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Exhibition Hall, second floor

RIFLA 2024 CONFERENCE



PROGRAM

*Languages For All: Making Multilingualism
Mainstream*

CONFERENCE SCHEDULE

8:00-8:30	Registration, Breakfast, and Networking <i>Gaige Hall Lobby</i>	
8:30-9:15	Opening Session: Welcoming Remarks <i>Gaige Hall 100 Auditorium, First Floor</i>	
9:15-10:15	Opening Session: Panel Discussion <i>Gaige Hall 100 Auditorium, First Floor</i>	
10:15-10:45	Exhibits and Networking Coffee Break	
10:45-11:45	Concurrent Sessions I Note that session numbers are not the same as room numbers. Session 101 Going to the Movies: Developing a Unit Using a Feature Film Session 102 Tactics for Engagement Session 103 Small Scholars, Big Stories: Co-Creating Language Fun Session 104 The Path to Proficiency: An Empowering Mindset and Materials Session 105 From Reluctant Readers to Literacy Leaders Session 106 Universal Design for Learning in Language Education Session 107 Grassroots Multilingual Education Advocacy & Roundtable Session 108 Classroom Management Reimagined: From Chaos to Success Session 109 You Are the Authentic Source! Incorporating Our Students' Experience in Daily Lessons	
12:00-12:45	Lunch Break (Donovan Dining) & Vendor Exhibits (Gaige 200)	
1:00-2:00 pm	Concurrent Sessions II Note that session numbers are not the same as room numbers. Session 201 Creating a Lasting Impact for EVERY Language Learner Session 202 Work Smarter, Not Harder Session 203 Level up! Increase Elementary Proficiency with Depth Of Knowledge Strategies Session 204 Seeing the Signs: Navigating Linguistic and Cultural Landscapes through Google Earth Session 205 WordPlay - Creating Meaningful Communication in Fun and Unique Ways at Every Level Session 206 Engaging Community with Archives in the WL Classroom Session 207 Create, Rinse, Repeat: Why work harder than your students? Session 208 Spark Real Conversations: Transformative Interpersonal Tasks for Students Session 209 French Around Us: Resources and Programs with France and Québec	
2:05-3:05	Concurrent Sessions III Note that session numbers are not the same as room numbers. Session 301 Make it Messy: Engaging Intermediate Language Learners Session 302 The Brain-Aligned Classroom: The Art of Teaching to the Brain Session 303 "Kindergarten" Activities for All Ages: Proficiency with a Side of Joy Session 304 Work SmARTer Session 305 Fun For All Ages: The Power of Student-Teacher Collaboration Session 306 Conversations in Portuguese Session 307 Encouraging Meaningful Discourse in the WL Classroom Session 308 Live Outside the Textbook! Session 309 Yônu Jàam: Traveling through the Products, Practices and Perspectives of Senegal	
3:05-3:15	Fill out the Evaluation Form and get your Certificate of Attendance <i>Exhibition Hall, second floor</i>	

Meet Our Panelists

RIFLA Fall Conference Opening Panel Discussion

Location: Gaige Hall 100 Auditorium

We will kickstart our morning with a live panel discussion with our expert group of diverse educators and administrators. Topics discussed will include the new Rhode Island World Language Frameworks, implementation of Rhode Island's new two-year world language mandate, world language instruction of neurodiverse and other special needs populations, inclusive teaching practices, administrative support of world language programs, and more.

Featured Panelists:



Lora Calise is a longtime Spanish teacher and was selected as the RIFLA Teacher of the Year 2024. She holds a bachelor's degree in Spanish and Secondary Education and a Master of Teaching in Spanish, both from Rhode Island College. She has worked at Smithfield High School in Smithfield, RI for thirty years and has been the World Languages Department Head for the last 13 years. During her tenure she has served as a cooperating teacher for student teachers and practicum teachers and the Seal of Biliteracy Coordinator. She was a member of the Rhode Island World Languages Frameworks team as a resource, reader, and commenter.



Nilson DaSilva holds a Master's degree in education with a concentration in Applied Linguistics-TESOL, an MBA in Strategic Marketing, and a BA in Portuguese, and English. Before moving to New England, he was a teacher and high school principal in Brazil. He was awarded Best Practices for Leadership Education in Brazil by the Office of Global Educational Programs, US Department of Education. DaSilva is a former Fulbright Scholar in the Brazilian English Teachers Program in Miami, FL. He works as a Portuguese teacher at Shea High School (RI), where he developed his research with Cape Verdean Portuguese heritage speakers. His research interests include teaching and learning Portuguese as a heritage language, social and cultural identity, and applied linguistics. Currently, he is the Critical Language Scholarship (Portuguese) Campus Advisor, a PhD candidate in the Luso-Afro-Brazilian Studies and Theory program, and a Teaching Fellow in Portuguese at the University of Massachusetts Dartmouth.



Dr. Michelle Kindt is a French teacher with over 20 years of public school experience in teaching with Acquisition-driven Instruction, grades 6-12. In addition to local and state venues, she has had the opportunity to present and coach acquisition-driven instruction theories and strategies at conferences such as NECTFL, IFLT, CI Summit, Fluency Matters and ACTFL. She is currently teaching middle school French in Sharon, MA.



Dr. Danja Mahoney is a language educator with more than 25 years experience teaching in public and independent schools. Her experience teaching Latin, French, Spanish, English, and ESL informs her understanding of diverse pedagogies and supporting all learners in language acquisition. Her doctoral research focused on the intersection of second language learning and learning disabilities, with particular attention to the attitudes and needs of educators in supporting all learners in the classroom. She has continued this focus on access and inclusion with work in Dyslexia Studies and Universal Design for Learning. She has presented at numerous conferences, including MAFLA, ACTFL, CAM, CANE, and Learning Disabilities Worldwide. She is a member of the MAFLA Board of Directors and currently serves as the Board Clerk. She is the World Language & Cultural Exchange Coordinator for the Chelmsford Public Schools in Massachusetts.



Isa Tejada has been an educator for twenty-seven years. Currently, she works as an assistant principal at Cranston High School East. She received her Bachelor's in secondary education with a concentration in Spanish and Bilingual Education from Rhode Island College. She also holds a Master of Spanish from the University of Rhode Island and a Master in Educational Leadership from Providence College. In 2004, Mrs. Tejada and the World Language Department Head, Lauretta Lunghi, developed and implemented the curriculum for the Spanish Heritage Program. The objective of the program is to increase the knowledge and love of the Spanish language and culture in a rigorous and supportive environment. Mrs. Tejada continues to work to support all students by creating a school culture that celebrates diversity and provides students and families with a wide array of opportunities to engage with the school and community.

Concurrent Sessions

Following our Opening Session, we will have three time slots with concurrent presentations. See the conference strands key below for the overall themes of our presentations. Note that session numbers are not the same as room numbers.

Conference Strands Key
 Teaching for Proficiency
 Language Learning For ALL students
 Leadership/Advocacy
 Dual Language Programs/Heritage Language Development
 World Languages Curriculum

Concurrent Sessions I 11:00 am - 12:00 pm

Session 101: Going to the Movies: Developing a Unit Using a Feature Film

Most modern students are visual learners. They are stimulated and engaged with images and video. Feature films in the target language are an excellent way to introduce students to authentic cultures and perspectives and increase proficiency while using a format that engages the learner. The more traditional methods of teaching film focus on comprehension questions that do not encourage the learner to emote or reflect on history, traditions and current practices. With a unit that includes rich authentic resources (songs, articles, videos), engaging discussion techniques (using images, student opinion, hypothetical situations) relevant use of targeted grammatical structures (appropriate to proficiency level) and assessments (in all modes) appropriately aligned with proficiency goals, students will embrace the rich comprehensible input of film study and make gains in acquisition of the target language.

Participants will be able to select target language films and extrapolate engaging themes, develop a unit with supporting authentic resources and engaging discussion techniques that encourage relevant use of targeted grammatical structures and create theme related assessments that align with appropriate proficiency goals.

Location: Gaige Hall 100 Auditorium

Dr. Michelle Kindt is a French teacher with over 20 years of public school experience in teaching with Acquisition-driven Instruction, grades 6-12. In addition to local and state venues, she has had the opportunity to present and coach acquisition-driven instruction theories and strategies at conferences such as NECTFL, IFLT, CI Summit, Fluency Matters and ACTFL. She is currently teaching middle school French in Sharon, MA.

Session 102: Tactics for Engagement

School has changed. Students have changed. Teaching has changed. If we as teachers do not change to meet the needs of the students of today they will not learn. We will discuss strategies, routines and supports that can be used to create a safe and consistent environment as well as a playful and environment community. We will also try out a handful of classroom brain breaks and activities that are high engagement for use in the language classroom. Slides for all presentations will be shared.

Location: Gaige Hall 106

Amy Marshall is a dynamic and energetic Spanish teacher who teaches with a variety of techniques that fall under the umbrella of comprehensible input and TPRS. Building community and relationships with her students is one of the greatest focuses of any classroom that she teaches in. To connect and to truly care, building real relationships and community among the students and herself in her classroom is a huge contributing factor in guaranteeing a sense of belonging and as such a successful experience in learning language. Amy has her undergraduate degree in Spanish and education from Rutgers University and her Masters Degree from Middlebury College in Spanish Language and Literature. She has lived in both Valencia and Madrid, Spain and loves to travel to Spain whenever the opportunity presents itself. She is currently a Spanish teacher at Shepherd Hill Regional High School in Dudley, MA.

Session 103: Small Scholars, Big Stories: Co-Creating Language Fun

This interactive workshop allows for collaborative discussion during which we'll share our teacher created physical and digital resources for implementing student-driven techniques around storyasking as soon as tomorrow! This session explores co-creating stories with students to enhance language acquisition, motivation, engagement, and communicative competence. The goal is for teachers to leave inspired with concrete strategies for empowering students as they collaboratively create class stories reflecting their unique, diverse perspectives. Attendees will experience a hands-on storyasking demo and learn about a variety of engaging strategies (OWI, four corners, posters, MASH, story cubes, Madlibs, small groups, etc.)

Location: Gaige Hall 201

Bethany Mauro is a dedicated district administrator with a deep commitment to educational equity and excellence. She holds a Bachelor's degree in Psychology and a Master's degree in Elementary Education from Sacred Heart University. In addition, she has earned a Remedial Reading Certificate from Southern Connecticut State University and a Reading Consultant Certificate from Sacred Heart University, showcasing her expertise in literacy instruction. With over a decade of classroom experience, Bethany transitioned to an instructional coaching role, where she supported teachers in developing high-quality, research-based practices. She currently serves as a district-level supervisor for Milford Public Schools in Connecticut, overseeing Literacy, Social Studies, and World Language for grades PK-5.

Minette D. Junkins brings her passion for culturally responsive, acquisition-driven language instruction to her first-ever presentation, drawing from over 20 years in elementary education. Having been with Milford, CT Public Schools since the inception of its Elementary World Language Program, she has played a key role in co-crafting curriculum with her team. When not creating engaging Spanish lessons for young learners, Minette cherishes time with her family and enjoys pickleball, Zumba, fishing and beach walks - likely with the latest language learning podcast playing in her earbuds.

Kathy González has been an Elementary World Language teacher since 2009, currently working for Milford Public Schools teaching Spanish to students in kindergarten through grade 5. Her experience in curriculum design and leadership has shaped her focus on acquisition-driven instruction, emphasizing natural language use to enhance students' language skills and cultural understanding. Outside of the classroom, Kathy enjoys home projects and spending time with friends and family.

Session 104: The Path to Proficiency: An Empowering Mindset and Materials

In this practical session for K-16 aspiring to veteran language teachers, participants will explore the fundamental components of planning for, instructing in and assessing a proficiency based language learning classroom. Participants will leave this session with a refreshed understanding of the components of a proficiency based classroom, discover resources to support the shift to planning, teaching and assessing for proficiency and better support colleagues who are making the shift to teaching for proficiency. The presenter will share experience from 25 years as a language teacher-leader and university adjunct methods instructor.

Session 104 Location: Gaige Hall 202

Sarah Steverman is a secondary Spanish teacher and World Languages district coordinator for the Westerly Public Schools in Westerly, RI. She holds a bachelor's degree in Spanish from Assumption University, a master's degree in secondary education with a concentration in Spanish from the University of Rhode Island and a Certificate of Advanced Graduate Studies in Advanced Leadership/School Administration from the University of New England.

Session 105: From Reluctant Readers to Literacy Leaders

In this session, we will discuss reasons that students do not read, particularly for fun. We will explore ways to overcome their hesitation by unlocking strategies that will increase engagement, set them up for success, and help students gain confidence in reading in the target language. I will share resources to help teachers find, or even create comprehensible text and reading tasks that align with students' proficiency levels. All 5 C's will be addressed, with an emphasis on Communities, taking biliteracy beyond the classroom. Participants will receive access to my slides via QR code. **Location: Gaige Hall 203**

Sara Hall has been teaching Spanish for 16 years. With experience from preschool through college level courses, she finds herself most at home when teaching Middle School. Sara is passionate about diversifying lessons to meet the needs of all learners and creating an inclusive space for all. Sara currently teaches seventh and eighth grade Spanish at Swift Middle School in Watertown, Connecticut. After one term as the teacher leadership coordinator on the CT COLT Board of Directors, she recently embarked on a new and exciting journey as the student events coordinator.

Session 106: Universal Design for Learning in Language Education

Universal Design seeks to remove unnecessary barriers to access. It is universal because it potentially affects anyone, but especially disabled users. Applied to education, Universal Design potentially benefits all learners, with or without learning challenges. Universal Design for Learning provides multiple means of engagement, such as group and individual work and choice of topics, multiple means of representation—written, visual, and acoustic, and multiple means of action and expression, such as low-stakes assignments, student choice in presentation mode, teacher feedback, and opportunities for revision. Limited proficiency is a barrier that can undermine a language learner's access to messages encoded in a second language. Language educators practice Universal Design for Learning each time we adapt our methods to meet the needs of non-native speakers of the language of instruction. This presentation explores the connections between Universal Design for Learning and Language Education, grounded in mindful teaching practices and second language acquisition theory.

Location: Gaige Hall 204

Tony Houston is Associate Professor of Spanish at Bryant University. His research interests include second language input processing, language classroom discourse, outcomes assessment for foreign language programs, second language teaching methods, computer assisted language teaching and learning, philology, Renaissance and secular humanism, philosophy of language, and the unity of knowledge.

Session 107: Grassroots Multilingual Education Advocacy & Roundtable

The session aims to raise awareness about the importance of multilingual education, share best practices, facilitate networking, and develop actionable plans. It will begin with an introduction to the coalition and an overview of the session objectives. The main presentation will cover three key strategies: outreach, programming, and informative sessions. Outreach will address community engagement and advocacy techniques, programming will highlight successful multilingual initiatives, and informative sessions will provide tools for educating stakeholders. The presentation will be followed by an engaging roundtable discussion where participants will collaboratively identify areas of opportunity and develop actionable plans to promote multilingual education. This interactive segment will encourage sharing of insights and experiences, fostering a collaborative environment for generating innovative solutions and forming strategic partnerships.

Location: Gaige Hall 205

Alicia Pratt is the Coordinator for the Coalition for a Multilingual Rhode Island. She has a BFA in Creative Writing from Pratt Institute and worked as an English teacher in Beijing China, and dual-language teacher in Cancun, Mexico.

Dr. Erin L. Papa is an assistant professor of world languages education at Rhode Island College. She was awarded the 2024 Rhode Island for Languages Association (RIFLA) Norma Garnett Advocacy Award for advocating for the development and betterment of world language study, and has also received a citation at the R.I. State House from Rep. David Morales on Multilingual Education Advocacy Day for intensely working on policies to expand support for multilingual education in the state.

Session 108: Classroom Management Reimagined: From Chaos to Success

In this interactive workshop, learn two simple yet effective classroom management strategies for the world language classroom: the T.A.L.K acronym and a versatile participation sheet. Both tools offer a framework for ongoing student assessment and reflection and are customizable to each teacher's unique classroom environment. First, see how T.A.L.K works in action with a brief demo featuring an interpersonal speaking activity. Next consider how the participation sheet can be tailored to address your most persistent classroom challenges. Share your insights and questions with other teachers during the Q&A and leave with concrete tools to build confidence in your classroom management plan.

Location: Gaige Hall 206

Allynn Lodge is a teacher, author, and presenter (Best of RIFLA 2023). She is passionate about using language and art to foster connections between cultures. Her book, "A Teacher's Guide to Our Story," leads teachers in planning dynamic lessons to help students acquire language and feel known in the classroom.

Session 109: You Are the Authentic Source! Incorporating Our Students' Experience in Daily Lessons

This session will explore the principles and practices of culturally responsive teaching and differentiated instruction tailored specifically for native speakers and heritage learners. Participants will explore creating an inclusive and supportive learning environment that respects and celebrates students' cultural backgrounds. Through practical strategies and real-world examples, attendees will learn how to design and implement differentiated instruction that meets the diverse needs of their students, enhancing language acquisition and proficiency. The session will also highlight the importance of fostering cultural identity and pride among heritage learners, ensuring they feel valued and empowered in their educational journey.

Location: Gaige Hall 207

Yensen Sierra Lambert has been involved with the AP Spanish Language and Culture program for 13 years. Her experience ranges from teaching at the middle and high school level to participating in the annual AP Reading as a Table Leader to co-authoring an AP Spanish textbook. Her objectives as an educator have been to help students become culturally competent during their AP course experience, to prepare them for the world beyond AP, and to foster enthusiastic interest and love of the Spanish language. She has presented at APAC on behalf of the AP Spanish Language and Culture program and participated in AP Live/AP Daily videos for AP Classroom and YouTube Channels. In 2022, she was named Connecticut's Language Teacher of the Year. She lives in Connecticut, where she teaches AP Spanish Language and Culture and chairs a world languages department at a private school.

Concurrent Sessions II 12:50 pm -1:50 pm

Session 201: Creating a Lasting Impact for EVERY Language Learner

Students with Learning Disabilities can thrive in language class! Research shows that students succeed when teachers support their needs. Yet many language teachers struggle to support SLDs. This presentation reviews research supporting access for SLDs in WL classes. Straightforward strategies for Universal Design and Inclusive Practices will be shared. Participants will leave with tools they can implement in the classroom right away.

Location: Gaige Hall 102

Dr. Danja Mahoney is a language educator with more than 25 years experience teaching in public and independent schools. Her experience teaching Latin, French, Spanish, English, and ESL informs her understanding of diverse pedagogies and supporting all learners in language acquisition. Her doctoral research focused on the intersection of second language learning and learning disabilities, with particular attention to the attitudes and needs of educators in supporting all learners in the classroom. She has continued this focus on access and inclusion with work in Dyslexia Studies and Universal Design for Learning. She has presented at numerous conferences, including MAFLA, ACTFL, CAM, CANE, and Learning Disabilities Worldwide. She is a member of the MAFLA Board of Directors and currently serves as the Board Clerk. She is the World Language & Cultural Exchange Coordinator for the Chelmsford Public Schools in Massachusetts.

Session 202: Work Smarter, Not Harder

Teachers are burning out. Positions are not being filled. The demands are growing but there has been no lifeline to help our teachers. We need to teach our teachers how to work smarter and not harder. We will focus on using our energy to be amazing in the classroom and conserving our energy wherever possible. We will discuss how to manage time, planning strategies, how to save ourselves with grade book setup and grading practices and how to use AI to lighten our load. Attendees will be able to identify and map recurring and like classroom activities and follow up activities. Attendees will be able to identify, fine tune and streamline some grading practices to be more efficient and less time consuming. Attendees will be able to identify classroom and personal practices to implement for a more sustainable work/home balance. Attendees will be able to identify AI tools to support their planning practices.

Location: Gaige Hall 106

Amy Marshall is a dynamic and energetic Spanish teacher who teaches with a variety of techniques that fall under the umbrella of comprehensible input and TPRS. Building community and relationships with her students is one of the greatest focuses of any classroom that she teaches in. To connect and to truly care, building real relationships and community among the students and herself in her classroom is a huge contributing factor in guaranteeing a sense of belonging and as such a successful experience in learning language. Amy has her undergraduate degree in Spanish and education from Rutgers University and her Masters Degree from Middlebury College in Spanish Language and Literature. She has lived in both Valencia and Madrid, Spain and loves to travel to Spain whenever the opportunity presents itself. She is currently a Spanish teacher at Shepherd Hill Regional High School in Dudley, MA.

Session 203: Level up! Increase Elementary Proficiency with Depth Of Knowledge Strategies

The session will present Hess' World Language Cognitive Rigor matrix and strategies to usher novice learners to DOK levels 3-4 and thus increase their proficiency. This practical session will be guided by an enthusiastic facilitator, with a visually appealing presentation organized by numbered strategies and illustrated with students' oral and written samples. We will use two graphic organizers: 1. Note-catcher to capture information and thinking (Interesting/Questioning/Acting); 2. DOK template to brainstorm and plan, and as post-conference reference. Participants will have time during the session to process, discuss and generate immediate applications of each strategy to participants' classes.

Location: Gaige Hall 201

Carolina Gieczewski has 19 years of teaching experience at the elementary, middle and high school levels. She currently teaches 3rd-5th grade Spanish in West Hartford Public Schools, where she amplifies the language and culture through lessons, visits, recipes, special li 'programs, student highlights and family involvement. She is from Argentina and infuses her practice and activities with the vibrancy that comes from being a proud Latina. Carolina grew up in an environment that values multilingualism; she was surrounded by many languages at home and attended bilingual schools. She knows firsthand how it feels to be a language learner! Carolina is a graduate of the Universidad de Belgrano (BA) in Buenos Aires, the University of Connecticut School of Law (JD), and Sacred Heart University (Educational Leadership). She has teaching and administrative experience from CREC and WHPS. She is an advocate for early language learning, and actively believes every child can and should have access to quality language learning throughout their school years. She is a Spanish teacher 24/7, raising two bilingual kids. She enjoys quilting, running and devouring all kinds of books in three languages (English, Spanish, Italian).

Session 204: Seeing the Signs: Navigating Linguistic and Cultural Landscapes through Google Earth

In a world where many students are unaware of the languages and cultures that surround them, it can be challenging to promote the significance of cultural awareness and literacy. In this presentation, I will inform educators on how to make students aware of their own linguistic and cultural landscapes using Google Earth.

Location: Gaige Hall 202

Kayla Soares is an Assistant Teaching Professor of French and Language Center Coordinator at the University of Rhode Island. She also teaches French and Italian as an adjunct professor at Bryant University. Kayla holds an M.A. in Education from the University of Rhode Island as well as an M.A. in French Language Teaching from Southern Oregon University through l'Université Catholique de l'Ouest in Angers, France. She is currently working on her PhD in Langues, cultures, et littératies at Simon Fraser University. Additionally, Kayla serves as one of the Publicity Coordinators for the International Association of Language Learning Technology (IALLT). Her research interests include digital and multimodal literacies, instructional technology, curriculum development, phonetics, language center design, and more recently, cultural literacy and intercultural competency.

Session 205: WordPlay - Creating Meaningful Communication in Fun and Unique Ways at Every Level

I have designed an activity that focuses on basic communicative structures using WordPlay cards. They are color coded and grouped according to parts of speech - nouns, adjectives, verbs, conjunctions, etc. Each unit of study will create a master group of cards that will sit in magnetic clear protectors that are write on, wipe off. These cards can be used to reinforce all modes of communication, and highlight culture as well. Since one set builds upon the next, previously taught material and vocabulary can be consistently reinforced.

I have a list of interactive games that will use these cards. Participants will play the role of the students and work together to practice with reading, writing, listening, speaking, and cultural products. At the end, I will ask teachers to come up with new ideas for using the cards in their own classroom.

Location: Gaige Hall 203

Lora Calise is a longtime Spanish teacher and was selected as the RIFLA Teacher of the Year 2024. She holds a bachelor's degree in Spanish and Secondary Education and a Master of Teaching in Spanish, both from Rhode Island College. She has worked at Smithfield High School in Smithfield, RI for thirty years and has been the World Languages Department Head for the last 13 years. During her tenure she has served as a cooperating teacher for student teachers and practicum teachers and the Seal of Biliteracy Coordinator. She was a member of the Rhode Island World Languages Frameworks team as a resource, reader, and commenter.

Session 206: Engaging Community with Archives in the WL Classroom

This workshop will provide resources on regional and national digital archives that may be explored by world languages teacher educators when designing classroom activities. The session will focus on Portuguese and Cape-Verdean archives and include Portuguese and Cape-Verdean Creole language examples. Through the exploration of online digital archives and the PICRAT model for technology integration (Kimmons, Graham & West, 2020) we will chart activities that identify the student's relationship to technology as either Passive (P), Interactive (I), Creative (C); and teacher's use of technology as either Replacing (R), Amplifying (A), or Transforming (T) traditional practice. We will integrate the PICRAT model with ACTFL's five Cs and respective standards in lesson plan design. By the end of this session participants will have created a lesson plan for one or a series of activities exploring digital archives in the world languages classroom.

Gaige Hall 204

Dr. Sílvia A. Oliveira was educated in Portugal at the University of Porto where she graduated in Modern Languages and Literatures - Concentration in French and Portuguese Literatures; Brazilian Literature; and African Lusophone Literatures. Her Ph.D. was in Hispanic Languages and Literatures at the University of California in Santa Barbara. In 2011 she started the Portuguese academic program at Rhode Island College, and since 2018 she directs the Institute for Portuguese and Lusophone World Studies at RIC. She speaks English, Spanish, and French fluently and is learning German.

Session 207: Create, Rinse, Repeat: Why work harder than your students?

It is true in many classrooms that teachers are working harder than their students. Why? In this workshop participants will learn of several strategies to help leverage the most acquisition possible without extra work. Participants will engage with online tools, teacher-led strategies, and student practice activities to realize the power they have in providing input for acquisition. This workshop seeks to help teachers put their real focus on building connections and relationships with students because they are using their materials in the best way possible. Strategies will be modeled for participants with student examples, videos, visuals, and interactive practice within the session.

Gaige Hall 205

Dr. Emily Loughlin has been a middle school Spanish teacher for 14 years. She recently defended her dissertation on the reasons why schools in Massachusetts struggle to offer the Seal of Biliteracy. She is obsessed with pineapples and enjoys the summer to consume all the PD she is too tired to enjoy during Beththe year. Connect with her on Instagram @laprofepina.

Session 208 Spark Real Conversations: Transformative Interpersonal Tasks for Students

In a world of artificial intelligence, interpersonal conversation has to be the goal of language learning. "iConversemos!" is a conversation task that boosts language proficiency and student confidence through authentic dialogue. It aligns with all five World Readiness Standards by promoting connections, comparisons, and community-building around cultural topics. This workshop offers an activity template, versatile conversation questions, and effective assessment strategies. Attendees will gain insights and resources for fostering meaningful student interactions, share their own activities and grading practices, and receive all workshop materials digitally.

Gaige Hall 206

Dana Martin is a proud graduate of the UCONN Neag School of Education (BA '12, MA '13) and Central Connecticut State University (092 certification '18). With over a decade of experience, she's in her 12th year teaching Spanish at Conard High School in West Hartford, Connecticut. Dana has taught a broad spectrum of Spanish levels, from middle school to advanced high school courses. Currently, she teaches Spanish 4 honors and has revamped the Spanish 5/6 curriculum to focus on global issues, centering lessons around the UN Sustainable Development Goals.

Session 209 French Around Us....: Resources and Programs with France and Québec

Michael Hebert will moderate a conversation with representatives Marie-Josée Duquette of the Quebec Delegation and Marceau Crespo from the French Embassy. The discussion will focus on exploring the different facets of the programs and resources made available to French teachers. The presentation will explore the different in-classroom resources, cultural extracurricular activities and structuring initiatives that they lead to support French learning in Rhode Island. The session will allow a significant amount of time to answer questions and to be in conversation with the teachers in attendance to curate the session to their concerns and needs.

Gaige Hall 207

Michael Hébert has been the president of the Rhode Island chapter of the AATF since 2007. He attended Bryant College and the University of Rhode Island, where he studied business and French. He completed his teacher certification in 2006 at Providence College and presently teaches all levels of secondary French at Classical HS in Providence, RI. He is also a member of RIFLA and Francophonie Rhode Island. In 2015, he was named Chevalier dans l'Ordre des Palmes académiques by the French Ministry of Education, and in 2016, he was named Outstanding Chapter Officer by the national level of the AATF.

Marceau Crespo de Nogueira is the Educational and Cultural Project Manager for the Consulate General of France in Boston. His responsibilities include relations and cooperation with educational institutions regarding French language education as well as cultural activities in the region. He holds a Bachelor of Arts degree in International Relations and Affairs from the George Washington University and also worked as a Research Assistant at the Institute of International Economic Policy.

Marie-Josée Duquette is a French-Canadian who has been living in Boston since 2010. For over 8 years, she has been the Culture, Francophonie and Academic Affairs Attachée at the Québec Government Office. She holds a master's degree in Environmental Science and a D.E.S.S in communication marketing at HEC. She is also the author of two books published in Quebec.

Concurrent Sessions III 2:05 pm -3:05 pm Note that session numbers are not the same as room numbers.

Session 301: Make it Messy: Engaging Intermediate Language Learners

Intermediate learners have acquired some language but have little control over their message. Often, their confidence suffers and they feel like they have regressed. In this session, we'll explore benchmarks for level 3+ students and ways to engage them with compelling comprehensible input. Examples will be given in English & Spanish.

Location: Gaige Hall 207

Ashley Racicot is a Spanish teacher at Shepherd Hill Regional High School in Dudley, MA. She is passionate about engaging her learners with compelling, comprehensible input, from level one to AP Spanish Language and Culture. As the coordinator for the Seal of Biliteracy program in her district, she particularly loves working with intermediate language learners. Ashley always enjoys learning from her colleagues in the language education community.

Session 302: The Brain-Aligned Classroom: The Art of Teaching to the Brain

Movement, vision, stress levels, music, and more affect student attention, memory, and L2 acquisition. In this informative and interactive session, participate in learning the science behind how the brain learns and how Our Story by Voces Digital weaves all of this and more into every unit. Leave with practical tips, tasks, and research-based examples for connecting with your students and designing your language acquisition program with the brain in mind. Appropriate for all levels/languages.

Location: Gaige Hall 106

JJ Morgan is the Conference Coordinator for Voces Digital. She has experience teaching, blogging, presenting, curriculum writing, and coaching. She has an MA in Second Language Acquisition and a graduate certificate in Applied Educational Neuroscience. She is a 2021 AATSP Indiana HS Spanish Teacher of the Year and IFLTA 2021 HS Spanish Teacher of the Year. Additionally, JJ is a 2022 Indiana University Decoding the Disciplines Fellow and a 2023 NEA Foundation Global Learning Fellow. You can find her blog at www.SenoraJotaJota.com.

Session 303: "Kindergarten" Activities for All Ages: Proficiency with a Side of Joy

The three presenters will "tag team" and use brief Japanese demonstrations and actual classroom videos to illustrate the use of similar manipulatives, movement, music, role-plays, and games with elementary students and high school students. They will highlight slight changes that they made to each activity to make it more appropriate for the developmental level of the students while maintaining joy and engagement. They will then review brain-based research that supports the effectiveness of these "kindergarten" activities for all ages. Participants will receive a Japanese-style origami handout and an electronic version with extensive links to explanatory videos and examples.

Location: Gaige Hall 201

Jessica Haxhi has been the Supervisor of World Languages for New Haven Public Schools in Connecticut since 2013, overseeing 80 teachers and eight languages. Previously, Jessica taught Japanese for 20 years in a PreK-5 program and has taught world language methods as an adjunct instructor at local universities in CT. Jessica was President of ACTFL in 2021 and is a past President of the American Association of Teachers of Japanese. She served on the Northeast Council on the Teaching of Foreign Languages Board and the ACTFL-NCSSFL Can-Do Statements Committee. She holds a B.A. From Duke University, a M.A. from Saint Joseph College, and a 6th Year in Educational Leadership from Central CT State University. Jessica enjoys flying model airplanes, reading, and walking outdoors.

Rebecca Sipper graduated from the University of Massachusetts Amherst with a Bachelor's degree in Japanese Language and Literature. This is her fourth year of teaching Japanese at High School in the Community, which is located in New Haven, Connecticut.

Kazumi Yamashita-Iverson has been teaching Japanese at Maloney Interdistrict Magnet School in Waterbury, CT where all 590 students take Japanese since 2001. She has taught PreK through 5th graders and middle and high school summer and afterschool programs. She is currently teaching Pre-Kindergarten, first, third, and fifth grades. She is also working as Teacher Vice Principal (TVP) at her school. She is also a member of the Waterbury Public Schools World Language Curriculum Committee. She holds the Sixth Year Diploma of Advanced Studies (DAS) in Educational Administration and Supervision from University of Bridgeport, MS in Bilingual/Multicultural/TESOL Education from Southern Connecticut State University, and BA in Japanese Language and Culture from University of Tsukuba in Ibaraki, Japan. She has served as a board member for the National Council of Japanese Language Teachers (NCJLT) and American Association of Teachers of Japanese (AATJ). She is currently serving as an Organization Director-AATJ for the CT COLT and the ACTFL Advocacy Committee.

Session 304: Work SmARTer

At the novice level art can scratch the surface, but as we grow in proficiency it can be used as a tool to dive deeper and construct meaningful discussions and enhance intercultural competencies. This presentation will include examples of how art lends itself to existing units and serves as an effective authentic resource for language acquisition. Participants will take part in discussions regarding how the samples I share can align with their upcoming units. This interactive session will provide participants with teaching materials, templates, and research of the integration of art in language learning. Attendees will leave with the toolkit they need in order to create lessons across proficiency levels in the context of art.

Location: Gaige Hall 202

Jamie Roxas-Pelosi is currently in her fourth year of teaching Italian. She has taught both at the middle school and high school levels in Torrington, CT. Jamie is currently an Italian I, III, and UConn ECE Italian IV teacher at Torrington High School. She strives to teach Italian language through the lens of culture and use of authentic resources because she believes that students gain the powers of compassion and empathy when they learn about others. She believes that creating a safe space for students to take risks and feel heard is the ultimate key for successful engagement in the classroom. Jamie earned her B.S. in Secondary Education with a focus in Italian from Central Connecticut State University in 2021 and just graduated in May with her M.A. in Romance Languages from Southern Connecticut State University. Jamie serves on two executive boards for Connecticut language organizations: Webmaster for Connecticut Italian Teachers Association (CITA) and CT COLT Social Media Coordinator.

Session 305: Fun For All Ages: The Power of Student-Teacher Collaboration

Our collaborative, multi-level classroom community furthered the World Readiness Standards of Communication and Communities, strengthening the presence of world languages on campus by motivating students and educators of all ages to communicate about their language learning experiences. I will discuss how introducing pedagogy and curriculum development as communication skills can enrich advanced students' metalinguistic awareness and sense of social responsibility, in addition to creating role models for novices and support systems for educators. I will provide reflections from my mentor teacher and students on my role in the classroom, and offer suggestions for how to apply my experience across contexts.

Location: Gaige Hall 203

Violet Affleck was formerly a high school student researcher and language teaching assistant at Marlborough School in Los Angeles. Now, she is an undergraduate at Yale, studying history, education studies, and as many languages as she can cram into her schedule. She works on a research team with Drs. Terry Osborn (University of South Florida) and Manuela Wagner (UConn) to investigate the work of educators who act as trailblazers in teaching world languages for social justice.

Session 306: Conversations in Portuguese

This interactive session invites Portuguese language teachers to come together in a collaborative environment to share best practices, teaching strategies, and innovative methods for language instruction. Participants will be encouraged to present their own classroom experiences, resources, and challenges in fostering language proficiency and cultural understanding. The session will focus on open dialogue and peer collaboration, allowing educators to exchange ideas on effective lesson planning, integrating technology, and enhancing student engagement.

Location: Gaige Hall 204

Larissa Guido Swenson is a dedicated language educator, passionate about social justice and empowering students from diverse backgrounds to become multilingual. Originally from Brazil, Larissa moved to the United States as an adult after completing her undergraduate degree in education. She recently graduated with a Master's Degree in World Languages Education (Portuguese/Spanish) from Rhode Island College in May 2024, achieving a 3.967 GPA and earning all A's. In 2023, she was one of 13 pre-service and in-service educators selected to participate in the Fulbright-Hays Group Projects Abroad "Guatemala for Educators." She was nominated for and received the 2024 NECTFL Future Language Educator Award. Additionally, she was honored with a Citation from the Rhode Island House of Representatives for her academic achievements and advocacy for multilingual learners. Currently, Larissa works at Rhode Island College in the Department of Educational Studies, serving as the coordinator for the research-based Grow Your Own Equity Fellows Project.

Session 307: Encouraging Meaningful Discourse in the WL Classroom

As the focus of this session, world language teachers will examine Dr. Stephen Krashen's Comprehensible Input (CI) hypothesis and its relevance to standards-based outcomes in the classroom. Because ACTFL both supports and encourages incorporating CI in instructional design, this topic is current and necessary. Many World Language teachers hear the endorsement of CI and yet do not understand exactly how it fleshes out within the context of a lesson. This session will define CI and explore its capacity to elicit meaningful learning experiences and interactions in the classroom, as well as, defend its strength in advancing language proficiency. Participants will leave with an understanding of Comprehensible Input and its relevance to language acquisition and will be able to add discussion tools and strategies to their tool box of ideas for class discussions.

Location: Gaige Hall 205

Dr. Michelle Kindt is a French teacher with over 20 years of public school experience in teaching with Acquisition-driven Instruction, grades 6-12. In addition to local and state venues, she has had the opportunity to present and coach acquisition-driven instruction theories and strategies at conferences such as NECTFL, IFLT, CI Summit, Fluency Matters and ACTFL. She is currently teaching middle school French in Sharon, MA.

Session 308: Live Outside the Textbook!

Come live outside the book with us as we explore the latest, authentic resources for novice and intermediate learners! We will share proficiency-driven practices that foster language and cultural competencies. Take away engaging strategies that integrate the modes of communication and empower your learners to use the language. Our presenters will share up-to-date, digital content and scaffolding approaches for group, whole class instruction and individual guided practice. Join us as we learn with Lingco!

Location: Gaige Hall 206

Bety Gegundez is a seasoned professional in education. After five years as a Sales Operations Manager in Assistive Technology, she started a successful fifteen year career in World Language Education. She has made significant contributions to various language education initiatives. In August 2023, Bety joined Lingco, drawn by its innovative and adaptive language learning platform. Her work is characterized by a commitment to modern, flexible, and engaging educational content that brings language to life for students. Eager to connect with the World Language community, Bety continues to advocate for effective and authentic language learning experiences for both students and teachers.

Session 309: Yônu Jàam: Traveling through the Products, Practices and Perspectives of Senegal

In this presentation, we will describe our experiences in Senegal (as educators and students) through the lens of ACTFL's 3 P's (products, practices and perspectives). We will then give examples of classroom activities that can be implemented to highlight the 3 P's allowing students to find and express their cultural identity. These activities will aid students in thinking 'outside' of themselves in order to become more aware and accepting of others, no matter their background. The examples provided will be based on both research and practice. Throughout this presentation, we will emphasize the impact that traveling with Vive l'experience has had on us and we will explain other immersive experiences they offer. Note: we do not work for Vive l'experience, but enjoyed the trip so much that we want to promote this opportunity to others!

Location: Gaige Hall 100 Auditorium

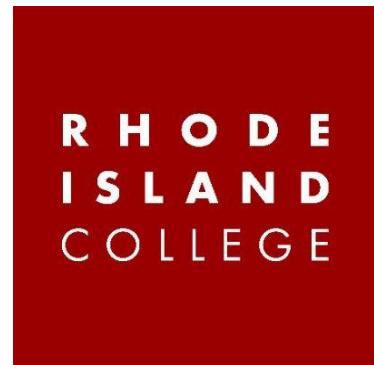
Nathalie LeBras is a native of Utah where she received a B.A. in both French and History Teaching at Brigham Young University. Nathalie has been an educator at the secondary level in Provo City School District for almost 15 years teaching History, English for Multilingual Learners, and French including Dual Immersion. She also has obtained an M.A. in French Language Teaching from Southern Oregon University through a hybrid graduate program based at l'Université Catholique de l'Ouest in Angers, France. She is currently teaching both French and English for Multilingual Learners at Provo High School in Provo, Utah. She also serves as President of the Utah Chapter of the American Association of Teachers of French (AATF) and as a board member for the Utah Foreign Language Association (UFLA).

Kayla Soares is an Assistant Teaching Professor of French and Language Center Coordinator at the University of Rhode Island. She also teaches French and Italian as an adjunct professor at Bryant University. Kayla holds an M.A. in Education from the University of Rhode Island as well as an M.A. in French Language Teaching from Southern Oregon University through l'Université Catholique de l'Ouest in Angers, France. She is currently working on her PhD in Langues, cultures, et littératures at Simon Fraser University. Additionally, Kayla serves as one of the Publicity Coordinators for the International Association of Language Learning Technology (IALLT). Her research interests include digital and multimodal literacies, instructional technology, curriculum development, phonetics, language center design, and more recently, cultural literacy and intercultural competency.

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