

WAFLT 2025 Fall Conference Oct 18-19th, 2025

“At-A-Glance” Program & Session Descriptions

Location: Ridgeline High School, Central Valley School District, WA
20150 E Country Vista Dr, Liberty Lake, WA 99019

Saturday 8:00 am - 8:15 am
Registration
Breakfast/Beverages

Main Cafeteria

Welcome and KeyNote Presentation
Saturday 8:15 am - 9:20 am

WELCOME ADDRESS:
Superintendent Welcome: Dr. John Parker

Local Tribal Welcome: Taylor Birdtail

KEYNOTE PRESENTATION:
Kei Tsukamaki
8:30 am-9:20 am
2025 ACTFL Teacher of the Year
Mmmmm

Marigolds and Mindsets: Sustainable Advocacy from the Ground Up

Location: Main Auditorium

Saturday	B110 (1st floor)	B111 (1st floor)	A220 (2nd floor)	A221 (2nd floor)	B210 (2nd floor)	B109 (1st floor)
Session #1 9:45-10:30	Jingran Wan	Caleb Zilmer	Tim Cirhan	Kei Tsukamaki		
	Empowering Heritage Chinese Language Learners with Higher-Order Thinking: Curriculum Design and Teaching Strategies	Supporting Communicative Competence AND Grammatical Competence: One Approach to Integrating Form-focused Instruction in a CLT Classroom	Language Immersion Camps	Top 10 TOY Tips: Lessons Learned from the Road (Double session, Session 1)		
Session #2 10:40-11:35	B110 (1st floor)	B111 (1st floor)	A220 (2nd floor)	A221 (2nd floor)	B210 (2nd floor)	B109 (1st floor)
	Bridget Yaden	Tatiana Kuzina & Margarita Morozovskiaia	Exhibitor Amos Wiedmaier & Natalia Morales Wiedmaier	Kei Tsukamaki	Leonard Christian	
	Connecting Worlds through Fulbright: Boosting Student Success, Language Learning, and Global Connections	Motivation in Action: A Community-Based School Experience	Comprehensible Input & Direct Instruction: A Hybrid Approach	Top 10 TOY Tips: Lessons Learned from the Road (Double session, Session 2)	Advocating in Olympia	
11:45am - 12:25pm WAFLT AWARD CEREMONY						
Location: Main Auditorium						
12:30pm-1:30pm						
LUNCH: Main Cafeteria						

<u>Session #3 1:30-2:20</u> Saturday	B110 (1st floor)	B111 (1st floor)	A220 (2nd floor)	A221 (2nd floor)	B210 (2nd floor)	B109 (1st floor)
	Dan Call	Zoe Jiang	Rhonda Eastman and Paris Granville	Luis Suarez de Benito		
	<u>Centering Indigenous Culture through WL Learning</u>	<u>GPT5, What's Next</u>	<u>One River, One Raft: Designing Competency-Based Mixed-Level Language Classes</u>	<u>Short Stories, Long Impact</u>		
<u>Session # 4 2:30-3:20</u>	B110 (1st floor)	B111 (1st floor)	A220 (2nd floor)	A221 (2nd floor)	B210 (2nd floor)	B109 (1st floor)
	Natalia Ruiz Rubio	Zhongqi Wang & Sun Burford	Paloma Martínez Carbo	Brandon Severance		
	<u>(Re)Imagining Our Curricula: Inspiring Our Students to Explore the World</u>	<u>E-typing 2.0: pictographic and Pinyin typing, shapes and sound working together</u>	<u>Cultural Richness and Creativity: Art and Social Engagement in the Spanish Classroom</u>	<u>Exploring sustainability in the WL classroom</u>		
<u>Session #5: 3:30-4:20</u>	B110 (1st floor)	B111 (1st floor)	A220 (2nd floor)	A221 (2nd floor)	B210 (2nd floor)	B109 (1st floor)
	Mary Ressa	Ye Wang (Cheryl)	Alexey Kuznetsov	Marylin Trujillo		
	<u>5 Components of Language Learning (Reading/Writing/Listening/Speaking/Culture) & a Practical Activity To Go with Each</u>	<u>Coaching for Connection: Building Identity, Agency, and Belonging in the Language Classroom</u>	<u>Critical Approach to Language and Culture Pedagogy in the Age of Isolationism</u>	<u>Finding Your Happy</u>		
4:30-5:00 Saturday	WAFLT General Membership Meeting: Library					

	Evaluations, Clock Hours: Main Cafeteria
Awards reception 6:30-8:00 Saturday	<p style="text-align: center;">AWARDS RECEPTION 6:30pm-8:00pm Mirabeau Park Hotel & Convention Center 1100 N Sullivan Rd, Spokane Valley, WA 99037</p> <p style="text-align: center;">ROOM NUMBER 3125/3127</p>

Sunday 8:00 am -8:50 am Breakfast						
Main Cafeteria						
Sunday	B110 (1st floor)	B111 (1st floor)	A220 (2nd floor)	A221 (2nd floor)	B210 (2nd floor)	B109 (1st floor)
<u>Session #6 9:00-9:50</u>	Paris Granville	Miguel Á. Novella	Exhibitor Amos Wiedmaier & Natalia Morales Wiedmaier	Mary Hooker		
	<u>Micro-Moments → Maximum Meaning</u>	<u>What Distinguishes a Spanish Heritage Speaker from a Second Language Learner? Practical and Pedagogical Considerations</u>	<u>Comprehensible Input & Direct Instruction: A Hybrid Approach</u>	<u>Get Your Get Your Reps In! Games and Activities to Process Input</u>		

<u>Session #7</u> 10:00-10:50 Sunday	B110 (1st floor)	B111 (1st floor)	B109 (1st floor)	A221 (2nd floor)	B210 (2nd floor)	A220 (2nd floor)
	Zhiling Hu	Catherine Ousselin	Missy Urushidani			
	Integrating Traditional Notebooks into Modern Classrooms	World Language are CTE! Let's talk about that.	TPRS 2.0 - Building 4 Skill Fluency, One Sentence at a Time			
<u>Session #8</u> 11:00-11:50	B110 (1st floor)	B111 (1st floor)	B109 (1st floor)	A221 (2nd floor)	B210 (2nd floor)	A220 (2nd floor)
Language Chapter Meeting	AATSP	AATF	WATJ	CLTA-WA	SEETAW	AATG
12pm-1pm						
LUNCH: Main Cafeteria						
1:00-1:50pm	1pm-1:50pm Main Cafeteria Evaluations, Clock Hours & Clean up Safe travels and thank you for attending our Fall Conference.					

Presentation Description

KeyNote: Kei Tsukamaki – 2025 ACTFL Teacher of the Year

Title: Marigolds and Mindsets: Sustainable Advocacy from the Ground Up

Optimism is a choice, and successful advocacy requires us to hold firmly to our values, beliefs, and goals. Find out or remind yourself what being a "marigold" is all about and how our own mindsets can lead to successful program advocacy and student success.

Session descriptions

Saturday Session #1

Jingran Wan

Empowering Heritage Chinese Language Learners with Higher-Order Thinking: Curriculum Design and Teaching Strategies

This presentation describes strategies to deepen heritage language and culture learning by fostering critical thinking, creativity, and problem-solving. It emphasizes curriculum design that strengthens students' connections to their cultural roots and local community, while equipping them to apply higher-order thinking in real-world contexts.

Caleb Zilmer

Supporting Communicative Competence AND Grammatical Competence: One Approach to Integrating Form-focused Instruction in a CLT Classroom

In this session, participants will explore how second language acquisition (SLA) research can help to inform form-focused instruction in a proficiency-oriented Communicative Language Teaching (CLT) classroom context. First, research on acquisition of L2 Spanish—specifically simple present verb inflections—will be shared. Then, through a guided text analysis, participants will explore how such research can facilitate the challenging task of selecting which language features to focus on explicitly in instruction. Finally, based on the text analysis, participants will engage with a “deconstruction task” (Gibbons, 2014) of the sort they could use with students.

Tim Cirhan

Language Immersion Camps

We all know how helpful immersing yourself in the language and culture can be for language acquisition and cultural appreciation. But what do you do when you can't bring your students to the country where the language is spoken? You bring the immersive experience to them by creating a setting where everyone speaks in the target language and, in small and large groups, participates in cultural practices. A language immersion camp is the perfect opportunity for this and here is how you can build one best suited for your students and your fellow world language teachers around the state.

Kei Tsukamaki – 2025 ACTFL Teacher of the Year

Top 10 TOY Tips: Lessons Learned from the Road (Part 1: Double Session)

Come learn what educators around the USA have shared! Join this presentation to learn strategies for engaging activities, boosting student self-efficacy, target language immersion, literacy skills, and sustainable teacher wellbeing practices and routines. The presenter will share lessons learned from each of the five regional conferences from this past spring.

Saturday Session #2

Bridget Yaden

Connecting Worlds through Fulbright: Boosting Student Success, Language Learning, and Global Connections

Ever wonderful about the Fulbright program? I will share my experiences from a two-week Fulbright seminar in France, during which time I studied how French universities support student success and retention, train world language educators, and support bilingual education. I will also share information on how you can leverage the Fulbright program to conduct your own research and professional development.

Tatiana Kuzina & Margarita Morozovskaia

Motivation in Action: A Community-Based School Experience

Motivation is one of the key factors in the learning process. It is also the factor which we, as teachers, can influence. The presentation will focus on the challenges in maintaining motivation in the heritage language classroom and on the tools we can use to increase it. The presenters will share their experience working in the after-school program at the community-based Russian language school.

Amos Wiedmaier & Natalia Morales Wiedmaier

EXHIBITOR SESSION: Comprehensible Input & Direct Instruction: A hybrid Approach.

Author Amos Wiedmaier & contributing author Natalia Morales Wiedmaier will present their Story First teaching philosophy, along with their new intermediate Spanish Language short novel: Apocalipsis 16.

Kei Tsukamaki – [2025 ACTFL Teacher of the Year](#)

Top 10 TOY Tips: Lessons Learned from the Road (Part 2: Double Session)

Come learn what educators around the USA have shared! Join this presentation to learn strategies for engaging activities, boosting student self-efficacy, target language immersion, literacy skills, and sustainable teacher wellbeing practices and routines. The presenter will share lessons learned from each of the five regional conferences from this past spring.

Leonard Christian - WA State Senator, 4th District

How do you get a bill passed by the legislature? How do you advocate for your position and your bill? How do you best connect with your legislators? All this information will be presented by a currently sitting state senator.

Saturday Session #3

[Dan Call - 2025 PNCFL Teacher of the Year](#)

Centering Indigenous Culture through WL Learning

Unless we make an active effort to center and study Indigenous cultures in our classrooms, World Language teachers may be furthering the work of colonization. Join me for this session in which I will present some lesson ideas and strategies showing how language instruction can be used to bring Indigenous cultures to the forefront on a regular basis.

Zoe Jiang

GPT5, What's Next

This session introduces participants to the latest cutting-edge AI technologies like GPT-5, helping them understand how these tools can enhance language learning. While AI tools continue to evolve rapidly, we will also explore timeless, proven classroom activities that remain effective regardless of technology changes. Attendees will leave inspired to integrate innovative AI tools alongside enduring teaching strategies, creating a balanced and future-ready world language classroom.

Rhonda Eastman & Paris Granville

One River, One Raft: Designing Competency-Based Mixed-Level Language Classes

What if every student in your classroom—regardless of entry point—could move forward confidently toward higher proficiency? Combo classes (multi-level classrooms) are a familiar solution when enrollments are uneven, but this session highlights a different approach: competency-based classes. Instead of seat time or grade level, students progress by demonstrating proficiency, earning credit for the level they achieve, and never moving backward.

Luis Suarez de Benito (Embassy of Spain Education Office in Seattle)

Short stories, long impact

This presentation explores the multifaceted potential of short stories in the language classroom. Short stories support language development and fluency, and also provide rich contexts for vocabulary expansion, grammatical structures, and cultural insight. Practical strategies for exploiting short stories include guided reading, prediction tasks, retelling, and creative rewriting. The affective power of storytelling enhances student motivation and emotional engagement, fostering a deeper connection with the language. Special attention is given to student-created stories and the use of images as visual prompts, encouraging meaningful communication. Through this approach, short stories become a dynamic tool for both language acquisition and learner expression.

Saturday Session #4

Natalia Ruiz Rubio

(Re)Imagining Our Curricula: Inspiring Our Students to Explore the World

This session emphasizes the importance of integrating the intercultural transfer design framework to design a curriculum that promotes active engagement and provides tasks to use the language in new ways to develop language and intercultural competence.

Zhongqi Wang and Sun Burford

E-typing 2.0: pictographic and Pinyin typing, shapes and sound working together

Chinese characters are complicated in their shapes. Current teaching methods are heavily depended on Pinyin system which is strong in sound but weak in character shapes. A pictographic typing method invented by one of the presenters provides a new shape-based approach to character teaching, and showed great potential in the past year's experiments in the Tyee Middle School by reducing the difficulty of learning Chinese characters and achieved outstanding results in a global typing competition. We will present the mechanism and show statistic results of our experiments which integrated both typing methods.

Paloma Martínez Carbajo

Cultural Richness and Creativity: Art and Social Engagement in the Spanish Classroom

This presentation shares an interdisciplinary unit proposal for Spanish as a foreign language. It leverages art as a powerful pedagogical tool for "visible learning" (Perkins, 2015), fostering creativity and cultural understanding. Art also serves as a potent medium for social justice. By exploring works on equity, resistance, and activism, students deepen their understanding of global and local challenges. This analysis connects them to the Hispanic world while prompting reflection on their own personal and regional contexts, cultivating social engagement, critical thinking, and empathy. The session will suggest ideas to enhance language skills, stimulate imagination, and develop communication through art.

Brandon Severance

Exploring sustainability in the WL classroom

This session will offer a unit plan and resources for using the Sustainable Development Goals (SDGs) in the Spanish classroom. Materials will be designed for novice, intermediate, and advanced learners. Some ideas will be more broadly applicable to other languages, but the unit I will share will heavily reference Spanish-speaking cultures. The unit presented here was created as part of OSPI's SPILL program (Statewide Proficiency Initiative for Languages and Leadership).

Saturday Session #5

Mary Ressa

5 Components of Language Learning (Reading/Writing/Listening/Speaking/Culture) & a Practical Activity To Go with Each

I plan to present an activity for each of the components of learning a language that teachers can incorporate into their daily lessons.

1. Culture: students research, plan and make a meal for their families.
2. Writing: The car racing game.
3. Speaking: Maximizing speaking w/partners by answering questions to include who/what/where/when/why.....
4. Reading: Reading Buddy Activity.
5. Listening: some resources for listening activities.

Ye Wang (Cheryl)

Coaching for Connection: Building Identity, Agency, and Belonging in the Language Classroom

In this interactive session, participants will explore coaching-informed strategies that foster identity, agency, and belonging in multilingual classrooms. Through reflective prompts, practical tools, and real-world examples, educators will learn how to shift from directive teaching to facilitative coaching—empowering students to take ownership of their learning. The workshop highlights culturally responsive practices, emotional literacy, and language-rich routines that build trust and connection. Ideal for language teachers seeking to deepen engagement and nurture whole-person development in diverse learning environments.

Alexey Kuznetsov

Critical Approach to Language and Culture Pedagogy in the Age of Isolationism

In this interactive session, we will consider the significance of multicultural foundations for pedagogy in an age of growing isolationism. Drawing on Russian and American experiences of language learning and teaching, Alexey will examine how discourse and policy construct isolationist climates, and how enduring models of imperialism and patriarchy continue to shape education and culture. Together, we will explore possibilities for challenging these forces and reflect on the role of teachers as advocates for their students' needs in an interconnected, globalizing world. Ultimately, we will ask how educators can defend their students' right to an abundant and joyful future of cross-cultural understanding and growth.

Marylin Trujillo**Finding Your Happy**

As teachers of secondary level students we go through the rough every beginning of the year, this session will help you create a plan to reduce the amount of hard times during the first month of the school year and eventually have mostly success the remaining of the school year: 1. Who I was before becoming a teacher. 2. Where stress finds me 3. Quick ways to find my happy 4. Long term solutions and maintenance.

Sunday Session #6

Paris Granville**Micro-Moments → Maximum Meaning**

Big shifts in language learning often come from the smallest moments. Discover how quick, intentional interactions—lasting less than two minutes—can spark connection, lower stress, and make language meaningful for every learner. In this interactive session, you'll experience micro-moments firsthand, share your own favorite ideas in a rapid exchange, and leave with practical takeaways you can use right away.

Miguel Á. Novella**What Distinguishes a Spanish Heritage Speaker from a Second Language Learner? Practical and Pedagogical Considerations**

This presentation will review essential concepts teachers need to support this growing student population effectively. Educators will learn the differences between a native speaker, a heritage speaker, and a second language learner, and why a separate approach for heritage speakers is advised. If customizing a path is not feasible, this workshop will provide strategies to teach these students in an engaging way. Open educational resources available for free will also be recommended.

Amos Wiedmaier & Natalia Morales Wiedmaier**EXHIBITOR SESSION: Comprehensible Input & Direct Instruction: A hybrid Approach.**

Author Amos Wiedmaier & contributing author Natalia Morales Wiedmaier will present their Story First teaching philosophy, along with their new intermediate Spanish Language short novel: Apocalipsis 16.

Mary Hooker – 2025 WAFLT Teacher of the Year

Get Your Reps In! Games and Activities to Process Input

In this session I will share and demo activities and games to use with students after a story, Special Person Interview, Clip Chat or any CI you provide. Audience is encouraged to share their games and activities or their own twists..

Sunday Session #7

Zhiling Hu

Integrating Traditional Notebooks into Modern Classrooms

Today, we live in a time where students can ask ChatGPT for an essay, get instant feedback from AI-powered tutors, and turn in assignments without even picking up a pencil.

Catherine Ousselin

World Language are CTE! Let's talk about that.

In this discussion session, educators will offer insights, opinions, and concerns about adding World Language courses to their CTE departments. Currently, ASL students in several districts can earn BOTH CTE and World Language credits. How could World Language programs and students benefit from this option? What are the drawbacks? How do we organize this effort? Join in the conversation!

Missy Urushidani

TPRS 2.0 - Building 4 Skill Fluency, One Sentence at a Time

Come experience the TPRS 2.0 recipe for fast, lasting fluency! We'll build language one sentence at a time with Comprehensible Input, hitting all four skills while keeping students engaged. Whether you have them for two years or four, the goal is the same: maximum fluency in minimum time.

Sunday Session #8

Catherine Ousselin

AATF Idea Share/ Demo strategy: Cooperative Listening

How do French educators find and organize authentic resources around which to design empowering learning experiences? How do we support student voice and identity at the local and global levels? In this session, we will explore the AATF's curated authentic resources and the Shared Resource platform. We will discuss the design and delivery of content-driven unit plans and communicative activities that encourage intercultural competency, inquiry, and investigation. Units, templates, and resources will be shared.

Chikako Misener

WATJ Idea Share

Please bring ideas and strategies for activities, units, and instruction. Handouts are appreciated, but not required. Shared resources will be collected on a collaborative document.

Jingran Wan

CLTA-WA Idea Share

Chinese Language Teachers Association-Washington State (CLTA-WA) will organize a Chinese Idea Share Session in the WAFLT 2025 Fall Conference. In this session, CLTA-WA members will share their class activities as well as cultural products, and exchange teaching ideas with the participants teaching Chinese and other world languages. Teachers will share Chinese teaching ideas and lesson plans which can be immediately practiced in the classroom. There will be a Q&A part in this session.