practice**

**Location: Oak**

### 4. Time Shifting and Critical Thinking: The In-Class Flip

Jeff Magoto - University of Oregon

In-Class flipped learning” has emerged as a viable solution to some of the issues around student readiness and inclusion that “traditional” flipped learning in the world language classroom poses. This workshop uses an in-class flip approach to both demonstrate the technique and to facilitate a critical appraisal of flipped learning in general.

**Audience: All languages**

**Theme: Pedagogy & Practice**

**Location: Cedar/Spruce**

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

### 1. Building a Successful Dual Immersion Program: Insights from a Case Study

Linda Forrest - UO Center for Applied Second Language Studies

What are the challenges to implementing an effective dual language immersion program? How can these challenges be met? These questions were investigated in an ethnographic study of Portland Public School's Mandarin Dual Language Immersion Program, a program active for nearly two decades. The study analyzed interviews with stakeholders from all aspects of the program and during multiple time periods: current and former teachers and administrators, students, alumni, parents, and community members.

Qualitative data analysis revealed key components to success in areas such as staff development, student retention, district level support, and curriculum design. The optimal chance of success occurred when support systems were put in place for all stakeholders, greatly increasing the capacity to develop a high-quality, sustainable program. The study program began with little support, developing the current model via iterative refinements. This research provides guidance to other programs from the vantage point of one program's extensive experience.

**Audience: Immersion**

**Theme: Scholarship and Research**

**Location: Crater Lake South**

### 2. Ditch the Test: Authentic Assessments to Promote Comprehensible Input

Claire Walter - Sevier County Schools

Language teachers know bubbling A, B, C is not authentic communication. This workshop will give simple alternatives to the traditional test that empower students to self-assess, create, problem-solve, and express ideas. Research on the use of Authentic or Alternative Assessment will be presented. However, the focus will be on presenting usable tools for low-pressure, low-affective filter formative assessments. Instead of a mere number at the top of a test, learn strategies to give students, parents, and administrators descriptive feedback, using rubrics, checklists, and interviews. Because summative assessments are occasionally necessary, this workshop will include an introduction to miscue analysis, Cloze tests, and portfolio assessment. Instead of checking to see who studied for a test, teachers will have tools to gauge how well students can actually comprehend and use language input.

**Audience: All languages (including immersion), Pre-K-8, 9-12, College**

**Theme: Pedagogy & Practice**

**Location: Crater Lake North**

### 3. STAMP and Advance with Avant

Richard Linnell - Glencoe High School

The purpose of this presentation will be to present on the process, planning, implementation and data collection for use of the STAMP 2S. The presentation will be interactive, with a focus around the importance of data, the logistics of planning and data collection, and the implications for teacher practice once data has been collected.

**Audience: All languages**

**Theme: Pedagogy & Practice**

**Location: Oak**

### 4. Teaching Intercultural Communication

Jann Purdy - Pacific University

This session will focus on how intercultural communication courses can help students better frame study abroad experiences, increase language proficiencies, and become agents of their own intercultural learning. As a recipient of the COFLT mini-grant, I will also talk about how the grant allowed me to explore IC concepts on my own experience abroad.

**Audience: All languages**

**Theme: Pedagogy & Practice**

**Location: Cedar/Spruce**

### 5. Interactive Karaoke stories, games and projects for effective language teaching

Gisela Galvan - 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 STORIES to motivate your students to learn grammar, vocabulary and cultural awareness. Participants will learn a number of projects and games for immediate use in the classroom. Detailed handouts will be offered.

**Audience: Spanish**

**Theme: Pedagogy & Practice**

**Location: Maple**

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

### 1. Incorporating imposed curriculum into an immersion, OWL-inspired classroom

Alexis Buschert - Tigard High School

More simply put: square peg, round hole. I wanted to have an OWL (immersion, student-centered) classroom but needed to fit in the curriculum expected by my district. Being the only OWL-ish teacher in my district meant that I needed to make some compromises. In this session, I will show you how you can make your classroom more immersion-friendly while still collaborating with your colleagues. I will share example lessons in circle and help participants navigate any potential complications.

**Audience: All languages**

**Theme: Pedagogy & Practice**

**Location: Crater Lake South**

### 2. Build Characters and Community - One Word Images and Stories

Tina Hargaden - Portland Public Schools

In this session, the group will create a One Word Images (OWI), using a questioning sequence developed by Ben Slavic. OWIs build community and group creativity, provide a flood of comprehensible language, and create unique, memorable characters that represent the group spirit of the class. Students love seeing their group creation come to life through the teacher's body language and vocal skills, and through the artwork created by the class artists. Once we have created a character using OWI, we will use a seven-level sequence developed by Ben to co-create a story starring our character. This seven-level sequence can also be used to send Invisibles (characters that students create) on their own adventures, to fulfill their unique destinies. We will use student jobs that support engagement, management, and comprehension. Your classroom can become a story-creating factory with these powerful strategies. Ben's strategies transformed my stories and I love introducing them to others!

**Audience: All languages**

**Theme: Pedagogy & Practice**

**Location: Crater Lake North**

### 3. "Shift of Paradigm" in Online Teaching.

Claudia Ventura - University of Oregon

The innovative curriculum of two intensive online courses for intermediate level students of Italian Language and Culture at the University of Oregon is the topic of this presentation. Our online curriculum is based on a Backward Design as well as on student-centered methodologies such as Task-Based Learning and Teaching. Moreover, the key principles of activity design were a) designing various activities; b) being interactive; c) structuring tasks in order to help students effectively use various resources; d) giving clear instructions and effectively sequencing the tasks and activities. Because the online courses will be offered during the summer, the curriculum includes computer-mediated communication tasks with the University of Oregon program in Lecce, Italy. The collaboration between the two learner groups will benefit both programs, providing authentic multimedia material – videos, images and reports – to students on campus and, at the same time, adding meaningful tasks to our students abroad who will blog their experiences. Finally, metalinguistic awareness development centers on our program design. In fact, students' critical reflections on their linguistic and cultural outcomes are part of Summative Integrated Assessments. Being student-centered, being interactive, and being collaborative in a virtual community, our curriculum could help establish an environment that optimizes meaningful learning experience. It also reflects the "shift of paradigm" that teaching/learning online requires: teachers should embrace the role of guide and mentor, and ultimately enforce learner's self-regulation and self-directedness.

**Audience: All languages**

**Theme: Pedagogy & Practice**

**Location: Oak**

### 4. Helping students to "experience it" speaking activities

Sandy Garcia - Pacific University

In this session the participants and presenter will focus on 3-4 activities that help beginning students start to use the target language. There will also be a reflection time to think about how to use the activities in one's own classroom.

**Audience: all languages**

**Theme: Pedagogy & Practice**

**Location: Crater Lake North**

### 5. French Embassy's SPCD

Ben Wolcott - Oregon Department of Education

This summer I attended a 2-week workshop in France organized by the French Embassy and aimed at teachers of French as a foreign language. I will be sharing what I learned: resources, techniques, and perhaps some meta-analysis of what SPCD organizers think it's important for teachers of French to know.

**Audience: French**

**Theme: Pedagogy & Practice**

**Location: Maple**

# Saturday Afternoon Workshops

## **Option 1: "Proficiency In Action: Applying Growth Strategies in Our Classrooms" with Kyle Ennis**

In this workshop, participants will explore the foundation principles of language proficiency and review data and current research that describes expected levels of ability after specified amounts of time in study/learning. We will further explore the following critical questions:

- How do my students compare to national averages?
- Are my proficiency targets achievable and realistic?
- Is all of the time focused on improving my students' productive skills making a difference?
- How am I applying scoring criteria to my students' writing and speaking tasks?
- How can I better lead my students to higher levels in all language domains: Reading, Writing, Listening and Speaking?

Participants in this workshop will also engage in specialized activities that give specific strategies that can be used in the classroom to help students gain higher levels of proficiency. These activities are based upon data and research that outline critical details that differentiate levels of ability from Novice-High through Intermediate-High levels.

These are just a handful of the types of questions this session will explore. At the conclusion of this session, participants will be better equipped to interpret proficiency data and identify areas of focus for improvement. Participants in this workshop will also engage in specialized activities that give specific strategies that can be used in the classroom to help students gain higher levels of proficiency. These activities are based upon data and research that outline critical details that differentiate levels of ability from Novice-High through Intermediate-High levels. This session will include presentation, discussion, and pair and group work.

## **Option 2: "Story-Listening Methodology" with Dr. Beniko Mason**

This workshop will explain the theoretical background of Story Listening (SL) and its methodology, and will include the evidence supporting SL. Participants will observe examples of SL instruction, and will be told where to look for stories and how to start an SL lesson. Topics of discussions include:

- Fundamental differences between Story-Listening and Story-Telling
- Beginning, Intermediate and Advanced levels of SL – Similarities and Differences
- Dos and Don'ts in SL – Strategies
- How much Story-Listening is necessary for significant improvement in language acquisition
- What stories to tell. How to find a good story
- How to prepare for an SL lesson
- How to evaluate students' progress
- How many words can we expect students to acquire
- Can any teacher do SL
- Can SL be used with college students
- Can SL be used with beginners
- What about textbooks?

# Saturday Afternoon Workshops

## **Option 3: "Empowering Learners of Spanish: Creating and Adapting Digital Educational Materials for Your Language Learners" with Dr. Claudia Holguín Mendoza and Kelley León Howarth**

In this workshop, we will explore critical pedagogical approaches that equip both teachers of Spanish and teachers of other languages to implement Critical Language Awareness and to develop translinguistic and transcultural competencies in their own classrooms. We will present an online, open-source, 7-unit series based on these critical approaches that we have created to introduce students from diverse backgrounds to a range of concepts in sociolinguistics and critical inquiry into language ideologies. This series is now used in lieu of a textbook in the two intermediate Spanish as a Heritage Language courses, and as supplemental additional teaching materials in other general education and upper-division courses at the University of Oregon, and at Western Illinois University.

Through the activities in this series, learners of Spanish can engage in (1) critically identifying the social meanings embedded in language uses and (2) developing broader communicative skills. In this workshop, educators will explore many ways in which they can incorporate critical pedagogical approaches into their language classes, and the training provided will prepare educators to create, license, and share their own, original, digital teaching materials.

## **Option 4: "TV5 Monde" with Guy Vandenbroucke**

An exciting new addition to our workshop options, Guy Vandenbroucke is a French Teacher at the Crossroad School for Arts and Sciences in Santa Monica, CA and will be presenting a workshop regarding his work around "TV5 Monde." (Please note, this workshop is for French Instructors and will be conducted in French).

Description de l'atelier:

Cet atelier a pour objectifs:

- d'apprendre à enseigner avec le document audio-visuel
- de faire connaître le site 'TV5Monde' et ses ressources
- d'éduquer aux médias
- de faire comprendre les différentes parties constituant un scénario pédagogique

note: les participants sont fortement encouragés à se munir d'un ordinateur portable ou d'une tablette.