



**GWATFL**  
GREATER WASHINGTON ASSOCIATION  
OF TEACHERS OF FOREIGN LANGUAGES

**2019 Spring Conference for  
World Language Educators**  
April 27, National Cathedral School  
Washington DC

## Preliminary Program Overview

Time	Event
8:30 - 9:00	Registration - Breakfast - Exhibitors Hall
9:00 - 9:10	Guest Performer
9:10 - 9:15	NCS Welcome
9:15 - 9:30	Welcome - President
9:30 - 10:10	Keynote: Assessing Performance toward Proficiency: Best Practices and Their Application in the Classroom Dr. Camelot Marshall, ACTFL
10:10 - 10:15	Conference Group Picture
10:15 - 10:30	Coffee Break / Exhibitors Hall
10:30 - 11:20	Session 1
11:20 - 11:40	Coffee Break / Exhibitors Hall
11:40 - 12:30	Session 2
12:30 - 1:00	Lunch
1:00 - 1:30	Exhibitors Hall
1:30 - 2:20	Session 3
2:20 - 2:30	Closing

Presenters	Organization	Session
<b>Keynote</b> <b>Camelot Marshall</b>	<i>ACTFL</i>	<b>Assessing Performance toward Proficiency: Best Practices and Their Application in the Classroom</b>
<b>Camelot Marshall</b>	<i>ACTFL</i>	<b>02. Task Writing 101: Developing Interpersonal Listening/Speaking Tasks for Performance toward Proficiency</b>
<b>Nahir Aparicio</b>	<i>Universidad Pedagógica Experimental Libertador, Caracas-Venezuela</i>	<b>03.Revisiting Interculturality in the Foreign Language Classroom</b>
<b>Pablo Martínez</b>	<i>St. John's College High School, DC</i>	<b>04. The Communicative Approach and Building Proficiency in the French Language Classroom</b>
<b>Heidi Trude</b>	<i>Skyline High School, VA</i>	<b>05. Seeing is Believing: Using Virtual Reality in the World Language Classroom</b>
<b>Rachelle Adams &amp; Anna Gilcher</b>	<i>Elevate Education Consulting, MD</i>	<b>06. Small Change, Big Impact - The Power of Adjectives</b>
<b>Yuching Chung</b>	<i>Washington Yu Ying PCS, DC</i>	<b>07. Visible Thinking Routines in Language Classrooms</b>
<b>Brianna Meyer</b>	<i>Browne Academy, VA</i>	<b>08. Design Thinking in a World Language</b>
<b>Kristine Keefe</b>	<i>John P. Stevens High School, NJ</i>	<b>09. Building a Bridge to AP with CI (Comprehensible Input)</b>

<b>Katy Wheelock</b>	<i>Wakefield High School, APS, VA</i>	<b>10. Real Opportunities for French Profs: Leadership, Resources, Money with the AATF</b>
<b>Katharina Rudolf</b>	<i>The Catholic University of America, DC</i>	<b>11. From Novice Language Learner to the Cultural Proficient: Understanding German through Pop Songs</b>
<b>Robert Moreno</b>	<i>WorldStrides</i>	<b>12. Exploring Language and Culture with Google Earth</b>
<b>Marcela Velikovsky - Gabriela Barbieri - Vicky Masson</b>	<i>Bullis School - Bullis School - Christ Episcopal School, MD</i>	<b>13. Teaching the 17 United Nations Sustainable Development Goals to Boost Proficiency in the World Language Classroom</b>
<b>Celia Zamora</b>	<i>Oakcrest School, VA</i>	<b>14. Mead Project: Does, um, the Medium, uh, Matter? Fluency in Communicative Groups</b>
<b>Effie E. Hall</b>	<i>Woodgrove High School, VA</i>	<b>15. How Pronunciation Affects Proficiency (It's More than Meets the Ear!)</b>
<b>Elena Meschieri</b>	<i>Technology Consultant</i>	<b>16. Innovative Technology Tools for the Spanish Classroom from a Marketer Perspective</b>
<b>Monica Mulholland, Ph.D.</b>	<i>George Mason University and Diplomatic Language Services</i>	<b>17. You, too, Can be a Presenter: Fundamentals of Public Speaking</b>
<b>Amanda Hsiung-Blodgett</b>	<i>Miss Panda Chinese</i>	<b>18. Playing, Engaging, and Hands-on World Language Experience for Young Learners</b>

<b>Glenda De Hoyos</b>	<i>The Langley School, VA</i>	<b>19. How Can Our Smallest Language Learners Have BIG Learning Experiences?</b>
<b>Rebecca Nelson</b>	<i>America Solidaria</i>	<b>20. Connecting with Latin America through Aprendizaje-Servicio</b>
<b>Laura Maria Chapa Moreno de Guerra - Noelia Gomez Oneiz Mercado</b>	<i>Tyler Elementary School, DC</i>	<b>21. Independent Reading and Writing Stations in Spanish for Emergent Readers</b>
<b>Rosa Moreno- Ortega</b>	<i>Infinity Institute Jersey City Public Schools, NJ</i>	<b>22. Effectively Planning Differentiated, Student-Centered Instruction</b>
<b>Daphne Clyburn</b>	<i>St. Andrew's Episcopal School &amp; Center for Transformative Teaching and Learning, MD</i>	<b>23. Demystifying the Brain: Linking the Science of Learning and Language Education</b>
<b>Erin M. Whelchel</b>	<i>ACTFL</i>	<b>24. Lead with Languages: Equipping Students for Success in a Global Economy</b>
<b>Esperanza Roman-Mendoza</b>	<i>George Mason University, VA</i>	<b>25. Promoting Learning Autonomy for Heritage Language Learners and Second Language Learners Via Instructional Technologies</b>

# Session Descriptions

## **Keynote Address**

### **Assessing Performance toward Proficiency: Best Practices and Their Application in the Classroom**

Camelot Marshall

*ACTFL*

Assessments are critical for world language classrooms. But what is it we are measuring, and how can we ensure we are measuring what we are teaching? This keynote will explore best practices in test development to bring performance toward proficiency into the classroom.

## **02. Task Writing 101: Developing Interpersonal Listening/Speaking Tasks for Performance toward Proficiency**

Camelot Marshall

*ACTFL*

The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) is designed to emphasize the relationship between classroom performance and real-world language proficiency. To facilitate ACTFL's motto, "practice makes proficient," the AAPPL Communication Builder serves as a resource for teachers to provide opportunities for students to practice in each mode of communication. This session will focus on developing Interpersonal Listening/ Speaking (ILS) tasks at the Intermediate level. These tasks will simulate AAPPL tasks and can be used in the AAPPL Communication Builder to provide students with practice toward proficiency in the Interpersonal Listening and Speaking mode.

## **03. Revisiting Interculturality in the Foreign Language Classroom**

Nahir Aparicio

*Universidad Pedagógica Experimental Libertador, Caracas- Venezuela*

The Intercultural (IC) Approach in language teaching proposes to transform information gaps into intercultural gaps. The Intercultural Resource Pack (ICRP) was produced in order to try to bridge intercultural gaps by promoting IC competence in the Latin American English as a foreign language classroom. In this approach learners become mediators between two or more cultures in an attempt to bridge gaps but at the same time retain their identities. The aim of this presentation is to explore activities in the pack and participants will adapt some of the activities already prepared to their own different contexts and languages taught. It can be downloaded for free

<https://interculturalvoices.wordpress.com/>

## **04. The Communicative Approach and Building Proficiency in the French Language Classroom**

Pablo Martínez

*St. John's College High School, DC*

This session focuses on building language proficiency in the French language classroom through the use of authentic resources and computer assisted (Supersite) language programs. The session will

focus on several types of in-class activities as well as feedback (oral and written) that help promote and push forth an immersive language environment. Special attention will be placed on the role of the instructor as a mediator in this student-centered language environment. This workshop will be conducted in French.

### **05. Seeing is Believing: Using Virtual Reality in the World Language Classroom**

*Heidi Trude*

*Skyline High School, VA*

Do you want to take your students on trips around the world? In this session, participants will learn how virtual reality can be used in the language classroom. Participants will have the opportunity to use virtual reality viewers and create authentic learning experiences for their students.

### **06. Small Change, Big Impact - The Power of Adjectives**

*Rachelle Adams & Anna Gilcher*

*Elevate Education Consulting, MD*

Small Change, Big Impact. Just the decision to change how you use one part of speech in your classroom will shift your teaching and student learning. In this workshop we will focus on the power of adjectives. When we use different words to describe ourselves and others we shift the feeling of the space and relationships. And when we use different words to describe characters in our classrooms, new opportunities arise for more interesting stories. Participants will leave with a concrete resource and skills that can be used all year long.

### **07. Visible Thinking Routines in Language Classrooms**

*Yuching Chung*

*Washington Yu Ying PCS, DC*

In this session, the presenter shows hands-on examples how she utilizes the visible thinking routines to provoke students' thinking while they speak, listen, read, and write in Mandarin. The goal is that you can immediately use these strategies as soon as you go back to your classrooms no matter what language you teach!

### **08. Design Thinking in a World Language**

*Brianna Meyer*

*Browne Academy, VA*

Design thinking helps students think autonomously as well creatively in a way that solidifies cultural learning and the subsequent language acquisition. Learn how to utilise design thinking in the world language classroom.

### **09. Building a Bridge to AP with CI (Comprehensible Input)**

Kristine Keefe

*John P. Stevens High School, NJ*

This workshop is built to help teachers understand the components of the Advanced Placement Language & Culture exams and how they connect to the three modes of communication and proficiency. Participants will learn how even level 1 teachers can begin to prepare students for the AP exam. Teachers will leave with a strong understanding of how they can work from the bottom up to expose students to tasks they will see on the proficiency based AP exam.

### **10. Real Opportunities for French Profs: Leadership, Resources, Money with the AATF**

Katy Wheelock

*Wakefield High School, APS, VA*

For all teachers of French: Want to grow your program? Gain recognition? Highlight your awesome French program? Receive free money for projects? The American Association of Teachers of French Regional Representative for the Mid-Atlantic region will discuss resources for members and non-members, including access to teacher grants, free online resources, honor societies at the middle and high school levels, contests for students, changes to the Grand Concours and more. We will discuss last year's amazing convention in Martinique as well as the upcoming 2019 Philadelphia convention. Freebies and Q&A on how to get involved locally will end our session.

### **11. From Novice Language Learner to the Cultural Proficient: Understanding German through Pop Songs**

Katharina Rudolf

*The Catholic University of America, DC*

The positive influence of the use of modern pop music has often been described: It supports the acquisition of vocabulary and idiomatic grammar structures, practices listening comprehension and pronunciation, and boosts the motivation to tackle authentic texts.

I am sharing experiences, strategies, and student feedback on incorporating modern pop songs to the curriculum of the College Undergraduate. From many materials for beginning learners, via creative writing and interpretation, to the critical analysis in advanced research classes, students can work with a variety of modern musical styles. They will master not only everyday speech, but also learn about German celebrities and the politics of the German cultural industry.

### **12. Exploring Language and Culture with Google Earth**

Robert Moreno

*WorldStrides*

Google Earth is a powerful tool that has many applications in the classroom and the cross-curricular opportunities are boundless. In this session, we will look at practical and fun ways you can use Google Earth to incorporate research, writing, and technology skills into your foreign language instruction.

Google Earth can also be a powerful tool for encouraging your students to think about cultural competence and perspective. Attendees will receive a resource kit with a comprehensive lesson plan that includes objectives, standards, differentiation strategies, step-by-step directions, and student work samples.

### **13. Teaching the 17 United Nations Sustainable Development Goals to Boost Proficiency in the World Language Classroom**

Marcela Velikovsky - Gabriela Barbieri - Vicky Masson

*Bullis School - Bullis School - Christ Episcopal School, MD*

The Sustainable Development Goals (SDGs) also known as the Global Goals, give purpose to language learning as they tap into global issues and social justice topics, promoting action and inspiring students to become globally competent and agents for change. In this session, the audience will become familiar with the 17 SDGs and will connect them to topics and themes in the curriculum. The audience will also explore ways of integrating these goals through performance tasks in order to expand the students' interpersonal, interpretive, and presentational modes of communication and boost proficiency.

### **14. Mead Project: Does, um, the Medium, uh, Matter? Fluency in Communicative Groups**

Celia Zamora

*Oakcrest School, VA*

The frequency of hesitational phenomena, such as Filled Pauses (FP), is inversely correlated to the perceived fluency of second language (L2) learners (e.g., Ullkonoja, 2008). This presentation investigates the production of these FPs by college and high school L2 learners in two types of oral tasks, and compares their frequency based on the type of task performed and whether they participated in a traditional face-to-face or telecollaborative (an autonomous, collaborative, and virtual concept for foreign language learning) dyads. Pedagogical implications on whether the medium of exposure affects fluency, as well as the role of technology in the classroom, will be discussed.

### **15. How Pronunciation Affects Proficiency (It's More than Meets the Ear!)**

Effie E. Hall

*Woodgrove High School, VA*

If we urge students to articulate with correct pronunciation EARLY ON, we will see enhanced proficiency in ALL modes of communication. Let me show you why pronunciation can help or hinder students' 'takeaway' from texts which they are meant to understand. Research shows that students' listening skills need more fine tuning than ever. This session will offer strategies for adapting our methods to include more focus on these fundamental elements of coaching language acquisition. If we ignore the connection between the ear, the eyes, and the mouth, we will limit what our students can achieve.

## **16. Innovative Technology Tools for the Spanish Classroom from a Marketer Perspective**

Elena Meschieri

*Technology Consultant*

The presentation will focus:

- 1- On the analysis of the marketing statistics about the consumer in a fast-changing world
- 2- The consumers' new-habits comparing with the present generation of students
- 3- Suggestions for teachers on how should approach those changes in the classroom
- 4- Innovative technology tools for the Spanish classroom

## **17. You, too, Can be a Presenter: Fundamentals of Public Speaking**

Monica Mulholland, Ph.D.

*George Mason University and Diplomatic Language Services*

Anxious about public speaking? You're not alone! Mark Twain famously said: "There are two kinds of speakers: those that are nervous and those that are liars." So, what's the difference between those who speak to an audience and those who don't? The former take the plunge and just do it. You can do it, too! This presentation will empower you to become a more effective communicator by helping you learn the fundamentals of the art of speech delivery: organization, eye contact, voice, fluency, and posture. You will practice impromptu speaking and be encouraged to start planning your next presentation. Don't miss out!

## **18. Playing, Engaging, and Hands-on World Language Experience for Young Learners**

Amanda Hsiung-Blodgett

*Miss Panda Chinese*

This presentation features an interactive teaching approach to keep young learners in the target language of a world language classroom. It's topic-centered. It's communication. It's early literacy. It's proficiency. It's playful, fun, and engaging that can be applied to all world language classroom with young students. Teachers will experience highlight activities, see techniques, and resources. Turn your challenge in the classroom into a positive forward motion. Keep your young learners playing and learning. Discover the creativity you already have in you as a world language teacher for the active and energetic young learners.

### **19. How Can Our Smallest Language Learners Have BIG Learning Experiences?**

Glenda De Hoyos

*The Langley School, VA*

Calling all early childhood language teachers! Are you tired of attending conference sessions that are designed for teachers of older students? Finally there is a session for you! The goal of this presentation is to offer multiple ideas and strategies to teach language in a fun, engaging and relevant way for early childhood students. Finding and creating resources for our youngest language learners can be challenging and time-consuming. You are guaranteed to leave this session with concrete tools you can use in your classroom the very next day. Let's help our littlest students become lifelong language learners!

### **20. Connecting with Latin America through Aprendizaje-Servicio**

Rebecca Nelson

*America Solidaria*

This session will explore an accessible opportunity for Spanish immersion, service, and leadership through a Latin America-based international nonprofit. CONCAUSA invites adolescents ages 14-17 from the Americas to form teams and carry out a project responding to a sustainable development challenge in their communities. Selected teams with a teacher are invited to an expenses-covered week-long international summit in Chile with workshops on advocacy, social project management, and interculturality, culminating in presenting their projects to their peers and partner organization UNICEF. All high school-serving institutions are invited to use the program's trainings and materials, whether they are planning on applying with teams or not.

### **21. Independent Reading and Writing Stations in Spanish for Emergent Readers**

Laura Maria Chapa Moreno de Guerra - Noelia Gomez

Oneiz Mercado

*Tyler Elementary School, DC*

The main goal of this session is to present hands on independent reading and writing stations for emergent readers. At each one of the tables the participants will have the opportunity to actively participate and collaborate. During the session, we will introduce a model to facilitate and organize dynamic and engaging learning stations. We will also discuss about how to assess them. By using these stations, educators will be able to increase students' autonomy and develop values such as collaboration and respect among them. In addition, the differentiation strategies used at these learning station will allow students to work at their own academic level, which will facilitate the teachers' job with homogenous small groups in the classroom.

### **22. Effectively Planning Differentiated, Student-Centered Instruction**

Rosa Moreno- Ortega

*Infinity Institute Jersey City Public Schools, NJ*

This training is designed for world language teachers of Spanish, during which each participant will experience a differentiated classroom using multi-level instructional strategies and a planning model for all students within a single framework. The participants will be able to observe different ways of teaching the same topic based on students' needs. They will be able to identify which are the variables for the development of differentiated centers.

### **23. Demystifying the Brain: Linking the Science of Learning and Language Education**

Daphne Clyburn

*St. Andrew's Episcopal School & Center for Transformative Teaching and Learning, MD*

Understanding how the brain works with relation to teaching and learning can help language educators and their students be more successful both in and out of the classroom, so why should this information be limited to scientists and researchers? This session will provide an introduction to Mind, Brain, Education Science, and participants will gain a clearer understanding of neuroplasticity as well as key elements of the brain's architecture as they relate to learning a language. Participants will leave with specific and applicable examples relating to consolidating long-term memory, balancing stress and rigor, and increasing engagement and motivation overall.

### **24. Lead with Languages: Equipping Students for Success in a Global Economy**

Erin M. Whelchel

*ACTFL*

With your help, ACTFL's national campaign Lead with Languages is working to create a new generation of Americans competent in other languages and cultures and fully equipped to compete and succeed in a global economy. In this session, discuss campaign updates, share concrete ways to participate in the movement, and explore key findings from a recent ACTFL survey of 1,200 U.S. employers (conducted by Ipsos Public Affairs) that demonstrates a significant and rising demand for language skills across sectors—data that you can leverage (in conjunction with the other benefits of global competence) to empower students, families, colleagues, and your community to create, sustain, enroll in, and benefit from language programs.

### **25. Promoting Learning Autonomy for Heritage Language Learners and Second Language Learners Via Instructional Technologies**

Esperanza Roman-Mendoza

*George Mason University, VA*

Online instruction and instructional technologies can help heritage language learners (HLLs) and second language learners (SLLs) develop autonomous language learning strategies. This presentation illustrates this approach via an online Spanish writing course at the intermediate level. In this course, technology is used to (1) help students articulate their perceptions of their learning needs via weekly postings on an online community and (2) empower them to recognize their talents. This research analyzes the differences among postings by both HLLs and SLLs, and presents a selection of instructional tools recommended to each group of students based on their language skills and needs.

