

2021 CLTA Virtual Conference Interest Sessions

Interest Sessions are pre-recorded and will be available through July 31, 2021 for conference attendees.

SATURDAY Interest Sessions February 27, 2021

9:00-9:30 AM PST

S11 Use Your Textbook to Plan a Unit for PROFICIENCY: Hit the Standards in 15 Steps!

Learn a straightforward process to take any existing textbook chapter and transform it into an impactful thematic unit geared toward proficiency goals. Using a flexible process firmly based on the new CA World Language Standards & Framework, you'll gain the skills and tools needed to create an effective and engaging unit every time! This session is for teachers of any language and level -- you'll use your experiences and strengths and your knowledge of your own students and setting to customize a captivating unit. Learn to maximize what's most effective in a way that is cohesive, contextualized and equitable for your learners.

ES12 Spiele für den online Unterricht

In this virtual workshop, we will introduce as well as try out various games from Klett's collection of "Spiele für den DaF Unterricht." We will demonstrate and discuss how to implement these games successfully in remote classrooms.

S13 Multicultural Task-Based Teaching for Raising Language Proficiency to Level 2+

This presentation focus on how higher student proficiency levels can be achieved by making our students think critically, solve problems, and collaborate to enhance their performance in the classroom based on multicultural awareness. Deciding the quality of the material, approach, and style of students' performance in the classroom can foster student motivation. this will, over time, elevates their self-confidence, trust, and self-efficacy. Many strategies will be provided on how to develop effective multicultural related questions and sub-topics and how task-based activities can encourage learners to actively engage in culture related tasks during the learning process.

S14 Examine and Overcome Personal and Cultural Biases in your World Language Classroom

As humans, we all have conscious and unconscious personal and cultural biases that affect every area of our lives, including our world language classrooms. It is imperative that we examine what those biases are and how they impact what and how we teach our students, as well as how our students perceive that content. Recognizing how biases affect the way in which teachers see their students, how teachers manage their classroom, the cultural elements they choose to focus on, and how lessons are structured is more critical than ever. This session will help participants identify biases and find ways to minimize the impact of those biases in their world language classroom as well as brainstorm activities that will allow students to safely explore their own potential biases as they are studying the target cultures.

Saturday Interest Sessions (con't)

S15 All The Tools for Classroom and Distance Learning: An Overview of CDE Resources

This workshop focuses on the implementation of the World Languages Standards, the World Languages Framework, and other State level tools for the World Languages classroom. By the end of this workshop, participants will have reviewed the structure and relationship of the World Languages Standards and Framework. They will go on to explore additional resources available from the CDE to support the teacher of World Languages.

S16 Modifying Units for Social Justice

Come and spend time diving into your current units for your WL classroom to make the shift to social justice. Dive into how to integrate Teaching Tolerance's Social Justice Standards alongside the new California WL standards to create a robust and rich unit plan for your students rooted in social justice. Participants will leave with an instructional toolkit on how to incorporate social justice standards, invite students to take action on an issue, and a sample IPA plan with a social justice focus.

S17 Proficiency-Based Virtual Centers in Zoom For Students In Grades K-8

Want to virtually immerse students in engaging proficiency-based activities in the target language? Learn how to effectively use breakout rooms in Zoom to promote language-learning independence, student choice, and language fun. The presenter will share interactive games, literacy strategies, and applicable technology in order to successfully setup centers based on the modes of communication.

9:35-10:05 AM PST

S21 The World in Hand: Five Ways to Integrate Global Education in the World Languages Classroom

Just as linguistic and cultural competence is central to global competence, the World Languages classroom is key to exposing our students to the full skill set for global citizenship. Join this workshop for a pragmatic, outcomes-driven exploration of building global competence in the world languages classroom and through collaboration across content areas.

ES22 Assessment, Proficiency & Placement: Piecing together a bright future for our language students

A new teacher in a fledgling program at a low socioeconomic school wanted to improve student success. See how outcomes for all students improved greatly, and district-wide change was initiated to improve proficiency outcomes, curriculum, and more. In this presentation followed by Q&A you will learn basic steps that you can take to improve outcomes, and individualize student learning.

Saturday Interest Sessions (con't)

S23 AP Chinese Language and Culture Exam Free Response Task: Cultural Presentation

This session will focus on the AP Chinese Language and Culture scoring guidelines for the cultural presentation, presented by a former member of the AP Chinese Language and Culture Development Committee. Using past AP exam cultural presentation prompts and student examples, participants will learn how to develop effective instructional strategies in order to prepare students for the AP Chinese Language and Culture exam.

S24 Effective Assessment to Stay in the Target Language; the Use of "T.A.L.K." in your Japanese Classroom

The presenters will share meaningful ways to assess student performance through motivating activities to encourage students to use the target language as well as to express their multicultural perspectives. Using photos and videos, several such assessments will be shared with attendees using the concept of "T.A.L.K." as well as providing sample activities.

S25 Collaborative Groupwork for a more Equitable WL Classroom

In this session, teachers will use research-backed strategies to engage more students in meaningful collaboration and increase all students' language proficiency. This workshop will provide teachers with a clear structure for designing groupwork that can be adapted to any level, any language, and any objective. Teachers will identify structures to carry out groupwork both in the virtual and in-person settings.

S26 Emoción y creatividad en el aula de español

Fostering an environment of curiosity and surprise in the Spanish classroom contributes to causing a motivational impact on students that will lead them to experience very favorable sensations for learning a language. In this session, we are going to analyze some art- and history-related activities that will stimulate students to create an environment conducive to learning the target language and in which the participants will experience a memorable sensation.

11:00-11:30 AM PST

ES31 Beyond food and music: using cultural comparisons to explore deeply cultural practices in Spanish speaking countries

During this session, we will look at different practices and behaviors of the diverse Spanish speaking population in different countries. We will investigate cultural elements and do cultural comparisons. Teachers will learn instructional strategies that provide authentic insight into cultural perspectives in Spanish Speaking countries.

Saturday Interest Sessions (con't)

S32 Teaching the Connections Standards with the Sustainable Development Goals - Global Competency for our 21st century learners

The historically lost standard -- Connections -- takes on new meaning through the California Standards and Curriculum Framework. Participants will use active, classroom based practices to focus on working with the United Nations' Sustainable Development Goals at the core of thematic units. While doing so, participants will learn how to bring the Connections standard to life, in ways that are easy to incorporate, are student-centered, and to ensure that students develop knowledge and skills in Interculturality. Participants will also experience a complete thematic unit and IPA that delves into some inspiring content, so come ready to learn!

S33 Beat the Elephant Before he Enters the Room

Do you struggle to give feedback? Are your red pens running out of ink? Grading may be the least fun part of teaching, but doing so in the wake of student products in the three modes? Now THAT is the shift. Head the nightmare off at the pass so you know what to say, how to grade, and what NOT to do. From syllabus to saving yourself from grading on the weekends, this session will spell it all out!

ES34 Develop Communicative and Cultural Proficiency

This session explores how to develop communicative and cultural proficiency in the Spanish classroom using authentic resources. We will examine practical strategies and techniques for using authentic videos, art, music, and more to enhance language skills while developing cultural awareness and competence.

ES35 On Your Way(side) to Proficiency: 8 Best Practices That Get You There

Traditionally, publishers haven't supported teachers with proficiency-based textbooks. We're changing that! Come learn more about eight best practices for teaching for proficiency and how Wayside Publishing's Spanish and French series, EntreCulturas and EntreCultures, incorporate them all! We'll talk about using backward-design grounded in essential questions, authentic resources that inspire tasks across all modes of communication, grammar taught in context, can-do statements, formative performance assessments, summative IPAs, and other ACTFL-aligned best practices.

S36 An antiracist pedagogy

During this presentation, the speakers will highlight the need for an antiracist pedagogy in our language classes. After the theoretic and program introduction, speakers will be presenting a unit for a Spanish classroom that exemplifies an approach to teaching about stereotypes, prejudice, bias, and systems of discrimination. The unit will have a communicative focus that will scaffold students' engagement and conversation with difficult and important concepts. This can be a model for other conversations throughout the curriculum.

Saturday Interest Sessions (con't)

1:35-2:05 PM PST

S41 Using PACE Model

Participants will learn about the PACE Model: Teaching language forms through storytelling. The Presentation will guide students through the creation and theory of the PACE Model. The lesson will be based upon the life and paintings of Frida Kahlo.

S42 Improve Students' Performance through Coaching

Coaching can empower learners to set their goals and make connections between their growth and personal commitment. This session offers concrete examples based on literature review of how to design a roadmap to raise coaching and reflective learning. This interactive performance will be followed by a discussion of how teachers can motivate students and help them improve their learning skills and confidence.

S43 Read, Read, Read!! Authentic Materials for Different Purposes

This session is focused on demonstrating how Japanese teachers can use authentic reading materials for real life purposes from level 1. The presenter share activities and strategies to help students actively read and ENJOY. Selected hands-on practice activities will be demonstrated and the participants will receive resources and materials.

S44 National Spanish Challenge and Examinations

This session will focus on the content, administration, and prizes available from the National Spanish Exam (Grades 7-12) and the National Spanish Challenge (Grades 1 - 6). The presenter will discuss how these contests can both motivate students to greater proficiency in the language and help teachers inform instruction through disaggregated data. Participants will be introduced to the many scholarships, study abroad opportunities, and awards available for both students and teachers.

S45 Homme de couleur: Interpretive Reading for novices

Using the poem "Lettre à mon frère blanc," and a children's book based on the same African song, learn a strategy to help novice learners negotiate meaning with each text individually and compare them together. Attendees will leave with a comprehension guide for both texts, and general guidelines for how to create more guides to help novice learners work with authentic documents.

ES46 Using Authentic Resources to Build Communication Skills

This session explores how to use authentic resources in the Spanish classroom to bring real-life language and culture to your students. We will discuss ways to use level-appropriate tasks and proven strategies that make the use of authentic resources effective in building interpersonal communication skills. Join us to see how the use of authentic resources can motivate our students to use Spanish in and beyond the classroom.

Saturday Interest Sessions (con't)

S47 Telling their Story - Using Project Based learning with real life experiences

With so many speakers of different languages all around us, each with their own story, we can give our students the chance to use authentic language to make connections with those members of our community through project based learning activities.

S48 Growing Together through Powerful Virtual Observation Cycle

Description: One of the best ways to improve our own teaching practice is through observation. Observation of self and others' teaching increases awareness of one's current teaching practices, informs us with insights, and helps build a stronger professional learning community. A well-planned observation cycle not only provides a safe learning environment for all but also elevates one's thinking. Presenters will share their observation cycle experience implementing the PACE model with video clips and observation cycle protocols. In this session, participants will explore key considerations for successful observation cycle protocols and practical tools in a distance learning environment. Participants will: Identify key considerations for a successful PLC; Become familiar with observation cycle protocols; Gain practical ideas to conduct an observation cycle and reflection in a distance learning setting

4:00-5:00 PM PST

CAJLT Annual Meeting

This is an annual meeting for current and future CAJLT members. During the meeting, the CAJLT officer will report their annual activities and future activities. This is an opportunity to meet other Japanese teachers and exchange information to increase knowledge on how to innovate with language in Japanese language instruction.

SUNDAY Interest Sessions

February 28, 2021

9:30-10:00 AM PST

S51 Writing to Grow: Building Blocks to Proficiency

An intentional writing plan provides opportunities to process, practice, and apply new learning in context. A writing plan enables teachers to teach grammar in context while moving students across proficiency borders. This session explores output and revision strategies that deepen and expand writing performances and grow language proficiency.

S52 No Turning Back: New Pathways to Proficiency and Inclusion

We have seen many transformations in language education. What teachers did "then" looks quite different from our practices "now." Looking ahead to the next decade, this session will help attendees unpack contemporary standards, including the new California standards, and apply them to their planning and instruction. Take away strategies for inclusion of all learners: standard, heritage, bilingual and immersion. Examples showcasing how to use authentic media will be shared. Join Vista Higher Learning for this interactive session as we explore a mosaic of multicultural pathways to one goal: Proficiency.

ES53 Setting Proficiency Goals for Language Learners with ACTFL Assessments

In this session, explore the many ways in which ACTFL Assessments help language programs set tangible goals for students, and even attain them. These online assessments provide measurements across all three modes of communication; involving speaking, listening, reading and writing abilities. They are also easily administered (we'll show you how) and produce results that can be compared across classes, schools, districts, and even states. We will also examine the granular ratings scale that promotes movement up the continuum towards higher levels of proficiency.

S54 Our Immigration Stories: Civic Engagement and Global Competence in the World Language Classroom

2012 ACTFL Language Teacher of the Year Yo Azama, Ethnic Studies/Japanese teacher Clayton Frederick, and other Japanese teachers of the Salinas Union High School District Japanese program will share a grant-winning unit on the topic of immigration. The lesson brings civic engagement into the world language classroom, highlighting tasks that support students' development in all four domains of global competence by engaging them in action civics, historical inquiry, civil discourse, critical thinking, and social/emotional learning. A version of this session was presented at the ACTFL Virtual 2020 conference. Materials are in Japanese, but strategies and content-based approach are applicable to all languages. AP level.

Sunday Interest Sessions (con't)

S55 Proficiency-Based Speaking Activities through Animated Shorts

Is proficiency a missing part in our teaching practices? Well, this presentation will lead participants through the ADDNA model. It will demonstrate how animated shorts can help facilitate learning, incorporate language tasks and provide engaging speaking activities in a proficiency-based classroom. Plus, what can be more fun than watching an animation in class!?

S56 Comparative Genocide Case Study: The Holocaust and Yugoslavian Entanglement

Through the hybridized remediation of historical referents this presentation will show how the contemporary viewer experiences the Holocaust, resulting in a more socially complex view of genocide as a shared cultural memory among audiences who vary greatly in ethnic, cultural and generational background. At the same time Yugoslavian migrants are also coming to terms with their own history, identity and place within German society through their investigation of Germany's National Socialist past. The experiences of ex-Yugoslavian refugees and migrants, as multi-ethnic minorities, involve them in many of the larger issues, such as cultural diversity and Islamophobia. These migrants are significantly reshaping contemporary German culture, from film to music, and are changing the terms of German memory, which can be unsettling at times, but is also productive for the future. This historical entanglement sheds new light on what it means to be a German today by involving the voices of migrants in the telling of Germany's past, present and future.

S57 Hacking the Interpretive Mode

Join ACTFL's 2015 National Language Teacher of the Year in a session exploring a framework you can use with your learners to "hack" the Interpretive Mode of communication. Go beyond traditional comprehension questions with strategies you can teach learners to handle unknown vocabulary and activities to help all learners interact meaningfully with authentic texts and interpret them through a cultural lens. Attendees will receive links to resources, including how technology tools can be leveraged in the Interpretive Mode.

S58 Social Justice, Interpretive Communication, and the Standards: Lesson Ideas for your Intermediate Learners

Even though teaching and learning has been turned on its head, we can still create community, support social justice, and teach to the standards. The presenter will share 1-2 lesson ideas the students say make them feel like part of a real community, help them further develop their interpretive skills, and are fun! And guess what? Social justice is woven into every aspect of these standards- and framework-aligned lesson strategies.

Sunday Interest Sessions (con't)

11:05-11:35 AM PST

S61 Let's Take a Virtual Learning Walk!

Did you ever want to peek into your fellow teachers' classrooms but never had the time? We all know that we learn so much from sitting in a colleague's classroom. The distance learning environment provides us with unique opportunities to make learning walk events more accessible than ever. In this session you will learn about the before-during-after virtual learning walks protocols that you can implement right away at your school. Practical tips for successful virtual learning walks will be shared by instructional coaches and participating teachers.

S62 Building Intercultural Competency

Intercultural competence is essential when using language for real-world purposes and making instruction interesting to learners. In this session, participants will explore resources and strategies that evoke learner curiosity, inquiry, and discovery of self and others in order to intercultural competencies.

S63 Let's Make the Connection!

Make the Connection Standard an essential part of your language class. Acquire ideas for designing thematic units that integrate cross curricular skills with real world scenarios. Open the minds of your students to different perspectives by examining and comparing authentic documents. Learn to create connecting activities for the three modes.

S64 Foray into the World Languages Framework through Chapter 5, "Implementing High-Quality World Language Instruction"

The World Languages Framework, Chapter 5 "Implementing High-Quality World Language Instruction" offers a treasure trove of resources and concepts for teachers who just need the bare essentials that the Framework has to offer, or those who are dedicated to reading and implementing the information in every chapter. Framework Review Committee members Angela Raines, Elizabeth Matchett, and Rebecca Estes will lead attendees through the beautiful mosaic of instructional resources that Chapter 5 provides. The tiles that create this mosaic include UDL, standards-based design, the use of authentic materials, and incorporating technology.

S65 Being Relevant

How do we integrate Communication and Culture in our classrooms given the changed reality of today's world? Incorporate real-world tasks that address the times in which we find ourselves.