



12TH CCSU CONFERENCE FOR LANGUAGE TEACHERS
***Back to the basics: Comprehensible input in the World
Language Classroom***
March 24th, 2018, 8:00 am - 4:00 pm
CENTRAL CONNECTICUT STATE UNIVERSITY
STUDENT CENTER, Ella Grasso Boulevard. NEW BRITAIN, CT 06050



Sponsors and Exhibitors

Organizing Committee

Lourdes Casas
Rocío Fuentes- Chair
Paloma Lapuerta
Carmela Pesca- Chair of the Department of Modern Languages at CCSU
Viviana Rigo de Alonso
Shizuko Tomoda

8:00-8:30	<p style="text-align: center;">Registration Exhibit Opening Breakfast (Bellin Gallery/Alumni Hall)</p>					
8:30-8:45	Welcoming Remarks (Alumni Hall)	Carmela Pesca, Chair, Modern Languages Department, Central Connecticut State University Dr. Zulma Toro, President, Central Connecticut State University				
8:45-9:45	Plenary Workshop (Alumni Hall)	Lea Graner-Kennedy “Making Input Comprehensible and Maximizing Use of Target Language”				
9:45-10:15	<p style="text-align: center;">Coffee Break Exhibit Time (Alumni Hall)</p>					
10:15-11:15	<p style="text-align: center;">Session 1</p>					
	Clock Tower Room Chinese	Blue and White Room French	1849 Room General Topics	Philbrick Room General Topics	Camp Room Italian	Sprague-Carlton Room Spanish
	Jen Lin “Authentic Learning” Workshop	Paul Kueffner “Skype: Pourquoi pas?” Workshop	Judy Hochberg “Bringing Linguistics into the Foreign Language Classroom” Workshop	Rachel Schaumburger “The Special Person Interview” Presentation ----- Heidi Edel & Mike Nolan “Making Content Comprehensible: Successfully	Gina Gallo “Using Art as the Pallet for World Language Instruction” Workshop	Sarah Lindstrom & Jimmy Wildman “Standards-Based Grading: Moving toward Linguistic and Intercultural Proficiency” Workshop

				Transitioning to a Comprehensible Input-Centered Curriculum” Presentation		
11:25-12:25	Session 2					
	Clock Tower Room Chinese	Blue and White Room French	1849 Room General Topics	Philbrick Room General Topics	Camp Room Italian	Sprague-Carlton Room Spanish
	Shinn Tan “Staying in the Target Language through Storytelling” Workshop	Margarita Dempsey “It’s only a Play” Presentation ----- Arlette de Koning “Célébrons les Jours fériés!” Presentation	Jessica Haxhi “Differentiation Through Targeted Lesson Planning Description: How do we teach a variety of proficiency levels in the same class?” Workshop	Sarah Huntley & Kathleen Hickey "Student Centered Grammar Instruction" Presentation ----- Nancy D. Stover “The New Web Quest: Gateway to Authentic Language Experiences” Presentation	Katherine Tavera & Tina Riccio “Andiamo: Let's Go (& Grow) with Italian” Presentation ----- Annavaleria Guazzieri “Content and Language Integrated Learning (CLIL)” Presentation	Liliana Ortega "Using Google Classroom as your Classroom" Workshop
12:30-1:30	Lunch (Bellin Gallery/Alumni Hall)					
	Rocío Fuentes, Chair, Conference Organizing Committee					

	<p>Lea Graner-Kennedy, CT COLT</p> <p style="text-align: center;"><u>CT COLT Honorary Society of Future Language Teachers</u></p> <p style="text-align: center;"><u>Inductees:</u></p> <ul style="list-style-type: none"> • TBA 					
<p>1:30-1:50</p>	<p style="text-align: center;">Exhibit Time (Alumni Hall)</p> <p>Information Sessions:</p> <p>CCSU Summer Institutes for Language Teachers; CCSU Programs; CT Council of Language Teachers; Organizations</p>					
<p>2:00-3:00</p>	<p style="text-align: center;">Session 3</p>					
	<p style="text-align: center;">Clock Tower Room Chinese</p>	<p style="text-align: center;">Blue and White Room French</p>	<p style="text-align: center;">1849 Room General Topics</p>	<p style="text-align: center;">Philbrick Room General Topics</p>	<p style="text-align: center;">Camp Room Spanish</p>	<p style="text-align: center;">Sprague-Carlton Room Spanish</p>
	<p style="text-align: center;">Zhengjie Guo</p> <p>“Strategies and Skills in Teaching K-12 Chinese Class in the US”</p> <p style="text-align: center;">Presentation -----</p> <p style="text-align: center;">Wenching Chiang & Mya Ma</p>	<p style="text-align: center;">Laura Martino</p> <p>“Adobe Spark : An Engaging Form of Communication for Students and Teachers”</p> <p style="text-align: center;">Workshop</p>	<p style="text-align: center;">Sandra Mannino</p> <p>“Mindfulness in the Classroom”</p> <p style="text-align: center;">Presentation -----</p> <p style="text-align: center;">Rebecca Aubrey</p> <p>“So Many Students, So Many Grades, So Little Time, Oh My!”</p>	<p style="text-align: center;">Britta Meredith, Mareike Geyer, and Manuela Wagner</p> <p>“Pedagogical Strategies to Foster Intercultural Competence and Address Social Justice Issues in the Beginner Language Classroom”</p> <p style="text-align: center;">Workshop</p>	<p style="text-align: center;">Karen Murano</p> <p>“CI Instruction: A Coherent Approach”</p> <p style="text-align: center;">Workshop</p>	<p style="text-align: center;">Elizabeth Lapman & Erica Torruellas</p> <p style="text-align: center;">Hispanohablantes: ¡Sí pueden!</p> <p style="text-align: center;">Workshop</p>

	<p>“Movie Talk in Language Classroom”</p> <p>Presentation</p>		Presentation			
3:05-4:05	Session 4					
	Clock Tower Room Spanish	Blue and White Room General Topics	1849 Room General Topics	Philbrick Room Spanish	Camp Room Spanish	Sprague-Carlton Room Spanish
	<p>Beth Pachas</p> <p>“Learning the Immigrant Experience through Latin Corrido Music”</p> <p>Workshop</p>	<p>Bruno Koffi</p> <p>“Learning to Speak, Speaking to Learn: How to Keep Your Students Speaking The Target Language 90% + of the Time”</p> <p>Workshop</p>	<p>Maureen Lamb</p> <p>“Fun with Google Forms in the Language Classroom: Want to Make Assessments Work for You?”</p> <p>Workshop</p>	<p>Dennis Assis</p> <p>“Advocating for World Language Education and Language for the Professions”</p> <p>Presentation</p> <p>-----</p> <p>Gina Gallo & Amanda Robustelli-Price</p> <p>“NECTFL Mead Fellow Recipients: Mentor and Networking Initiative”</p> <p>Presentation</p>	<p>Diane Tobio</p> <p>“Teaching through TPRS: Movietalk about El Día de los Muertos”</p> <p>Presentation</p> <p>-----</p> <p>Paloma Lapuerta</p> <p>“El Uso de Cortometrajes en la Clase de Español”</p> <p>Presentation</p>	<p>Jennifer Fuenzalida</p> <p>“Read More to Write More”</p> <p>Workshop</p>

Plenary workshop

Keynote Speaker: Lea Graner-Kennedy

Alumni Hall

Title:

Making Input Comprehensible and Maximizing Use of Target Language

Program Description:

Facilitating Target Language comprehensibility is essential to engaging learners and preparing for comprehensible output. Join this session to explore research and strategies supported by ACTFL's statement on use of TL in the classroom. Participants will receive a packet of scaffolding techniques for input, output and maximizing time with learners.

Content and Purpose:

This session will provide opportunities for educators and district leaders to explore research surrounding Target Language use and the importance of making input comprehensible while also maintaining 90% TL use. Negotiating meaning with learners by providing comprehensible input is the foundation of building a discourse community and sets the stage for students to express themselves through comprehensible output. Since research shows learners make the most gains in proficiency when the TL use is 90% in the classroom, the focus of this session is scaffolding strategies needed for meaningful communication. Participants will discuss the use of the Donato's "Interaction and Target Language Comprehensibility Tool" as a means of unpacking the practices needed for "creating comprehensible language, contexts for comprehension, and comprehensible interactions with learners". Educators will benefit from research and concrete ideas making input comprehensible without the use of translation.

Language	Time and Venue	Description
Chinese		
Chinese	10:15-11:15 Clock Tower Room	<p>Jen Lin (Glastonbury High School) “Authentic Learning”</p> <p>Workshop</p> <p>This presentation will share the ideas of planning and organizing authentic learning experience in the classroom to maximize student language learning and foster 21st century skills. Through engaging authentic materials and activities which provide students with rigorous and real-world relevant learning experiences. Participants will discover various ways of using authentic resources and technologies to support all three modes of communication while engaging students in developing knowledge and skills of reading strategies, problem solving and fostering inter-cultural understanding to become more connected global citizens and learners.</p>
Chinese	11:25-12:25 Clock Tower Room	<p>Shinn Tan (New Haven Public Schools) “Staying in the Target Language through Storytelling”</p> <p>Workshop</p> <p>Chinese teachers must create a climate to surround Novice or Intermediate learners with Chinese language during 90% of class time. How do we make this happen? How can we maximize our instructional time in the target language? Can we use the target language in our daily routine? How can storytelling help teachers to engage students in the target language? In this session, the presenter will share strategies to engage students in varieties of activities in which teachers are only using Mandarin Chinese in class.</p>
Chinese	2:00-3:00 Clock Tower Room	<p>Zhengjie Guo (King Philip Middle School) “Strategies and Skills in Teaching K-12 Chinese Class in the US”</p> <p>Presentation</p> <p>The Gradual Release of Responsibility (GRR) model (Pearson and Gallagher 1983) provides teachers with a structure that can be used to strengthen classroom lessons. GRR scenario: Focus lesson, guided instruction,</p>

		collaborative learning, and independent learning. During this workshop, I will share reading, listening, and writing activities and strategies in teaching K-12 Chinese class.
Chinese	2:00-3:00 Clock Tower Room	Wenching Chiang & Mya Ma (East Hartford Public School; Hamden High School) “Movie Talk in Language Classroom” Presentation Movie Talk is a great way to provide comprehensible input since students are seeing images of the structures as teacher describes them. During movie talk, teacher presents students with a broad range of vocabulary in an engaging manner. It is also an excellent way to differentiate in the process during Movie Talk. In this session, presenters will share Movie Talk experience with culminating assessments.
French		
French	10:15-11:15 Blue and White Room	Paul Kueffner (Cider Mill School) “Skype: Pourquoi pas?” Workshop I have been using Skype to have videoconferences between my students and native French speakers for more than 15 years. This is an educational transaction that benefits teachers and students both here and abroad. It is not achieved by going through a friend of someone a colleague knows in Villedieu les Poêles. The hurdles of time zone differences, technical issues and finding suitable partners from Kindergarten to College level will be laid out. Participants will learn how to overcome these problems and actually use valid resources to find suitable partner teachers in French-speaking countries worldwide. We will endeavor to have participants determine their specific needs and initiate contact with likely prospects during the workshop so that their students can start interacting with native speakers asap.
French	11:15-12:25 Blue and White Room	Margarita Dempsey (Smithfield High School Smithfield RI) “It’s only a Play!” Presentation This session, given in French, will focus on an end of the year assessment that will have your seniors write, produce and present a play for the community. Details will be presented on all the aspects of on all the aspects of this task which keeps your students interested and engaged while providing excellent advocacy for your program. After all, it's only a play.
French	11:15-12:25	Arlette de Koning (Glastonbury High School) “Célébrons les Jours fériés!”

	Blue and White Room	<p>Presentation</p> <p>Let's celebrate holidays! This presentation, which will be given in French, centers around the use of holidays to teach vocabulary, culture and intercultural competence at different levels. Using various American holidays and those of French speaking countries, you will learn to recycle basic information such as the use of the calendar to teach new things such as historical dates and cultural traditions. In the end, your students' vocabulary use and intercultural competence will grow!</p>
French	2:00-3:00 Blue and White Room	<p>Laura Martino (The Morgan School) “Adobe Spark : An Engaging Form of Communication for Students and Teachers”</p> <p>Workshop</p> <p>Adobe Spark (https://spark.adobe.com) is a website and group of apps that allows the creator to layer voice, word, images and videos in blog, poster and video format. Participants will be introduced to the technology and how it relates to World Language classes, projects and rubrics, and learning in general. They will also create their own presentation so as to leave with their own product and an understanding of the application.</p>
General Topics		
General Topics	10:15-11:15 1849 Room	<p>Judy Hochberg (Fordham University) “Bringing Linguistics into the Foreign Language Classroom”</p> <p>Workshop</p> <p>In this workshop, foreign language teachers will learn how to enrich their teaching with insights from linguistics, the scientific study of language. The talk will be organized around five linguistics-based essential questions: 1. What features of the target language occur in many other languages? 2. What features of the target language occur in few other languages? 3. What factors affect the use of the target language? 4. What are the roots of the target language? 5. How do people learn and use the target language? Teachers will learn how to address these essential questions both by adding linguistic perspectives to regular lessons, and by assigning out-of-class projects. The presentation part of the workshop will focus on in-class enrichment. It will include ample examples from Spanish, although it will not assume knowledge of Spanish. The interactive part</p>

		of the workshop will focus on out-of-class projects, such as researching a language controversy, or the etymologies of a set of words.
General Topics	10:15-11:15 Philbrick Room	Rachel Schaumburger (Granby Memorial Middle School) “The Special Person Interview” Presentation Learn how you can increase C.I. and build classroom community with the Special Person Interview. Inspired by Bryce Hedstrom's presentation at the 2017 iFLT conference, this learning activity is an outstanding tool to provide comprehensible repetition of the most essential language structures. By engaging in individual conversation with the teacher while their classmates actively listen, the "special person" helps the teacher provide compelling comprehensible input to the whole class. Learn how to establish meaning, incorporate gestures, circle key structures, encourage choral response, and support engagement by learners at all skill levels. Variations on the interview, assessment, and adaptations from year to year will also be discussed.
General Topics	10:15-11: 15 Philbrick Room	Heidi Edel & Mike Nolan (Shepaug Valley School, Region 12) “Making Content Comprehensible: Successfully Transitioning to a Comprehensible Input-Centered Curriculum” Presentation The World Language Department at Shepaug Valley School orchestrated a major shift in its pedagogical approach over the course of the last five years, based upon a number of factors, both philosophical and structural. In summary, the department researched, developed and implemented an approach focused on comprehensible input in all of its World Language courses, grades six through twelve. The goal of this presentation would be to provide information to teachers focused on how to increase the use of the target language in the classroom by maximizing comprehensible input, and how to adapt the curriculum to support this methodology. Topics covered would include: Curricular and material changes, necessary professional development, administrator support & teacher buy-in outcomes.
General Topics	11:25-12:25 1849 Room	Jessica Haxhi (New Haven Public Schools) “Differentiation Through Targeted Lesson Planning Description: How do we teach a variety of proficiency levels in the same class?”

		<p>Workshop</p> <p>This presentation will outline a method of lesson planning that takes a shared unit/lesson theme and creates differentiated questioning and tasks for different proficiency levels. Participants will receive a differentiated lesson planning template by paper and electronically.</p>
General Topics	<p>11:25-12:25</p> <p>Philbrick Room</p>	<p>Sarah Huntley & Kathleen Hickey (Avon Middle School) "Student Centered Grammar Instruction"</p> <p>Presentation</p> <p>We would like to present ideas on how to provide more constructivist/student center grammar lessons versus teacher centered. We provide students with performance-based grammar "discovery" lessons in French and Spanish that we would like to share. These types of lessons can be used as early as level 1 of a language class (at the high school or middle school level) all the way into the highest levels offered and requires that students navigate and explore the language on their own with the teacher as their facilitator. This allows students to internalize the grammar of the language more naturally and thus be able to use it more easily because they have learned the grammar through seeing it used first in a context that they can relate to.</p>
General Topics	<p>11:25-12:25</p> <p>Philbrick Room</p>	<p>Nancy D. Stover (Groton Public Schools) "The New Web Quest: Gateway to Authentic Language Experiences"</p> <p>Presentation</p> <p>Wondering how to efficiently bring authentic textual experiences to students in your world language classes? This presentation will demonstrate how a tried and true tool, the web quest, can be enhanced to provide language learners authentic experiences that can improve reading and written comprehension in the target language while connecting students to authentic cultural activities. Tips on designing web quests, engaging critical and creative thinking in middle and high school students, and technology requirements will also be discussed.</p>
General Topics	<p>2:00-3:00</p> <p>1849 Room</p>	<p>Sandra Mannino (East Hampton Middle School & High School) "Mindfulness in the classroom"</p> <p>Presentation</p> <p>Come learn about mindfulness in the classroom. In this presentation you will learn what mindfulness is and how it can be applied in the classroom. Techniques on how to integrate mindfulness in your classes will be presented and attendees will also be able to experience some quick meditation practices.</p>
General Topics	<p>2:00-3:00</p>	<p>Rebecca Aubrey (Ashford School) "So Many Students, So Many Grades, So Little Time, Oh My!"</p>

	1849 Room	<p>Presentation</p> <p>How can teachers who juggle many classes, grade levels, and students, with little instructional time, effectively monitor and track what students “can do”? This session will provide time- saving strategies for collecting data based on the 5Cs. A focus will be placed on empowering students to self-monitor through choice and technology.</p>
General Topics	2:00-3:00 Philbrick Room	<p>Britta Meredith, Mareike Geyer, and Manuela Wagner (University of Connecticut) “Pedagogical Strategies to Foster Intercultural Competence and Address Social Justice Issues in the Beginner Language Classroom”</p> <p>Workshop</p> <p>In our workshop we put theory into practice in exercises grounded in principles of intercultural citizenship (e.g. Byram, 2008) and social justice (e.g. Osborn, 2006). Using the fairytale Cinderella (Aschenputtel in German) we address issues such as gender (in)equality while fostering the students’ use of the target language and integrating the knowledge, skills and attitudes of intercultural competence. Within the workshop, we showcase activities, scaffolding techniques, describe the unit implementation, and address how students reflected on issues of gender (in)equality in a sample implementation. Specifically, we present how through these exercises, after only a few weeks of German, students used their critical cultural awareness to interpret issues of social justice linked to gender, gender roles, and gender equality in the fairy tale Cinderella. Moreover, students went beyond the fairytale context to interpret and address similar issues in historic and modern real-life contexts, while making use of their linguistic, semiotic and pragmatic abilities. We show that it is possible to confront complex, real-life issues in the elementary language classroom using the target language only.</p>
General Topics	3:05-4:05 Blue and White Room	<p>Bruno Koffi (William Hall High School) “Learning to Speak, Speaking to Learn: How to Keep Your Students Speaking The Target Language 90% + of the Time”</p> <p>Workshop</p> <p>Get your students to speak 90% + in the target language in the classroom. Presenter will share strategies and provide tips to foster student use of the TL. BYOD to explore some tech tools.</p>
General Topics	3:05-4:05 1849 Room	<p>Maureen Lamb (Kingswood Oxford School) “Fun with Google Forms in the Language Classroom: Want to Make Assessments Work for You?”</p> <p>Workshop</p>

		This workshop will explore how to customize Google forms, how to collect student work and view results in docs and spreadsheets, and how to use forms for assessments, homework assignment, project submissions, evaluations, surveys, and activities such as Choose Your Own Adventure, Quizzes with pictures, and scavengers hunts. Participants will practice using Google forms and leave this session with many specific examples of how they can use Google forms in their classroom.
General Topics	3:05-4:05 Philbrick Room	Dennis Assis (Farmers Insurance) “Advocating for Foreign Language education: promoting students’ financial and professional growth through classroom leadership” Presentation Given the competitiveness of the global economy, the new generation of professionals must acquire various skills, in order to succeed in the new marketplace. Among these necessary skills, perhaps the most important is the ability to speak a foreign language. In the United States, learning a foreign language has proven to be an essential skill for achieving professional and financial success. This presentation focuses on the advantages and benefits of learning a Foreign Language, focusing primarily on Spanish, Portuguese, among other common languages spoken in the State of Connecticut. In addition, it explains financial and professional benefits for all students’ while advocating the need for more focus on learning Foreign Languages.
General Topics	3:05-4:05 Philbrick Room	Gina Gallo & Amanda Robustelli-Price (Bristol Central High School) “NECTFL Mead Fellow recipients: Mentor and Networking Initiative” Presentation Are you interested in helping to support World Language teachers across the state? If, so join us for the NECTFL Mead Fellow Mentor and Networking initiative, where we will share our multi-tiered support system for those interested in World Language teaching, those studying to be World Language teachers as well as experienced World Language teachers. We will ask participants to share their own experiences and will work together to brainstorm ideas for these networks.
Italian		
Italian	10:15-11:15 Camp Room	Gina Gallo (Bristol Central High School) “Using Art as the Pallet for World Language Instruction” Workshop

		<p>The goal of this workshop is to offer an artistic spin on the teaching of a World Language curriculum. Please join us for an interactive, high energy, CREATIVE workshop that will use art as the vehicle for language learning. This workshop will inspire language teachers to infuse art (history, iconic works, famous artists etc.) into their curricula. This presentation will offer examples of artistic works from ancient and contemporary Italy and will supply templates that can be modified for any language. The workshop will be divided in two parts, the first will be an introduction with examples and ideas by the presenter and the second will be devoted to personalizing the experience for each attendee. As a result of participating in this session, attendees will be able to align art/artists/history/themes etc. into their own curricula. The goal of this presentation is to use art as the foundation for language learning. There will be time to collaborate with other participants, create personalized lessons activities and brainstorm as how to make this work for any level, any language.</p>
Italian	<p>11:25-12:25</p> <p>Camp Room</p>	<p>Katherine Tavera & Tina Riccio (Southington High School) “Andiamo: Let's Go (& Grow) with Italian”</p> <p>Presentation</p> <p>In this session we will explain Southington's community commitment to an Italian FLES Program. We will discuss the community support for this initiative, the structure of the lessons, and the impact that FLES has on our high school program. Samples of activities, resources and video clips in Italian will be provided and current and former students will share their perspectives. We will show you how this type of FLES program can be achieved in any community!</p>
Italian	<p>11:25-12:25</p> <p>Camp Room</p>	<p>Annavaleria Guazzieri (Consulate General of Italy) “Content and Language Integrated Learning (CLIL)”</p> <p>Presentation</p> <p>In Italy (and Europe) a methodology known as Content and Language Integrated Learning (CLIL) has been used in schools since the 1990ies to foster the learning of second or third foreign languages (mainly European languages, as well as English as a Lingua Franca), or to take up an interest in heritage cultures, where these might have been lost over time. In the case of Italy, this might mean teaching regional languages (such as Sardinian or Friulano) through traditional music, art, or food sciences to those students who have lost contact with their cultural heritage. CLIL methodology is also proving itself very effective, throughout Europe, in the vocational realm, since, in an ever more globalizing world, the ability to interact in more than one language is a widely appreciated skill which can open many doors in the job market. This presentation aims at looking at the theoretical foundations of such an approach and to open a discussion about the feasibility of a pilot CLIL program in the Tristate area, not in substitution of, but alongside the well-established learning and teaching programs of Italian in schools. It will also briefly consider one very important aspect of CLIL methodology: the CLIL teacher.</p>

Spanish

Spanish		
Spanish	10:15-11:15 Sprague-Carlton Room	<p>Sarah Lindstrom & Jimmy Wildman (Glastonbury Public Schools) “Standards-Based Grading: Moving toward Linguistic and Intercultural Proficiency”</p> <p>Workshop</p> <p>Our goal as language educators is to create linguistically and interculturally proficient world citizens, yet it is difficult to find assessment tools for meaningful feedback in both of these domains. In this workshop, the presenters tell the story of how their district moved to Standards-Based Grading in their language program from grades 1-12, while working to increase student proficiency in language and intercultural skills. They will share curriculum, rubrics, and assessment practices that help them move their students forward. Participants will evaluate their own assessment tools to reflect upon how proficiency and intercultural skills are assessed in their districts.</p>
Spanish	11:25-12:25 Sprague-Carlton Room	<p>Liliana Ortega (Clinton Avenue School, New Haven) "Using Google Classroom as your Classroom"</p> <p>Workshop</p> <p>How to use Google Classroom, engage students in purposeful learning and provide instant feedback and grades.</p>
Spanish	2:00-3:00 Camp Room	<p>Karen Murano (Stratford Public School) “CI Instruction: A Coherent Approach”</p> <p>Workshop</p> <p>Workshop participants will be able to learn, discuss, and share instructional strategies to engage students in their path towards proficiency. Numerous resources to use with students will be shared, beginning with having students understand the difference between fluency and proficiency, and the levels of proficiency. Specific and numerous student strategies and resources will be shared to help students effectively improve and take ownership for their speaking performance. Experience and strategies from teaching elementary level, middle and high school will be shared, notably elementary strategies that engage whole classes, the three modes of communication, interpretive speaking and listening, and reading. Resources will be shared by handouts and access to presenter’s wikispaces, in both Italian and Spanish.</p>

Spanish	2:00-3:00 Sprague-Carlton Room	<p>Elizabeth Lapman & Erica Torruellas (Hamden Public Schools) “Hispanohablantes: ¡Sí pueden!”</p> <p>Workshop</p> <p>How does instruction for heritage/native speakers differ from L2 instruction? What are the challenges and celebrations? The purpose of this workshop is to share goals, instructional strategies, activities and resources for teaching Spanish to the heritage/native speaker at the middle school and secondary level.</p>
Spanish	3:05-4:05 Clock Tower Room	<p>Beth Pachas (Joel Barlow High School) “Learning the Immigrant Experience through Latin Corrido Music”</p> <p>Workshop</p> <p>As America debates the future of immigration, students who study authentic <i>Corrido</i> music about the experience of Central American and Mexican immigrants will gain perspective on current events and strengthen their Spanish language skills. This workshop provides teachers with the tools to create a unit around Latin <i>Corrido</i> music. Within the unit, students have the opportunity to listen to <i>Corridos</i> and read the lyrics, write reflections and analyses, discuss Mexico-U.S. immigration, all the while assembling a portfolio of their written work. As a final project, students will explore their creativity by collaborating with classmates to compose lyrics and music for an original <i>Corrido-inspired</i> song. This unit has been successfully implemented with high school students in their fifth year of Spanish as a Foreign language and could be adapted for other ages and levels.</p>
Spanish	3:05-4:05 Camp Room	<p>Diane Tobio (Simsbury Public Schools) “Teaching through TPRS: Movietalk about El Día de los Muertos”</p> <p>Presentation</p> <p>The presenter will demonstrate the use of TPRS (Total Physical Response through Storytelling) to teach Elementary Spanish. The technique is used across all ages, but this lesson will be directed for a beginner level. The presenter will explain each piece to the lesson and show how this style of teaching can create great success in the target language comprehension.</p>
Spanish	3:05-4:05 Camp Room	<p>Paloma Lapuerta (Central Connecticut State University) “El Uso de Cortometrajes en la Clase de Español”</p> <p>Presentation</p> <p>Una gran variedad de estudios han demostrado que el componente multi-mediático es muy importante para enriquecer el proceso de adquisición de las lenguas segundas. El uso de cortometrajes, es, por lo tanto, un recurso que, acompañado de actividades apropiadas para cada nivel, puede ser muy beneficioso. Asimismo, es</p>

		<p>importante el componente cultural cuando se trata de filmaciones auténticas creadas para hispanoparlantes. Sobre todo, si contienen una narración -o historia- expuesta de manera funcional, a través de personajes que hablan, se mueven y viven en un contexto real. De esta manera se le presentan al estudiante de español de niveles intermedio o avanzado, verdaderos productos, prácticas y perspectivas culturales que con ayuda de las actividades en clase podrá conocer, comprender y apreciar directamente.</p>
Spanish	<p>3:05-4:05</p> <p>Sprague-Carlton Room</p>	<p>Jennifer Fuenzalida (Fox Lane Middle School) "Read More to Write More"</p> <p>Workshop</p> <p>With a focus on student output, my presentation will include strategies to increase writing and speaking in the target language by means of increasing reading in the target language. As students get in the habit of reading daily, their output (writing and speaking) naturally increases as a result. In my presentation, we will zero in on some resources that already exist for increasing reading in the target language, as well as some fun ways to make your own resources individually or as a team/department venture.</p>