

IFLTA 2022 Conference Overview

Thursday, November 3, 2022

Event	Location	Time	Description
Conference Check-in	Atrium	5:00-8:00 p.m.	Pick up a badge and information from <i>The Meeting Connection</i>
Thursday Workshop: Central States 2022 Extension Workshop: Aid, Challenge, & Engage our Heritage Learners	Salon D In English	7:00-9:00 p.m.	Please register in advance (no additional cost) Presented by Megan Worcester, Union County H.S. & Amanda Beck, Harrison H.S.
Meet and Greet Social	Freedom Hall B	7:30-9:00 p.m.	Join us for conversation and a free glass of wine on IFLTA. A cash bar is also available.
IFLTA Board of Directors Meeting	Freedom Hall B	9 p.m.	Board of Directors' meeting: logistics

Friday, November 4, 2022

Event	Location	Time	Description
Conference Check-in	Atrium	7:30a.m.-8:00 p.m.	Pick up a badge and information from <i>The Meeting Connection</i>
Exhibit Hall Opens	Grand Ballroom	800 a.m-5:30 p.m.	Stop by and say hello to our exhibitors.
Donuts and Coffee	Grand Ballroom	8:00-9:00 a.m.	Donuts, Starbucks coffee, tea: first-come, first-served, while supplies last.
Lorraine Strasheim Keynote Address	Liberty Hall	9:00-10:00 a.m.	Dr. Ali Moeller, from the University of Nebraska-Lincoln, 2023 Keynote Speaker Intercultural Communication: Where Language Meets Culture

Exhibitor Break	Grand Ballroom	10:00-10:30 a.m.	Stop by and say hello to our exhibitors.
10:30-11:45 a.m. Constituent Workshops			
Title	Location	Presenter(s)	Description
W01: AATG Gemeinsam statt einsam Teaching methodology; Social / Emotional	Salon A In English and German Examples in English and German	Amanda Beck, Harrison H.S. and Nathan Lorey, Carmel Clay Schools	The kids are not alright! Many of our students are struggling to process the upheaval of the last few years and don't have the resources to articulate their suffering, let alone in German. Our task as educators, then, is to consider how we can help students navigate these challenges: what can we do to foster connections, help mitigate the loneliness and isolation many students are experiencing, and ultimately help our learners thrive personally and academically? This workshop seeks to provide participants easily accessible activities to build community with and among students and strengthen their classroom environments.
W02: AITJ Planning Towards Proficiency: ACTFL Core Practices Teaching methodology	Salon B In English examples in English and Spanish	JJ Epperson, Harrison H.S.	In this dynamic and interactive workshop, learn about 4 of ACTFL's core practices and how to plan for them in your classroom. Our focus is facilitating target language comprehensibility, guiding learners through authentic resources, teaching grammar as a concept and in context, and backwards designing your lesson plan. Open to all.
W03: CLTA-IN Class activities approach to foreign language learning Teaching methodology / Classroom activities	Salon C In English and Chinese; examples in English and Chinese	Shumin Fang Center for Inquiry 2 Minghui Zhu CFI 84 Chunjing Wang CFI 70	In this workshop, we will introduce class activities to engage students in foreign language classes. Three main topics will be emphasized in this workshop: ice breaker activity in the beginning of the school year; class activities approach to learning subjects; cultural activities to enhance students' participation.

W04: AATF Trucs et Tuyaux Teaching methodology and class activities	Salon D In French	Deb Blaz, Angola H.S.	Deb Blaz, a 44-year-career-in-Indiana French teacher and author about to retire, shares observations about teaching, lessons learned, favorite online places and favorite activities (yes, we'll try some!).
W05: AATSP Empowering Students to Bridge the Pandemic Gap	Veterans Hall 1-2 In Spanish	Julia Baumgardt, Marian University, Gabriela Coolidge, Childs Elementary, Brandon Fitzsimmons, Sycamore School, and Butler U.	This workshop focuses on mending the gaps in knowledge, motivation, preparation, and skills caused by the disruption of the pandemic. During the session, we will identify key symptoms of the pandemic gap and discuss practical strategies to meet students where they are, "fill in the gaps," and rediscover the passion for Spanish.
12:00-1:00 pm Friday Luncheon			
Boxed Lunch	Liberty Hall	Your official name tag indicates the choice of box lunch you registered for. Chicken Caesar Wrap <i>Sundried Tomatoes, Parmesan, Provolone</i> Italian Club <i>Roast Turkey Breast, Prosciutto, Capocollo, Provolone, Shredded Lettuce, Tomato, Spicy Cherry Pepper Relish, Ciabatta Hoagie</i> Portobello Mushroom Wrap (Vegan & Gluten Free) <i>Arugula, Tomato, Olive & Sundried Tomato Tapenade, White Bean Hummus</i> **All box lunches come with fruit, chips, and a jumbo cookie (vegan dessert for portobello mushroom box)**	
IFLTA Business	Liberty Hall	12:30 p.m	The meeting is during lunch.

Meeting			
Workshop 1:30-3:15pm			
Title	Location	Presenter	Description
W06: Fostering Intercultural Competence in the Language Classroom	Veterans Hall 1-2	Ali Moeller, Keynote speaker	This workshop will demonstrate and actively involve participants in theoretically and research supported strategies for language teaching and learning with an intercultural dimension.
Session A 1:30-2:15 pm			
Title	Location	Presenter(s)	Description
A1: Relatos de la Primera Vuelta Mundo Culture/literature/film	Salon A In Spanish, examples in Spanish	Fernanda Becker, Bishop Dwenger H.S. Natacha Sanz-Caballero, author	Fernanda Becker, licenciada en español y máster en administración escolar, presentará sobre la obra del catedrático y crítico literario ecuatoriano, Humberto Robles (1938-2021), resaltando el ensayo "La primera vuelta alrededor del mundo: De Pigafetta a García Márquez". A la luz del análisis de Robles, se expondrá sobre el aporte literario que encontramos en la novela histórica "Yo fui el primero" (2019) de Natacha Sanz-Caballero, quién estará también presente en esta sesión.
A2:Activities to develop Intercultural Competence Teaching methodology	Salon B In English, some examples in Japanese	Kazumi Matsumoto, Ball State University	With an increase in violence toward minority and foreign nationals, there is an urgent need to improve students' cross-cultural understanding. The University students worked to improve the intercultural competence of elementary students at a public school while teaching Japanese language and culture. During this presentation, intercultural activities will be introduced, and the participants will have a group discussion to develop and share activity ideas for their future classes.
A3: Bring together native speakers around the world: A foreign language flagship program's online experience during COVID	Salon C In Chinese, Examples in Chinese	Belle Li, Xiang Lyu Indiana University	The challenges posed by the pandemic introduced everyone to a new world of online learning, which served as a great opportunity for educators to utilize online technologies for cross-country collaboration. This chapter discusses the online experience of an American university's language flagship.

A4: Summer Spanish Teacher Immersion Program: Aventura Cultural in Guadalajara, Habana, Madrid Study abroad / experiential	Salon D In English	Tom Alsop Butler University, Jill Cross, Ft. Wayne Community Schools, Jenna González de la Vega, Monroe Central HS Michel Edelstein of WorldStrides	"Improve your speaking abilities and culture knowledge this summer while completing one of our Aventura Cultural Programs! Live and learn about the culture of Guadalajara, Havana or Madrid! Our classes are highly personalized and take place on the streets. Live with a native family and study with native teachers. PPT / video of past programs along with teacher comments! We were honored to have a Lilly Teacher Creativity Fellowship winner who participated this past summer.
A5: Teaching Spanish Variation to Students DEI	Salon E In Spanish, examples in Spanish and English	Ana Acosta, Bishop Noll Institute	This workshop will focus on the variation of Spanish speaking. Why students that already "know" the language should learn about variation. Teaching the Latin-American variation of speaking to your students. Finally, the importance of teaching community/ environmental Spanish to develop prestige and identity amongst the student population.
A6: Dual Language Education: Early Language Learning for All Dual language/ immersion	Veterans Hall 3 In English	Vesna Dimitrieska, Indiana University	In line with the growing number of dual language programs across the nation, more and more programs have been established across Indiana. These programs have the potential to provide early language learning for emergent bilinguals of various backgrounds and ensure they are becoming bilingual, biliterate, and bicultural. By highlighting ways, mechanisms, and frameworks, educators may capitalize on the gift of advocacy for language learning as a key bridge to creating and expanding foreign/world language programs.
A7: Teaching discourse grammar: beyond words and sentences Teaching methodology	Veterans Hall 4 In Spanish; examples in Spanish	Iker Zulaica Hernandez, IUPUI	Generalmente, el estudio de la gramática se circunscribe al ámbito de la palabra y de la oración. Pero existe una llamada gramática del discurso y el objetivo principal de esta ponencia es dar visibilidad a dicha gramática. Definiremos en qué consiste, cuál es su unidad de análisis y revisaremos algunos de los fenómenos gramaticales principales a nivel de discurso y su relevancia en el

			contexto de la enseñanza del español como segunda lengua.
A8: Strategies for Maintaining Teacher Proficiency Empower Future and New Language Teachers	Veterans Hall 5 In English, examples in French	Taylor Buzzard, South Side High School	In my session I will present my own struggles with maintaining my own language proficiency in French and the ways I have found to empower myself to continue my own language learning journey during my own teaching career. My primary example will be presenting my experiences from participating in the CAVILAM French Teach Fellowship in Vichy this summer. I was a recipient of 1 of 25 scholarships given this year through the French Embassy. Other topics will include advanced degree study, the use of online professional learning communities, the use of social media and streaming services, and the use of local and regional target language organizations such as the Alliance Française de Chicago, the Alliance Française d'Indianapolis, and the Café Français de Fort Wayne.
A9 Let's Movietalk!	Grand Ballroom. Breakout 7	Leslie Phillips, Brebeuf Jesuit Preparatory	This high-energy session will help teachers tap into the power of Movietalk! Learn about where to find appropriate and compelling short films and how to achieve student engagement before, during and after viewing. The presenter will share a wide variety of activities and assessment ideas. Come learn more about this fun strategy that will bring joy and excitement to your classroom!
Session B 2:30-3:15pm			
Title	Location	Presenter(s)	Description
B1: Deutscher Klub für Anfänger. Explore culture / literature / art / film	Salon A In English; examples in English and German	Amanda Beck, Harrison High School	Are you looking for ideas to build a German Club at your school? This can be a great way to not only engage your students but also promote German language and culture within your school. Amanda will share her year of crowd-tested, crowd-approved German Club meeting plans that range from simple to complicated. Take what you want and leave your ideas to share.

B2: Curriculum Development for In-person Class with an Online Textbook Instructional materials / curriculum / technology	Salon B In Japanese, examples in Japanese	Sayuri Ogiuchi, Purdue University	This presentation provides the curriculum development and changes for in-person novice courses during the 2021-2022 academic year with an online textbook newly published in 2021. The session introduces how the presenter developed the first-course curriculum and what changed in the next semester to solve problems such as quiz style and the number of assignments according to actual demands from teaching/learning. Also, the presentation shares textbook features that require attention in developing the curriculum.
B3: Using Comparison in Culture Teaching Teaching methodology	Salon C Presentation and examples in English and Chinese	Xiaoqing Liu Butler University	Each culture has its uniqueness. However, to the outsiders this uniqueness can be either too hard to comprehend or easy to be missed. To this end, I propose the method of comparison to help students gain a deeper understanding and better appreciation of the target culture in comparison with their source one. In this presentation, I will use the examples of American and Chinese festivals to illustrate my point.
B4: Easy Ideas for More CI and more español!!! Indiana	Salon D In Spanish, examples in Spanish	Cathy Sparks, Valparaiso HS and Hannah Kornfeld, Valparaiso HS	Would you like to incorporate more CI activities in your class? Would you like your students to speak and understand more? Tired of teaching “about” Spanish and want to help students be more comfortable using their Spanish? If you answered yes, come to this session for ideas to make your class more interactive and more in Spanish! You will leave with ideas and activities that can be easily implemented and used on Monday!
B5: Adapting Wreading Experiments as Grammar Exploration for L2 Spanish Teaching methodology / Classroom activities	Salon E In English; examples in Spanish	Rhi Johnson, Indiana University, Matt Tuxhorn, Ben Davis H.S.	Using the methodology of David Pace’s Decoding the Discipline, we have identified a student learning bottleneck in the transition from targeted activities to open-ended or communicative work, exacerbated by student anxiety about producing incorrect language. In this workshop, we share our intervention: the adaptation of Charles Bernstein’s Wreading Experiments to foster student production that is exploratory and creative,

			and that gives mastery and agency over the manipulation of form at the 150/Spanish 1 / 2 levels.
B6:Adapting to change: Designing and developing less commonly taught language curriculum with STEM Connection Instructional materials / curriculum / technology	Veterans Hall 3 In English, examples in English and Turkish	Sibel Crum, Indiana University	The ACTFL's (2013) Position Statement emphasizes the importance of using the STEM discipline as a content field, as it broadens the content for learning languages and advances second language (L2) learners' linguistic and intercultural competence, critical thinking skills, and prepare them to take part in a diverse technology- and information-driven global workforce. Attendees will take away the rationale and methodology of integrating STEM in L2 curriculum, and the best practices and strategies for less commonly taught language classrooms.
B7: Teachers Shouldn't Have Homework! Instructional materials / Curriculum / technology	Veterans Hall 4	Bill Langley Park Tudor	Teachers have so much on their plates; the last thing they need is to take work home. In this session, the presenter will give strategies to minimize your at-home planning and grading time, while maintaining research based teaching practices.
B8: Engaging students in the Black African Diaspora Close to Home Explore culture/ literature/ art/ film	Veterans Hall 5 In English, examples in French and Creole	Charles Pooser, Indiana University Southeast	Caribbean and North American francophone communities of color provide broad and diverse opportunities for expanding the world view of our students of French. They present topics that can challenge and engage students in discussions of substantive social issues and cultural phenomena that often find easy parallels at home. Attendees will examine and interact with a wide range of resources and ideas from artistic, linguistic, and everyday cultural contexts that can be adapted to their classrooms.
B9 Unendlicher Spass Instructional Technology / curriculum / technology	Grand Ballroom Breakout 7 In English and German; examples in German	Erika Cantin, North Vigo H.S.	The "Spass" is not over just because class is. Tips, tricks and resources provided to motivate students to expand their Deutsch immersion outside of the classroom. Build enthusiasm through music, reality shows, streaming platforms, field trips, social media, crafting and more. These ideas can be used for any foreign language, however, the resources provided are for

			German.
Session C 3:30-4:15 pm			
Title	Location	Presenter(s)	Description
C1: Flipping Back: using flipped pedagogy in the Post-COVID classroom Teaching methodology	Salon A In English, examples in English and German	Michelle Stigter-Hayden Butler University	The pandemic has changed the game: students and teachers alike are DONE and also ADDICTED to technology. People crave real human connection—the purpose of language—and at the same time can't put their devices down. How can we best capitalize on the desire for personal interaction while also leveraging the opportunities afforded by digital connectivity? In this session we will work together to compile ideas and strategies for the post-pandemic “flipped” classroom.
C2: Who are the students studying Japanese Envision languages for specific purposes	Salon B In Japanese, examples in English	Sadatoshi Tomizawa Ball State University	The teaching of Japanese language and culture developed a wide scope in K-12 almost 30 years ago. An updated analysis is, therefore, needed to see who our students are, why they are studying Japanese, and how we can best address their needs and interests. This session presents statistics on current Japanese language learners, followed by discussion.
C3: Preparing Chinese Learners for Overseas Success Instructional Materials, Curriculum and Technology	Salon C In English and Mandarin	Yingling Bao, Indiana University Xiaoying Liles Indiana University	Intercultural communicative competence (ICC) plays a critical role in language learners' growth and success, but developing ICC is a challenge. The Language Flagship Culture App contains scenarios providing realistic, intercultural interactions. These scenarios contain tasks in which learners reflect on navigating the target culture while receiving feedback. This workshop will showcase how the Culture App's scenarios, feedback, and activities can be used in Chinese language classrooms to facilitate productive reflections and discussions on intercultural interactions.
C4: No more exams! Teaching methodology	Salon D In English, examples in	Liliana Goens, Butler University	The goal of this session is to share my experiences on how I adapted project-based instruction and assessment in my language class. The findings are the

	English		product of ongoing in-class research and the strong stance on reflective practices. During this workshop, we will compare the traditional exam-based instruction and the current project-based approach. Then, review the benefits of the project-based approach such as promoting creativity, critical thinking, and a sense of ownership in the learning process. In conclusion, there will be tips on how to implement project-based instruction in one's classroom.
C5: FFIFA Food & Film in France- Allez! Explore culture/ literature / art / film	Salon E In English, examples in English and French	Gary Spurgin, Cathedral HS and Kathy Darnell, Cathedral High School	Food and Film always go hand in hand in the World Language classroom. This lively session demonstrates how two experienced French teachers were able to include these elements in bringing the Francophone World alive to both students learning French and non- French students during a J-Term at their high school. Come and participate in a highly engaging session where participants will leave with ideas, materials, and enthusiasm to return to their own school where they will be able to blend food and film in language learning.
C6: "Just because mouths are moving...": Strategies for Enhancing Interpersonal Communication Teaching methodology	Veterans' Hall 1-2 In English, examples in Spanish, French, German & English	Julia Baumgardt Megan Garcia Vanessa Gomez, all from Marian University	As Bill Van Patten repeatedly states in While We're On the Topic, "just because mouths are moving doesn't mean communication is happening." As language teachers well know, not all learners are equally motivated to engage in authentic interpersonal communication in the target language in the classroom. If we rely on rote textbook activities or unscaffolded "turn-and-talk" prompts, we can quickly lose our beginning learners' attention and motivation, which turns the "conversational" activity into a rote exercise that does not foment acquisition. In this session, we will explore some simple strategies to keep in mind to enhance and promote true interpersonal communication in the classroom, ensuring that when students' mouths are moving, they are indeed expressing and interpreting personal meaning.

C7: Microaggressions: Racism and its Impact in the Classroom DEI	Veterans Hall 3 In English examples in English and many languages	Conner McNeely, Southport H.S., Sara Colburn-Alsop, Franklin College	Have you had a student say something “racist” in class and not know how to respond? Are you curious about how to create a more inclusive classroom space? In this session we will explore our own biases and unpack different types of microaggressions that are/were/have been present in our learning spaces. By the end of this session, we will leave and be able to identify and define microaggressions, and have options to respond to microaggressions in the classroom.
C8: Empowering Introspection of Language Identities Teaching methodology / Classroom activities	Veterans Hall 4 In English, with examples in English, translated from Swedish (original Swedish also provided)	Angelica Granqvist, Vallentuna Gymnasium and Stockholm University	In this session, we will explore how talking about photographs in relation to students’ lived experiences of language can enhance language learners’ self-awareness of their linguistic resources and repertoires. With examples from a recent classroom photovoice project on language and identity, we will share a variety of classroom activities, from warm-up exercises to students’ final products and conclusions. Audience members will be invited to participate in the co-analyzing process and discussion of learning outcomes.
C9: Teach Your Children: Give them the Gift of Language Dual language / heritage / family	Veterans Hall 5 In English, with examples in Spanish and Yoruba	Paul Coats, Indiana University	If you want to pass on a valuable inheritance to your (grand)children, then why not the language your parents passed on to you, or which you acquired through hard study and practice? To many in Indiana, this may seem daunting, even impossible, but do not underestimate the incredible ability of children to acquire language(s). The only thing they need from you is your persistence! Don’t miss this case study in multilingual parenting success!
C10 De la nao al aula: La Primera vuelta al mundo Instructional materials / curriculum / technology	Grand Ballroom Breakout #7 In Spanish; examples in Spanish	Fernanda Becker Bishop Dwenger H.S. Natacha Sanz-Caballero, author	La autora Natacha Sanz-Caballero, ofrecerá una reseña sobre el contexto histórico que inspiró su novela “Yo fui el primero”: una novela histórica en la que sus dos protagonistas, Diego y Enrique, narran en primera persona el viaje de la Primera Vuelta al Mundo de Magallanes y Elcano. Por su parte, Fernanda Becker, licenciada en español y máster en

			administración escolar, compartirá la experiencia didáctica de la lectura de la novela y actividades en el aula.
Event	Location	Time	Description
Wine & Cheese Reception	Grand Ballroom	4:30-6:00 pm	Join us for a free glass of wine and cheese in the Grand Ballroom! Cash Bar will also be available. First come, first-served while supplies last.
Gala Awards Night Global and Multil-IN-gual Celebration of Success	Liberty Hall All are welcome to attend	5:30- 6:30 pm	IFLTA offers numerous awards that recognize contributions and support to world language teaching and learning. We recognize administrators, dual language schools, school districts, researchers, world language programs/events, advocates and life-time leaders. Recipients are honored every year at the IFLTA Annual Fall Conference in the Global and Multil-IN-gual Celebration of Success Gala.

Saturday, November 5th, 2022

Event	Location	Time	Description
Conference Check-in	Atrium	7: 30am-12:00 pm	Pick up a badge and information from The Meeting Connection
Grab'n'Go Breakfast	Grand Ballroom	7:00-8:00 am	Assorted scones, muffins, bagels, whole fruit and yogurt
Coffee Bar	Grand Ballroom	7:00-11:00 am	Starbucks regular and decaffeinated hot tea, assorted pepsi brand soft drinks and bottled water
Workshops 8:00-9:45 am			
Title	Location	Presenter(s)	Description
W07: Teaching Spanish sounds the fun way! Teaching	Veterans Hall 1-2 In English and Spanish,	Paul Coats, Indiana University In English and Spanish; examples in Spanish	To communicate themselves well and be prepared for college-level Spanish, students must have a good grasp of the sound system (as opposed to knowing the alphabet).

methodology	examples in Spanish		However, instructors often note that their packed schedules do not allow for additional “frills” such as lessons on sounds or pronunciation. But the importance of this topic for speaking, writing, listening and reading is crucial and can be easily incorporated through simple, fun, cheap activities that are effective, efficient...and memorable!
W08:Empowering Intercultural Growth: Strategies and Resources to Develop Openness Teaching methodology	Veterans Hall 3 In English, examples in Italian, French and Spanish	Tatjana Babic Williams, Purdue University Aletha Stahl, Purdue University	Participants will explore the concept of intercultural (IC) openness in the context of language learning by engaging in two experiential activities. They will learn how to design, facilitate, debrief, and assess an IC activity following backward design to suit their specific language classroom needs. Participants will be introduced to the Intercultural Learning Hub, an open-access repository of resources ready to embed in face-to-face and virtual language classrooms.
W09: Teaching activities for blended, hybrid and flipped classes Teaching methodology / classroom activities	Veterans Hall 4 In English, examples in English and Chinese	Liu Li, Ball State U., Chunmei Guan, Logansport H.S., Ye Sun, Shumin Fang, Center for Inquiry 2	In this workshop, we will introduce class activities to engage students in foreign language classes. Three main topics will be emphasized in this workshop: ice breaker activity in the beginning of school year; class activities approach to learning subjects; cultural activities enhance students' participation.
WO10 Cross-Curricular Resources	Veterans Hall 5 In ASL interpreted into English Examples written and spoken in English	Joanna Witulski LaPorte High School	The workshop will discuss world languages collaboration with other subject/content areas around the school. The first part of the workshop will discuss the experience of the presenter and the latter part will seek participation from the audience in their experience or inquiry into this potential broadening experience for students and teachers.
Session D 9:00-9:45 pm			
Title	Location	Presenter(s)	Description

D1: Keeping it in the Target Language	Salon A	Ali Moeller Keynote speaker	This session will demonstrate a variety of strategies and approaches to optimize target language in the language classroom.
D2: Beyond Naruto: Manga Today Explore culture / literature / art / film	Salon B In English, examples in Japanese	Yasuko Akiyama Indiana University	What manga or anime are popular among current students? The answer was clear until recently. Now that well-known works recognized and agreed upon as classics have passed, what is “in.” In this presentation, I will survey the most current trends in manga and anime enjoyed by students in current Japanese classes. I will also discuss the characteristics and appeal of these works in relation to our current environment.
D3: Using Digital Badges to Promote Autonomous Learning and Community Building Assessment / feedback	Salon C In English; examples in English and Chinese	Tzu-I Chiang Indiana University	Using digital feedback has been a great way to recognize students’ accomplishments, motivate students’ mastery of skills, and encourage students to build a learning community with positive behaviors. In this session, participants will have hands-on experience using Adobe Express, a web-based content creation platform, to create digital badges, which can be integrated into Canvas through Badge, an open badge platform that allows users to issue and manage digital badges.
D4: Richtig Sommer - Exploring climate change through songs Explore culture / literature / art / film	Salon D In German, examples in German	Annemarie McClung Jay Junior / Senior High	This session will explore the topic of climate change through two different German-language songs about summer. Comparison of the two songs will allow participants to experience the former and current perceptions of summer in the German-speaking world. Participants will come away with materials for immediate use in the classroom.
D5: -Enhanced Instruction for Authentic	Salon E In English	Gio Macias, Vista Higher Learning	Within today’s student body, educators must compete with Big Tech’s offerings of highly addictive,

Communication Practice Instructional materials / curriculum / technology		Presented in English	well-curated content in addition to shortening student attention spans. What might seem like an uphill battle, can be alleviated using student-centered pedagogy, where one delivers focused content and experiences that will delight our students. Together, we'll explore familiar and new ways of leveraging technology within our instruction to create inclusive and environments where students thrive. From empowering educators with engaging resources that are simple to implement, to envisioning what student-centric instruction might look like in your own classroom, students will be excited to communicate in the target culture. Digital One-Pager will be distributed with helpful tips and summary of presentation resources.
D6: World Language Festival Virtual Academy Instructional materials / curriculum / technology	Grand Ballroom breakout 7 In English; examples in English	Xiaojing Kou, Indiana University and Sara Leslie, Indiana University	Indiana University recently converted its biennial World Language Festival into a free, online Virtual Academy that is open to all, including K-12 teachers and students. The academy features short, asynchronous culture-focused lessons in 12 languages (and growing). Our presentation will discuss the design of the academy and how teachers can use the academy to enrich language class activities and broaden students' global perspective, and how the academy uses digital micro credentials to encourage world culture exploration.
Constituent Language Organization Business Meetings 10:00-11:15 am			
Organization	Location	Email	President
Indiana Classical Conference (ICC)	Salon A	Charles Steele Campbell Purdue University	campb441@purdue.edu

Association of Indiana Teachers of Japanese (AATJ)	Salon B	Elizabeth Bays	bayse@bcsc.k12.in.us
Chinese Language Teacher Association of Indiana(CLTA-IN)	Salon C	Shihling Chui-Dwyer Brebeuf Jesuit Preparatory School	sjc600316@gmail.com
American Association of Teachers of Spanish and Portuguese(AATSP)	Veterans Hall 1-2	Paul Coats Indiana University	pjcoats@indiana.edu
American Association of Teachers of French, Indiana Chapter(AATF)	Veterans Hall 3	Lindsey Van Groningen	lvangroningen@hse.k12.in.us
American Association of Teachers of German, Indiana Chapter(AATG)	Veterans Hall 4	Tim Malchow Valparaiso University	tim.malchow@valpo.edu
Exhibitor Break & Raffle 11:15 am-12:00 pm			
Take time to talk with our vendors one last time. Register with them in advance to win great prizes!		Grand Ballroom	
Saturday Luncheon 12:00-1:00 pm			
Plated Lunch	Liberty Hall	Your official name tag has the lunch choice that you registered for.	Saturday’s Lunch: Choice of... Angus Pot Roast Jardiniere <i>Red Skinned Mashed Potatoes,</i> <i>Natural Gravy, Fresh Green Beans</i> Chicken Piccata

			<i>Lightly Sauteed Chicken Breast, White Wine Lemon Sauce, Capers, Wild Rice Blend, Asparagus</i> Eggplant Stack (Vegan & Gluten Free) <i>Eggplant Stack served with Northern Beans & Savory Marinara</i> Dessert Vanilla Cheesecake with strawberries & chocolate shavings OR Old Fashioned Chocolate Layer Cake with Whip Cream **Vegan attendees will be given a fresh fruit cup for dessert**
IFLTA Awards Ceremony	Liberty Hall	The awards ceremony, including TOYS, will be held during the luncheon	
Beginning and Pre-Service Teacher Workshop 1:15-3:00 pm			
Workshop presenters Leslie Phillips, Brebeuf College Preparatory Angelika Becker, Carmel H.S. Janet Holzer Presidents of constituent organizations			Veterans Hall 3
Title	Location	Presenter(s)	Description
E1: Engaging Learners Using Multi-tiered Instruction Teaching methodology	Salon A In English and German, examples in German	Alexis Smith, Hanover College, Bartell Berg, University of Southern Indiana	In many small undergraduate German programs, faculty face challenges to recruit majors and minors, retain students, and offer engaging content that both challenge learners and expand proficiency at the intermediate and advanced levels. This session will show how multi-tiered theme- and content-based classes can offer opportunities to build more cooperative language communities

			across multiple levels and allow language learners to flourish and build competency through the provision of rich and varied input.
E2: Exploring the effects of the Maze Task on L2 Japanese learners' phonological decoding Instructional Materials, curriculum, technology	Salon B In Japanese and English, examples in Japanese	Yasumasa Shigenaga, Earlham College, Kazuyo Keller, Pima Community College, Tucson	We often observe that students experience persisting difficulty in sounding out Japanese characters in first-year language classes. The present project examined whether the Maze Task (in which learners read sentences by choosing correct words) might help Japanese learners achieve more efficient phonological decoding skills. This presentation will be a follow-up report from last year's talk. New data will be discussed, and a short tutorial of an online data collection tool (PsyToolkit) will be provided.
E3: How to Integrate equity into Chinese Language Curriculum DEI	Salon C In English and Chinese; examples in Chinese	Qiong Chen, Chicago Public Schools	The presenters will present how they created a global classroom by PBL, Community Service Learning and Work-based teaching, then how they made the global classroom projects to become big community events, such as the Multicultural Festival, Around the World in the Library, Pen Pal, etc.
E4: How to Get DESMOS(T) out of Desmos Instructional materials, curriculum, technology	Salon D In English, examples in French	Lauren White , East Central H. S.	In this session, participants will learn about Desmos and how it can be used in a foreign language classroom. Desmos can be used to enhance lessons as well as keep absent students accountable for missed lessons. During the session, participants will learn how to create their own activities in Desmos including how to conduct lessons through Desmos. Presentation will be held in English using French examples.
E5: Oktoberfest: A Cross-Discipline Event for the Whole School	Salon E In English and German, examples in	Jonathan Gigler, Northridge H.S.	" Oktoberfest " is a two-week collaborative culture project with German & Nutrition Classes, culminating in a celebration for the whole school. See how to create a

Culture / literature / art / film	English and German		fun event that is great for advocacy and incorporates differentiated language & culture learning. Participants will receive the unit plan, student assignments and examples.
E6: "Well, how did I get here?": Harnessing your past and present bilingual journey into compelling Experiential Learning for your students Community service, Experiential Learning	Veterans Hall 1-2	Brandon Fitzsimmons, Sycamore School	Authentic sources, tools, and experiences are gold for foreign language teachers, and non-native foreign language teachers may feel like they fight an uphill battle on this front. The good news is, whether you are a native or non-native speaker of the foreign language you teach, you can infuse your curriculum with a fresh burst of authenticity by harnessing the experience(s) of your own bilingual journey into fresh Experiential Learning opportunities for your students.
E7: Talking in Circles: Practicing Circumlocution Skills Instructional Materials, Curriculum and Technology	Veterans Hall 4 In English; examples in English and German	Candis Carey, Crown Point High School	In this hands-on session participants will explore activities and games for circumlocution. Through these activities and games students will build skills to talk around words that they do not know, allowing students to stay in the target language instead of switching to their native language. Activities are all low or no prep for educators.
E8: El personaje del pícaro en la salsa (The 'pícaro' character in salsa) Culture / literature / art / film	Veterans Hall 5 In Spanish; examples in Spanish	Jorge Perez De Jesús, Purdue University	La novela picaresca era para el siglo dieciséis lo que fue la música urbana de las décadas de los mil novecientos setentas, ochentas, y noventas. Se podría decir que era la primera novela 'woke' de su época, que lo que quería cancelar eran sistemas de opresión, corrupción, y desinformación. En el siglo dieciséis y al igual que siglo veinte, la obra picaresca era una crítica social, era un reflejo de la sociedad en su tiempo. Cada tratado del Lazarillo de Tormes revela una crítica de la sociedad española del siglo dieciséis: la opresión de la nobleza y la iglesia contra el pueblo, la corrupción de los

			clérigos y los alguaciles, la desinformación de personajes religiosos.
E9: Examining Willingness to Communicate and Complexity, Accuracy, Fluency, Functional Adequacy Within Task-Based Interaction	Grand Ballroom Breakout 7	Mackenzie Coulter-Kern, Exhibitor and IU, Butler	Task-based language teaching is an optimal context for “interaction-driven L2 learning” and L2 acquisition (Goo, 2019, p. 247). This study uses qualitative content analysis and quantitative measures of Willingness to Communicative (WTC) from 8 L2 Spanish students participating in a short-term immersion course in the Dominican Republic to investigate: (1) the dynamicity of trait and task-specific WTC, (2) how WTC relates to task-based interaction, and (3) how both measures relate to task-based outcomes measures.

Session F 2:15-3:00 PM

Event	Location	Presenter(s)	Abstract
F1: Filme sinnvoll im Unterricht anwenden Culture / literature / art / film	Salon A In German; examples in German	Tim Malchow, Valparaiso University, Charlene Heinzman, Northwestern High School	We will explore approaches to teaching film in German courses at all levels, focusing on language acquisition, cultural knowledge, and critical thinking. A secondary teacher will present differentiated activities for the film "Die Klasur," adaptable for multiple levels and students with different skill sets and learning preferences. Using an excerpt from "Comedian Harmonists," a university instructor will demonstrate the teaching of cinema studies vocabulary and concepts in a hands-on, student-centered way.
F2: Latin Teacher: Demonstra et Narra! Teaching methodology / classroom activities	Salon B In Latin and English; examples in Latin	John Streiff, Cathedral H.S., and Steve Prince, New Albany High School	Latin Teacher show and tell. Bring your favorite lesson and show it to us. Bring 20 handouts to pass out and let's share our knowledge.

F3: “Kids' Guernica”: Introducing Critical Content-Based Instruction to East Asian Language Classes	Salon D In English, examples in English	Izumi Harris, IUPUI, Chunjing Wang, CFI 70, Yi-Fan Lin, Mt. Vernon HS	This research is to help students in language classrooms develop a sense of world citizenship toward peacebuilding. We participate in the “Kids' Guernica,” an international painting project, and adapt the event as a class activity. We discuss our project in terms of Critical Content-Based Instruction and address students’ commitment to the class. We also state that the project has a cooperative effect on various grade levels and languages and develops a teacher network in our community.
F4: Generating Student Enthusiasm through State-wide French Competition Leadership, Advocacy and Administration	Salon E In English & French; examples in English & French	Amy Berry, Greencastle High School; Kathy Darnell, Cathedral High School, and Gary Spurgin, Cathedral High School	Do you want your students to be more motivated and use their French knowledge outside the classroom? Do you want your students to feel empowered through competitive French language activities? The Congrès State French Contest is the key. Congrès includes language, music, dance, skits and artistic skills. Every year students showcase their knowledge of French as well as love of French culture through these various categories. This session will show teachers how to use this opportunity to engage students before, during and after the contest. We will demonstrate and participants will experience the various categories of the contest so that they may create preparatory lessons in anticipation of contest day. We will share tips and suggestions as well as the themes for this year’s poster contest. Door prizes will be given out.
F5 Show me the money!	Vet. Hall 1-2 In English, examples in	Megan Worcester Union County H.S.	Advocating for your program starts local, but the big bucks come and go with the states and federal whims. Come see what is happening in the

	English		legislative cycle of the General Assembly in Indiana as well as an update from JNCL-NCLIS and the US Congress. Learn simple, hands-on ways you can interact with legislators at the different levels and stay up-to-date with legislative issues
F6: Task-Based Learning with Web 2.0 Technology in Second Language Acquisition Instructional Materials, Curriculum, Technology	Veterans Hall 5 In English; examples in English and Spanish	Ana Boman Trine University	The presenter will demonstrate to the audience the application of task-based activities with Web 2.0 tools in second language acquisition (Spanish). The focus of the study is the delivery of instructional content with the integration of technological tools with activities to facilitate authentic language production. These task-based activities foster an interactive student-centered environment in the classroom to encourage participation and commitment as well as to promote students' autonomy and empowerment in their own learning progress.
F7: But I just taught that. Why don't they know it? Assessment / Feedback	Veterans Hall 4 In English; examples in German and French	Janet Holzer, retired	Krashen's in Natural Order of Acquisition has more to do with classroom teaching than I used to think. Come and learn about the Theory of Ordered Development, how it explains why they don't remember what we just taught, and how this should influence how we teach and assess.
F8: Blending CI and Grammar Teaching methodology	Veterans Hall 1--2 In English; examples in Spanish	Sara Chronister, Huntertown High School	Many teachers want to explore CI while also keeping grammar in the curriculum. This presentation will empower teachers to combine the two, bringing the best of both worlds together, and letting them be inclusive to both their introverted and their extroverted students. Attendees will receive a QR code to a free Spanish unit on School vocabulary they can use as a template as they envision how to combine the two in their own classroom.

F9: You've Been Asked to Teach AP! Now What? Teaching methodology / classroom activities	Grand Ballroom Breakout 7 In English; examples in English and Spanish	Olivia Bright Western High School	Teaching an AP Language course can be daunting. There are so many components to the exam and themes that could be covered as well as an abundance of resources available to teach the course. How can you structure your class to cover everything AND help your students succeed at the same time?! This session will delve into different resources and methods one can use to help AP students succeed.
Session G 3:15-4:00 pm			
G1: Get them moving; keep them going Teaching methodology / classroom activities	Salon A In German and English; examples are in German and are applicable to other languages	Angelika Becker, Carmel High School and Charlene Heinzman, Northwestern High School	Today's students love to be active. They need to move, they have to interact with their peers in the target language in order to get proficient in their new language. Movement is a great motivator, it brings life into the lesson, students are more engaged, and keep learning. Come prepared to participate and maybe even share one of your favorite instructional activities.
G2: Learning beyond the classroom: Integrating experiential learning into curriculum Community service / study abroad / experiential	Salon C In Chinese; examples in Chinese	Yingling Bao Indiana University Sydni Catalano, Indiana University Ying-Sin Chen International School of Indiana Aolan Mi, Indiana University	This session will share ideas of experiential opportunities that extend language learning beyond the classroom. Activities such as student clubs, food festivals, museum visits, and visiting Chinese-speaking families to expand students' interests, deepen their understanding of the diverse culture, and contribute to interpersonal bonding. The practices in the intensive summer program at Indiana University can be replicated in other educational settings. Presenters will share effective planning and instructional strategies, followed by questions and discussion.
G3: Fun Culture Projects for your Spanish Classes	Salon D In Spanish; examples in	Tom Alsop, Butler University	This session provides you with MANY culture projects to help your students improve their cultural knowledge while speaking in

	Spanish		Spanish. Learn about the ACTFL Products, Practices and Perspectives of Culture. Includes how to use the ideas, when and why, etc. Games and prizes!! Lots of handouts (paper / digital) to get you started on Monday morning!!
G4: Global Connections in the Classroom Community service, study abroad, experiential	Salon E In English, examples in English	Michelle Larson, Eastern Middle School	Are you ready to connect your students with their peers around the world and create a service project that will make a difference? I am currently participating in United Planet's "Classroom to Classroom Virtual Exchange Program" with my 7th grade class. The program is open to middle school and high school classrooms. I would love to share my experience with you and let you know how you can be involved.
G5: Idle Chatter or Authentic Conversation? Interpersonal mode in Action Teaching methodology	Veterans Hall 1-2 In English, examples in Spanish and French	Judi Carlstrand, IUPUI and Conner McNeely, Southport H.S.	Always prepared with PowerPoint, follow-up activities and games, but unsure of how to design and implement real conversation? This session explores scaffolds and strategies for reviving "the lost art of conversing." Presenters will share successful plans for four themes in any world language classroom.
G6: No Prep or Low Prep	Veterans Hall 4 In English, examples in French, German, and Spanish	Deb Blaz, Angola High School	This session is for those days when the lesson plans don't work, inspiration doesn't strike or unexpected circumstances require a plan B quickly. Presenter will share some tried-and-true ideas that can be quickly implemented to save the day.
G7: Fostering an Inclusive Classroom	Veterans Hall 5 In English, examples in French	Madeline Hennessey, Hamilton Southeastern HS	Teachers will be able to make conscious decisions about their words, actions, and classroom environment to help all learners feel welcome in their class. There will be focus on non-binary grammar (French examples) and curating/writing resources for free choice reading libraries.

G8: Small Global Classroom, Big Multicultural Community Events DEI and multiculturalism	Salon B In English and Chinese	Chunmei Guan, Yi-Chun LeFaure Logansport High School Guili Zhang Batesville Elementary School	The presenters will present how they created a global classroom by PBL, Community Service Learning and Work-based teaching, then how they made the global classroom projects to become big community events, such as the Multicultural Festival, Around the World in the Library, Pen Pal Program, Virtual Tutoring Program, Chicago Chinatown Field Trip, Indy International Festival Field trip, etc. These events have greatly helped the development of world language programs. They have also helped the building of the DEI classroom. Bringing language into the real world and exploring the diverse cultures in the community is a great way to serve the community and thrive the world language programs.
G9: Be the Voice for your Profession: Harnessing your Leadership Style Leadership, Advocacy and Administration	Salon D In English	Megan Worcester, Union County H.S., JJ Epperson, Harrison H.S., and Nicci Carney, Eastwood Middle School	Strong leadership is an integral part to creating and maintaining active organizations. As a World Language teacher, you are already leading students into an ever increasing globalized world. Learn to harness those same skills you use in your classroom, outside your classroom. Come learn what type of leader you naturally are and how you can use those skills from your school's department to the leadership of the language associations and/or IFLTA.

