



The Foreign Language Association of North Carolina
welcomes you to the

56th Annual Fall Conference



October 8-9, 2022
Sheraton Imperial Hotel
Durham, NC

FLANC Conference 2022

Conference COVID 19 Protocol: There are no state, county or city protocols or requirements in place. Masks are optional and we encourage you to practice what makes you feel comfortable/safe in our conference venue. Looking forward to seeing you!

Conference APP

FLANC is proud to offer for your convenience
a conference app by Grupio.
You can access the complete schedule, session descriptions
and session handouts via the Grupio App.
Just scan the QR code to the right with your smartphone
and then select what type of phone you have
to start the download to gain access
or use the URL to access the download



<https://bit.ly/FLANC22APP>

Twitter Hashtag



#FLANC22

Conference Digital Program

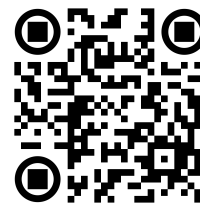
You can find the FLANC 56th Annual Conference
Digital Program
using the QR code or URL link to the right.



<https://bit.ly/FLANC22PROGRAM>

Session Evaluations

Please remember to evaluate the sessions
you attend
using the QR code or URL link to the right.



<https://bit.ly/FLANC22SURVEY>

Certificates of Attendance

Certificates of Attendance (COAs) are available at the end of the Saturday and Sunday sessions
and can be found in this program after each day's session descriptions.

Welcoming our Keynote Speaker:

Dr. L. J. Randolph



L. J. Randolph Jr., Ed.D., is an assistant professor of World Language Education at the University of Wisconsin-Madison. Dr. Randolph's teaching career has spanned 20 years, including a decade as a high-school Spanish and ESL/ESOL teacher for Chapel Hill-Carrboro City Schools. At the university level, he has taught undergraduate and graduate courses in Spanish language, contemporary Latina/o/x cultures, and second language teaching methods. He has also directed study abroad programs in China, Mexico, Spain, and the Dominican Republic for secondary, undergraduate, and graduate students.

*Dr. Randolph's research, publications, and professional engagement have focused on a variety of critical issues in language education, including teaching Spanish to heritage and native speakers and incorporating justice-oriented and anti-colonial pedagogies. He has authored/co-authored several publications and given dozens of scholarly presentations on those topics. He is a co-editor of the forthcoming book *How We Take Action: Social Justice in PreK-16 Classrooms*.*

Throughout Dr. Randolph's career, he has served in leadership roles in various language organizations, including president of the Foreign Language Association of North Carolina (FLANC), president of the North Carolina Chapter of the American Association of Teachers of Spanish and Portuguese (AATSP), coordinator of the Cape Fear Foreign Language Collaborative (CFFLC), board member for the American Council on the Teaching of Foreign Languages (ACTFL), and founding vice-chair of ACTFL's special interest group for Critical and Social Justice approaches.

Dr. Randolph is a North Carolina native (born in Wilmington) and a proud graduate of North Carolina's public schools (East Columbus High School '97; University of North Carolina at Chapel Hill [BA '01, MAT '03, EdD '11]). As a longtime member and past president of FLANC, he looks forward to returning home to share, learn, and fellowship with his colleagues from North Carolina.

Conference Schedule at a Glance

Saturday, October 8, 2022

7:30a	Registration Opens
8:00a-9:15a	Exhibits and Welcome Break
9:30a-10:20a	Round 1 Concurrent Sessions
10:30a-11:20a	Round 2 Concurrent Sessions
11:20a-11:45a	Exhibits and Break (beverages in Exhibitor Hall)
11:45a-1:20p	FLANC Annual Business Meeting 2022 Awards Ceremony Keynote Address by Dr. LJ Randolph <i>Location: Imperial Convention Center</i> <i>Plated Lunch included for all attendees</i>
1:30p-2:20p	Round 3 Concurrent Sessions
2:30p-3:20p	Round 4 Concurrent Sessions
3:30p-4:00p	Exhibits and Break
4:00p-4:50p	Round 5 Concurrent Sessions
5:30p-6:15p	Trent Perry Famous FLANC Raffle / Exhibits close at 5:30
6:30 – 7:45p	FLANC Board Meeting (Invitation Only)
6:30-9:30p	Workshops

Sunday, October 9, 2022

7:30a	Registration Opens
7:45a-8:30a	Exhibits and Welcome Break
8:30a-9:20a	Round 6 Concurrent Sessions
9:30a-10:20a	Round 7 Concurrent Sessions
10:20a-10:50a	Exhibits and Break (beverages in Exhibitor Hall)
10:50a-11:40a	Round 8 Concurrent Sessions
11:40a-12:50p	Exhibits and Lunch Break Box Lunch provided to all attendees (Exhibitor Hall) Business Meetings for Allied Organizations: AATF (Royal B) AATG (Crown) AATSP (Auditorium) NCCA (Empire C) CLTA (Empire B) NCATJ (Empire A) <i>C.A.F.E. Meeting (TBD)</i>
1:00p-1:50p	Round 9 Concurrent Sessions
2:00p-2:50p	Round 10 Concurrent Sessions

2022 FLANC Workshops

Saturday, October 8 - 6:30-9:30pm

Workshop A: SELFIE: Unfiltered

Crown

Carmen Scoggins & Savannah Wilson (Watauga High School)

Students today are not like they were five years ago or even two years ago. This workshop will focus on understanding growth mindset and intrinsic motivation so that you can better facilitate student engagement and create a collaborative learning environment. Come explore strategies and consider different approaches to teaching today's students. We will look at the SELFIE - Student Evolution of Learning For Intrinsic Engagement - to see the unique student view and how it fits into the teacher's perspective.

Workshop B: Cultivating leadership skills through developing language and culture

Bull Durham

Susana Cisneros, Laura Viale, Matthew Levecque, & Patricia Ortiz (University of North Carolina at Charlotte)

Let's Stop, Observe, Listen, Think critically, and Reflect on the power of cultivating leadership skills. This workshop will provide attendees with different activities, strategies, and resources to cultivate the self in each student regardless of the level or age. Each individual has a growing self that needs to be nurtured by understanding the culture and enhanced by authentic communication in the target language.

Workshop C: ¿Cómo se dice? (How Do You Say That?) DL/I Focus

Royal B

Diana Castano, Betsy Roman, & Yamil Ardila (Winston-Salem/Forsyth County Schools)

Join us for a completely interactive workshop that will provide helpful Dual Language Immersion strategies to increase the target language usage in your classroom. Leave with an understanding of the importance of oracy and how to implement engaging, research proven strategies such as, *Cómo se dice*, Lotta Lara, pictorial input charts that you will be able to use right away in your DLI classrooms to increase your student's abilities in listening, speaking, reading, and writing.



Learn more

vistahigherlearning.com/programs/k-12/world-language

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Let's Talk!

Eric Doan
Account Executive
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Interest by Session Number

We have an amazing lineup of presenters! Which sessions are you interested in? If you need some help getting started, look at the following tables showing sessions arranged by intended audience, language focus, or theme.

Intended Audience	Concurrent Session Numbers
All Categories Below	1, 4, 10, 21, 27, 31, 34, 37, 38, 44, 51, 59, 61, 63, 70, 81, 86, 92, 99
Administrator	2, 7, 23, 84
Elementary	2, 8, 13, 16, 18, 22, 23, 26, 29, 32, 33, 42, 45, 58, 66, 68, 71, 76, 79, 82, 88, 90, 91, 96,
Middle	7, 8, 9, 14, 18, 19, 23, 26, 29, 32, 33, 35, 39, 41, 42, 45, 54, 56, 66, 68, 71, 72, 73, 76, 80, 82, 84, 88, 89, 90, 91, 94, 96,
Secondary	3, 5, 6, 7, 8, 9, 12, 14, 17, 19, 23, 24, 28, 29, 33, 35, 36, 39, 41, 42, 43, 45, 46, 47, 48, 49, 52, 53, 54, 56, 57, 60, 62, 64, 65, 66, 69, 71, 72, 73, 74, 76, 77, 80, 82, 83, 84, 85, 87, 88, 89, 90, 91, 94, 95, 96, 97, 98, 100
College/University	3, 5, 6, 7, 8, 9, 11, 14, 17, 20, 25, 29, 30, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 52, 53, 55, 57, 62, 67, 69, 71, 73, 75, 76, 78, 83, 85, 90, 93, 95, 97, 100

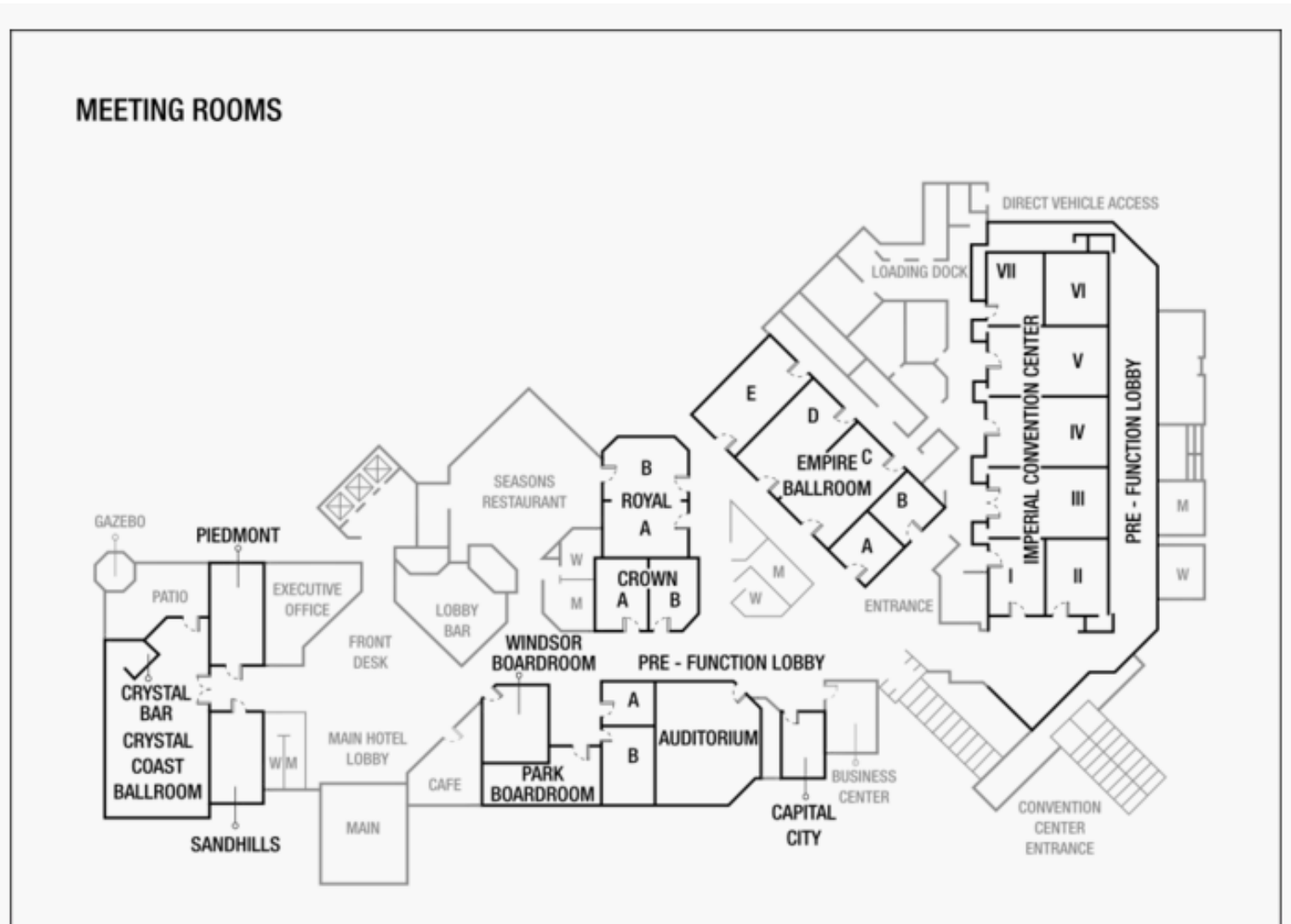
Language Focus	Concurrent Session Numbers
All Languages	1, 3, 4, 6, 7, 11, 13, 14, 16, 19, 21, 22, 23, 24, 29, 31, 32, 33, 34, 35, 36, 37, 41, 42, 43, 44, 45, 46, 51, 52, 53, 54, 55, 56, 59, 61, 62, 63, 65, 66, 67, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 80, 81, 84, 85, 86, 88, 89, 90, 91, 92, 94, 95, 98, 99, 100
Chinese	6, 16, 26, 77, 93
French	9, 12, 19, 29, 39, 43, 49, 64, 71, 78, 83, 98
German	7, 17, 27, 47, 57
Japanese	10, 20, 30, 40, 50
Latin	8, 18, 28, 38, 48
Russian	95
Spanish	2, 5, 11, 12, 15, 25, 32, 58, 60, 64, 68, 71, 79, 87, 90, 96, 97

Theme	Concurrent Session Numbers
College/University	3, 5, 6, 10, 20, 25, 27, 30, 39, 40, 43, 46, 47, 50, 55, 57, 67, 71, 75, 78, 83, 90, 92, 93, 96, 97
Community Engagement Through Travel/Service Learning	6, 10, 11, 16, 24, 36, 44, 65
Cultural and Global Competence/Interculturality	1, 2, 3, 4, 5, 6, 10, 11, 14, 15, 16, 17, 23, 24, 25, 33, 39, 40, 44, 50, 51, 52, 55, 57, 61, 68, 69, 70, 71, 73, 75, 76, 77, 83, 84, 87, 89, 92, 95, 98, 99
Digital Learning Competencies/Technology	10, 19, 26, 29, 33, 55, 67, 71, 76, 78, 81, 100
Dual Language/Immersion Programs	2, 11, 13, 16, 22, 23, 33, 58, 65, 66, 67, 68, 71, 79, 86, 90, 96,
Leadership/Advocacy	1, 2, 4, 8, 10, 23, 33, 83
Literacy	10, 18, 22, 26, 29, 32, 39, 51, 57, 58, 68, 71, 79, 86, 96
Other	1, 13, 42, 45, 61
Pedagogy and Assessment	6, 9, 10, 12, 14, 18, 21, 25, 28, 29, 31, 32, 33, 35, 37, 38, 41, 42, 43, 46, 47, 48, 50, 51, 53, 54, 56, 58, 60, 64, 66, 67, 71, 72, 74, 76, 78, 79, 81, 85, 88, 90, 91, 92, 94, 95, 96, 98
Research	4, 10, 25, 43, 51, 83, 92, 96
Social Justice	6, 10, 16, 17, 21, 24, 27, 49, 69, 70, 73, 83, 89, 93, 99
Teacher Preparation, Recruitment, and Retention	1, 34, 51, 61, 80
Traditional World Language Programs	6, 7, 11, 16, 33, 60, 64, 65, 66, 67, 68, 71, 86, 90, 96, 98

FLANC 56th Annual Conference Map

October 8 - 9, 2022

Sheraton Imperial Hotel



Registration / Welcome / Information Desk / Conference App Support: In Front of Imperial I and II Doors of the Imperial Convention Center

FLANC Functions in Imperial Convention Center: Business Meeting, Exhibitors, Exhibitor Mini-Demonstrations, Breakfast/Lunch/Breaks, FLANC Raffle

Concurrent Session Rooms: Auditorium, Bull Durham, Crown, Empire Ballroom A, B, C, D and E, Royal A and B

Workshop Rooms Saturday Evening: Bull Durham, Crown, Royal B

Allied Group Business Lunches on Sunday: AATF Royal B; AATG Crown; AATSP Auditorium; NCATJ Empire A; CLTA Empire B; NCCA Empire C

Thank You Sponsors!



Jane-Mitchell and Manolita Buck Scholarship and Conference App



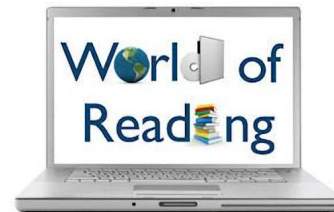
FLANC Teachers of the Year 2022



Scavenger Hunt Game



Lanyards



Name Badges

Thank You Exhibitors!



It's Time to Scavenge!

This is your opportunity to learn about our great conference exhibitors and your chance to win an Amazon gift card!

How to Play:



Artwork Created by Liz, a Student at Smithfield High School

Meet Trivia Knight!

Trivia Knight inspires teachers to search around the exhibit hall on a quest to answer for a trivia-obsessed dragon.

Participating exhibitors will have treasure codes available.

Visit each exhibitor's booth or table to learn about their product.

Discover the exhibitor's secret treasure code.

Get the link to log in and play on your phone or computer.

Enter the treasurer code into the game
and answer the trivia question as quickly as possible for maximum treasure.

Answer the questions correctly and the treasure is yours!



Answer wrong and the dragon will chase you out of his cave.



You run away with no treasure!

Digital leaderboards will be displayed in the Imperial Convention Center Exhibit Hall.

Amazon gift cards will be awarded at key moments throughout the conference to the player with the highest points on the leaderboard.

Thank you to sponsors and exhibitors who have donated Amazon Gift cards!



Exhibitor Mini-Demos

Saturday, October, 2022		
Round	First Exhibitor	Second Exhibitor
Round 1	9:30 - 9:50 Boomalang	10:00 - 10:20 Avant
Round 2	10:30 - 10:50 Carnegie Learning	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Round 3	1:30 - 1:50 Voces Digital	2:00 - 2:20 Wayside Publishing
Round 4	2:30 - 3:20 VISTA Higher Learning	
Round 5	4:00 - 4:20 Klett World Languages	4:30 - 4:50 Language Testing International

Visit the Exhibit Hall in the Imperial Convention Center to attend informative sessions throughout the day to learn about products and services from our exhibitors. Browse all exhibit booths to learn about the latest products, representatives and benefits that can enhance your instruction, your networking circle and your professional awareness.

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Venue

2022 FLANC Saturday Sessions

Round 1 - 9:30-10:20 am

#1 DPI Updates on State Standards Revision, Policies, Resources, and More!

Bull Durham

Dr. Ann Marie Gunter (North Carolina Department of Public Instruction)

This Department of Public Instruction (DPI) session focuses on state policies and resources for World Language programs and classrooms, along with national projects and international initiatives. Also, the revision timeline and action steps to update the North Carolina World Language Essential Standards will be shared, as well as professional development opportunities for the various programs across the state in classical, dual and heritage, and modern languages.

There will be a second opportunity to come to this presentation on Sunday.

Language of Presentation: English

Intended Audience: Administrator; College/University; Elementary; Middle; Secondary

Relevant to: All Languages

Strand: Cultural and Global Competence/ Interculturality; Leadership/Advocacy; Other; Teacher Preparation, Recruitment, and Retention

Crown

#2 Culture Identity and Bilingualism through Arts Education

Yudialejandra Suarez Valarino (Dare County)

This session contains strategies developed as a DL/I teacher partnering with the music teacher to create a bilingual chorus and spring musical. Discover how to incorporate the arts to globalize your school, valuing student experiences before coming to the US (asset-based mindset), to develop empathy and (social) awareness, while generating leadership opportunities for Spanish speakers to shine beyond their EL labels and for DL/I students to value their experiences as bilingual/biliterate kids.

Language of Presentation: English

Intended Audience: Administrator; Elementary

Relevant to: Dual Language/Immersion Programs; Spanish Focus

Strand: Cultural and Global Competence/ Interculturality; Leadership/Advocacy

Auditorium

#3 Engaging in discussions of cultural topics through online conversation with Native Speakers

Susana Cisneros & Maria Elizabeth Mahaffey (University of North Carolina at Charlotte)

This presentation will highlight the pedagogical benefits of student conversations with native speakers as a vehicle to develop oral proficiency. Participants will explore ways in which students can engage in discussions of cultural topics through conversations with native speakers from multiple Spanish-speaking regions. Sample assignment instructions and rubrics will be provided.

Language of Presentation: English

Intended Audience: College/University; Secondary

Relevant to: All Languages

Strand: College/University; Cultural and Global Competence/ Interculturality

#4 Students' Perspectives on the Impact of the Seal of Biliteracy

Royal A

Dr. Kristin Davin (University of North Carolina at Charlotte)

In this session, the presenter will share data from various research investigations on students' perceptions of the importance and impact of the Seal of Biliteracy, called the Global Languages Endorsement in North Carolina. Based on focus groups and interviews over the years, she will discuss why students pursue the recognition and offer advice on how districts and schools might encourage more students to pursue the recognition.

Language of Presentation: English

Intended Audience: Elementary, Middle, Secondary, College/University

Relevant to: All Languages

Strand: Cultural and Global Competence/ Interculturality; Leadership/Advocacy; Research

Royal B

#5 To Google or not to Google, That is the Question: The Threat of On-line Translation to Foreign Language Education

Dr. Javier Alvarez-Jaimes (North Carolina Central University) & Dr. Sharrah Lane (UNC Chapel Hill)

Online translation has increased in popularity in the last decade as a simple solution for commercial translation needs. With the proliferation of tools like Google Translate and Deepl whose accuracy has improved over the years thanks to the arrival of artificial intelligence, the future of fields such as translation, interpretation and even language education seems to be doomed. However multiple studies show that translations produced via these tools, when compared with human source translation, are plagued with issues like misinterpretations and confusion. This presentation considers the feasibility of online machine translations in certain scenarios and whether the use of such tools benefits or become obstacles for the achievement of language acquisition goals in the classroom. The solution? A transformation of the teacher's perception for a thoughtful incorporation of such tools in the foreign language classroom.

This is a NC-AATSP-sponsored Allied session

Language of Presentation: English/Spanish

Intended Audience: College/University; Secondary

Relevant to: Spanish/Portuguese Focus

Strand: College/University; Cultural and Global Competence/ Interculturality

#6 Facilitating Discussions on Social Justice and Community Engagement in Heritage Classes **Empire A**

Bonnie Wang (Durham Academy) & Lini Polin (UNC Chapel Hill)

This session presents a series of curriculum designs on teaching social justice topics and facilitating discussions for Chinese heritage learners in high school and college classes. Students explored the history of Asian American immigration and stereotypes about and discrimination against Asian Americans through research and interview, and brainstormed anti-discrimination strategies through class discussions, reflective assignments and service-learning projects.

This is a CLTA-NC-sponsored Allied session

Language of Presentation: English

Intended Audience: College/University; Secondary

Relevant to: All Languages Chinese Focus; World Language Programs

Strand: College/University; Community Engagement through Travel /Service Learning; Cultural and Global Competence/ Interculturality; Social Justice

#7 Exciting and Inviting: How German Day (re)vitalizes language study, and language teachers too!

Empire B

Wendy Burgbacher (Cary Academy), Beverly Moser (Appalachian State University), and Christina Weiler (UNC at Chapel Hill)

Are you a German teacher looking to learn more about NC-AATG's German Day Competition so you can participate with students in the future? Are you a colleague in another language wanting to host a similar event in your target language? Come learn about NC's annual German Day Competition, which just turned 21! We'll share the history and the goals of the contest, provide tips for organizers, and show how you can incorporate the contest into your curriculum.

This is a NC-AATG-sponsored Allied session

Language of Presentation: English

Intended Audience: Administrator; College/University; Middle; Secondary

Relevant to: German Focus; Relevant to All Languages; Traditional World Language Programs

Strand: College/University; Cultural and Global Competence/ Interculturality; Leadership/Advocacy; Teacher Preparation, Recruitment, and Retention

#8 NCCA and You!

Empire C

Keyne Cheshire (Davidson College)

This presentation will introduce participants to the North Carolina Classical Association, its pedagogical resources, and the opportunities it provides for professional enrichment, connections, and growth. Following the presentation, an interactive portion will invite participants to discuss potential improvements to the NCCA's efforts to facilitate the teaching of Latin and Classics at all levels in North Carolina, and to enrich and support the educators who do this important work.

This is a NCCA sponsored Allied session

Language of Presentation: English

Intended Audience: Elementary; Middle; Secondary; College/University

Relevant to: Latin Focus

Strand: Leadership/Advocacy

#9 NC-AATF Top 10!

Empire D

Caroline Hocutt (Mooresville High School) & Emily Burrus (Pisgah High School)

NC-AATF Presents: Top 10! A collection of Resources and Ideas you can take and tweak and use starting on Monday! Discover an assortment of best practices, different from last year's strand, that are fun, fresh, and unique!

This is a NCAATF sponsored Allied session

Language of Presentation: English, French

Intended Audience: College/University; Middle; Secondary

Relevant to: French Focus

Strand: Pedagogy and Assessment

#10 Teaching “Gentle and Easy” Japanese for Other Language Speakers Certificate Program, its aim, and future

Empire E

Yumiko Ono (Western Carolina University) & Reiko Nitta (Ehime Prefecture International Center)

The presenter founded "Gentle and Easy" JPN club in WCU JPN program after she completed the 11 workshops of the Certificate Program. In addition to the content of the Program, the presentation includes her collaborative experiments through the Club with the co-presenter, who works in a prefectural office in Japan and creates web site with "Gentle and Easy" Japanese to promote critical information including natural disaster evacuation, Covid-19 vaccination, etc. for foreigners in the prefecture.

This is a NCATJ sponsored Allied session

Language of Presentation: Japanese

Intended Audience: Administrator; College/University; Elementary; Middle; Secondary

Relevant to: Japanese Focus

Strand: College/University; Community Engagement through Travel /Service Learning; Cultural and Global Competence/

Interculturality; Digital Learning Competencies/Technology; Leadership/Advocacy; Literacy; Pedagogy and Assessment; Research; Social Justice

Round 2 - 10:30am-11:20am

#11 Bilingualism Basics

Bull Durham

Sandra Watts (UNC Charlotte)

Becoming bilingual is a goal held by both students and teachers, but what does it really mean? How do our ideas about bilingualism shape our teaching and learning? This session will explore basic principles of bilingualism as well as common misperceptions that underlie various approaches to teaching and assessment of both heritage speakers and L2 learners. We will use these concepts to evaluate and enrich specific learning activities often used in the classroom to benefit all learners.

Language of Presentation: English; Examples in Spanish

Intended Audience: College/University

Relevant to: Both Traditional WL and DL/I Programs; All Languages; Spanish Focus

Strand: College/University; Cultural and Global Competence/ Interculturality

#12 "Discover" Grammar in Context

Crown

Michelle Olah (Wayside Publishing)

Come on an adventure and learn how to guide students toward a better understanding of grammar through the Discovery Process. You will discover a new way for students to interact with grammar beyond memorizing verb charts through an easy five-step process that allows students to uncover language structures in a way that is meaningful and memorable.

This session is sponsored by Wayside Publishing.

Language of Presentation: English

Intended Audience: Secondary

Relevant to: Spanish/French Focus

Strand: Pedagogy and Assessment

#13 Responsive Classroom Approach: the importance of morning meetings

Royal A

Fiana Liaudat (Edgecombe County Public Schools)

Responsive Classroom is an evidence-based approach to teaching and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness. Developed as a part of the Responsive Classroom (RC) model, morning meetings are a great way to set the tone for respectful learning, establish a climate of trust, motivate students to feel significant, create empathy and encourage collaboration, and support social, emotional, and academic learning.

Language of Presentation: English

Intended Audience: Elementary

Relevant to: Dual Language/Immersion Programs; Relevant to All Languages

Strand: Other

#14 Ubuntu starts with YOU!

Auditorium

Carmen Scoggins (Watauga High School)

As WL teachers, we have a platform every day to teach acceptance, connections, and communication. We teach much more than content and grammar. Through Ubuntu, we will explore the "U"s of understanding, unconditional, and universal. Consider the power of lessons learned, interconnectedness, and reflection as a way to empower our students and ourselves. The language classroom is the most logical place to design shared experiences and to nurture lifelong language learners and agents of change.

Language of Presentation: English

Intended Audience: College/University; Middle; Secondary

Relevant to: All Languages

Strand: Cultural and Global Competence/ Interculturality; Pedagogy and Assessment

#15 Closing Gaps through the Power of Culturally Responsive Teacher

Royal B

Claudia Vestal (Alamance Community College)

Join us to experience games, activities, and lessons that have helped us integrate cultural learning tools into our instructional repertoire.

This is a NC-AATSP-sponsored Allied session

Language of Presentation: English

Intended Audience: College/University

Relevant to: Spanish/Portuguese Focus

Strand: Cultural and Global Competence/ Interculturality

#16 Infusing Chinese Culture into the Chinese World Language Class

Empire A

to Increase students' Engagement

Langhong Liu (Wake County)

Why become a world language educator and dedicate your time after hours? It was certainly challenging for educators to ponder “What keeps your teaching and student’s learning going?” during the post-pandemic era. In this session, the presenter will share the important role that Chinese culture plays in her Chinese teaching career, and how she infuses Chinese culture into the elementary Chinese foreign language and immersion classes in order to increase students' interest and engagement. The audience will have opportunities to exchange their ideas and teaching practices both in this session and in the upcoming events organized by CLTA-NC.

This is a CLTA-NC-sponsored Allied session

Language of Presentation: English; Examples in Chinese

Intended Audience: Elementary

Relevant to: Relevant to All Languages: Chinese Focus; Dual Language/Immersion; World Language Programs

Strand: Cultural and Global Competence/ Interculturality, Community Engagement through Travel /Service Learning, Social Justice

#17 Street Art: a Unit for Intermediate to Advanced German Students

Empire B

Lisa Worthington-Groce (Northwest Guilford High School)

Street art and graffiti have been used in recent years as forms of protest against oppression but also as sanctioned methods of beautifying urban areas in German-speaking regions as well as in our own communities. This session will explore how to incorporate the themes of street art, protest, and public policy surrounding human expression into intermediate and advanced-level German classes.

This is a NC-AATG-sponsored Allied session

Language of Presentation: English, German

Intended Audience: College/University; Secondary

Relevant to: German Focus

Strand: Cultural and Global Competence/ Interculturality; Social Justice

#18 Active Learning in the Latin Classroom (K-8)

Empire C

Heidi Dean (Veritas Christian Academy)

Every classroom benefits from active learning! Learn techniques for bolstering student engagement, physical activity, and fun in both traditional Latin activities (memorizing, chanting paradigms, translating) and newer inductive/conversational approaches. From acting out principle parts, to crafting games that keep all involved, to using round-robin, cold-call and whiteboard-activities to best advantage, come discuss best-practices for boosting students' enjoyment and success in Latin (K-8).

This is a NCCA sponsored Allied session

Language of Presentation: English

Intended Audience: Elementary; Middle

Relevant to: Latin Focus, Relevant to All Languages

Strand: Literacy; Pedagogy and Assessment

#19 Transform traditional worksheets with Liveworksheets!

Empire D

Mawuena Dabla (NCAATF)

Liveworksheets is a digital tool that allows teachers to transform their traditional printable worksheets (doc, pdf, jpg...) into interactive online exercises with self-correction, which are called "interactive worksheets".

This is a NCAATF sponsored Allied session

Language of Presentation: English

Intended Audience: Middle; Secondary

Relevant to: French Focus, Relevant to All Languages

Strand: Digital Learning Competencies/Technology

#20 Connecting Learners with Real Audiences Through Projects

Canceled

Empire E

Yasuko Rallings (Wake Forest University)

This session will discuss projects that engaged students in applying language and culture learning for an authentic purpose. The culmination of these projects was to contribute an article to public space such as a museum on campus or a campus event website, enriching the audience's perspective. The presenter will discuss the process and share ideas to connect student work with real audiences.

This is a NCATJ sponsored Allied session

Language of Presentation: Japanese

Intended Audience: College/University

Relevant to: Japanese Focus

Strand: College/University

Lunch & Keynote - 11:45am-1:20pm

FLANC Annual Business Meeting

2022 Awards Ceremony

Keynote Address by Dr. L.J. Randolph Jr.:

"Beyond Representation: Building and Sustaining Inclusive Language Classrooms"

Location: Imperial Convention Center

Plated Lunch included for all attendees

Foreign Language Association of North Carolina	
Proposed Budget 2023	
	Total
Income	
A01. Donations	\$0.00
A02. Fall Conference Advertising	\$1,000.00
A03. AV Room Rental	\$0.00
A04. Fall Conference Booth Rentals	\$8,000.00
A05. Fall Conference Registration/Workshops/Membership	\$93,000.00
A06. Fundraisers	\$900.00
A07. Interest (checking)	\$30.00
A08. Interest (savings)	\$30.00
A09. Spring Conference Registration	\$21,000.00
Total Income	\$123,960.00
Expenses	
B01. ACTFL Membership Dues	\$350.00
B02. Accounting and Taxes	\$600.00
B03. Bank Charges	\$0.00
B04. Board Expenses	\$5,000.00
B05. Board Insurance	\$300.00
B06- Capital Expenses	\$0.00
B07. Condolences/Discretionary Funds	\$400.00
B08. Conference Delegates	\$6,700.00
B09. Executive Director Expenses	\$3,000.00
B10. Executive Director Payment for Services Rendered	\$9,200.00
B11. JNCL Membership Dues	\$1,150.00
B12. Legal Fees	\$0.00
B13. Office Supplies	\$175.00
B14. Printing and Mailing	\$400.00
B15. Special Projects/Mini-Grants	\$2,500.00
B16. Website Hosting	\$300.00
B17. QuickBooks	\$800.00
Total Fixed Expenses	\$30,875.00

C01. Fall Conference AV Rental	\$6,200.00
C02. Fall Conference Booth Setup	\$3,675.00
C03. Fall Conference Catering/Conference Site Expenses	\$45,000.00
C04. Fall Conference Keynote Speaker	\$3,000.00
C05. Fall Conference Printing	\$1,200.00
C06. Fall Conference Registration Services	\$800.00
C07. Fall Conference Workshop/Session Expenses	\$2,650.00
C08. Plaques/Name Badge/Conference Bags	\$2,650.00
C09. Scholarships/Awards	\$2,500.00
C11. Teachers of the Year	\$800.00
C12. Spring Conference AV Rental	\$500.00
C13. Spring Conference Catering/Conference Site Expenses	\$14,850.00
C14. Spring Conference Keynote Speaker	\$150.00
C15. Spring Conference Printing	\$500.00
C16. Spring Conference Session Expenses	\$1,500.00
C17. Spring Conference Name Badges	\$500.00
Total Conference Expenses	\$86,475.00
Total Expenses	\$117,350.00
Net Operating Income	\$6,610.00
Net Income	\$6,610.00

Submitted by FLANC Treasurer
Kayley Bartlett

For approval by the FLANC members
at the 2022 annual Business Meeting, 2022

All paid conference attendees are voting FLANC members.

Congratulations!

Scholarships

Jane Mitchell-Manolita Buck Scholarship

Established in 1996, this scholarship honors Jane Mitchell (French, UNC-Greensboro) and Manolita Buck (Spanish, East Carolina University), two language educators who were instrumental in shaping a vision for world language education in our state. This competitive \$1000 scholarship provides this award to a student entering their final year at any NC college/university in a program leading to world language teacher licensure.

The scholarship application is open through December 1. The scholarship will apply to Spring semester tuition. Typically awarded in the Fall, this year the scholarship will be announced at our Spring Best of FLANC Conference. Applicants can find more information and apply at <https://www.flanc.org/members/awards>

***Thank you to Vista Higher Learning for sponsoring
the Jane Mitchell-Manolita Buck Scholarship.***

Beginning Teacher Fall Conference Scholarship (K-12)

FLANC awards scholarships for the Fall Conference to beginning teachers in their 1st, 2nd, or 3rd year of teaching (K-12). The scholarship reimburses the cost of the conference and provides a workshop. For more information and for application support, contact our scholarship and mini grant chair at scholarship.minigrant@flanc.org

- **Kasey Boles**, Southeast Middle School, Winston-Salem Forsyth County Schools, Spanish
- **Maria Elena Gaborov Jones**, Ashley High School, New Hanover County Schools, Spanish
- **Marco Genee**, South Academy of International Languages, Charlotte Mecklenburg Schools, German
- **Diego Hernandez Guillen**, Watauga High School, Watauga County Schools, Spanish
- **Carolyn Martinez**, Farmville Middle School, Pitt County Schools, Spanish

Awards

K-12 Teacher of the Year 2022 and IHE Teacher of the Year 2022

The Foreign Language Association of North Carolina (FLANC) invites members to nominate a special teacher K-12 Teacher of the Year, and Higher Education Teacher of the Year. Nominations are for that teacher who goes above and beyond his or her normal duties for his/her students and who stands out as a leader among his or her peers. These two awards serve to acknowledge the extraordinary work that these teachers dedicate to their students and to the profession on a daily basis.

***Thank you to Carnegie Learning for sponsoring
the FLANC 2022 Teachers of the Year.***

Fran Hoch Friend of FLANC Award



The Friend of FLANC award is given to individuals/organizations who are not foreign language professionals but have made significant contributions to, or impact on, the study of foreign languages and the FLANC organization.

Honorary Life



The Honorary Life award is given to a longtime member who has made significant contributions to FLANC and the teaching profession. The nomination and selection process is handled by the FLANC Board.

For more information on scholarships and awards visit <https://www.flanc.org/members/awards>

Mini Grants

The Foreign Language Association of North Carolina sponsors Mini Grants for the purpose of promoting and encouraging language educators from Kindergarten through post-secondary.

FLANC mini grants support educational projects designed to promote foreign language teaching and learning in North Carolina. The grants are available on a competitive basis. Applicants are urged to use these grants to leverage additional funding from their schools or other sources for the development of their grant project.

Applications are due November 18, 2022. See <https://www.flanc.org/members/grants> to apply.



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Vist the FLANC webpage



<https://www.flanc.org>

FLANC's FaceBook group



<https://bit.ly/FLANCFACEBOOK>

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@FLANC_WorldLang

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is the Foundation for Our Future

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Conference Theme 2022

**Ubuntu~I am because we are:
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PROJECT CAFE

CALLING ALL FUTURE EDUCATORS



Project CAFE (**C**alling **A**ll **F**uture **E**ducators) is a FLANC advocacy initiative whose mission is to recruit and retain world language teachers in North Carolina.

The goal of Project CAFE is to promote teaching languages and cultures in grades K-16 while collaboratively helping build the teacher pipeline. Through intentional efforts that generate interest in the world language profession, Project CAFE assists teachers and students in making connections that lead to teacher preparation, including local university programs, district-university partnerships, grant and scholarship opportunities, etc. Visit the Project CAFE booth in the exhibit hall to learn more!

Project CAFE also recognizes and supports students who demonstrate an early aptitude and enthusiasm for teaching with the ultimate goal of helping them find a way into the world language teaching profession. K-12 world language students who show teacher potential can be nominated by any FLANC member. Nominated teacher-to-be students will be invited to FLANC's Spring conference to receive special recognition during the general session and can attend the conference to build connections with the K-16 world language community!

Click on the [Project CAFE Nomination Form](#) to nominate one of your students who you think “has what it takes” to be an excellent world language teacher and help us fight the teacher shortage!

Learn more about Project Cafe at <https://www.flanc.org/cafe>

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- January 15 – Special Education
- February 15 – Elementary Education & Middle Grades Education

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Round 3 - 1:30-2:20pm

#21 Enacting Anticolonial and Antiracist Language Pedagogies

Auditorium

L.J. Randolph Jr. (University of Wisconsin-Madison)

Anticolonial and antiracist pedagogical frameworks allow us to intentionally confront and dismantle barriers to inclusive language learning. In this session, we will first examine how language education is connected to broader, societal-level antiracist and anticolonial movements. We will then explore specific strategies for engaging learners with such pedagogies while also supporting language proficiency goals, with particular attention to novice and intermediate proficiency levels. Participants will leave with concrete ideas, activities, and frameworks that can be applied to a variety of languages, levels, ages, and instructional contexts.

Language of Presentation: English

Intended Audience: Elementary, Middle, Secondary, College/University

Relevant to: All Languages

Strand: Pedagogy and Assessment; Social Justice

#22 Scaffolding for young learners

Bull Durham

Dayaine Camarillo (Union County Public Schools)

According to Rebecca Alber scaffolding is breaking up the learning into chunks and providing a tool, or structure, with each chunk. In this presentation you will see some tools and examples of how to use them in the lower grades. You will learn how to take your class to a different level using resources you probably have already. This presentation is ideal for elementary teachers.

Language of Presentation: English

Intended Audience: Elementary

Relevant to: Dual Language/Immersion; All Languages

Strand: Literacy

#23 DL/I Success Stories & Lessons Learned with Advocacy, Policy & Stakeholder Engagement at the School, District, and State Levels

Crown

Dr. Ann Marie Gunter (North Carolina Department of Public Instruction), Jessica Garner (Union County Public Schools), & Cynthia Bredenberg (Chatham County Schools)

Join us to learn from Dual Language/Immersion (DL/I) educators from across the state about their journeys with building K-12 DL/I programs! This session features panelists in different roles discussing the importance of advocacy, policies, and stakeholder engagement from their perspectives. They will share how their DL/I programs have grown from elementary into high school, and how they built supports, resources, and logistics that led to success in various settings.

Language of Presentation: English

Intended Audience: Administrator; Elementary; Middle; Secondary

Relevant to: All Languages; Dual Language/Immersion Programs

Strand: Cultural and Global Competence/ Interculturality; Leadership/Advocacy

#24 Creating a Global Connection Plan with an Equity Lens

Royal A

Erin Austin (Poudre School District)

In this session, participants will learn why and how to create a Global Connection Plan for students in their department/school using Global Education concepts pioneered by World Savvy, the Asia Society, and the Harvard Graduate School of Education. A Global Connection Plan provides opportunities for students to interact on a global level (while accounting for socioeconomic differences), allows students to use language with native speakers, and it increases students' global readiness.

Language of Presentation: English

Intended Audience: Secondary

Relevant to: All Languages

Strand: Community Engagement through Travel /Service Learning; Cultural and Global Competence/ Interculturality; Social Justice

#25 Let's find our treasure!

Royal B

Ana Cecilia Lara & Milagros López-Fred (University of North Carolina at Pembroke)

In this presentation we will be sharing activities in which the students are actively engaged in the space created by the instructor. The purpose will be to find that treasure that it is going to be so important for one step further to embrace the beauty of multiculturalism around the world.

Language of Presentation: English

Intended Audience: College/University; Secondary

Relevant to: All Languages; Spanish Focus

Strand: College/University; Cultural and Global Competence/ Interculturality; Pedagogy and Assessment; Research

#26 Planning Mandarin Reading Interventions for Your Struggling Readers

Empire A

Judy Ouyang (Participate Learning) & Jianghong Zhao (Wake County)

Mandarin Reading intervention for struggling readers is a must-have, for an effective Mandarin literacy program in immersion classrooms. During this presentation, participants will identify the key components of Mandarin reading intervention, including; data analysis, identifying the skills, scheduling, lesson planning for explicit instruction, progress monitoring etc. Participants will take away some skill-based interventions and apply into practice to address the needs of struggling readers.

This is a CLTA-NC-sponsored Allied session

Language of Presentation: English

Intended Audience: Elementary; Middle

Relevant to: Chinese Focus; Dual Language/Immersion Programs

Strand: Literacy

#27 Diversity, Equity, and Inclusion in the German Language Classroom

Empire B

Dr. April Henry (Duke University) & Christina Weiler (University of North Carolina)

How do we establish equal opportunities in the classroom? How can we assure that language learners have equal access to information? Come explore the different steps we can take to promote equity and inclusivity in the classroom. We will explore some of the best practices we can implement into our lesson plans and work together to gather additional strategies.

This is a NC-AATG-sponsored Allied session

Language of Presentation: English

Intended Audience: College/University; Elementary; Middle; Secondary

Relevant to: German Focus

Strand: College/University; Social Justice

#28 Status Quo of Latin Vocabulary Learning

Empire C

Andrea Stehle (St Timothy's Episcopal School)

Vocabulary is the key to learning a new language. Since no two students learn the same way, teaching vocabulary can be a great challenge for teachers. A better understanding of how the brain learns second language vocabulary can help teachers teach, but it can also help students learn. This presentation will show how teaching students about metacognition and how their brain learns can improve vocabulary acquisition and retention for all students.

This is a NCCA sponsored Allied session

Language of Presentation: English

Intended Audience: Secondary

Relevant to: Latin Focus

Strand: Pedagogy and Assessment

#29 Survey Says? Using social media quizzes for reading, writing, listening, and speaking instruction

Empire D

Lisa Bartels (Wake County Public Schools)

What's your superpower? Which pasta dish fits your personality? What school subject are you? Our students are obsessed with social media quizzes! Come learn to harness this trend for reading, writing, listening, speaking, culture, and tech integration. We will discuss finding appropriate quizzes and helping students create and deliver their own target language quizzes. With this workshop and a little creativity, engaging, and culturally immersive instruction will become YOUR superpower!

This is a NCAATF sponsored Allied session

Language of Presentation: English

Intended Audience: College/University; Elementary; Middle; Secondary

Relevant to: French Focus, Relevant to All Languages

Strand: Digital Learning Competencies/Technology; Literacy; Pedagogy and Assessment

#30 Incorporating Cultural Facets into the Japanese Language Classroom

Empire E

Kinji Ito & Misa Yamamoto (Appalachian State University)

The purpose of this session is two-fold: to introduce a grant program that provides funds to recruit speakers who specialize in the target subject, and to discuss the effective instruction for enriching one's understanding of the connection between the Japanese language and culture. This session will also help the audience reevaluate how language is shaped by its culture.

This is a NCATJ sponsored Allied session

Language of Presentation: Japanese

Intended Audience: College/University

Relevant to: Japanese Focus

Strand: College/University

Round 4 - 2:30-3:20pm

#31 Tried and True

Auditorium

Mara Cobe (Charlotte-Mecklenburg Schools) & Dr. Leslie Baldwin (Winston-Salem/Forsyth County Schools)

Are you tired of reinventing the wheel? Join two district supervisors as they share their favorite "go-to" activities to ensure student engagement and development of proficiency. Learn practical strategies for engaging students that are applicable to multiple contexts, languages and levels.

Language of Presentation: English

Intended Audience: Administrator; College/University; Elementary; Middle; Secondary

Relevant to: All Languages

Strand: Pedagogy and Assessment

#32 What's the DL on LO? ¿Qué lo que, de los objetivos de lenguaje?

Bull Durham

Diana Castano, Betsy Roman, & Yamil Ardila (Winston-Salem/Forsyth County Schools)

Presentation description: What is the difference between content objectives and language objectives? Does the DLI classroom need one more than the other? How can writing language objectives using the 4+1 model help students take ownership of their learning? How can writing language objectives help teachers meet the needs of their students? Join us for a practical session on LO, bring with you your lesson objectives and leave with rich, targeted and specific language objectives that will enrich your current teaching practices.

Language of Presentation: English

Intended Audience: Elementary; Middle

Relevant to: All Languages, Examples in Spanish

Strand: Literacy; Pedagogy and Assessment

#33 Leveraging Immersion Task Activities in Class or Outside the Classroom

Crown

Consuelo Quijano (Defense Language Institute)

Immersion is an excellent experiential learning tool that occurs inside or outside of the classroom where students observe a situation, engage in the target language to enhance learning, and reflect on the experience. It is a learning strategy that is not limited to the traditional classroom. Allowing students to interact with the local population increases their language and cultural awareness. Not only do students enhance their communicative skills, but they also gain more confidence.

Language of Presentation: English

Intended Audience: Elementary; Middle; Secondary

Relevant to: All Languages

Strand: Cultural and Global Competence/ Interculturality; Pedagogy and Assessment

#34 UNC Charlotte Reunion & Idea Exchange

Royal A

Dr. Kristin Davin, Dr. Bobby Hobgood, & Cornelia Okraski (University of North Carolina at Charlotte)

This session will serve as a reunion and community building event for anyone who attended UNC Charlotte or who would like to network with UNC Charlotte alumni. Faculty from the foreign language teacher licensure program will engage attendees in community building exercises, reflection on teaching practice, and setting goals for the current school year.

Language of Presentation: English

Intended Audience: Administrator; College/University; Elementary; Middle; Secondary

Relevant to: All Languages

Strand: Teacher Preparation, Recruitment, and Retention

#35 Know the flow; know the how and why of classroom engagement through design.

Royal B

Thomas Soth (Chapel Hill-Carrboro Schools)

Teachers want to cover so much! It can be overwhelming and lead to throwing so much at students that they are keeping 20 tabs open at one time on their devices and in their minds. This session is a step back to look at student energy levels and cognitive processing during instruction in order to keep their minds present and engaged in Spanish from bell to bell.

This is a NC-AATSP-sponsored Allied session

Language of Presentation: English; Spanish

Intended Audience: Middle; Secondary

Relevant to: All Languages; Spanish Focus

Strand: Pedagogy and Assessment

#36 Let's bring the world to the classroom by doing virtual exchange!

Empire A

Yi-Wen Liu (Ravenscroft School)

This session will outline how to implement virtual Mandarin and Spanish exchange programs at the secondary level and design a global curriculum tailored to the individual's needs. The presentation will share creative ways to build a sustainable virtual exchange program in the midst of the pandemic. Planning with backward design, the presenters will show the steps to identify units that are suitable for the exchange, determine learning outcomes, and utilize the NCSSFL-ACTFL Can-Do Statements and ACTFL Proficiency Guidelines in the lesson planning. Finally, the presentation will highlight success and challenges from the participants' feedback and invite the participants to brainstorm ways to make connections in their classrooms.

This is a CLTA-NC-sponsored Allied session

Language of Presentation: English

Intended Audience: Secondary

Relevant to: All Languages

Strand: Community Engagement through Travel /Service Learning, Pedagogy and Assessment

#37 The Grade Escape: Alternative Assessment for Learning

Empire B

Kristin Lange (Elon University)

Although assessment plays an important role in teaching and learning, critiques argue that our current practices force students to focus on grades, and not on what, how, or why they learn. The term "ungrading" describes various models that aim to shift educators' and learners' focus from grades back to learning. In this session, the presenter will discuss the Ungrading scholarship, explain some of the tried and tested models, and also share the one she developed for her own classrooms.

This is a NC-AATG-sponsored Allied session

Language of Presentation: English

Intended Audience: College/University; Elementary; Middle; Secondary

Relevant to: All languages

Strand: Pedagogy and Assessment

#38 Collaborative Sharing Session

Empire C

Jennifer Kunka (Grimsley High School)

This session will be devoted to an organic discussion of participants' favorite or most successful games, vocabulary review methods, reading strategies, implementations of Latin novellas, and use of that five extra minutes we all find ourselves with! As the conversation flows, participants and session leader will collaborate in adding relevant documents and ideas to a shared online file and folder to be made available to all North Carolina Latin teachers.

This is a NCCA sponsored Allied session

Language of Presentation: English

Intended Audience: College/University; Elementary; Middle; Secondary

Relevant to: Latin Focus

Strand: Pedagogy and Assessment

#39 Nos voisins au Nord

Empire D

Dawn Young (East Mecklenburg High School)

As travel across the Atlantic has become tricky in the time of COVID, NC French teachers can avail themselves of coordinating literary experiences with the Centre de la francophonie aux Amériques. Free Zoom experiences can put students in touch with various authors and poets through programs such as Noires Amériques in February, Rendez-vous littéraire de jeunesse in the spring, Atelier Slam in the fall during National French Week.

This is a NCAATF sponsored Allied session

Language of Presentation: English; French

Intended Audience: College/University; Middle; Secondary

Relevant to: French Focus

Strand: College/University; Cultural and Global Competence/ Interculturality; Literacy

#40 Not Just Grammar: Global Competence through Grammar Lessons

Empire E

Chiaki Takagi (UNCG)

Language courses usually stress an understanding of Japanese culture and aim at improving students' cross-cultural interpretation and communication skills. We often offer cultural presentations. However, ideally, language lessons should also stress global engagement and intercultural learning competence while fostering mutual respect in communication. This presentation discusses ways to integrate cultural materials into language lessons.

This is a NCATJ sponsored Allied session

Language of Presentation: Japanese

Intended Audience: College/University

Relevant to: Japanese Focus

Strand: College/University; Cultural and Global Competence/ Interculturality

Round 5 - 4:00-4:50pm

#41 Novice Level Language, Not Novice Level Brains: Engaging & Empowering Learners Auditorium

Matt Coss (Michigan State University) & Rosalyn Rhodes (Charlotte Mecklenburg School District)

One of the challenges language teachers face is simultaneously addressing students' level of language development and cognitive maturity. Novice level language classes must engage learners' critical thinking and knowledge of the world while providing space and scaffolds for students to develop language proficiency. This session will provide strategies, discussion questions, and opportunities for critical thinking as we brainstorm ways to update and improve materials to fully engage the brain.

Language of Presentation: English

Intended Audience: College/University; Middle; Secondary

Relevant to: All Languages

Strand: Pedagogy and Assessment

#42 "¡Vamos a Jugar!" Strengthening Communication Skills with Games

Bull Durham

Jennifer Solis (Hanes Magnet School WFCS)

Play is one of the first ways we as humans learn to do new things and meet new people. Games can play an important role in our WL classrooms to engage, motivate and improve our students' communication skills in all modes. Come and play some of my classroom favorites.

Language of Presentation: English, Some Examples in English

Intended Audience: All Levels

Relevant to: All Languages

Strand: Pedagogy and Assessment

#43 Declare WAR On Monet

Royal A

Jeff Pageau (Rocky Mount High School)

I'm going to let you in on a secret. Your students don't love Monet as much as you do. If you're looking for a fresh take on your traditional art unit, look no further! Consider the impact of street art! Learn more about important street artists in France including WAR, Blek le Rat, and Space Invader among others and their cultural contributions to the streets of Rennes. In this session, the presenter will walk you through his engaging unit inspired by his experiences in Rennes, France. This unit was designed for IB French, but could easily be adapted for AP French Language & Culture or any language. Attendees will receive access to the materials that you can implement on Monday.

Language of Presentation: English

Intended Audience: Secondary; College/University

Relevant to: All Languages; Examples in French

Strand: Pedagogy and Assessment

#44 Bilingual Bridges and Growth Mindset: Cognitive Flexibility for Family-School-Community Partnerships

Crown

Kimberly Winslow & Giovanni Solera (Harnett County Schools)

Growth mindset and cognitive flexibility are important components of building bridges between culturally and linguistically diverse families in an effort to minimize communication barriers. In an effort to promote multicultural citizenship, increase global awareness, and empower families through active parental involvement and participation, a bilingual Family Engagement Team was created in Harnett County Schools, NC. By providing optimal, equitable, and inclusive learning experiences, the team envisions creating a model of family engagement within the community at large for all stakeholders. Participants will gain an understanding of how transformational leadership in this county implements world language research-based strategies, professional learning communities, and non-negotiables to enhance family relationships, community engagement, and student achievement while cultivating cultural competence in a team of life-long language learners.

Language of Presentation: English

Intended Audience: Administrator; College/University; Elementary; Middle; Secondary

Relevant to: All Languages

#45 How to Open, Fill, and Grow a Successful Online Curriculum Store

Royal B

Erin Austin (Poudre High School)

This session explores leveraging language expertise to create passive income, all while contributing to the field of World Language education. First, participants examine the ins and outs of opening an online curriculum store (e.g., TeachersPayTeachers). Next, they will dig into the elements of how to fill a store in a way that is profitable, ethical, and benefits students. Lastly, participants dissect possibilities to "level up" our online World Language business.

This is an Exhibitor session

Language of Presentation: English

Intended Audience: Elementary; Middle; Secondary

Relevant to: All Languages

Strand: Other

#46 Speaking Club: A Judgement-Free Zone to Maximize Language Output and Provide Rapport

Empire A

Ya-Chiu Hsieh (FSI)

A student-run speaking club can provide an autonomous learning environment that provides a place and opportunities to practice and gain support. At a well-structured speaking club, each student brings to the table their knowledge of the target language and the topic along with rapport. Students build confidence and critical thinking skills and motivate each other in the process of presenting, interacting and discussing. The planning and scaffolding of a speaking club will be demonstrated to show how instructors can take the backseat and still help students become a better driver, motivator, speaker and thinker.

This is a CLTA-NC-sponsored Allied session

Language of Presentation: English

Intended Audience: College/University; Secondary

Relevant to: All Languages

Strand: Pedagogy and Assessment; College/University

#47 What is Business German?

Empire B

Joseph Rockelmann (UNC at Chapel Hill)

An introduction to what a Business German course could look like. Syllabi, teaching materials, and assessments will be shared and discussed. Special emphasis will be given to the four practical projects students have to complete to demonstrate mastery of the covered content: 1. Federal State Profile; 2. Publicly Traded Company Profile; 3. Marketing Plan for the German Market; 4. Stock Portfolio. Lastly, a brief overview of the WiDaf exam will be given.

This is a NC-AATG-sponsored Allied session

Language of Presentation: English; German

Intended Audience: College/University; Secondary

Relevant to: German focus

Strand: College/University; Pedagogy and Assessment

#48 The Payoff of Parsing: Principles and Practices for Classics Classrooms

Empire C

Dr. Nathan Sundt (Veritas Christian Academy)

In addition to their unique, analytical benefits for the developing student, ancient languages can imitate some components of standard Second Language Acquisition. This presentation will deal first with a non-exhaustive set of linguistic principles for SLA, how the necessity of parsing creates linguistic intuition for ancient language students. It will then show how I try to work these principles out in my own Latin classroom.

This is a NCCA sponsored Allied session

Language of Presentation: English

Intended Audience: College/University; Secondary

Relevant to: Latin focus

Strand: Pedagogy and Assessment

#49 Identify, Inclusion & Exclusion in the French Language

Empire D

Classroom: A Round Table Discussion

Dawn Young (East Mecklenburg High School), Mawuena Dabla (Harding University High School), Dr. Bobby Hobgood (University of North Carolina at Charlotte), Kokou Komlavni (West Mecklenburg High School), & Carole Kruger (Davidson College)

In this session, we will discuss the themes of identity, inclusion & exclusion in the French language classroom, share our own experiences, and invite attendees to ask questions & share their own stories around these topics.

This is a NCAATF sponsored Allied session

Language of Presentation: English; French

Intended Audience: Secondary; College/University

Relevant to: French Focus

Strand: Social Justice

#50 The Impact of Senpai-Kohai Activities on Students' Cultural and Language Development

Empire E

Enika Banerjee & Chikako Mori (University of North Carolina at Charlotte)

The presenter implemented a mentor-protege (Senpai Kohai) project where the Elementary II Japanese students worked with the Intermediate I students in small groups. This project aimed to emulate the Japanese senpai kohai relationship by promoting dialogue between the upper and lower level Japanese learners to support and work collaboratively. The focus was to build a vertical connection between upper and lower-level courses.

This is a NCATJ sponsored Allied session

Language of Presentation: English

Intended Audience: College/University

Relevant to: Japanese Focus

Strand: College/University; Cultural and Global Competence/ Interculturality; Pedagogy and Assessment

Saturday - For your Certificate of Attendance (COA)

Follow the link or QRCode to the Certificate of Attendance to document your attendance.

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Where? Imperial Convention Center Exhibit Hall

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2022 FLANC Sunday Sessions

Round 6 - 8:30-9:20am

#51 MISTEAKS R GUD: Creating a Culture of Growth, Grace and Good Anxiety in the WL Classroom

Crown

Dr. April DeBord (Jackson County Public Schools and NCVirtual)

Mistakes are integral to new learning. Come join us as we learn to build our capacity to create a growth mindset culture for ourselves and our students. We will look at some brain research on Good Anxiety, strategies to lower affective filter to give students new skills to harness their communication acquisition superpowers, and strategies to provide positive student feedback to shift our mindset about the mistakes we make.

Language of Presentation: English

Intended Audience: Administrator; College/University; Elementary; Middle; Secondary

Relevant to: All Languages

Strand: Cultural and Global Competence/ Interculturality; Literacy; Pedagogy and Assessment; Research; Teacher Preparation, Recruitment, and Retention

#52 LGBTQIAP+ Inclusion in Our World Language Classrooms and Curricula

Auditorium

Rosalyn Rhodes (Charlotte Mecklenburg Schools)

Imagine going to language class where the family unit is based on a family that doesn't look like yours, learning to describe yourself knowing gendered descriptions don't fit you, or being afraid to say "My girlfriend is pretty" because nowhere have you seen female couples in an academic setting. LGBTQIAP+ students' lives have long been underrepresented or even absent from curriculum and classroom materials. Join us as we share our personal and professional journeys towards more inclusive practices.

Language of Presentation: English

Intended Audience: Secondary; College/University

Relevant to: All Languages

Strand: Cultural and Global Competence/ Interculturality

#53 I Think Therefore I Write: How to Get from Brain to Page

Empire A

Valérie Pruvost, Anastacia Kohl, & Laura Demsey (The University of North Carolina at Chapel Hill)

Writing is a process that requires in- and out-of-class preparation. However, writing in the curriculum is often limited to compositions, essays, and exams, and its process is often compressed. Presenters will discuss the importance of building basic writing skills by including a multi-step process, through authentic real world writing tasks to increase student proficiency. Examples of writing activities will be shared and participants will actively engage in the writing process.

Language of Presentation: English

Intended Audience: College/University; Secondary

Relevant to: All Languages

Strand: Pedagogy and Assessment

#54 Making the Switch to Comprehensible Input and Stories in the Classroom

Empire B

Kris Warshefski (Voces Digital)

Hear from North Carolina teachers and administrators about how they made the switch to using CI and stories in their classrooms. Get first hand accounts of their transition, as well as a look at some of the tools and resources they use. There will be time for audience questions as well.

This session is sponsored by Voces Digital.

Language of Presentation: English

Intended Audience: Middle; Secondary

Relevant to: All Languages

Strand: Pedagogy and Assessment

#55 Beyond the classroom through e-Tandem activities

Empire C

Susana Cisneros (University of North Carolina at Charlotte)

This presentation explores the elements for e-Tandem activities as a sequence of activities performed by learners of two specific languages. They recall prior knowledge of grammar and vocabulary and incorporate new knowledge through synchronous and asynchronous meetings. All the activities allow the learner to practice presentational, interpretative, and interpersonal communication.

Language of Presentation: English

Intended Audience: College/University; Secondary

Relevant to: All Languages

Strand: College/University; Cultural and Global Competence/ Interculturality; Digital Learning Competencies/Technology

#56 A-Z: Scaffolding the AP performance task across proficiency levels

Empire D

Maite Lamberri, Thomas Soth, & Christen Campbell (Chapel Hill High School)

This dynamic presentation will provide proven strategies from experienced AP teachers to scaffold the 4 performance tasks on the AP Language and Culture exams. With examples in both French and Spanish, presenters will model effective activities that can be directly applied and scaffolded for a range of proficiencies. Focusing on interpersonal and presentational writing and speaking, the presenters aim to share their best practices for student success.

Language of Presentation: English; Spanish

Intended Audience: Middle; Secondary

Relevant to: All Languages

Strand: Pedagogy and Assessment

#57 Kafkas Verwandlung analog & digital

Empire E

Horst Kurz (Georgia Southern University)

Presentation of materials (in old and new media formats) as well as hints pertaining to select texts of Franz Kafka, above all his well-known (notorious?) disturbing classic ""Metamorphosis"". Handouts.

Language of Presentation: English; German

Intended Audience: College/University; Secondary

Relevant to: German Focus

Strand: College/University; Cultural and Global Competence/ Interculturality; Literacy

#58 ¡Aquí hablamos tod@s!

Bull Durham

Africa Dutor Noguera (Durham Public Schools)

Saldrás de esta sesión asombrado de lo mucho que puede cambiar la dinámica de participación oral de tu grupo, simplemente aplicando estrategias que realmente FUNCIONAN con TODOS los estudiantes. Es algo que realmente ha transformado mi clase y estoy deseando compartirlo con todos vosotros. You will leave the room amazed by how much your students' oral dynamic can change only by applying a few strategies that REALLY work for EVERYONE in the classroom.

Language of Presentation: Spanish

Intended Audience: Elementary

Relevant to: Dual Language/Immersion Programs

Strand: Literacy; Pedagogy and Assessment

#59 Take it away with edTPA: Effective preparation and support for student teachers and their clinical educators

Royal A

Cornelia Okraski (University of North Carolina at Charlotte)

Are you a student teacher, clinical educator, cooperating teacher or teacher educator who wants to know more about edTPA? Learn how checklists, organizers and other supplementary materials designed for World Languages could lead to a successful completion of edTPA. Presenter will share edTPA experiences from teacher candidates, university supervisors, and K-12 teachers. Presenter will guide participants to transform existing lesson plans and assessments into a better fit for edTPA.

Language of Presentation: English

Intended Audience: College/University; Elementary; Middle; Secondary

Relevant to: All Languages

Strand: Teacher Preparation, Recruitment, and Retention

#60 Temas 2024: Fall in Love... All Over Again!

Royal B

Parthena Draggett (Vista)

The best just got better...*again!* ***Temas*** and ***AP® Spanish Worktext*** have been the preferred program for AP® Spanish Language and Culture teachers since they first rolled off the presses. Join us to “meet” our third edition, with amazing new features and updates that are sure to keep engaging students!

This session is sponsored by Vista Higher Learning.

Language of Presentation: English

Intended Audience: Secondary

Relevant to: World Language Programs; Spanish Focus

Strand: Pedagogy and Assessment

Round 7 - 9:30am-10:20am

#61 DPI Updates on State Standards Revision, Policies, Resources, and More!

Empire A

Dr. Ann Marie Gunter (North Carolina Department of Public Instruction)

This Department of Public Instruction (DPI) session focuses on state policies and resources for World Language programs and classrooms, along with national projects and international initiatives. Also, the revision timeline and action steps to update the North Carolina World Language Essential Standards will be shared, as well as professional development opportunities for the various programs across the state in classical, dual and heritage, and modern languages.

This session was presented on Saturday.

Language of Presentation: English

Intended Audience: Administrator; College/University; Elementary; Middle; Secondary

Relevant to: All Languages

Strand: Cultural and Global Competence/ Interculturality; Leadership/Advocacy; Other; Teacher Preparation, Recruitment, and Retention

#62 Now We're Talking!

Empire B

Ken Stewart (Vista Higher Learning)

Looking for engaging activities to get even the most reluctant students to speak the target language? In this session, we will model interpersonal and presentational speaking tasks to build students' proficiency and confidence from novice to intermediate. Join Vista in this interactive session and take away low-prep, low-stakes and high-energy strategies for a more communicative language classroom. Examples in Spanish, applicable to all.

This session is sponsored by Vista Higher Learning.

Language of Presentation: English

Intended Audience: Secondary; College/University

Relevant to: All Languages

Strand: Pedagogy and Assessment

#63 Keys to the Classroom for New Teachers

Auditorium

Dr. Leslie Baldwin (Winston-Salem/Forsyth County Schools)

In this session the author of *The Keys to the Classroom*, 2nd edition, will share basic strategies and concepts important for new language teachers to understand. This includes proficiency levels, modes of communication, unit and lesson design, and implementation of the Core Practices for language instruction. Participants will be able to apply strategies to their planning and instruction.

Language of Presentation: English

Intended Audience: Administrator; College/University; Elementary; Middle; Secondary

Relevant to: All Languages

Strand: Pedagogy and Assessment

#64 Build to IB/AP from Day 1: How to Create a Successful Higher-Level Program with Vertical Articulation

Empire C

Susan Duemmel (Guilford County Schools)

If your school has an AP or IB World Languages program, don't wait until Level 4 to prepare students for those exams. Even from the first week of Level 1, there are many ways for your entire department to build students' confidence and set them up for success. We'll look at themes, strategies, resources, activities, and collaboration to ensure that curriculum is aligned as a coherent and logical process that maximally supports student understanding and achievement.

This is an Exhibitor session.

Language of Presentation: English

Intended Audience: Secondary

Relevant to: French Focus; Spanish Focus; Traditional World Language Programs

Strand: Pedagogy and Assessment

#65 Loud and Proud: Connecting World Languages to our Communities

Empire D

Michael Griffin (Carnegie Learning)

Let your students find and develop their voice by connecting with their community in and out of the classroom. Our students benefit when they have a personal interest in their language learning. By connecting what they learn in class with their own communities they can see the impact world language has on their lives. In this session we will discuss how teachers can encourage their students to engage with their local communities at home and school as well as at the national and global level.

Language of Presentation: English

Intended Audience: Secondary

Relevant to: All Languages; Dual Language/Immersion Programs; World Language Programs

Strand: Community Engagement through Travel /Service Learning; Cultural and Global Competence/ Interculturality

#66 To correct or not to correct?

Empire E

Andrea Barbosa (Union County Public Schools) & Donna Podgorny (FLANC)

How should we respond when our immersion or world language students speak incorrectly and with fossilized mistakes? Researchers Diane Tedick and Roy Lyster believe that feedback should be intentional. Learn about their strategies for corrective feedback that can be implemented immediately.

Language of Presentation: English

Intended Audience: Elementary; Middle; Secondary

Relevant to: All Languages; Dual Language/Immersion Programs; World Language Programs

Strand: Pedagogy and Assessment

#67 Fun Theory in Action: Games, Quests, and Challenges to Enhance Language Learning**Bull Durham***Anna Morton (Defense Language Institute Foreign Language Center)*

The novel, enjoyable, and engaging gamification experiences can help accomplish learning objectives while capitalizing on cognitive, emotional, and social aspects of language learning. In an intensive language program at the Defense Language Institute Foreign Language Center, we incorporated gamification principles and core drives outlined by Yu-Kai Chou (2015) into language teaching, putting Fun Theory into action to optimize the language learning experience for both learners and teachers.

Language of Presentation: English

Intended Audience: College/University

Relevant to: All Languages; Dual Language/Immersion Programs; World Language Programs

Strand: College/University; Digital Learning Competencies/Technology; Pedagogy and Assessment

#68 Tips and strategies to practice for the AAPPL test**Crown***Orosia Cortez Orellana (Western Union Elementary) & Liana Delgado (Union County Public Schools)*

Language teachers work their best to develop listening, speaking, reading, and writing skills in their students every day in class. However, when a language proficiency test comes, students are not necessarily ready to take these tests. In this presentation, you will be able to learn different ideas, games, and strategies to make the most of their skills and perform better results. Participants will enjoy practicing some of the activities and see that we can prepare our students in a fun way!

Language of Presentation: English; Spanish

Intended Audience: Elementary; Middle

Relevant to: Spanish Focus; Dual Language/Immersion Programs; World Language Programs

Strand: Cultural and Global Competence/ Interculturality; Literacy

#69 Film and Songs for Social Justice in the Language Classroom**Royal A***Bethzaida Fernández (Duke University)*

Film and songs present a unique opportunity to connect language and culture, but also, to stimulate and engage students in deeper and important conversations on a variety of issues related to social justice and global issues. Film and songs are an integral part of students' lives, and they provide valuable content that allows students insight into diverse peoples lives, cultures, values, and experiences, which promote further development of their intercultural and global citizenship skills.

Language of Presentation: English

Intended Audience: College/University; Secondary

Relevant to: All Languages

Strand: Cultural and Global Competence/ Interculturality; Social Justice

**#70 Outside the "Cultural Box": Equity, Culture & Identity MOVED TO ROUND 9
in the World Language Classroom**

Royal B

Melissa Perez (Durham Public Schools)

In this session, participants will explore equitable practices as it relates to students' culture and identity in the world language classroom as well as specific strategies to implement these practices in their own teaching; focusing on alignment with the NCWLES CMT strand of standards and preparing students to be global citizens.

Language of Presentation: English

Intended Audience: Administrator; College/University; Elementary; Middle; Secondary

Relevant to: All Languages

Strand: Cultural and Global Competence/ Interculturality; Social Justice

Round 8 - 10:50am-11:40am

#71 Ubuntu Activities for Social Justice and Building Oracy in the Language Classroom

Empire A

Peter Dola (The University of North Carolina at Greensboro) & Sunny Cordray (Forsyth Country Day School)

In this interactive session, we will share ready-to-use activities in French and in Spanish that illustrate how students can identify their implicit bias, come to respect gender identities, explore social justice issues, deepen their appreciation of the target culture, and finally, build oracy by creating original expression to celebrate differences in others. A list of authentic resources will be offered with suggestions for their incorporation into lesson plans.

Language of Presentation: English; French; Spanish

Intended Audience: College/University; Elementary; Middle; Secondary

Relevant to: All Languages; French Focus; Spanish Focus; Dual Language/Immersion Programs; World Language Programs

Strand: College/University; Cultural and Global Competence/ Interculturality; Digital Learning Competencies/Technology; Literacy; Pedagogy and Assessment; Social Justice

#72 CI Teaching or the Textbook? It can be both!

Empire B

Michelle Olah (Wayside Publishing)

Are you interested in shifting your teaching toward providing more Comprehensible Input (CI), but not sure how to work within your district's curriculum or adopted textbook? An important part of this process is understanding how CI is rooted in the ACTFL Core Practices beyond just facilitating target language comprehensibility. Come to this hands-on session to learn how to apply basic principles of CI teaching with an eye toward the Core Practices to any curriculum or textbook.

Language of Presentation: English

Intended Audience: Middle; Secondary

Relevant to: All Languages

Strand: Pedagogy and Assessment

#73 Pedagogy of Empowerment: Critical media literacy in the language classroom

Empire C

Christopher Jahdai Jeffords (Carver High School)

In this session, language teachers will examine how students consume media utilizing a critical media literacy framework that understands that praxis must possess the following key attributes: language learning must be active, culturally relevant, participatory, and empowering. Language teachers will learn how these components can be implemented across various language levels in the world language classroom to foster student agency and to honor student voice.

Language of Presentation: English

Intended Audience: College/University; Middle; Secondary

Relevant to: All Languages

Strand: Cultural and Global Competence/ Interculturality; Social Justice

#74 Mr. Rogers would have loved rubrics!

Empire D

Jennifer Reschly (Clover High School)

Mr. Rogers never failed to see the potential in people and give them credit for being who they are, where they are. We can do the same with our students by using rubrics! Assessing students with rubrics shows them the value of the skills they have, but also leaves room to grow and pursue more. I'm happy to share the rubrics I use and how I incorporate them... welcome to the neighborhood!

Language of Presentation: English

Intended Audience: Secondary

Relevant to: All Languages

Strand: Pedagogy and Assessment

#75 World Film and Literature in Translation: A Way of Learning about Culture and Vocabulary

Empire E

Jeanine Couto (Winston-Salem State University)

Learning through film and Learning through original written texts is not new, but in this presentation, I will share some approaches related to teaching both. I would like to share some ideas on how to incorporate film and literature in the classroom in engaging ways. I hope that more students will decide to learn other languages because of a passion for film and literature. Introducing some materials in the classroom may be a motivating tool for students to want to learn more and help others.

Language of Presentation: English

Intended Audience: College/University

Relevant to: All Languages

Strand: College/University; Cultural and Global Competence/ Interculturality

#76 Trips abroad without leaving class - Infusing culture with Google Earth

Bull Durham

Clyde Shafer III (East Wake Academy)

Ever considered how to bring the outside world to our students without leaving the classroom? Many of our students have never had the opportunity to explore the places we talk about in our classes everyday. Bring these places into the classroom using Google Earth. In this session, you will learn the basics of using Google Earth as a presentation software, suggestions on how to create materials and WebQuests for students, and suggestions on how to implement student projects using Google Earth.

Language of Presentation: English

Intended Audience: College/University; Elementary; Middle; Secondary

Relevant to: All Languages

Strand: Cultural and Global Competence/ Interculturality; Digital Learning Competencies/Technology; Pedagogy and Assessment

#77 Chinese New Year to Jewish Refugee

Crown

Nai-I Finney (North Carolina School of Science and Mathematics)

Join the journey of rediscovering a traditional Chinese New Year Song "Gongxi Gongxi"! Digging into the author and history provides a new perspective of the song. It is a chance to celebrate the fruit of embracing cultural differences and incorporate music and history into your language class.

Language of Presentation: English; Chinese

Intended Audience: Secondary

Relevant to: All Languages; Chinese Focus

Strand: Cultural and Global Competence/ Interculturality

#78 Not “l'éléphant dans la pièce”: Taming translation tools

Royal A

Stephanie Pellet (Wake Forest University)

A central issue about translation tools in L2 writing is their indiscriminate use by students, yet students turn to such tools to solve a variety of issues, even when explicitly directed not to. This session proposes strategies for helping students use and understand translation tools more productively. The goal is to create a positive conversation on Machine Translation (MT) and to develop students' awareness that translations entail contextually- and culturally-sensitive options. Rather than attempting to ban MT, we can engage with students so that MT becomes part of the learning process.

Language of Presentation: English

Intended Audience: College/University

Relevant to: All Languages; French Focus

Strand: College/University; Digital Learning Competencies/Technology; Pedagogy and Assessment

#79 Reading Instruction and Language Development: Dual Language Immersion in the Midst of Change

Royal B

Kelly Ortiz, Andrea Barbosa, & Dayaine Camarillo (Union County Public Schools)

The State of NC is going through a lot of changes due to the adoption of SOR (Science of Reading). As DL/I Teachers we need to adapt our instruction, considering the unique needs and strengths of emerging bilinguals without isolating from the current changes. In this session we will share what reading practices of the SOR work for emergent bilinguals, and how to apply the best available resources and activities to ensure a successful literacy development in both languages.

Language of Presentation: English

Intended Audience: Elementary

Relevant to: Dual Language/Immersion Programs; Spanish Focus

Strand: Literacy; Pedagogy and Assessment

#80 4-Hs of Classroom Management for WL Teachers

Auditorium

Rosalyn Rhodes (Charlotte Mecklenburg Schools)

Are you feeling overwhelmed as a WL educator? We've all been there: that feeling like you can't even teach, much less in the target language, because your classroom and kids feel out of control. Maybe you had an observation that didn't go your way, and you're looking for strategies to reframe your day to day flow. There are no magic bullets, no easy answers, but let's look together at my 4Hs of classroom management and see if a new lens might help with a classroom reset for you and your students. Let's get it together, together!

Language of Presentation: English

Intended Audience: Middle; Secondary

Relevant to: All Languages

Strand: Teacher Preparation, Recruitment, and Retention

Lunch Break - 11:40-12:50pm

Exhibits and Lunch Break

Box Lunch provided to all attendees (Exhibitor Hall)

Business Meetings for Allied Organizations:

AATF (Royal B)

AATG (Crown)

AATSP (Auditorium)

CLTA (Empire B)

NCATJ (Empire A)

NCCA (Empire C)

C.A.F.E. Meeting (TBD)

Round 9 - 1:00-1:50pm

#81 When far-sighted teachers meet near-sighted students:

Auditorium

Strategies for engagement and retention in world languages

Bobby Hobgood (The University of North Carolina at Charlotte)

Teachers and students approach language learning from opposite directions. Students need both cognitive and affective support to maintain their focus on language study. Let's explore strategies that develop communicative competence while maintaining engagement. This experiential session offers strategies from no-tech to high-tech that reinforce our ability to see into the future while providing the "vision correction" our students need to see beyond today's lesson.

Language of Presentation: English

Intended Audience: Administrator; College/University; Middle; Secondary

Relevant to: All Languages

Strand: Digital Learning Competencies/Technology; Pedagogy and Assessment

#82 KISS to develop language; Keep it Simple Strategies for language development

Empire A

Amanda Mancilla-Kimbrough (Union County Public Schools) & Samar Abdelfatah (Cumberland County Schools/WIDA Fellow 21-23)

Come grab some tips to help make your life a little bit easier as a teacher. This workshop will focus on strategies and ideas to develop all four language domains. The audience will have the opportunity to brainstorm and collaborate with colleagues so they don't leave empty handed. Strategies introduced will be appropriate for all levels. Examples in the presentation are from ESL, Spanish and DLI classrooms.

Language of Presentation: English

Intended Audience: Elementary; Middle; Secondary

Relevant to: All Languages; Dual Language/Immersion Programs; World Language Programs

Strand: Literacy; Pedagogy and Assessment

#83 Outside the "Cultural Box": Equity, Culture & Identity **CANCELED** in the World Language Classroom

Empire B

Melissa Perez (Durham Public Schools)

In this session, participants will explore equitable practices as it relates to students' culture and identity in the world language classroom as well as specific strategies to implement these practices in their own teaching; focusing on alignment with the NCWLES CMT strand of standards and preparing students to be global citizens.

Language of Presentation: English

Intended Audience: Administrator; College/University; Elementary; Middle; Secondary

Relevant to: All Languages

Strand: Cultural and Global Competence/ Interculturality; Social Justice

#84 Uniting People through Interculturality

Empire C

Jennifer Carson (LTI)

A primary goal of language learning is to cultivate interculturality. In these challenging times, how can we ensure we are preparing students to be culturally sensitive and globally competent? Explore ways to guide your students to develop a deep understanding and respect for all cultures as they reflect upon their own.

Relevant to all languages with examples in Spanish.

This session is sponsored by LTI.

Language of Presentation: English

Intended Audience: Administrator; Middle; Secondary

Relevant to: All Languages

Strand: Cultural and Global Competence/ Interculturality

#85 Motivating Language Learners

Empire D

Lori Jerread (Charles P. Murray Middle School)

Struggling to keep language learners motivated? Join this session for a variety of strategies to motivate your language learners. Practical ideas and resources will be shared. Attendees will have the opportunity to share their own motivational strategies, and are encouraged to bring a remote device that can connect to the internet.

Language of Presentation: English

Intended Audience: Elementary; Middle; Secondary

Relevant to: All Languages

Strand: Pedagogy and Assessment

#86 Global Education 101

Empire E

Susan O'Rourke (UNC World View, UNC-Chapel Hill)

With partnerships across North Carolina and beyond, UNC World View is committed to supporting teachers interested in global education. This presentation will discuss strategies for incorporating cultural studies and literature into language classrooms, and I will share resources to help educators implement them.

Language of Presentation: English

Intended Audience: Elementary; Middle; Secondary; College/University

Relevant to: All Languages; Dual Language/Immersion Programs; World Language Programs

Strand: Literacy

#87 AfroLatinidad Cultural Integration in Spanish Language Classroom Instruction**Bull Durham***Kimberly Winslow (Harnett County Schools)*

An equitable, diverse and inclusive world language classroom should reflect the multicultural populations in the countries where the target language is spoken. Traditionally, the African diaspora is neither discussed in the traditional 9-12 Spanish curriculum, nor included in course content in higher education. These variables may have a role in African American students' poor retention rates in world language programs. This session will address how information may be included through culturally responsive pedagogy to raise awareness of Afro-Latinos' historical, and cultural relevance in Spanish-speaking nations.

Language of Presentation: English

Intended Audience: Secondary

Relevant to: Spanish Focus

Strand: Cultural and Global Competence/ Interculturality

#88 The Benefits of Translanguaging in K-12 Classrooms**Crown***Jaslyn Davies (Hickory Ridge Elementary School)*

The practice of using translanguaging in K-12 classrooms with bilingual or multilingual students is to facilitate meaningful conversations, enhance learning objectives, and create connections between academic content and background knowledge. Translanguaging supports allow students to demonstrate integrate their language, cultural, and personal experiences with learning to support critical thinking and reasoning.

Language of Presentation: English

Intended Audience: Elementary; Middle; Secondary

Relevant to: Relevant to All Languages

Strand: Pedagogy and Assessment

#89 What are you waiting for? The time is now!***Canceled*****Royal A***Stephanie Sutter-Shoaf & Estelle Bowden (Greensboro Day School)*

Efforts to create more equitable and inclusive school communities can sometimes feel overwhelming. We understand that it can be difficult to design changes in culture and curriculum that will have a lasting impact. By utilizing a series of exercises, discussions, video clips, and interactive technology lessons, you will be empowered to incorporate DEI into lessons immediately.

Language of Presentation: English

Intended Audience: Middle; Secondary

Relevant to: All Languages

Strand: Cultural and Global Competence/ Interculturality; Social Justice

#90 Write it like a native speaker; say it like a native speaker**Royal B***Luis Gonzalez (Wake Forest University)*

Transfer is a natural phenomenon from the strongest language (L1) to any other language (L2, L3, etc.). Being aware of key patterns that might differ between two languages makes a difference in sounding like a native or not. This presentation will highlight common patterns found in L2 learners of Spanish as a second language.

Observe these common sentences, and how Spanish does things a bit differently. Mi abuela va a cocinar para mis amigas. >LA abuela LES va a cocinar A mis amigas.

Language of Presentation: English

Intended Audience: College/University; Elementary; Middle; Secondary

Relevant to: All Languages; Spanish Focus; Dual Language/Immersion Programs; World Language Programs

Strand: College/University; Pedagogy and Assessment

Round 10 - 2:00-2:50pm**#91 Listen Up! Teaching Language Learners How to Listen****Empire A***Bethanie Drew (Broughton Global Magnet High School)*

Though listening is one of the most useful communication skills, it's also one of the most challenging. Many teachers have been taught how to create activities connected to listening, but not to actually teach students how to comprehend what they hear. We will examine the complex processes involved with listening, interaction of working memory, top down/bottom up processing, & explore how these concepts can be integrated into the classroom. Ready to go samples & templates will be provided.

Language of Presentation: English

Intended Audience: Elementary; Middle; Secondary

Relevant to: All Languages

Strand: Literacy; Pedagogy and Assessment

#92 An educational journey to the Land Down Under: An Australian approach**Empire B**

to cultural inclusivity in the classroom

Christopher Lupoli (Chatham County Schools) & Glorina Rojas-Lupoli (Woods Charter School)

The Australian educational system is making an effort to develop a curriculum in response to the country's cultural diversity, its integration to an increasingly globalized society, and increasing recognition of the inherent value of Aboriginal traditions, cultures and languages. The massive influx of Asian immigrants and refugees from across the world, in addition to the presence of Aboriginal students that come from diverse cultural and linguistic backgrounds, have generated the need for a more culturally inclusive and less ethnocentric curriculum. As a member of the Go Global NC Teacher 2022 delegation, the presenters of this program (who are both Spanish teachers) will share their observations, inspirations and lessons learned from a two week in-person visit to Australia's educational system in July 2022. This presentation will focus on Australia's current education system and recent initiatives which are highly applicable to teachers of world languages, as well as many other disciplines, who aim to recognize the diverse cultural backgrounds of their students and communities, promote bilingualism and help their students to acquire greater cultural competence.

Language of Presentation: English

Intended Audience: Elementary; Middle; Secondary; College/University

Relevant to: All Languages

Strand: Cultural and Global Competence/ Interculturality

#93 Embedding DEIJ Topics in Chinese LAC (Language Across Curriculum) Course

Empire C

Luoyi Cai (UNC-Chapel Hill)

Words and actions we teach, model, and experience matter, because they have the power to influence students and teachers in and beyond the classroom. The presenter in this panel will share the curricular practices teaching Diversity, Equity, Inclusion, and Justice (DEIJ) topics in a content-based weekly seminar called Chinese LAC(Language Across Curriculum). It will elaborate on how some of the DEIJ topics are integrated into discussions on the topics broadly related to modern China's society.

Language of Presentation: English; Chinese

Intended Audience: College/University

Relevant to: Chinese Focus

Strand: College/University; Social Justice

#94 Move it move it! Using movement to promote learning and engagement

Empire D

Shelby Cole (Fuquay Varina High School) & Lisa Bartels (Wake County Public Schools)

Students learn more when their minds and bodies are both moving. In this session we will explore the research behind getting students moving, games designed with physical movement in mind, replacing seat work with "feet work," gallery walks, & tips for managing a moving classroom. Examples will be in French & Spanish. Participants will be involved and have time to share with colleagues. This presentation is geared with the teacher in mind and includes ideas and strategies to use the next day!

Language of Presentation: English

Intended Audience: Middle; Secondary

Relevant to: All Languages

Strand: Pedagogy and Assessment

#95 Virtual Resources to support study of Critical Languages**Empire E***Kathryn Goodpaster (University of North Carolina-Chapel Hill)*

The Russian Flagship Program at University of North Carolina - Chapel Hill is one of eight Russian Language Flagship programs, a national initiative sponsored by NSEP aimed to change the way Americans learn languages and support them on their path to becoming global professionals. Join us to learn more about opportunities for high school and community college students to engage with the critical languages in general, and Russian language in particular.

Language of Presentation: English

Intended Audience: Secondary, College/University

Relevant to: All Languages; Russian Focus

Strand: Cultural and Global Competence/ Interculturality; Pedagogy and Assessment

#96 Teaching Students to Drive their Brains**Bull Durham***Orosia Cortez Orellana (Western Union Elementary)*

Students will become creative problem solvers, analytical thinkers, and effective communicators when they are engaged in metacognitive activities. Students can be enhanced on the use of metacognitive and cognitive strategies and determine what they know and need to know to succeed. This presentation pretends to explain to teachers how to guide students to be self-reflective and self-direct learners and which strategies and activities can be used to reach the metacognitive goal.

Language of Presentation: English

Intended Audience: Elementary; Middle; Secondary

Relevant to: All Languages; Dual Language/Immersion Programs; World Language Programs

Strand: Literacy; Pedagogy and Assessment; Research

#97 Bringing Mindfulness to the Spanish Classroom: Pedagogical Applications**Crown***Alexandru Lefter (Fayetteville Technical Community College)*

This presentation will frame the concept of "mindfulness"—an awareness of, and being in, the present moment as a framework for both in-class instructional activities and for motivating students to study at home. Specific examples from the classroom will be discussed, including dealing with potential student frustration and negative emotions related to learning. Examples of using mindfulness as a way to encourage students to complete at-home assignments will also be included.

Language of Presentation: English

Intended Audience: College/University; Secondary

Relevant to: Spanish Focus

Strand: College/University

#98 AP Wow! Assignments That Help You Get The Most From Your AP Students**Royal A**

Jeannine Hempstead (Durham School of the Arts)

In this session, I will present recurring assignments and specific project ideas that can each be used to develop multiple skills that students will need to be successful on the various tasks required on the AP Exam. Each recurring assignment can be adapted to each thematic unit. I will also present project ideas. This session is for teachers of AP Language and Culture. Examples and materials will be in French, but the approaches apply to other world languages.

Language of Presentation: English; French

Intended Audience: Secondary

Relevant to: All Languages; French Focus; World Language Programs

Strand: Cultural and Global Competence/ Interculturality; Pedagogy and Assessment

#99 Y'all Means ALL: Inclusivity in the World Language Classroom

Auditorium

Melissa Perez (Durham Public Schools)

In this session, participants will learn pertinent vocabulary related to gender neutrality, explore controversy around the world related to teaching gender neutral pronoun as well as see examples in several languages. Participants will also learn strategies to implement to ensure their classrooms are welcoming to ALL students, particularly our LGBTQ+ students.

Language of Presentation: English

Intended Audience: Administrator; College/University; Elementary; Middle; Secondary

Relevant to: All Languages

Strand: Cultural and Global Competence/ Interculturality; Social Justice

#100 The effectiveness of technology helping struggling learners to learn the foreign language

Royal B

Dr. Farida Badr (University of Montana)

Can technology help struggling learners to learn a foreign language? This session focuses on how technology can help struggling learners to learn a foreign language. This presentation focuses on: What is the best way to integrate technology into language and other subject classes?

Language of Presentation: English

Intended Audience: College/University; Secondary

Relevant to: All Languages

Strand: Digital Learning Competencies/Technology



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Best of FLANC Conference 2023

Saturday, February 25, 2023

Sessions: Best of FLANC Conference sessions are chosen by Fall 2022 FLANC conference attendees and feature World Language AND Dual Language/Immersion topics.

Location: Sessions and hotel rooms will be available at the Marriott Hotel on the campus of the University of North Carolina at Charlotte. This location sits right off the Charlotte Area Transit System's Blue Line light rail with easy access into uptown Charlotte.

DLI School Visits: Optional Dual Language/Immersion in-person school visits will be available on Friday, February 24, 2023.

Registration: Look for registration information in December, 2022.

Thank you for attending the 56th Annual FLANC Conference!!!

