

IFLTA 2026 Conference Program

Thursday, November 5, 2026

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 Evening Workshop: <i>New and Pre-service teacher workshop</i>	Salon A In English	6:00-8:00 p.m.	Please register in advance \$25 registration fee Part 1: Staci Dennison-World Language at the Middle Level: Participants will explore best practices for middle school, instructional methodologies, and classroom management strategies. Attendees will receive instructional materials, review game templates, and engage in hands-on activities. Benefits include enhanced engagement techniques, structured theme days, and interactive reinforcement strategies to foster language acquisition effectively. Part 2: Shumin Fang-Prioritizing Learning Strategies before Content Instruction: This presentation is a pedagogical practice designed for world languages educators and curriculum developers. It explores the transition from a traditional context heavy model to a strategy-based instruction that prioritizes how to learn before what to learn of language acquisition. It contains essential learning toolkit for what to expect for language acquisition class, how to conduct the best practice to learn another language. The ultimate goal is to guide students toward independent language proficiency.
Meet and Greet Social	Freedom Hall B	8:00-9:00 p.m.	Join us for conversation. A cash bar is available.
IFLTA Board of Directors Meeting	Freedom Hall B	9:00 p.m.	IFLTA Board of Directors' meeting on conference logistics.

Friday, November 6, 2026

Event	Location	Time	Description
Conference Check-in	Atrium	7:30 a.m.-4:00 p.m.	Pick up a badge and information from <i>The Meeting Connection</i>
Exhibit Hall Opens	Grand Ballroom	8:00 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-serve while supplies last.
Joshua Cabral Keynote Address Topic: Language Beyond the Lesson Role: world language teacher, consultant, coach, and host of the World Language Classroom Podcast	Liberty Hall	9:00-10:00 a.m.	Joshua Cabral is passionate about helping teachers bring meaningful, proficiency-focused instruction to their classrooms. Joshua has taught French and Spanish for 29 years across grades 1–12 and partners with schools and districts nationwide to support classroom practice and build strong, communication-centered language programs.
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 Teaching German Folklore and Sagas: Beyond the Brothers Grimm	Salon A In German All audiences	Lisa Jennings Valparaiso University Timothy Malchow Valparaiso University	Folklore and sagas can draw in students interested in fairy tales and fantasy. The Grimms' fairy tales and their modern adaptations may be familiar, but students may not know how those tales changed across seven editions published in the Grimms' lifetime or how they relate to their source material, including both German-language oral traditions and older tales from elsewhere in Europe. Students can learn to see folklore as dynamic and mutable, its manifestations shaped by its appropriators' worldviews and ideologies. Participants in this workshop will

			explore using folklore and epic literature to engage students of the German language at multiple levels. The leaders will discuss Grimms' fairy tales that are lesser known by English speakers, literary fairy tales from their era, and modern feminist fairy tales. Other texts will include medieval epics with Germanic oral roots (Das Nibelungenlied) and with literary sources from another language (Tristan und Isolde), as well as manifestations of the Faust legend across the centuries. Nineteenth-century operas and twentieth-century films based on the texts we explore will also be a focus. Participants will have the opportunity to collaborate with colleagues on classroom materials based on texts, and at instructional levels, of their choosing.
W02: AITJ Best Practices and Engaging Strategies in the JSL Classroom	Salon B In English and Japanese Examples in Japanese All Audiences	Bill Chittenden Wabash Middle/High School Sadatoshi Tomizawa Ball State University Izumi Harris Indiana University, Indianapolis Reiko Iileji Ball State University	Join AITJ educators for an interactive showcase of practical, engaging strategies for the Japanese classroom. Presenters will share diverse best practices, including a collaborative peace mural project, multimedia kanji lessons, and the interactive Ikigai Study JSL web platform. Participants will gain actionable ideas to boost student engagement, literacy, and cultural learning. Discover new ways to bring collaborative projects and digital tools into your curriculum.

W03: CLTA-IN Transforming Chinese Classrooms Through Project-Based Learning (PBL)	Salon C In Mandarin Chinese (simplified) & English Examples in Chinese and English All audiences	Mei Mansingh Morton High School	Many language teachers are searching for ways to increase student engagement, improve proficiency outcomes, and make language learning meaningful beyond textbook exercises and grammar drills. Project-Based Learning (PBL) offers a powerful student-centered approach that transforms the language classroom into an active environment where students learn through authentic communication, cultural exploration, collaboration, and real-world application. This highly interactive workshop introduces educators to the principles of Project-Based Learning and demonstrates how PBL differs from traditional projects. Participants will learn why this instructional shift is increasingly urgent in today's world, where students must develop communication, creativity, collaboration, critical thinking, and intercultural competence to succeed in college, careers, and global citizenship. Using classroom-tested examples from Chinese Novice I through Intermediate levels, participants will learn how to design standards-aligned PBL units that integrate vocabulary, grammar, listening, speaking, reading, and writing while maintaining rigorous language instruction. Teachers will collaborate in small groups to create their own project frameworks, examine assessment rubrics, and leave with practical tools for immediate classroom implementation.
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W04: AATF Akwaba en Côte d'Ivoire : Immersion Interculturelle	Salon D In French, examples in French Grades 6-College	Tara Smithson Saint Mary's College	Cherchez-vous des idées pour nuancer la représentation de l'Afrique de l'Ouest dans vos cours ? Que vous souhaitiez ajouter quelques nouvelles activités à vos leçons habituelles ou consacrer plusieurs semaines à une facette de la culture ivoirienne, cette présentation vous offrira de l'inspiration. Dans cet atelier, vous aurez l'occasion de tester des activités, découvrir des ressources authentiques et partir avec une collection de leçons clé en main bien adaptées aux objectifs interculturels d'ACTFL.
W05: ICC <i>ICC will not be meeting this year.</i>			
W06: AATSP Más Allá del Segundo Idioma: Tailoring Spanish Education for Heritage Learners	Veterans Hall 1-2 In Spanish and English Examples in Spanish All audiences	Crisia Turcios Lawrence North High School Abby Lemming Scecina Memorial High School	This workshop empowers educators to move beyond traditional "second language" methodologies by exploring asset-based, culturally responsive pedagogies tailored for Spanish Heritage Language (SHL) learners. Participants will learn how to identify distinct learner profiles, transition from grammar-correction to dynamic multiliteracies, and foster linguistic confidence.

W07: LCTL Classroom and Beyond: Practical AI Strategies in Less Commonly Taught Languages	Veterans Hall 3 In English, examples in several LCTLs Grades 9-College	Sibel Crum, Indiana University, Bloomington Piibi-Kai Kivik, Indiana University, Bloomington Valeria Varga Indiana University, Bloomington Narges Nematollahi Indiana University, Bloomington	AI is changing how students practice languages outside the classroom. In this interactive workshop, instructors of Estonian, Hungarian, Persian, and Turkish share how they use AI to support speaking, personalized practice, differentiated instruction, and materials development. They also share feedback from students. Participants will explore AI language-learning and conversation applications, Google Gems, and classroom examples while discussing practical ways to integrate these tools into less commonly taught language courses and encourage learning beyond class.
W08: ASL ASL 101	Veterans Hall 4 In ASL with some English interpretation for Q/A or clarification, examples in EASL, English literacy, images All audience	Joanna Witulski LaPorte High School Natalie Hendrix-Evans Southport High School	Become students during our workshop! Participants will learn how to sign in American Sign Language with several themes from the beginning ASL level. While you are learning, we will mention teaching methods, activities and supporting resources to allow for a greater understanding in how students learn ASL in and outside of the classroom, while learning how to sign.
12:00-1:00 p.m. Friday Luncheon			
Buffet Lunch	Liberty Hall	Your official name tag indicates your lunch registration.	
IFLTA Business Meeting	Liberty Hall	12:30 p.m.	The meeting occurs during lunch.

Session A 1:30-2:15 p.m.

Title	Location	Presenter(s)	Description
A1: What happens when you take away grades? Introducing ungrading	Salon A In English, examples in German All Audiences	Charlene Heinzman Westfield High School	Grades are the only reason students work. Students aren't interested in learning, only the grade. Grades to let everyone know where they stand. In this session, the presenter proposes alternative approaches to grading that might convince you otherwise. During this session we will explore, discuss challenges, and give you the knowledge to have the confidence to try something new. The presenter will share her own experiences and arm you with tips to be successful.
A2: Books In The Language Classroom - Conveying Culture and Promoting Literacy	Salon B In English/Japanese, examples in Japanese and English Gr. 9-12	Laura Semba Carroll High School	This session will describe the use of books in the language classroom. Some books used are in English and some are in Japanese. This session will help any language teacher come away with ideas to promote cultural knowledge and reading through the use of books. I will provide handouts to help students explore language and culture through activities involving books.
A3: Simple Language, Real Relationships: Rapport-oriented Task Design in Novice Level Chinese	Salon C In Chinese, examples in Chinese Gr. 9-12, College	Yingling Bao Indiana University, Bloomington Yin-Sin Chen Park Tudor School Sydni Catalano Lockeby Indiana University, Bloomington	Informed by a relational view of language learning and rapport-oriented task design, we conceptualize language classrooms as a site for building, negotiating, and maintaining meaningful relationships. By identifying relational roles and goals, teachers can design tasks that enable students to use emerging language skills to negotiate needs, show care, express appreciation, and engage with classmates,

			teachers, families, and communities. Drawing on examples from diverse teaching contexts, we will demonstrate how teachers scaffold learners to use simple language in relationship work through authentic tasks such as visiting a teacher's home, planning a hotpot gathering, and creating a vlog of college life.
A4: French for the World: Projects-based intermediate curriculum	Salon D In English, examples in French (understandable for non-speakers) 9-12 College	Kathryn Lauten Indiana University, Indianapolis Katie Miller Indiana University, Indianapolis	Our new projects-based Open Education Resource for intermediate French is based on business, healthcare, global studies, and tourism. This free curriculum brings to life students completing realistic internships, encouraging language students to engage in career-focused learning. Participants will understand how to access and make changes to the OER for their own teaching environment. Through workshoping how we used AI to draft materials, participants will practice using AI to save time and increase their pedagogical toolbox.
A5: Embassy of Spain: Education Office Programs	Salon E In Spanish, examples in Spanish All audiences	Juan Lago-Leis Embassy of Spain Education Office, Indianapolis	Learn about the Education Office of the Embassy of Spain's programs in the United States and Canada, including Visiting Teachers, International Spanish Academies (ISA), Language Assistants, teacher grants, online professional development, and free educational resources. Participants will explore opportunities for collaboration and school partnerships. Attendees will receive flyers, brochures, and informational materials, along with guidance on accessing online resources and professional learning opportunities.

A6 Quickly Build Your Next CI-Based Unit	Veterans Hall 1-2 In English, examples in Spanish and French All audiences	Joshua Cabral	You will learn a practical, repeatable framework for creating engaging, proficiency-focused CI units. Explore 15 versatile CI activities in the Interpretive, Interpersonal, and Presentational communication modes. Using a level-appropriate anchor text, you'll see how each activity builds comprehension and leads naturally to meaningful communication. You'll leave with ready-to-use templates, planning tools, and adaptable materials to create your own CI-based units for any topic or proficiency level.
A7: Immersion Experiences: Are short immersion trips enough to develop fluency?	Veterans Hall 3 In English, examples in English with some Spanish All audiences	Jorge Perez de Jesus Purdue University	Can a one-week immersion experience foster meaningful language growth? This session explores the Puerto Rico Spanish Immersion Experience, combining 15 hours of Comprehensible Input (CI) and TPRS® instruction with authentic cultural and pedagogical tours. Participants will examine how short-term immersion can increase communicative confidence, intercultural competence, and learner motivation while providing practical strategies for designing immersive, proficiency-oriented language experiences that extend learning beyond the classroom.
A8: An Introduction to Indiana's Certificate of Multilingual Proficiency (CoMP)	Veterans 4 In English, no language examples G9-12, College	Chelsea Isley Indiana Department of Education Alexis Kashman Indiana Department of Education	Indiana's Certificate of Multilingual Proficiency (CoMP), the state's Seal of Biliteracy, recognizes students who demonstrate high levels of proficiency in English and another language. This session will provide a practical overview of the award, including eligibility criteria, approved assessments, pathways for multilingual learners and world language

			students, and key documentation requirements. Participants will explore the academic, social, and workforce benefits of awarding CoMP, as well as concrete logistical guidance for administrators such as assessment planning, data reporting, transcript notation, and celebrations that elevate student achievement. Attendees will leave with the knowledge and resources needed to begin or strengthen implementation in their schools or districts.
A9:When Technology Fails: Quick Pivots for Real Communication	Veterans Hall 5 In English, examples French, Spanish and German Gr. 6-12	Ada Sopko Wayside Publishing	Wi-Fi down? Projector out? LMS inaccessible? No problem. This hands-on session equips World Language educators with no-tech strategies to pivot fast without losing a beat. Aligned to ACTFL Standards and rooted in research-based practice, you'll walk away with ready-to-use activities, a decision-making framework, and a personalized plan — so when technology fails, your lesson still succeeds.
Session B 2:30-3:15 p.m.			
Title	Location	Presenter(s)	Description
B1: Teaching German for Engineers with Augmented Reality	Salon A In English, examples in German & English All audiences	Frederick Dunn Purdue University Vanessa Felten Purdue University John Sundquist Purdue University	A challenge in teaching language for specific purposes is bringing authentic materials into the classroom, but augmented technology expands what's possible. In spring 2026, GER 223 (German for Science and Engineering) at Purdue piloted augmented reality with Paderborn University to bring virtual lab equipment, such as oscilloscopes, into the intermediate language classroom. Students operated the equipment in real time with German partners, building the vocabulary needed to operate it.

			Attendees receive sample vocabulary and tasks.
B2: Bridging Worlds: 4-Skill Integration Through College-High School Campus Tours	Salon B In Japanese, examples in Japanese and English All audiences	Yoko Kawamura University of Notre Dame	This session showcases a project where 3rd-year Japanese students provided campus tours for visiting Japanese high schoolers. By preparing descriptions, engaging in authentic dialogue, and writing reflections, students applied all four language skills in a real-world context. We will discuss the project's design and the essential role of college-high school collaboration in creating "worlds" beyond the classroom. Participants will learn how to facilitate meaningful, cross-institutional language exchanges.
B3: Simple Language, Real Relationships: Rapport-oriented Task Design in Novice Level Chinese	Salon C In Chinese, examples in Chinese Grades 9-12;College	Yingling Bao Indiana University, Bloomington Ying-Sin Chen Park Tudor School Sydni Catalano Indiana University, Bloomington	Informed by a relational view of language learning and rapport-oriented task design, we conceptualize language classrooms as a site for building, negotiating, and maintaining meaningful relationships. By identifying relational roles and goals, teachers can design tasks that enable students to use emerging language skills to negotiate needs, show care, express appreciation, and engage with classmates, teachers, families, and communities. Drawing on examples from diverse teaching contexts, we will demonstrate how teachers scaffold learners to use simple language in relationship work through authentic tasks such as visiting a teacher's home, planning a hotpot gathering, and creating a vlog of college life.

B4: Beyond the Headlines: Teaching Countries in Crisis in the Novice Classroom	Salon D In English, examples in French / Creole Gr. 6-12, College	Anastasia Médard Beeson Culver Academies	How do we teach countries experiencing crisis without reducing them to a "single story"—or minimizing the realities their people face? Using a Level 2 French immigration unit on Haiti, this session presents a transferable framework for helping novice learners explore complex cultural topics through comprehensible input. Participants will leave with practical strategies for balancing honesty, nuance, and proficiency while cultivating intercultural competence in the target language.
B5:How to crisis-proof a resilient world language program	Salon E In English, some references to Spanish All Audiences	Brandon Fitzsimmons Sycamore School	In July 2025, while en route to the airport for an annual immersion trip to Ecuador, the lead Spanish teacher was hit head-on by a motorcyclist driving full-speed in the wrong direction up the highway. A year later, against all odds and seemingly without missing a beat, that teacher and his students have thrived, not just survived, through yet another school year and two more trips abroad together. Unfortunately, the reality is that crises like these can befall any teacher at any moment. This session will explore and reflect upon just how a resilient, crisis-proof world language program is, can, and should be built.
B6: From Lyrics To Language: Exploring Spanish Grammar and Culture Through Music Across Levels	Veterans Hall 1-2 In Spanish, examples in Spanish Gr. 6-12	Betsie O'Neill Culver Academies	What is teaching grammar felt as fun as listening to your favorite song? In this session, we will explore how to use authentic music to help students naturally learn Spanish tenses and connect with culture from Novice Low all the way to Advanced.

			Grounded in research but focused entirely on real classroom experience, I will share four practical strategies you can use on day one or every time you introduce a new song or artist. You will walk away with easy ready to use ideas for quick prediction activities, targeted grammar tables and more! Come get a ready-to-use tool kit that will make your past, present and future tense lessons a total hit with your students.
B7: Cultural portfolios: Teaching reflection and literacy, slowly, across languages	Veterans Hall 3 In English, Some examples from ELs' languages	Jessica Downey LCIE Society	In this session, attendees will be introduced to current research on the cultural portfolio project and consider its value in teaching the process of learning culture, while concurrently developing students' reading, writing, and oral communication skills. Practical methods of connecting language and cultural learning through iterative critical reflection activities will then be demonstrated and discussed, and attendees will be provided with a list of additional relevant resources at the conclusion of the session.
B8: Afro Descendant Voices in the K-12 Classroom	Veterans Hall 4 In English and Spanish, examples in English and Spanish K-12	Dr. Ellen Ryan Robinson	In predominately white institutions (PWI) there is a vital need to highlight products, perspectives and practices of Afro Descendant peoples in the Hispanophone world. How can K-12 instructors involve these diverse voices in their traditionally grammar-vocabulary centric classrooms? This paper proposes an exploration of different texts, authors, and content creators that focus on Afro Descendant people.

B9 From Performance to Proficiency: Alternative Grading for Writing	Veterans Hall 5 In English, examples Spanish and English Gr. 6-12 College	Jakob Turner Marian University Bronson Keehn Marian University Abigail Skirvin Marian University	Educators are increasingly adopting alternative grading strategies in language classrooms to address learning gaps and support student growth. This session explores the foundations of alternative grading and offers strategies for integrating these approaches into the assessment of student writing. Participants will also learn how to apply alternative grading methodologies through scaffolded language-learning activities and rubrics that foster student autonomy, motivation, and proficiency. The session concludes with a discussion of common implementation challenges.
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Session C 3:30-4:15 p.m.

Title	Location	Presenter(s)	Description
C1: Aktivitäten, die Spaß machen und erfolgreich sind	Salon A In German, examples in German All audiences	Angelika Becker IGLS	Interactive activities, brain breaks, speaking practice, reading strategies, listening skills, and much more will keep students engaged, learning, levelling up, and ultimately be successful in their language learning journey. Please join me for an interactive, playful session that is conducted entirely in the target language and walk away with the knowledge that making your class fun and interactive will lead you students to proficiency.
C2: Teaching Materials for Japanese Sentence-Final Particles: Ne and Yo	Salon B In English and Japanese College	Ai Miyagi	Language learning requires not only linguistic knowledge but also understanding how language is used in authentic interaction. However, in Japanese teaching, textbooks often provide limited explanations of sentence-final particles such as ne and yo and few opportunities to explore their functions in context. This session

			introduces instructional materials informed by authentic conversations to help learners examine their interactional meanings and apply them in communicative speaking activities.
C3: From Words to Worlds: Building Authentic Language Experiences Through Cross-Level Collaboration	Salon C In English, Examples in English and Chinese All audiences	Chunmei Guan Logansport High School Guili Zhang Batesville Elementary School Ying Du Batesville Middle School Qiao Xu International School of Indiana Ye Sun Lafayette Jefferson High School	This proposal explores how cross-level collaboration can create authentic, meaningful learning experiences by connecting learners across different stages of education. Through shared projects, dialogue, and reflective practice, participants move from words to worlds, applying knowledge in real contexts while developing communication, critical thinking, and intellectual competence. The session presents practical strategies, collaborative models, and outcomes that demonstrate how partnerships between educational levels foster engagement, strengthen learning communities, and prepare learners for lifelong participation in diverse academic and professional environments.
C4 Learn About the Grand Concours!	Salon D In English, examples in English and French Gr. K-12	Ricky Baron AATF Blandine Baldwin Lake Central High School	Come learn about this year's 91st French Competition, Le Grand Concours! This is a competition that will allow your students to compete against other students from all over the U.S. and internationally. Open for grades 1-12, come learn about the Concours and how it can benefit your students. If you already participate in the Grand Concours, this would be a great time to learn what is new this year and ask any questions you may have.

C5: Tailor-Made Teaching: Customizing Language Instruction For Every Learner	Salon E In English, Examples in Spanish, French, and German	Ken Stewart Lingco	Just like a perfectly tailored outfit, language instruction should be customized to fit the needs of each learner. This session explores how to craft individualized, proficiency-based lessons using Lingco's editable and authentic content. Discover how to weave thematic instruction, cultural connections, and adaptable activities into a seamless learning experience. Learn practical strategies to design lessons that fit your students like a glove—engaging, rigorous, and tailor-made for success!
C6: Best Practices for Teaching HLs Benefit All in Mixed Classes	Veterans Hall 1-2 In Spanish, examples in Spanish All audiences	Julia Baumgardt Marian University Juan Cristóbal Palacios Marian University Amanda Esquivel Marian University	Demographic changes and new theoretical approaches have changed student profiles, learning outcomes, and student and teacher self-perceptions. Still, many instructors employ strategies oriented toward L2 students in mixed classes, and students themselves sometimes reproduce linguistic hierarchies and standard-language ideologies. This session summarizes key strategies on teaching HLs and demonstrates how to employ them in a mixed class to the benefit of all learners. Discussion will include community building, cooperative grouping, group roles, differentiation, and explicit instruction.
C7: New Approaches to Teaching Personal Pronouns in Japanese	Veterans Hall 3 In English and Japanese, examples in Japanese Gr 9-12, College	Aika Tsubokura Penn High School	Japanese first- and second-person pronouns are closely tied to speakers' identities, making it essential for L2 learners to understand their diversity and usage to interpret others' speech and express their own identities. Drawing on a study of L1 and L2 speakers' use and perceptions, this presentation introduces lesson

			plans and materials that promote natural, inclusive pronoun use. Findings offer updated insights and support inclusive, learner-centered pedagogy for diverse classrooms today.
C8: Scrolling to Speaking: Turning Today's Media into Tomorrow's Proficiency	Veterans Hall 4 In English, examples in Spanish Gr. 6-12, College	Justin Seifts East Chapel Hill High	Today's Gen Alpha and Gen Z learners connect themselves through short videos, cultural updates and authentic media that reflect their daily lives. How can we harness these formats to maximize engagement and language growth in our classrooms? In this session, participants will explore strategies for transforming authentic clips, news segments and cultural spotlights into interpretive, interpersonal and presentational tasks. Join us as we take everyday media and adapt it for student-centered lessons that capture attention while deepening linguistic proficiency.
C9: AI or Human Connection? Exploring Immersion Contexts for Language Students	Veterans Hall 5 In English and Spanish, examples in English and Spanish Gr. 9-12, College	Chin-Sook Pak Ball State University Delia McClain Ball State University Emerson Ramirez Ball State University	Do language learners use AI—and, if so, how—when authentic human interaction is available? This presentation explores AI use and preferences for human connection among beginning-to-advanced Spanish learners in authentic immersive contexts, such as community service-learning projects and study abroad. Through student perspectives and classroom examples, participants will consider when AI can enhance immersion and when meaningful human connection remains essential.
Event	Location	Time	Description

Wine & Cheese Reception	Grand Ballroom	4:30-6:00 p.m.	Join us for a free glass of wine and cheese in the Grand Ballroom! Cash Bar will also be available. First come, first-serve while supplies last.
Gala Awards Night Global and Multil-IN-gual Celebration of Success	Liberty Hall All are welcome to attend!	5:30-7:30 p.m.	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 7, 2026

Event	Location	Time	Description
Conference Check-in	Atrium	7:30 a.m.-12:00 p.m.	Pick up a badge and information from The Meeting Connection.
Grab'n'Go Breakfast	Grand Ballroom	7:00-8:00 a.m.	Assorted muffins, bagels, whole fruit and yogurt.
Workshop 8:00-9:45 a.m.			
Title	Location	Presenter(s)	Description
W09: Building Proficiency Across Communication Modes	Veterans Hall 1-2	Joshua Cabral Keynote Speaker	Solidify your understanding of how the Communication Modes work together to build communicative proficiency. In this interactive workshop, you'll learn practical strategies for designing interpretive, interpersonal, and presentational tasks that connect within a lesson or unit. Through classroom examples, you'll see how to scaffold communication and create meaningful performance tasks that reflect real-world language use. Leave with ready-to-use planning tools, adaptable activities, and a framework for designing proficiency-focused instruction.

W10: From Words to Worlds: Cultivating Global Citizens Across Language Levels	Veterans Hall 3 In English Examples in Chinese All audiences	Liu Li Ball State University Chunmei Guan Logansport High School Jing Yang University of Southern Indiana Yun Liu Reiz Memorial High School	How can language educators bridge the gap between linguistic proficiency and global citizenship across diverse age groups? This panel presentation explores actionable, vertically aligned strategies to transform standard vocabulary and grammar lessons into pathways for global competence. Bringing together perspectives from two college world language professors and two secondary school teachers, the session demonstrates how to cultivate intercultural communication from novice to advanced levels (K-16). Presenters will share concrete examples of curriculum design, including project-based learning, digital portfolios, and community engagement initiatives that foster global citizenship. Attendees will examine scaffolded materials tailored for different proficiency tiers and learn how to adapt core cultural concepts to fit their specific institutional contexts. To maximize engagement, the audience will participate in a collaborative text-voting brainstorm and a structured small-group asset-mapping activity. Participants will leave with a digital toolkit of scalable templates, assessment rubrics aligned with the World-Readiness Standards, and cross-level teaching strategies designed to inspire students to become empathetic, active participants in a globalized society.
W11: What Translators Really Do: Introduce Students to a Language Profession	Veterans Hall 4 In English. Examples in Spanish, French, & English Grades 9-College	Laura Nagle Brebeuf Jesuit Preparatory School	Even if they read or watch content translated, subtitled, or dubbed in English, many students are unfamiliar with the practice and profession of translation. This workshop includes a demo lesson for high schoolers that compares a single poem's three published translations, making the skill and creativity of literary translators visible. Attendees will leave with resources for identifying suitable translations from the languages they teach and strategies for adapting the sample lesson to suit their classes.

W12: The Three-Pillar Framework for Language Student Success and Retention	Veterans Hall 5 In English Examples in English and Spanish College	Judith Carlstrand Indiana University, Indianapolis Melissa Groenewold Indiana University, Indianapolis	This interactive workshop introduces the Three-Pillar Framework for Language Student Success and Retention, a practical model for strengthening success, engagement, and persistence in language programs. Participants will explore strategies related to curriculum alignment, communicative engagement, learner autonomy, and supportive learning communities through collaborative activities and discussion. Attendees will leave with a Three-Pillar planning framework, implementation examples, and action-planning tools that can be adapted to support student success, engagement, and retention within their own instructional contexts.
W13: Beyond the Classroom: How Multilingualism Builds Future Global Leaders	Salon E In English and Spanish Examples in English and Spanish All Audiences	Maria Rosana Mestre Director and Founder, Spanish for Entities (Moderator) Ana Maria Ferreira University of Indianapolis Israel Herrera-Cárdenas Indiana University, Bloomington Annemarie McClung Jay Schools Corporation Hayleigh Kanzler Kaleo Speech	This session brings together a panel of experts from neuroscience, education, workforce development, and international affairs to explore multilingualism from the brain to the classroom, workforce, and world. Through moderated discussion, panelists will examine how multilingualism supports cognition, cultural intelligence, professional readiness, cross-cultural leadership, and global citizenship. The session invites world language educators to consider a larger question: Are we simply teaching another language, or preparing students to participate in the world?
Session D 8:00-8:45 a.m.			
Title	Location	Presenter(s)	Description
D1: Understanding Cultural Values in Japanese Textbook Dialogues	Salon A In English, examples in English and Japanese	Kazumi Matsumoto Ball State University Yumi Takamiya Tokyo Metropolitan University Shogo Sakurai	Integrating culture into Japanese language education is essential, yet classroom time often limits instruction to surface-level culture. Deeper cultural values, which shape communication and mutual understanding, are rarely addressed. This is especially challenging for learners outside Japan, who have few

	All audiences	Nagoya University of Foreign Studies Naofumi Tatsumi CET Academic Programs	opportunities for direct interaction with Japanese people. This study investigates how Japanese language learners in the United States understand the cultural values embedded in model dialogues in Japanese textbooks.
D2: Navigating the New AP exam with APunta al futuro	Salon B In English, examples in Spanish Gr. 9-12	Ada Sopko Wayside Publishing	his session is designed to help AP Spanish Language and Culture teachers navigate the updated AP exam and discover how APunta al futuro supports their students' success. Participants will explore the revised exam framework, take a guided tour of the textbook's structure and resources, and walk away with practical classroom strategies and a personalized course roadmap. Whether you are new to the updated exam or looking to strengthen your current approach, this series offers the tools, insights, and collaborative planning time to move forward with confidence.
D3: Germany in Real Time: Contemporary, Authentic, and Ever-Current Classroom Materials	Salon C In German examples in German All audiences	Franziska Trepke Goethe Institute Caroline Marinoff German American Partnership Program	Bring today's Germany into your classroom with engaging, ready-to-use lesson materials that reflect current realities, trends, and perspectives from across the German-speaking world. This interactive session showcases adaptable resources on topics such as youth culture, career pathways, sustainability, technology, and everyday life. Participants will explore classroom-tested activities and leave with practical tools for keeping German instruction authentic, relevant, and continuously up to date.

D4: Bougez!	Salon D In French and English, examples in French Gr. K-12	Marcet Spahr Lafayette Jefferson High School	Looking for ways to add movement and connection to your French classes? This session will provide songs and activities to help promote community and brain-aligned learning in your classroom. On va bouger ensemble!
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Session E 9:00-9:45 a.m.			
Title	Location	Presenter(s)	Description
E1: Teaching Cristina Peri Rossi: Literature, Language, and Critical Engagement in the Advanced Spanish Classroom	Salon A In Spanish, examples in Spanish All audiences	M. Soledad Forcadell DePauw University	This presentation explores how the short fiction of Uruguayan writer Cristina Peri Rossi can enrich advanced Spanish courses by linking language development to literary analysis and critical reflection. Focusing on “Primer amor” and other selected stories, it examines how themes such as desire, memory, identity, gender, and emotional ambiguity invite students to engage with language not only as a system of communication, but also as a space for interpretation and cultural inquiry.
E2: Let Them Laugh! Bringing Humor and Motivation into the German Classroom	Salon B In German; examples in German, Gr. 6-12	Heike Haddenbrock German Language School New York @ UNIS and Forum Deutsch	Humor creates a relaxed learning environment, increases motivation, and strengthens the sense of community in the classroom. But how can it be used purposefully and effectively in German language teaching? In this hands-on workshop, you'll discover a variety of engaging activities that encourage middle and high school students to speak, write, and think creatively in German. From wordplay, comics, and memes to role-plays and creative writing prompts, all activities require minimal preparation and can be implemented immediately in your

			classroom.
E3: Bridging Students and Kids in Japan Online: A Cross-Generational Project	Salon C In Japanese, examples in Japanese. Gr. 9-12, College	Sayuri Ogiuchi Purdue University	This session shares an online language exchange between university Japanese learners and kids in Japan. Unlike adult exchanges, interacting with children requires learners to adjust their communication and provide clear guidance. With structured preparation, both university students and young learners enjoyed safe, engaging interactions. Following positive survey feedback, a third annual event is planned. Practical preparation tips, activity guidelines, and key considerations for implementing cross-generational virtual exchange projects will be shared.
E4: Project Based Learning to Explore the French Speaking World	Salon D In French; examples in French and some English Gr. 9-12	Carol Weld Elkhart Community Schools	Taking our students' innate interest in sports, food, amusement, and fine arts this session will show ways to explore counterpart cultures' products and practices of these four spheres with project based learning. Exploring the worlds of our target language, French, 2nd and 3rd year vocabulary and structures are used to engage students beyond their current circumstances.

Constituent Language Organization Business Meetings 10:00-11:10 a.m.			
Organization	Location	President	email / website
Indiana Classical Conference (ICC)	Salon A	Charles Campbell	No Business Meeting Planned
Association of Indiana Teachers of Japanese (AITJ)	Salon B	Bill Chittenden	
Chinese Language Teacher Association of Indiana (CLTA-IN)	Salon C	Ying-Sin Chen	

American Association of Teachers of Spanish and Portuguese (AATSP)	Veterans Hall 1-2	J.R. Pico	
American Association of Teachers of French, Indiana Chapter (AATF) and AATF NW Chapter	Veterans Hall 3	Kate Spanke/Cheryl Herman	
American Association of Teachers of German, Indiana Chapter (AATG)	Veterans Hall 4	Bartell Berg	
Same Interest Group: American Sign Language	Salon D		
Exhibitor Break & Raffle 11:15 a.m.-12:00 p.m.			
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 p.m.			
Plated Lunch	Liberty Hall	Your official name tag indicates the choice of lunch you elected in your registration.	
IFLTA Awards Ceremony	Liberty Hall	The awards ceremony, including Teachers of the Year (TOYs), will be held during the luncheon	
Session F 1:15-2:00 p.m.			

Title	Location	Presenter(s)	Description
F1: From Artifact to Acquisition: Building Cultural Worlds for All Learners	Salon A In English, examples in Spanish Gr. 9-12	Cassie Hicks North Montgomery High School	How do we move students "Beyond the Lesson" with limited attention spans? This session demonstrates transforming high-interest artifacts—using Guatemalan Worry Dolls as a model—into compelling input for all levels. Drawing on 21 years of experience, the presenter shares a "Triple Scaffold" framework that builds reading stamina from novice micro-stories to advanced authentic texts. Participants will learn universal strategies to maintain 90% target language use while bridging the gap between souvenir culture and deep competency.
F2: Narrating Professional Identity Development of Japanese Preservice Teachers Abroad	Salon B In English, examples in Japanese and English Gr. 6-12, College	Reiko Habuto Ileleji Ball State University Jesse Thang Ball State University Brooke Stauffer Ball State University Mia Thompson Ball State University	This session presents a collaborative narrative inquiry examining how American preservice world language teachers construct professional identities during study abroad in Japan. Focusing on more independent immersion contexts, participants explore how critical incidents shape linguistic confidence, intercultural awareness, and emerging pedagogical beliefs. Attendees will engage with a practical narrative inquiry framework, weekly reflection prompts, and sample narratives. The session provides adaptable tools for integrating identity-focused reflection into study abroad and world language teacher education programs.
F3: Hoosier Voices - Promoting your program through Publishing	Salon C In English talking about the influence of German language and culture All audiences	Nichole Mathews Hamilton Southeastern High School	This session presents a pathway to publishing a collective memoir of Indiana students, alumni, teachers, and community members whose lives have been shaped by the study of language and culture. Attendees will be equipped with tools to network, collect stories and put them together in a Non-fiction Collective memoir. During the session, participants can write out their stories and network. Attendees will be provided with templates for book set up and collection Google Form.

F4: Representation Matters: Ensuring Students See Themselves and Others Through Curriculum	Salon D In English, examples in English and French All audiences	Robert Stevens Pendleton Heights High School	Participants will hear my story of diversifying the language and culture taught and explore ways to add, not replace, their curriculum while helping students see themselves and others. Through reflection, discussion, and classroom examples, educators will learn to evaluate representation within existing lessons and make meaningful, manageable enhancements without rewriting curriculum. Attendees will receive a curriculum audit checklist, lesson-planning template, curated resource list, presentation slides, and digital handouts adaptable to any grade level or content.
F5: Producing OSV Scrambled Sentences in L2 Japanese	Salon E In Japanese and English, examples in Japanese All audiences	Yasumasa Shigenaga Earlham College	This session presents a study of how L1 English-speaking learners of Japanese produce simple OSV scrambled sentences. Using fill-in-the-blank and picture-description tasks, the study examines whether learners experience more difficulty with scrambled than canonical word order, how proficiency affects production, and whether difficulty reflects grammatical knowledge or processing. Attendees will consider implications for teaching Japanese word order and case marking.
F6: Bridging Language Learning and Proficiency Through AI	Veterans Hall 1-2 In English and Chinese, examples in Chinese	Emily Du Batesville Middle & High School Jing Wang Indiana University Indianapolis Xiaoqing Liu Butler University	This panel explores how AI can extend language learning beyond the classroom while promoting meaningful engagement, communicative proficiency, and career readiness. Presenters will share practical strategies for reducing student overreliance on AI, using AI for lesson planning, project-based learning, and assessment aligned with the ACTFL 5 Cs. Additionally, we will demonstrate how AI tools can support students in preparing for high-stakes proficiency exams like the HSK, which are increasingly required for international careers, study abroad opportunities, and professional credentialing.

F7: Nothing to be afraid of: New AP Project!	Veterans Hall 3 In English, Applicable to German, French, Spanish, Japanese, Chinese Gr. 9-12	Angelika Becker Indianapolis German Language School	Come and learn what the new AP Project in French, German, Spanish, (Italian), Japanese, and Chinese is all about. It is less scary than you think! This session is not only for AP teachers, but will illustrate how to build presentational and interpersonal communication skills as well as light research skills throughout the instructional sequence. It will also underscore the importance of cultural knowledge for students' success on the exam.
F8: Seeing Is Remembering: Using Student-Created Visuals to Build Vocabulary Across World Languages	Veterans Hall 4 In English and Mandarin, examples in Mandarin and Spanish All Audiences	Guili Zhang Batesville Primary School	Visual imagery is a powerful tool for language learning. This session explores how student-created images can strengthen vocabulary acquisition and long-term memory across world language classrooms. While the strategy is particularly effective for learning Chinese characters—where students transform characters into meaningful images (e.g., 木 becomes a tree)—the same principles can be applied to vocabulary learning in languages such as Spanish, French, German, and others by encouraging students to create memorable visual representations of new words. Drawing on research in dual coding theory and cognitive psychology, this presentation demonstrates how combining words with meaningful images enhances comprehension, retention, and recall. Participants will see classroom examples from an elementary Mandarin immersion program and discover how similar activities can support vocabulary development regardless of the target language.
F9:	Veterans Hall 5		
Session G 2:15-3:00 p.m.			

Event	Location	Presenter(s)	Abstract
G1: Stations	Salon A In English, examples in German All audiences	Amanda Beck Harrison High school Charlene Heinzman Westfield High School	Learning stations aren't just for elementary classrooms! Explore how station-based learning can differentiate instruction, support all proficiency levels, and engage learners through interpretive, interpersonal, and presentational tasks. Participants will consider different types of stations, discuss implementation and accountability strategies, and leave with ideas for how to create their own stations that encourage students to communicate purposefully and independently.
G2: Learning About Communication in Language Learning Through AI Chatbot Design	Salon B In English, examples in English and Spanish Gr. 6-12	Reiko Habuto Ileleji Ball State University Nicholas Hogue Ball State University Daniela Castro Ball State University	This session examines how preservice Spanish teachers designed AI-powered chatbots to expand communicative interaction in secondary language classrooms. In response to limited conversational practice in many introductory programs, chatbots simulated scaffolded conversations in Spanish. The classroom implementation and reflection highlighted secondary students' engagement, preservice teachers' evolving understandings of communicative language teaching, and AI's potential to extend interaction beyond class. Participants will explore chatbot interactions, teacher reflections, and strategies for integrating conversational AI into language instruction.
G3: Language Instruction from a Cultural Perspective	Salon C In English & Chinese, Examples in Chinese All audiences	Jing Wang Indiana University, Indianapolis	This session presents language instruction within a cultural framework. Every aspect of language instruction—including pronunciation, vocabulary, and grammar—is explained from a cultural perspective.

G4: Interculturality through storytelling	Salon D In Spanish, examples in Spanish College	Martina Medina Amezcua Purdue University Edzna Virginia Sanchez Purdue University	How can literature help language students connect with cultures beyond the textbook? Inspired by Kohler's work on intercultural language learning and Bryan's view of literature as a space for reflection, empathy, and cultural understanding, this session explores ways to use short stories, songs, poems, and authentic cultural texts to build intercultural understanding while supporting language development. Participants will leave with practical activities, discussion prompts, and scaffolding strategies that encourage reflection, cultural comparison, and meaningful communication through literature and storytelling.
G5: Artificial Intelligence to Actual Intelligence: Reimagining Kanji Dictionary Beyond Lesson	Salon E In Japanese, examples in Japanese and English	Reon Adachi Ball State University	An AI-powered interactive Japanese kanji dictionary, designed as an alternative to traditional paper-based dictionaries, will be introduced to teachers of Japanese. The emergence of generative AI has introduced new modes of dictionary consultation. Unlike traditional dictionaries, GenAI-powered dictionaries can offer personalized, context-sensitive, and interactive support, as well as image-based search. Participants will learn how to use the dictionary, and the developed tool will be shared if available.
G6: Applying phonetics to second language teaching: The case of Spanish	Veterans Hall 1-2 In Spanish, examples in Spanish and English All audiences	Iker Zulaika Indiana University, Bloomington	There has recently been renewed interest in teaching pronunciation in second-language classrooms and in the applicability of phonetics for this purpose. With a focus on Spanish, we will discuss the assessment of oral production, the pedagogical challenges of explicit pronunciation instruction, and the foreign accent as a target for correction. We will learn how to introduce technical elements at early stages of language learning so that students can gradually improve and consolidate their pronunciation.

G7: French Advocacy: Resources for You!	Veterans Hall 3 In English, examples in French All audiences	Randa Duvick Valparaiso University	As French programs find themselves under threat of reduction or elimination, the AATF has put together an extensive set of advocacy resources to help teachers save their programs. Learn how others have approached this challenge successfully, find resources you can use now, and discover creative ways to strengthen your program before the worst happens!
G8: Beyond Grammar: Teaching Japanese Sentence-Final Particles	Veterans Hall 4 In Japanese, examples in Japanese Gr. 9-12, College	Sadatoshi Tomizawa	Sentence-final particles such as ka, ne, yo, no, and n are essential to natural Japanese conversation, yet they are often overlooked in instruction despite their frequent appearance in textbook dialogues. This session explores why these particles receive limited attention in Japanese language teaching and presents practical strategies for introducing, explaining, and practicing them to help learners learn them well and communicate more naturally. The focus will be theoretical rather than practical.
G9: Beyond the AI Hype: Human-Centered AI Literacy in Business German	Veterans Hall 5 In English and German, examples in German Gr. 9-12, college	Bartell Berg Hanover College	How can Business German students use AI without becoming dependent on it? This session presents human-centered strategies for integrating AI literacy into German for the Professions. Through professional tasks such as emails, résumés, interviews, job postings, and workplace scenarios, students learn to critique, revise, and ethically use AI-generated materials and tools while focusing on their own proficiency, intercultural competence, and professional agency.