



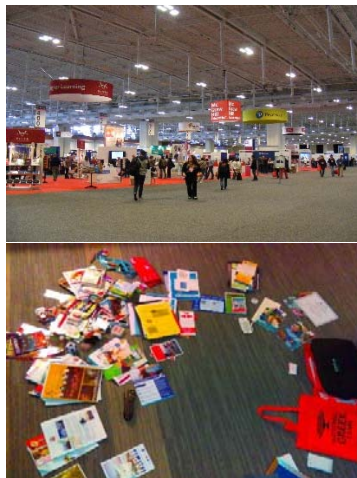
# Nebraska Department of Education

301 Centennial Mall South ♦ Lincoln, Nebraska ♦ 68509

## World Language Review

December 2017

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.

### 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.

<ul style="list-style-type: none"> <li>• <a href="#">Charlamos: The World in Nashville</a></li> <li>• <a href="#">Report From NCSSFL: State of the States</a></li> <li>• <a href="#">Report from ACTFL: Can Do!</a></li> <li>• <a href="#">Statewide Nebraska Language Survey</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Immersed in Languages: Nebraska's DL Programming</a></li> <li>• <a href="#">Engaging Reluctant Learners</a></li> <li>• <a href="#">SPECIAL: Free materials</a></li> </ul>
--	--



@NDE\_WL



NDE World Language Education @NDE.WL



education.ne.gov/worldlanguage

## 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](mailto: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>

[World.aspx](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>



@NDE\_WL



NDE World Language Education @NDE.WL



[education.ne.gov/worldlanguage](http://education.ne.gov/worldlanguage)

## 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](http://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](mailto:stephanie.call@nebraska.gov).

### Events

◆  
Linda Stephen Origami  
Art  
Nonprofit Hub  
December 1-27

◆  
Ethnic Holiday Trees  
Exhibit  
The Durham Museum  
November 24-January 7

◆  
Hispanic Cultural  
Festival: Faith & Family  
Joslyn Art Museum  
December 10  
2:00-4:00 pm

◆  
Spanish Story Time  
Hastings Public Library  
December 11  
4:00 pm

◆  
Guadalupe Fiesta  
Torrington, WY  
December 12  
5:30 pm

◆  
Las Posadas 2017  
El Museo Latino Omaha  
December 13  
6:00-8:00 pm

◆  
Please email event  
information to  
[stephanie.call@nebraska.gov](mailto: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](mailto:stephanie.call@nebraska.gov) to request your free PDF.

ABC'S OF CREATING AND USING AUTHENTIC MATERIALS

ACTFL CAREER CAFE LAUNCHING A SUCCESSFUL JOB SEARCH

ACTFL CONVENTION ORIENTATION AND WELCOME

ACTIVE READING STRATEGIES TO REACH AP PROFICIENCY TARGETS

ADDRESSING GENDER EQUALITY IN FRENCH POLITICS

AN EXPERIENTIAL MODEL OF PROFESSIONAL DEVELOPMENT IN WL TEACHER DEVELOPMENT

AN IPA IS JUST WHAT THE DOCTOR ORDERED

ANALYZING AAPPL ASSESSMENT RESULTS

ASL HERE AND NOW

ASSESSING PERFORMANCE GOALS REFLECTION CAN-DO STATEMENTS

BALANCING ROLES AND RESPONSIBILITIES IN YOUR NEW POSITION AS A K-12 TEACHER

BOOKLESS ANSWER TO CHANGING TIMES

BREAKOUT LESSONS TO ENGAGE DIVERSE WORLD LANGUAGE STUDENTS

BRIDGING CONTEMPORARY AND TRADITIONAL CHINESE LANGUAGE AND CULTURE VIA FILM

BRINGING THE WORLD TO YOUR CLASSROOM

CLASSROOM MANAGEMENT AND 90% TARGET LANGUAGE

COMO SE DICE GAY EN ESPANOL LGBT AFFIRMING LANGUAGE IN THE SPANISH CLASS

COMPOSING A CURRICULUM FOR THE EDUTAINMENT GENERATION

CONTEMPLATION IN THE CLASSROOM TEACHERS AS REFLECTIVE PRACTITIONERS

CRAFTING AN ATTENTION-GETTING RESUME

DESIGNING A SUCCESSFUL SECONDARY LANGUAGE IMMERSION PROGRAM

DEVELOPING EMPATHY THROUGH LANGUAGE LEARNING

DEVELOPING INTERCULTURALITY BY EXPERIENCING PROJECT-BASED LANGUAGE LEARNING

DEVELOPING LITERACY THROUGH VIRTUAL FIELD TRIPS

DIGITAL STORYTELLING FOR PRACTICING PRONUNCIATION

DITCHING THE TEXTBOOK

EDTECH INTEGRATION TO INCREASE LANGUAGE PRODUCTION

ELICITING CULTURE FROM AUTHENTIC MATERIALS

EMBRACE PROFICIENCY AND TEACHER EFFECTIVENESS WITH CORE PRACTICES

ENGAGING AND COHERENT THEME-BASED COURSE DESIGN AT THE BEGINNING LEVEL

ENGAGING CLASS PROJECTS THAT SUPPORT STANDARDS-BASED INSTRUCTIONAL DESIGN

ENGAGING YOUR STUDENTS WITH SOCIAL JUSTICE DRIVEN LESSONS

ENHANCING SPANISH LANGUAGE PROFICIENCY THROUGH FILM

EVALUATING FRENCH PRONUNCIATION IN K-16

EVERYTHING YOU ALWAYS WANTED TO KNOW BUT WERE AFRAID TO ASK

EXPLORING PK-6 TEACHERS PERCEPTIONS OF HIGH LEVERAGE TEACHING PRACTICES

FILM TO INTERPRET AND PRACTICE INTERCULTURAL COMPETENCY

FLACH PANEL 1 STEM IN THE ALPS

FRENCH GRAPHIC NOVEL LANGUAGE, CULTURE AND FEMINISM

GAMES AREN'T JUST FOR REVIEW

GAMING CAESAR'S CIVIL WAR

GAMING CAESAR'S CIVIL WAR

GREAT GERMAN PROGRAMS

GROW YOUR OWN CROP OF LANGUAGE TEACHERS FOR EARLY LANGUAGE LEARNING

HACKING THE COMMUNICATIVE MODES IN A BLENDED CLASSROOM

HIGH LEVERAGE TEACHING PRACTICES FROM THREE EDUCATORS

IMPLEMENTING THE 6 CORE PRACTICES IN JAPANESE 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



@NDE\_WL



NDE World Language Education @NDE.WL



education.ne.gov/worldlanguage

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 (PBL) IN  
THE NOVICE SPANISH CLASS

REPETITION THAT ISN'T  
REPETITIOUS

REVIEW AND PRACTICE WITH  
TECHNOLOGY TOOLS

SEAL OF BILITERACY  
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

