Ms. Call Goes to Nashville

The National Council of State Supervisors For Languages and the American Council on the Teaching of Foreign Languages held their annual conferences in Nashville, Tennessee in November. NCSSFL is an organization of education agency personnel from across the US who have the responsibility of world language education at the state level. ACTFL promotes the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is the organizing body behind the “Can Do” Statements, LinguaFolio, and the Global Engagement Initiative.

- **Charlamos: The World in Nashville**
- **Report From NCSSFL: State of the States**
- **Report from ACTFL: Can Do!**
- **Statewide Nebraska Language Survey**

- **Immersed in Languages: Nebraska’s DL Programming**
- **Engaging Reluctant Learners**
- **SPECIAL: Free materials**

The Exhibit Hall at ACTFL is over 353,000 square feet. There were over 250 exhibiting companies, Language Resource Centers, and government agencies from the US and other countries.

YouTube celebrity Señor Jordan visited the Exhibit Hall at ACTFL. Jeremy Jordan is a Spanish teacher and author who created videos to help his students’ understanding of Spanish grammar.
Charlamos: The World in Nashville

This was my first trip to NCSSFL and to ACTFL. I have attended many regional and national conferences. There is nothing to prepare you for ACTFL. Imagine hearing Arabic in the elevator down to the lobby, Spanish at breakfast, French in the meeting area, German by the coffee stand, Japanese in the seat behind you. Educators from all over the country convene to do what they love best: talk in the language about language learning. The Exhibit Hall featured companies and government agencies from around the world. Turning the corner to explore a new row of exhibitors, one might find oneself in “Little Italy” or “French Alley”. I admit feeling a bit confused as to my location by the end of the day. Thankfully, Nashville provided plenty of reminders around the convention hall that we were in the heart of Music City.

Stephanie Call, World Languages Specialist ♦ 402-471-4331 ♦ stephanie.call@nebraska.gov

Report From NCSSFL: State of the States

The National Council of State Supervisors for Languages reports regularly on World Language programming throughout the US. Below are some initiatives shared by colleagues in other states.

Louisiana has a long history of French/English dual language immersion programs. Initially targeted in low-income, rural districts, the programs were to preserve Creole French. Louisiana has extensive resources on how to begin and support Dual Language programming. Visit: https://www.louisianabelieves.com/resources/library/world-languages-immersion

Kentucky leverages foreign ownership reports to survey nationalities represented in the economy and the US Census Bureau to report languages spoken in the home. With this information, Kentucky speaks directly to what language instruction is needed in which locations around the state. Visit: https://education.ky.gov/curriculum/conpro/Worldlang/Pages/Kentucky-Connection-to-the-World.aspx

The Seal of Biliteracy is approached in different ways throughout the US. The Seal movement originated in California where it was adopted into law in 2012. Twenty-nine states have now adopted it into law. Others have programs offered through associate agencies but not as a state certification. For more information, visit: http://sealofbiliteracy.org/research
Report From ACTFL: Can Do and Country

ACTFL’s Opening Session kicked off with a performance by Striking Matches. The talk-show format featured a casual discussion with ACTFL president Desa Dawson and her former students, now teachers themselves. Following their discussion, Jessi Alexander, writer of “The Climb” performed her hit. ACTFL awarded its Teacher of the Year. Keynote speaker Bill Weir of CNN’s “The Wonder List” spoke to his experience of intercultural understanding in his travels around the globe. Following the opening session, participants visited the expansive Exhibit Hall or sat in on one of many sessions. Over 800 sessions were scheduled in a four-day period. For more information about next year’s convention, please visit www.actfl.com.

Statewide Nebraska Language Survey

The Nebraska Department of Education has scheduled a revision process for the World Language frameworks to begin in September of 2018. The collaborative writing process utilizes the expertise of Nebraska educators and includes representation from all stages of Nebraska’s educational system. The resulting standards should reflect an understanding of the vision of world language learning in Nebraska.

As a way of gaining preliminary information for this and other initiatives, the NDE World Language Specialist will conduct a statewide survey of all language educators. The survey will accumulate data on languages offered in each school, the choice of course materials, reflections on professional development, and information about how the frameworks are evident in current practice.

The information that is gathered will be used, with anonymity, to help a statewide panel of language professionals direct future professional development that meets real needs, create a shared vision of world language education, and to begin organizing resources that are needed by our state’s educators.

The survey will be released via email in the third week of December. It will close during mid-January. If you do not receive your survey link, please contact stephanie.call@nebraska.gov.
Immersed in Languages:
Nebraska's Dual Language Programming

Dual language (DL) immersion programs incorporate direct instruction in various content areas in both a second language and a primary language. There are various models for dual language instruction. Each program determines when and how frequently the language changes.

DL programs are found in Omaha, Lexington, and Fremont. Omaha’s program began in 2000 and now includes six elementary schools, three middle schools, and one high school. During a recent visit to Castelar and Spring Lake Elementary Schools in OPS, I observed students at all grade levels moving seamlessly from class to class in Spanish and English. Student artwork displayed in both buildings shows an advanced level of writing in both languages.

Lexington’s Bryan Elementary also offers a DL immersion program for grades K-5. Bryan students change weekly the order of language in their day. Señora Arrieta’s students study site words in Spanish in the morning. They practice Math with Mrs. Burr in the afternoon. Next week, Señora Arrieta will continue with Math while Mrs. Burr picks up with Reading.

Many states have used DL programming to accomplish different purposes. DL can address the needs of non-English speakers, allowing programs to be funded through Title III. Other states use DL to support heritage languages in the community. Regardless of purpose, much research has shown the tendency for DL students to perform at or exceed the level of their peers.

Engaging Reluctant Learners

Leslie Grahn, Howard County Public Schools, Maryland World Language Resource Teacher, presented to ACTFL “Engaging Reluctant Learners in the Target Language Classroom”.

Grahn shared the Continuum of Self Efficacy and explained how scaffolds and supports engage learners on that spectrum. Word Walls contain more than survival language. They offer a sorted, visual aid providing quick reference for words of courtesy, question formats, commands, and common requests. Desk strips and mats provide immediate resources to common needs. Skill Builder Cards show students the order of conversation and expressions needed to participate. Grahn has a virtual library of materials.

Modeling the process of using the materials is critical to success. Students must analyze as they review a finished product. Conduct a Think-Aloud in which students talk through the response. Together, create a graphic organizer that they will use. Provide or create a model of scaffolded questions in the target language. Finally, allow students a ‘practice run’ before engaging in the activity.

Grahn has 39 years of experience. She works frequently with new teachers. She advises her teachers to build relationships, to not interrupt or correct, to allow students to prepare, to give choices, to incorporate self-assessment, to set goals, and to congratulate at least five students a day. Her strongest advice is to remind students that it is “OK to be uncomfortable” but to use tools for understanding and seek support.
SPECIAL: Free Materials

Below is a list of sessions from ACTFL. If you would like the handouts from any or all of these sessions, please contact stephanie.call@nebraska.gov to request your free PDF.

| ABCS OF CREATING AND USING AUTHENTIC MATERIALS | COMPOSING A CURRICULUM FOR THE EDUTAINMENT GENERATION | EVALUATING FRENCH PRONUNCIATION IN K-16 |
| ACTFL CAREER CAFE LAUNCHING A SUCCESSFUL JOB SEARCH | CONTEMPLATION IN THE CLASSROOM | EVERYTHING YOU ALWAYS WANTED TO KNOW BUT WERE AFRAID TO ASK |
| ACTFL CONVENTION ORIENTATION AND WELCOME | CRAFTING AN ATTENTION-GETTING RESUME | EXPLORING PK-6 TEACHERS |
| ACTIVE READING STRATEGIES TO REACH AP PROFICIENCY TARGETS | DESIGNING A SUCCESSFUL SECONDARY LANGUAGE IMMERSION PROGRAM | PERCEPTIONS OF HIGH LEVERAGE TEACHING PRACTICES |
| ADDRESSING GENDER EQUALITY IN FRENCH POLITICS | DEVELOPING EMPATHY THROUGH LANGUAGE LEARNING | FILM TO INTERPRET AND PRACTICE INTERCULTURAL COMPETENCY |
| AN EXPERIENTIAL MODEL OF PROFESSIONAL DEVELOPMENT IN WL TEACHER DEVELOPMENT | DEVELOPING INTERCULTURALITY BY EXPERIENCING PROJECT-BASED LANGUAGE LEARNING | FLACH PANEL 1 STEM IN THE ALPS |
| AN IPA IS JUST WHAT THE DOCTOR ORDERED | DEVELOPING LITERACY THROUGH VIRTUAL FIELD TRIPS | FRENCH GRAPHIC NOVEL |
| ANALYZING AAPPL ASSESSMENT RESULTS | DIGITAL STORYTELLING FOR PRACTICING PRONUNCIATION | LANGUAGE, CULTURE AND FEMINISM |
| ASL HERE AND NOW | DITCHING THE TEXTBOOK | GAMES AREN’T JUST FOR REVIEW |
| ASSESSING PERFORMANCE GOALS REFLECTION CAN DO STATEMENTS | EDITECH INTEGRATION TO INCREASE LANGUAGE PRODUCTION | GAMING CAESAR’S CIVIL WAR |
| BALANCING ROLES AND RESPONSIBILITIES IN YOUR NEW POSITION AS A K-12 TEACHER | ELICITING CULTURE FROM AUTHENTIC MATERIALS | GAMING CAESAR’S CIVIL WAR |
| BOOKLESS ANSWER TO CHANGING TIMES | EMBRACE PROFICIENCY AND TEACHER EFFECTIVENESS WITH CORE PRACTICES | GREAT GERMAN PROGRAMS |
| BREAKOUT LESSONS TO ENGAGE DIVERSE WORLD LANGUAGE STUDENTS | ENGAGING AND COHERENT THEMES: BASED COURSE DESIGN AT THE BEGINNING LEVEL | GROW YOUR OWN CROP OF LANGUAGE TEACHERS FOR EARLY LANGUAGE LEARNING |
| BRIDGING CONTEMPORARY AND TRADITIONAL CHINESE LANGUAGE AND CULTURE VIA FILM | ENGAGING CLASS PROJECTS THAT SUPPORT STANDARDS-BASED INSTRUCTIONAL DESIGN | HACKING THE COMMUNICATIVE MODES IN A BLENDED CLASSROOM |
| BRINGING THE WORLD TO YOUR CLASSROOM | ENGAGING YOUR STUDENTS WITH SOCIAL JUSTICE DRIVEN LESSONS | HIGH LEVERAGE TEACHING PRACTICES FROM THREE EDUCATORS |
| CLASSROOM MANAGEMENT AND 90% TARGET LANGUAGE | ENHANCING SPANISH LANGUAGE PROFICIENCY THROUGH FILM | IMPLEMENTING THE 6 CORE PRACTICES IN JAPANESE CLASS |
| COMO SE DICE GAY EN ESPANOL LGBT AFFIRMING LANGUAGE IN THE SPANISH CLASS | | IMPROVING ACCESS AND RETENTION THROUGH ONLINE FIRST-YEAR LANGUAGE COURSES |
| | | INFUSING SOCIAL JUSTICE IN THE FRENCH CLASSROOM |
| | | INQUIRY AND EARLY LANGUAGE CLASSROOM |
| | | INTEGRATING LANGUAGE, CONTENT, AND CULTURE IN CONTENT-BASED INSTRUCTION |
INTERWEAVING THE 5 C'S WHILE TEACHING THE 3 P'S IN AUTHENTIC THEMATIC UNITS

IOS APPS FOR ALL THREE MODES OF COMMUNICATION

IPA FROM START TO FINISH

LANGUAGE ADVOCACY FOR LOCAL IMPACT

LINGUISTIC GROWTH MINDSET AND ACTFL'S SIX CORE PRACTICES

MAKER MINDSET IN PROJECT BASED LANGUAGE LEARNING

MAKING LANGUAGE ACQUISITION HAPPEN THROUGH COMMUNITY AND COMMUNICATION

MAKING LITERATURE FUN FOR INTERMEDIATE-ADVANCED LEVELS USING TECHNOLOGY

MAP YOUR WAY TO LANGUAGE PROFICIENCY!

MODEL FOR TEACHER TRAINING TODAY

NAVIGATING THE JOB INTERVIEW AND NEGOTIATING AN OFFER FOR POST-SECONDARY POSITIONS

NEUROPSYCHOLOGY OF BEST PRACTICES

ONE DAY AS A FRENCH HIGH SCHOOL STUDENT

ONE TEACHER'S JOURNEY TO TEACH WITHOUT GRADES

ORAL PROFICIENCY IN ACTION 10 CLASSROOM ACTIVITIES

OVERCOMING LANGUAGE ISSUES IN A FLIPPED FRENCH CIVILIZATION COURSE

PEER WRITING FEEDBACK SESSIONS THAT WORK

PERSONALIZED ASSESSMENT MODELS TO ENHANCE AUTHENTICITY AND CHINESE LEARNING

PLANNING FOR PROFICIENCY AT THE AP LEVEL

PREPARING STUDENTS FOR THE AP LATIN ANALYTICAL ESSAY

PROFICIENCY THROUGH COOPERATIVE GROUPS

QUESTION FORMULATING TECHNIQUE

RAISING THE RELEVANCE OF COLLEGE GERMAN

RAP YOUR WAY TO PERSONALIZED LANGUAGE ACQUISITION

REACHING 90% IN THE TL REAL-WORLD PROJECT-BASED LANGUAGE LEARNING (PBLL) IN THE NOVICE SPANISH CLASS

REPETITION THAT ISN'T REPETITIOUS

REVIEW AND PRACTICE WITH TECHNOLOGY TOOLS

SEAL OF BILINGUALISM IMPLEMENTATION BENEFITS AND CHALLENGES

SERVICE LEARNING AND SPANISH SNEAKING GRAMMAR IN A COMMUNICATIVE LESSON

SOCIAL JUSTICE IN THE LANGUAGE CLASSROOM

SPARKING CURiosity ABOUT CULTURE MOTIVATING COMMUNICATION

SPECIAL INTEREST GROUPS OPEN HOUSE

START USING PROFICIENCY ASSESSMENTS

STRATEGIES FOR INCLUSIVE LANGUAGE INSTRUCTION

SUCCESSFUL TEACHING STRATEGIES FOR THE MULTIPLE-CHOICE PART OF THE AP EXAM

TASKS AND COMMUNICATING IN THE COMPREHENSIBLE INPUT CLASSROOM

TEACHING COMPASSION THROUGH LITERATURE AND FILM IN THE TARGET LANGUAGE

TEACHING CULTURE IN THE CI LATIN CLASSROOM

TEACHING FOR JUSTICE IN THE NOVICE CLASSROOM

TEACHING LA FRANCOPHONIE

TEACHING VOCABULARY WHICH WORDS DO I CHOOSE

TECHNOLOGY THAT ENHANCES THE 3 MODES OF COMMUNICATION

THE INTERCULTURALITY CAN DO STATEMENTS

THE PERFECT AUTHRES

THE USE OF BLOGS SKYPE AND AUTHENTIC TASKS IN THE MODERN LANGUAGE CLASSROOM

TRANSITIONING FROM TRADITIONAL TO PERFORMANCE AND PROJECT-BASED ASSESSMENT

USING COMMERCIALS TO EXPLORE INTERCULTURAL PERSPECTIVES

USING MEMES TO LOWER THE AFFECTIVE FILTER

USING SLAM POETRY TO ENHANCE THE FOREIGN LANGUAGE CURRICULUM

UTILIZING SOCIAL MEDIA TO FACILITATE LEARNING, NOT HINDER IT

WORLD LANGUAGE CENTERS FOR ALL LANGUAGES AND LEVELS

YOU ARE A MARKETING SPECIALIST