## CONFERENCE PROGRAM

**IUP SPRING METHODOLOGY CONFERENCE ON FOREIGN LANGUAGE TEACHING**

**FRIDAY, APRIL 15, 2016**

*Sponsored by:
The Department of Foreign Languages
Indiana University of Pennsylvania*

### KEYNOTE SESSION

| 8:00 - 8:30 | Registration  
| Coffee and Pastries |
| 8:30 – 9:00 | The PNC Room  
| Welcome and Introduction  
| Dr. J-Louis Dassier, Conference Co-Chair |
| 9:00-10:00 | Keynote Address  
| The PNC Room  
| “Reading the World: Becoming Global Citizens”  
| *Mr. Yo Azama*  
| North Salinas High School; Salinas, CA |
| 10:00 - 10:30 | Coffee Break and Exhibit Hall |
| **SESSION SERIES #1: 10:30 – 11:30 a.m.** |
| Communication Room: “Motivating Students in 21st Century World Language Classroom”  
| How can we help students discover the joy of learning another language and culture? What are the key elements a language teacher should know? In this session, participants will explore essential elements with practical approaches in creating an environment that promotes students’ motivation in a world language classroom. Participants will explore the topics through hands-on activities, small group work, discussions, and will develop practical tools that are applicable to all levels of learners.  
| *Mr. Yo Azama*  
| North Salinas High School; Salinas, CA |
| Cultures Room: “Get REAL! Facilitating Lively Discussion in the Target Language with Philosophical Chairs and Socratic Seminars”  
| This session will introduce two strategies to facilitate real interpersonal discussions allowing students to demonstrate critical, logical, reflective, and creative thinking. Philosophical Chairs and Socratic Seminars are both AVID strategies intended for debate and reflection of hot topics typically found in English or Social Studies classes; these strategies will be demonstrated in action.  
| *Mr. Rich Madel*  
| Plymouth-Whitemarsh HS; Plymouth Meeting, PA |
| **SESSION SERIES #2: 12:45 – 1:45 p.m.** |
| Communication Room: “Genre Matters: Developing Writing in Presentational Mode through a Focus on Text Type”  
| How do we help students to differentiate between telling and recounting an event or between describing a city and describing a person? In this session, we will share examples of writing tasks that focus students on features of specific text types to draw attention to features unique to those texts.  
| **BUFFET LUNCH: 11:45 a.m. - 12:35 p.m.**  
| KCAC Alcove |
| **SESSION SERIES #2: 12:45 – 1:45 p.m.** |
| Communication Room: “PSMLA Global Scholars Program: Enhancing Outcomes and Enrollment in Your World Language Program”  
| Learn more about the new Pennsylvania State Modern Language Association (PSMLA) Global Scholars Program and how it will help your school prepare students for the global marketplace! Global Scholars programs and Seals of Biliteracy are being launched in various states and are being explored by others. This virtually cost-free, interdisciplinary, easy-to-administer program recognizes and honors students who pursue courses and activities that are global in nature and helps develop global competency.  
| *Dr. Jan Stewart*  
| Seton Hill University |
| Communities Room: “Simulated Immersion from Beginning to Advanced Proficiency: ‘What-Why-How?’”  
| Participants will explore a language classroom that focuses on simulated-immersion, that is, the use of the target language no less than 90% of each class period. In addition to understanding the meaning of “simulated-immersion,” participants will be able to implement an effective token system within their own language classroom to reward students for using the target language while limiting the use of the native language.  
| *Mr. Jesse Carnevali*  
| Franklin Regional Senior HS; Murrysville, PA |
This session will be presented in English with examples in French and Spanish.

**Dr. Francis John Troyan**  
The Ohio State University

**Ahmed Bramli**  
Ecole Kenwood French Immersion School, Columbus, Ohio

**Margaret Burke**  
MED Candidate, The Ohio State University

**Cultures Room: “The Acquisition-Rich Classroom: An AUTHENTIC Experience”**

Come explore the benefits and ease of employing authentic materials such as current music, television ads, news reports, weather forecasts, and more into your lessons. Attendees will actively engage in lively discussion surrounding the designing of learner-centered activities to use with authentic resources. While all examples will be based on Spanish materials, this session will serve instructors of all modern languages.

**Mr. Alvin Irwin**  
Charlotte Latin School; Indian Trail, NC

**Connections Room: “Create, Communicate, Collaborate: Engaging Foreign Language Learners through Technology”**

Session will focus on ways foreign language teachers can integrate technology to provide engaging opportunities that promote student creativity, enhance communication and provide more personalized instruction. Participants will learn simple and engaging ways to transform their instruction, create innovative and informative assessments and see how students benefit through choosing how to show what they know and can do with the material.

**Ms. Rachelle Poth**  
Riverview High School; Oakmont, PA

**Communities Room: Exhibitor Session “WeSpeke: A Global Social Network for Authentic Language Exchange”**

Bring real world language practice to your classes by connecting students with native speakers on WeSpeke. See how WeSpeke can build language, cultural, and global skills through text, audio, and video chats. Bring your own device (optional) and chat with members of our global community, create a personalized language Notebook, try out an online lesson, and learn how to create a class on WeSpeke.

**Ms. Cathy Wilson**  
VP Marketing: WeSpeke

**Encourage students to use the language for meaningful purposes. Examples are in French and Spanish, but are applicable for all languages.**

**Dr. Bonnie Adair-Hauck**  
University of Pittsburgh

**Cultures Room: “Project-based Learning with STEAM in the Foreign Language Classroom”**

In the 21st century, project-based learning is a dynamic way to apply students’ learning to our vibrant, global economy. Foreign Language Education connects with project-based learning in an interdisciplinary approach called “STEAM.” Cross-curricular projects will be shared, with an emphasis on how students of all levels create with language. The ability to create with language is a crucial 21st Century skill in our global world.

**Dr. Maggie Broderick**  
Concordia University

**Dr. Michele Lowers**  
Keystone Oaks HS, Pittsburgh, PA

**Connections Room: “Gamification Techniques to Assess Students’ Language Achievement”**

A practical and fun way to assess students formatively, in large groups, is by combining specially designed games with assessment techniques. To this end, FL teachers can assess students’ language achievement through games that engage the students in the three modes of communication. Through game-like activities, students demonstrate specific knowledge/skills in L2 while having fun and using the target language for communicative purposes.

**Dr. José G. Ricardo-Osorio**  
Shippensburg University of Pennsylvania

**Communities Room: “Facilitating Language Acquisition through Structured Input Activities”**

Have you ever heard an English Language Learner say something like “Yesterday, I play soccer”? Have you ever wondered what prevents the learner from choosing the correct grammatical ending or how to help the student overcome this difficulty? Structured Input (SI) activities are designed to enable learners make these form-meaning connections. In this session, we will tackle some of the issues related to creating effective SI activities.

**Dr. Jason Killam**  
Indiana University of Pennsylvania

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**SESSION SERIES #3: 2:00 – 3:00 p.m.**

**Communication Room: “Did you say that we’re supposed to be speaking the TL 90% of the time even for Level I students?”**

This session will focus on the importance of target language (TL) input and use 90% of the time, even for Level 1 learners. We will share strategies that assist teachers and the learners to stay in the TL, view a video where the teacher models 90% TL use, participate in activities that