



MCTLC Fall Conference
October 21-22, 2010
www.MCTLC.org

MCTLC Fall Conference 2010

Breakout Sessions 1

8:30 - 9:20

101 NNEELL Swapshop Breakfast and Networking Session

Harvest A

Kathy Olson Studler, St. Paul Academy and Summit School
Ed Rosheim, EMC Paradigm
Linda Chang, Hmong Academy

Join the NNEELL (National Network of Early Language Learning) for a free breakfast and a networking session. Get energized by a presentation on best practices for content-based and content related curriculum and instruction. Join other K-8 language teachers and methods instructors from all over the state of Minnesota to network about topics of interest determined by the interests and needs of the audience. Come and share best practices for curriculum, instruction, assessment and technology. There will be opportunities to learn more about EMC Paradigm materials for your classroom and to speak with some representatives. We are grateful to EMC Paradigm for sponsoring the NNEELL breakfast and the NNEELL table at the 2010 MCTLC conference. Come and find out how NNEELL can help you as a K-8 language teacher.

Audience: Elementary, middle school, all languages

102 Getting Students to Talk: Using Unrehearsed Interpersonal Tasks in the Classroom.

Harvest B

Frances Matos-Schultz, Ursula Lentz, and Mertixell Mondejar Pont, University of Minnesota

End of semester interviews are time intensive, overwhelming to new teachers, create student anxiety and focus on predictable questions. This session presents findings from 600+ University of Minnesota first year Spanish students whose instructors replaced end of semester interviews with a student self-assessment using LinguaFolio and recorded interpersonal tasks and shows how an interpersonal task can provide students an opportunity to have a real exchange about a familiar topic.

Audience: Middle and high school, higher education, any language

103 Using Technology to Teach Cultural Perspectives, Practices, and Products

Harvest C

Viann Pederson and Gay Rawson, Concordia College

Concordia College, a leader in global education with a long history of preparing undergraduates to become world language teachers, and Concordia Language Villages, specializing in K-12 language learning and cultural immersion, have collaborated to create a dynamic graduate degree in Advanced Methodologies in Language Acquisition

designed for K-12 world language teachers. In our rapidly changing and connected global world, it is more imperative than ever that we prepare our students to survive and thrive in a multicultural society. It makes sense to take advantage of how technologically savvy our students are to do this. This presentation will give concrete examples of ways that all teachers, from technophobes to the savviest technophile, can incorporate technology into the teaching of culture. After providing a brief overview of our program that features a hybrid approach to teaching and learning world languages, we will showcase projects that graduates of our program (K-12 teachers) have developed for use in their classrooms. All curricular materials that we showcase are available to the public and designed for immediate use in K-12 classrooms. Most are free and require little to no infrastructural investment to accomplish. We will also show what can be accomplished with differing degrees of institutional support. Participants will leave with a list of online resources that they can adapt and use in their classrooms.

Audience: All levels, all languages

104 Using Neruda to Teach Literary Analysis

Tack A

Sean Dwyer, MN-AATSP President

Do you teach Spanish composition courses? When it's time for a literary analysis paper, presenter Sean Dwyer has found Pablo Neruda's "Poema 20" to be a compelling tool for use as a group analysis project before students write individual analysis papers. Learn how to use this rich poem as a classroom example for compositions, and save time by using the observations on the poem in your own classroom.

Audience: High school, higher education, Spanish

105 Dual Immersion Education and Engaging the Latino Families

Tack B

Blanca Raniolo-Olivares, El Colegio High School

Eudoro Olivares, St. Paul Public Schools

Educators, youth workers, and community leaders will learn effective strategies to work in a dual immersion Latino youth environment. You will also increase your understanding of Latino youth and their families, will explore the impact of power and oppression on the lives of Latino youth, strategies to help you build relationship, and engage the participation of the parents in the community. Participants can expect to engage in small group discussions, participate in an experiential session with scenarios, and learn how to build and expand meaningful relationships with Latino youth and their families in the classroom and the community.

Audience: All levels, all languages

106 Can't Dance? Or Sing? Or Act? Or Draw? Neither can I!

Morgan

Trina Keller, Perpich Center for Arts Education

Would you like to be able to integrate the arts into your world language classroom but

don't have the time or expertise to create activities that fit into an already crowded curriculum? Discover how film clips, media, music, plays, dance, paintings, illustrations, and other authentic art forms can easily become part of teaching strategies to enrich lesson content. (All "standards related" of course!) Handouts with activities and resources provided.

Audience: All levels, all languages (examples in French)

107 Integrating Cultural Arts: Curriculum for K-12 Arabic and Chinese Programs

Captain's Room

Gaelle Berg, Dingman Yu, Donna Kelly, Fang-Ju Lin, and Feng-Yi Wang, Minneapolis Public Schools

Arabic and Chinese teachers from Minneapolis' FLAP grant are developing K-12 extended sequences and integrated cultural arts curriculum to bring international experiences to students in the project's schools. These teachers will share their curriculum plans and show what the impact has been of the integrated cultural arts presentations on language programs in project schools.

Audience: Elementary, middle and high schools, Arabic and Chinese

Breakout Sessions 2

11:00 - 11:50

201 Qualifications for Teaching in an Immersion School

Harvest A

*Kimerly Miller, Minnesota Advocates for Immersion Network
Shannon Peterson, Lakes International Language Academy
Luis Versalles, Richfield Dual Language School*

Minnesota's immersion programs need a strong pool of qualified teachers in Dakota, French, German, Mandarin, Ojibwe, and Spanish. But, what does it take to become a successful immersion teacher in an elementary or secondary classroom? What level of language is required to teach in the immersion language? What certification is necessary? What kind of professional development is available in Minnesota? A panel of presenters from a consortium of immersion programs will discuss these issues and answer questions.

Audience: All levels and languages

202 What Can Students Do? Using Common Assessments to Achieve Higher Levels of Proficiency

Harvest B

*Gaelle Berg, Melissa Davis, and Michele Campbell, Minneapolis Public Schools
Ursula Lentz, CARLA, University of Minnesota*

Learn how Minneapolis teachers are using the online Minnesota Language Proficiency Assessments to determine what students can do in their language and what the results

may mean for students and classroom instruction. Teachers will share data from their classrooms and invite participants to share insights on raising student proficiency levels.
Audience: Middle and high school, higher education, Spanish, French and German

203 Teacher-Centered Discourse and Opportunities for Output in a French Class

Harvest C

Jason Martel, Johanna Enneser-Kananen, and LeeAnne Godfrey, University of Minnesota

In this session, we will report on a study that explores teacher-centered discourse in a first semester university-level French classroom. We use the lenses of wait time, scaffolding, corrective feedback, and contextual factors to characterize the teacher's discourse and identify opportunities for students to produce and re-produce utterances in the target language. We suggest that teacher-centered in addition to learner-centered discourse can provide space for second language learning via the production of target language forms.

Audience: All levels and all languages (examples in French)

204 The Unrehearsed Speech of Learners of Asian Languages

Tack A

Sachiko Horii, Fang Wang, Yunseong Cheon, and Sara Khanzadi, University of Minnesota

When language learners speak in spontaneous, un-rehearsed activities outside of class, what does their production look like? This study focuses on oral learner language in unrehearsed, task-based interactions. Participants will view videos of Chinese, Japanese, Korean, and Persian L2 learners engaged in six language production tasks, and consider their accuracy, interaction patterns, responses to corrective feedback, task effects, and communication strategies. Implications for the classroom will be discussed.

Audience: High school and higher education, Chinese, Japanese, Korean and Persian

205 Connecting with Your Students through Stories

Tack B

Michael Grandys and Dayna Laber, Minneapolis Public Schools

See how two French and Spanish teachers in IB programs engage students by creating stories that use high-frequency vocabulary and structures and cultural practices, perspectives, and products. Learn how to write and present amusing stories that connect to your students' lives and incorporate authentic materials. Get students to develop greater proficiency using TPR and storytelling based methods and materials and rubrics. Teaching can be creative, fun, and rigorous – for students and teachers!

Audience: Middle and high school, French and Spanish

206 Enhancing the Global Competency of World Language Learners

Captain's Room

Dana Mortenson and Charmagne Campbell-Patton, World Savvy

How can we enhance students' content knowledge of global issues and skills for global citizenship through language instruction? Learn about World Savvy's work to educate and engage youth in community and world affairs through academic and arts programming that can be implemented in your classes. Come away with lesson ideas and a project-based learning model to engage your students in learning about complex global issues through the lens of world languages.

Audience: Middle and high school, all languages

207 Experiences in Strasbourg

Cancelled by presenter

Breakout Sessions 3

1:30 - 2:10

301 Migraciones Literarias: La Literatura Centroamericana y la Interculturalidad

Harvest A

Martin Pflug, College of St. Scholastica

Se trata de un curso de literatura centroamericana que de manera intencional pretende fomentar aproximaciones literarias que a su vez resultan en un enfoque en cuestiones de interculturalidad en torno a una tripartita de temas - la migración, la diáspora y la identidad. Además de los textos utilizados, consideraremos métodos y estrategias de enseñanza que facilitan un ambiente de aprendizaje comunitario y activo en el cual todos los estudiantes pueden reaccionar, cuestionar, desarrollar y, últimamente, crecer.

Audience: High school and higher education, Spanish

302 Discussion Session for Teachers Using the Minnesota Language Proficiency Assessment (MLPA)

Harvest B

Ursula Lentz, Center for Research on Language Acquisition, University of Minnesota

Teachers who have used or are currently using the Minnesota Language Proficiency Assessments with their students are invited to this lively session to discuss their experiences using these assessments. Specifically the group will examine the ways in which using the MLPA has impacted their programs, and student reaction to the assessments. Participants will also be invited to discuss challenges and successes related to raising student proficiency levels.

Audience: High school and higher education, Spanish, French, and German

303 Integrating Content-Based Instruction in Chinese Language Teaching

Harvest C

Shu-hui Chang, Hmong College Prep Academy

Content-based instruction (CBI) has played an essential role in language teaching since the twentieth century. Content-based instruction is "the integration of particular content with language teaching aims...the concurrent teaching of academic subject matter (e.g., math) and second language skills" (Brinton et al., 1989, p.2). Students effectively learn a foreign language through meaningful content learning (Widdowson, 1981). Based on the previous study, teachers of Chinese language can integrate content-based instruction to teach the Chinese language in order to help their students enhance their levels of proficiency in the Chinese language through academic subject study.

Audience: All levels, Chinese

304 Preparing Students to Participate in Festival Quijote

Tack A

Mary Lynn Montgomery, Coon Rapids High School, Minnesota-AATSP Mesa Directiva

Festival Quijote is a statewide contest for middle and high school Spanish students. Come learn about the contest (categories, guidelines, requirements, etc.) and find out what makes a successful entry. What can you do as a teacher to help your students prepare for the contest? In this session you will see sample entries from previous years and learn tips that will help you and your students prepare for next year's Festival Quijote.

Audience: Middle and high school, Spanish

305 Authentic Media: Connecting Lives and Contexts, Classroom to World

Tack B

Dan Bane, Vista Higher Learning

Connect students to real language and culture for transformative learning. Through this simple instructional framework, students reflect on their lives and language, bridge their lives to the world, and use authentic media to engage and reflect on language, culture, and human experience. Give students the key to language and cultural fluency.

Audience: High school and higher education, French, Spanish and Italian

306 Incorporate Culture in Your Lessons: Cultural Storytelling

Captain's Room

Barbara Cartford, Wayzata Schools, Minnesota Language Teacher of the Year 2010

The Llama's Secret: Cultural Storytelling incorporates culture into your lessons! Experience the students' perspective on learning through TPRS Storytelling with a culture-based lesson. Participants will learn how an expert TPRS teacher takes a story from a children's book and condenses it into a lesson that can be used at the first-year level. The same story can be adapted for advanced levels as well. The Llama's Secret is a Peruvian legend, but the skills can be adapted to any language. Participants receive a copy of the story, vocabulary and exercises.

Audience: All levels and all languages

307 Using Facebook Activities to Improve Writing Skills of Language Students

Moved to time slot 504 at 4:00

Breakout Sessions 4

3:00 - 3:50

401 Quizzes in the World Language Course: What Do They Really Measure?

Harvest A

David Paulson and Diane Leslie, Southwest Minnesota State University

Quizzes are widely used in second language courses - we often assume quizzes motivate students to study regularly, and reinforce and measure student learning of specific points of vocabulary, grammar, civilization and culture. But do our quizzes really measure what we are testing? In this session we will take a closer look at traditional quizzes we see in modern language classes to re-examine what is actually being tested. We will present alternatives to those quizzes, many which fully take advantage of instructional technology. In addition, we will use CEFR "Can-do" descriptors to articulate our underlying communicative goals in evaluating quizzes. Samples quizzes will be provided.

Audience: High school, higher education, all languages

402 Presentación Cultural: Carnavalito Argentino

Harvest B

Paulino Brener, University Language Center



Encore Session

Back by popular demand from MCTLC Fall Conference 2009

Come and get energized by learning how to dance "Carnavalito" presented in Spanish by Paulino Brener from Argentina. Join him on a virtual tour of Northwest Argentina where the dance is a popular aspect of the "Carnaval" season and learn the symbolism of the dance. A free Power Point on the presentation and the music for the dance will be given to all those that attend the session.

Audience: All levels, Spanish

403 Get Them Talking With Art and Music

Harvest C

Andrea Schueler, Stillwater Area High School

Have you struggled to effectively use art and music to stimulate conversation while reinforcing culture in your classroom? Are you simply looking for a new strategy to spice up your classroom? Learn to use two specific strategies, Visual Thinking Strategies (VTS) for art and Earobics for music. Take the role of a student as you participate in each

strategy during the session, and leave with step-by-step instructions for two tools to add to your teacher toolbox. The strategies are applicable for all languages and all ages, and they can be adapted for use at any language level.

Audience: All levels and all languages

404 Translation Reconsidered: A University Course in Translation and Interpretation

Tack A

Paul Hoff, University of Wisconsin at Eau Claire

The presenter had never been an advocate for translation in language courses, especially at the beginning levels. Then he accepted the opportunity to teach "The Craft of Translation," an upper-division course in UW-Eau Claire's major in Spanish for Business and the Professions. This session will describe the course and corresponding career opportunities along with the fascinating challenges and issues presented by both written translation and consecutive interpretation.

Audience: High school, higher education, all languages (examples in Spanish)

405 Teaching Chinese in the Digital Age

Tack B

Ju-Chang Wang, the Blake School

選用最簡單操作的電腦軟件，營造中文學習環境。善用數位教材，讓課堂上有更多時間作團體學習和口語教學。讓練習中文成為有趣的活動。讓學生把中文說得字正腔圓。

Audience: Elementary, middle, and high school, Chinese

406 C'est le fun! Incorporating Québécois Culture Into Your Classroom

Cancelled by presenter

406 Experiences in Strasbourg

Morgan

Cristina Sturm, Rosemount High School



Encore Session

Back by popular demand from MCTLC Fall Conference 2009

This session is based on a 3-week summer experience in Strasbourg during a Stage Pédagogique de Courte Durée sponsored by the AATF and the French Government. Materials shared include information on how to apply for the scholarship, a slide show of Alsace, current cultural information about the city and the region, and instructional materials used during this academic program at the University of Strasbourg.

Audience: All levels, French

Breakout Sessions 5

4:00 - 4:50

501 Bienvenidos a Uruguay

Cancelled by presenter

502 Culture Beyond Chopsticks and Berets

Harvest B

Mary C. Voight, Yinghua Chinese Immersion Academy

Language teaching without context and substance becomes vacuous like philosophy without God, like China without chopsticks and France without berets. This session intends to move language teaching from merely utilitarian purposes to give students an excitement for human variety and beauty and move beyond shallow definitions of "culture". Rather than searching for familiar American concepts and transforming them into another language the way we translate names by sound, literally and without any meaning, such as Mary becomes Mei Li; teachers and students will find that some concepts that exist in Chinese do not exist in English, such as xin ku, a kind of parental suffering. Learning another language can open a window into positive human differences and introduce new concepts about how human beings perceive the same world differently and equally positive.

Audience: All levels and all languages

503 México en su bicentenario

Harvest C

Ana Luisa Fajer Flores, Consulado de México

El objetivo es contar con una herramienta de información sobre México, así como un medio para difundir e invitar a las distintas actividades que se llevarán a cabo durante el 2010 para celebrar a México.

Audience: All levels, Spanish

504 National Board Certification

Cancelled by presenter

504 Using Facebook Activities to Improve Writing Skills of Language Students: Offering Many Opportunities for Writing to our Digital Natives

Tack A

Windy Roberts, University of Minnesota, Morris

Facebook is a social-networking site used by many college students today. This presentation describes how weekly Facebook activities were successfully incorporated into a college language course to improve student writing in the target language. It also discusses various ways other instructors could incorporate Facebook into their own curriculum.

Audience: High school and higher education, all languages

505 Portfolios Make Travel Meaningful

Tack B

Mary Thron, Minnesota State University of Moorhead

Implementing portfolio assessment ensures that educational goals are met and empowers the students' metacognitive process as they reflect on their learning and skill development. The ACTFL National Standards for Foreign Language Learning provide an excellent organizational framework for this assessment process. Portfolios produced by students as a result of travel enhance the students' overall experience. In their intentional effort to collect meaningful material (e.g., maps, brochures, cultural realia), take pertinent photos and write reflective journals, they document their learning. Furthermore, the portfolio creates a point of discussion for parents, administrators, classmates and potential future travelers upon return home. A portfolio exhibit can showcase the learning that has occurred abroad and generate interest in future educational travel experiences. Actual student portfolios from different educational travel experiences in Costa Rica will be shared.

Audience: Middle, high school, higher education, all languages (examples in Spanish)

506 Addressing the Achievement Gap in the Urban Language Classroom

Morgan

Grant Boulanger, Robbinsdale Area Schools

Low readers can't learn a second language? ESL students can't learn another second language? Underachieving urban learners can't learn a second language? Hogwash. Comprehensible Input-based methods, such as TPRStorytelling®, present programs with a unique opportunity to level the playing field of the beginning language classroom that otherwise may be tilted in favor of the academically well prepared. It's time to shift toward methods and strategies that encourage all learners to become speakers of another language. The presenter will discuss common principles of a comprehensible input-based classroom. He will also share literacy-building and brain-based strategies that have been used to increase confidence, motivation and performance in a beginning Spanish class.

Audience: Middle and high school, all language

507 Bailemos Juntos

Garden City Ballroom

Paulino Brener, University Language Center

This session is a great opportunity to learn line dances to use in the Spanish class. Paulino is from Argentina and he has worked 8 years at Concordia Language Villages where dances are used as a means to teach culture but also to create connections with grammar and vocabulary. NEW DANCE for 2010: Waka Waka by Shakira!!! For more information visit bailemosjuntos.com.

Audience: All levels, Spanish