

Friday 3-hour Workshops
April 3, 2020
SWCOLT / CLTA
Disneyland Hotel

Friday Morning Half-day Workshop - \$70
8 am – 11 am

Comprehension-based Communicative Teaching (CCLT) for Asian Languages

Ngan Ta

'Iolani School

Comprehension-based Communicative Language Teaching (CCLT; ACTFL SIG) has been fast growing in popularity among language teachers around the world. Meanwhile, many teachers of Asian languages often ask about how CCLT can address their special needs in reading and writing kanji/hanzi/hanja, the lack of abundant cognates and loan words shared with English that can aid comprehension, and tones used in Chinese and Southeast Asian languages including Thai, Vietnamese, and others. This session walks attendees through successful cases of CCLT teaching, assessments, and syllabi that are backward designed for Asian languages, with discussions focused on issues in reading and writing, interpersonal and presentational speaking, performance-based assessments, and articulated curricular design across year-levels.

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LEVEL UP!RX for a Tired Curriculum. Invite Student Engagement through Meaningful Curriculum and R

Linda Egnatz

Global Seal of Biliteracy

If your classroom seems lethargic, it's time to rehabilitate. Inject a dose of caring heart, add 21st century relevance, provide a diet of higher interest input and engage learners with collaborative and therapeutic activities. This workshop can help you boost energy by understanding the dynamics of Generation Z, acquire pathway strategies to teach for proficiency, reconstruct traditional units using AP Themes and UNESCO Sustainable Development Goals, build a technology toolbox for interpretive, interpersonal and presentational tasks and then assess for a great reward.

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Resources and Strategies for Effective Learner-Centered Instruction

Iman Arabi-Katbi Hashem

California World Language Project, LA and CSULB

Building an effective and successful world language classroom requires an in-depth understanding of the ACTFL Core principles and STARTALK for effective teaching and learning, model curricula and guidelines, and how to implement them. Join us in this workshop to explore the resources we have developed as a result of the Occidental College 2018 Infrastructure grant, “Interacting with Authentic Texts and Tasks”. The presenters will take you on a journey of exploration sharing how they used the model curricula to design suitable learning plans, how those plans were implemented in the classroom using videos, and guiding you to other resources focused on effective implementation of learner-centered instruction and the use of authentic resources to create interest and to provide a context for learning.

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3 Hours, 3 Modes: Innovative Teaching Strategies that Weave the Modes with Social Justice

Elizabeth Matchett

Gunn HS

Come spend some time with CLTA’s California Teacher of the Year (2016) and learn how she supports her students toward linguistic and cultural competence by growing their skills in each of the three modes of communication while at the same time incorporating our 2019 WL Standards and promoting social justice. This workshop will be fast-paced, hands-on, and participatory. You will be using authentic resources to expand your teaching practice by unlocking the power of task-based, real-world language activities. Bring a laptop or iPad to best be able to access the strategies in this workshop.

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7 Steps to a Language-Rich, Interactive Foreign Language Classroom

Anna Matis

Seidlitz Education

The 7 Steps, research-based strategies that increase comprehensible input while providing low-stress opportunities for output, can transform the classroom into a communicative environment that engages students in the target language with easy-to-implement structures

from day one! Experience simulations and practical strategies for your toolbox to provide students with access points to any target language in a K-12 classroom setting. The goal of this presentation is to share with foreign language teachers (both novice and seasoned) a framework that can transform the LOTE classroom into an interactive environment in which students are immediately engaging in structures and vocabulary in the target language.

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Integrating with Intention and Integrity: Digital Resources for All Three Modes of Communication

Catherine Ousselin

Mount Vernon High School

This workshop will focus on integrating Web-based tools, apps, and techniques to create engaging and purposeful interpretive, presentational, and interpersonal tasks within global thematic units based on the TPACK | NCSSFL-ACTFL | AP frameworks and ACTFL's Statement on Technology. Participants will collaborate on a variety of tools that highlight student-centered instructional strategies designed to motivate and involve all learners. Topics will include Digital Storytelling, Mad Libs, Social Media, and Google Apps for World Languages. Please bring a laptop computer AND a mobile device.

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Intercultural Capability and Learner Obligation of a Learned Culture

Amy June Rowley

California State University East Bay

This workshop will focus on integrating Web-based tools, apps, and techniques to create engaging and purposeful interpretive, presentational, and interpersonal tasks within global thematic units based on the TPACK | NCSSFL-ACTFL | AP frameworks and ACTFL's Statement on Technology. Participants will collaborate on a variety of tools that highlight student-centered instructional strategies designed to motivate and involve all learners. Topics will include Digital Storytelling, Mad Libs, Social Media, and Google Apps for World Languages. Please bring a laptop computer AND a mobile device.

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21st Century Speaking Assessments: The Free and Online CAST Assessment Software

Evan Rubin

Language Acquisition Resource Center

Conducting oral assessment no longer has to send shivers down your spine. Creating prompts, dealing with technology, massive number of files or even tapes, and providing feedback can be daunting without the support of the free online CAST software. Join this workshop and bring your laptop to learn how to administer oral assessments in Spanish and English using CAST and provide detailed feedback for students without the stress and time investment when doing it just by yourself.

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The MAGIC of TPR & TPRS for Language Acquisition Part 1- From TPR to TPR Stories

Jason Fritze

Laguna Beach Unified

Are you eager to find ways to increase classroom communication in the target language and maximize student engagement? In this workshop participants will experience the MAGIC of TPR (Total Physical Response) and learn how to create TPR stories to create a highly communicative classroom from day one! Demonstrations will be given in comprehensible Mandarin along with some samples in Spanish as well. Participants will not only learn how to use TPR for classroom management in ways never before imagined, but also experience and get coached on a variety of specific techniques to make TPR and TPR story-creating more valuable and engaging. Teachers will leave with better skills at maintaining 90%+ communication in the target language in class and gain a deeper understanding of the principles of Second Language Acquisition and ACTFL Core Practices for WL Instruction.

Friday Afternoon Half-day Workshop - \$70
12:15 pm – 3:15 pm

The MAGIC of TPR & TPRS for Language Acquisition Part 2 - TPRS - From PQA to “Storyasking”

Jason Fritze

Laguna Beach Unified

Come join this fun and exciting workshop to create classroom conversations that encourage reading in the target language. Learn how to create engaging personalized stories to facilitate language acquisition in your classes while experiencing these techniques in comprehensible Mandarin. Sample video clips from Spanish classes will provide context also. Participants will be coached in PQA (personalized question and answer) techniques and classroom management strategies to maximize classroom communication. A variety of reading strategies will be explored and participants will learn how to begin building a vibrant reading program, the centerpiece of a comprehension-based curriculum. Learn how to explore authentic materials more comprehensibly and leave with sample TPRS lesson plans that can be adapted for their language classes/levels.

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Get Lit(eracy) Up!

Lyanne Terada

Horizon High School

So much of what we do as world language teachers is teaching how to listen and speak (oracy) and teaching how to read and write (literacy). This workshop is focused on building greater capacity for engaging students in oral communication as a whole class, in groups, and in pairs (Building a Classroom Discourse Community) as well as integrating authentic and scaffolded texts to support learner acquisition (Guiding Learners to Interpret and Discuss Authentic Texts), based on Enacting the Work of Language Instruction (Glisan & Donato, 2017). Using existing and modified frameworks from the Emerging Bilingual field, participants will explore and practice research-based methods and maneuvers to increase oracy and literacy for second language acquisition while using the target language. Please bring an electronic device to access the resources online.

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Good, Better, Best: Improving Embedded Readings

Laurie Clarcq

Hearts For Teaching

Embedded Reading has been successfully used in World Language classrooms for nearly nine years. This workshop offers participants a unique opportunity to upgrade their use of this technique in their classrooms. During this three hour presentation, participants will examine which qualities of an embedded reading make it appealing to and accessible by readers. Using these insights and several pre-prepared readings, participants adjust each to the interests and

reading level of their own students. In addition, participants will create their own readings and activities for students. Prior experience with Embedded Readings is encouraged.

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Let's Give Them Something to Talk About

Katrina Griffin

North County HS

Ever feel like you have taught your students a lot of vocabulary, but they still aren't speaking in class? Do some students speak all the time and others never say a word? Wondering what you need to do to motivate students to voluntarily talk to each other in the target language at all times and at all levels? This ACTFL Teacher of the Year will show you step by step what to give students in order to empower them to take control of their own learning. Students at every level can be successful at achieving meaningful output when provided appropriate supports, and soon you won't be able to get them to stop! Experience many low-prep strategies first-hand as a participant, watch videos of students using the target language in various settings, and leave with a greater understanding of what steps to take to cultivate oral proficiency in the classroom.

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We Are Not Broken: ASL/English Bilinguals Who Are Deaf

Petra M. Horn-Marsh

University of Kansas Edwards Campus

Since the discovery of American Sign Language (ASL) as a full-fledged language, distinct from English in 1960, ASL instruction has been offered to the Hearing population as a World Language, overlooking and/or denying the Deaf population's unalienable human right to acquire and develop ASL as a Heritage Language. History of Sign Language use among the Deaf, Sign Language linguicism, and visual language research findings will be presented, construing why and how ASL is a Heritage Language of the Deaf Americans. Various ASL teaching approaches (maintenance, immersion, and prescriptive), and national ASL standards and curriculum clear the ground for the acquisition and development of ASL as a Heritage Language for the Deaf, ages 0-21 and beyond.

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The Magic of Mini-Novels

Shari Kaulig

California State University Long Beach

If you've ever wondered how mini-novels can support language acquisition in your classroom, but weren't sure how to use them, this is the workshop for you! Learn how to backwards plan a novel from choosing the right novel to assessing your students' acquisition. Bring a novel you're interested in teaching, and let's get started!

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Unpacking the 2019 World Languages Standards for California Public Schools

Christine Lanphere

Natomas High School

Join ACTFL National Language Teachers of the Year Christine Lanphere (2007) and Nicole Naditz (2015) in this workshop featuring a collaborative, hands-on exploration of the 2019 World Languages Standards for California Public Schools Kindergarten through Grade 12.

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From Paper to Practice - Taking Planning Beyond the Buzzwords

Thomas Sauer

National Foreign Language Center

When schools develop new curricula, there are often gaps that exist between what is written and is needed to implement the new curricula, leaving teachers confused and frustrated before they have started planning a single lesson. In this workshop, participants will learn how to deconstruct unit can-do statements into logically sequenced chunks for daily lessons. Participants will review several examples and will develop a series of learning targets and activities that move students from input to output incorporating frequent checks for learning designed to provide feedback for the learner and teacher.