

Session Descriptions
PSMLA 2011

Friday, October 21, 2011

Session I (1) 8:45-9:45 a.m.

Get them to Speak with Socratic Circles!

Adam Bailey, Colonial School District, Plymouth Meeting PA

Participants will learn how to facilitate a Socratic Seminar in the classroom that will integrate the interpretive, interpersonal and presentational modes with a focus on encouraging students' use of interlanguage to promote speaking in the target language. After an introduction to the method of using Socratic Seminars, participants will engage in a Socratic Circle to practice the technique.

In English with examples in Spanish. Of interest to middle/high school/postsecondary

Session I (2) 8:45-9:45 a.m.

Cyber C-crets

Julie Crisafio, French instructor / PA Leadership Charter School

Bénédicte Barlat, French instructor / PA Leadership Charter School

Rae Balog, Spanish instructor / PA Leadership Charter School

Imagine turning grammar structures and language concepts into dynamic visual presentations with one simple application! Learn how i-spring can transform a normal Powerpoint with your voice, You-tube videos and simple animations into a spectacular movie that is sure to get the attention of your millennial learners.

In English with examples in French and Spanish. Of interest to all

Session I (3) 8:45-9:45 a.m.

Jamais je n'aurai quatorze ans : Le Chambon-sur-Lignon, my second life

Joanne S. Silver, Beach Lloyd Publishers, LLC

A four-part session: Background on Le Chambon-sur-Lignon and its extraordinary rescue role during World War II; Brief readings from the French and English editions of the memoir of François Lecomte, hidden in Le Chambon as a child; Power Point presentation of photos and documents that support the narrative; Interactive activities with materials and methods for using this charming, humorous yet poignant story in the classroom.

In English with examples in French. Of interest to all

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Session I (4) 8:45-9:45 a.m.

Oral Proficiency with Technologies: Audio Drop Box and Voice Thread

Daliang Wang, Mercyhurst College, Assistant Professor of Chinese

Audio Drop Box allows teachers to create oral assignments and students to submit their work online. Voice Thread is a multimedia online platform where teachers and learners can discuss about photos, audio-video files, and texts. This session explores effective ways in using both of the technology tools to promote student language proficiency. Examples are in English and Chinese, applicable to all languages. Of interest to all.

Session II (1) 10:30-11:30 a.m.

CALPER – Your Gateway to Free Resources

Gabriela Appel, CALPER, The Pennsylvania State University, Senior lecturer

The Center for Advanced Language Proficiency Education and Research (CALPER) created a Web site with links to free Web resources developed by the Language Resource Centers and others. From lesson plans, teaching guides, podcasts and webcasts to online cultural materials, every language educator will find something for their classroom and their own professional development.

In English

Of interest to middle/high school; postsecondary

Session II (2) 10:30-11:30 a.m.

The Necessity of Compromise: Foreign Languages and Distance Education

Christine Gaudry-Hudson, Millersville University

How can distance learning provide the interaction necessary for developing foreign language skills? How effective is foreign language teaching via distance learning? What are some keys to successful distance learning programs? Answers to those questions will be submitted for consideration in a case study involving DL French courses at Millersville University.

In English with examples in French

Of interest to all

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Session II (3) 10:30-11:30 a.m.

¡Manos a la obra! ¡Celebremos culturas!

Alicia H. Romeu, Germantown Academy

Would you like to bring to life some of the culture that you teach while students use the target language as they create something? Come to this session, presented in Spanish, where you will have the opportunity to see how *amates*, *papel picado*, and *molas* are made. Also, paint a Picasso, create art through puzzles, and admire *Kuna* baskets.

In Spanish

Of interest to all

Session II (4) 10:30-11:30 a.m.

Making the most out of a PSMLA FREEBIE!!

Thekla Fall, Pittsburgh School District, retired

Everyone who attends the fall conference will receive the PSMLA Standards and Guide to Assessment: What to Teach and How to Test It--a popular 171 page guide (now in its third printing). Most textbook-related tests are achievement tests--this guide provides sample performance/proficiency tests related to the ACTFL Scale and National Standards. The session will provide a hands-on activity to review the ACTFL Scale and an overview of how the guide can benefit students and strengthen programs.

Session III (1) 1:30-2:30 p.m.

Go Beyond Blogging: Glog! Glogster in the Foreign Language Classroom

Deanne Cobb-Zegadlo, Kutztown University

Glogster is an on-line application for the production of interactive, multimedia, graphic posters. Going beyond the visual and textual elements of a traditional paper poster, Glogster allows for the inclusion of audio, video and digital photography! The possibilities for the classroom are endless, both for developing teaching aids and for student presentations and projects. Handouts will be provided.

In English with examples in English, French, German, Spanish

Of interest to all

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Session III (2) 1:30-2:30 p.m.

Conducting Interviews in the Target Language: Connecting to Global Communities

Cindy Doutrich York College of PA

This session describes a project designed to help second language learners improve their skills in the target language and gain cultural insights through video-taped interactions with native speakers of the language in the community. The ACTFL guidelines for oral and written proficiency provide a framework for the assignments and can be adapted to the needs of learners at any level of language learning.

In English with examples in Spanish Of interest primarily to post-secondary and high school

Session III (3) 1:30-2:30 p.m.

This Is Not Cinderella's Fairy Godmother

Norma George, Cheyney University

The fairy godmother often appears in tales at times of crisis to help children solve problems and to make their dreams come true. This presentation examines the maternal figure in two French-Caribbean novels as the consummate dreamer - the one who makes dreams come true for her own children, and compares and contrasts this role with that of the fairy Godmother in western fairy tales.

In English with examples in French Of interest to middle/high school and postsecondary

Session III (4) 1:30-2:30 p.m.

Creative Use of Technology in a Modern K-8 Language Classroom

Simon Holowatz, Young Scholars of Central PA

Kuangchi Lee, Young Scholars of Central PA

Turan Balik, Young Scholars of Central PA

The three presenters will discuss how they use technology in their K-8 language classrooms. They will provide visual examples; discuss pros and cons to different technology applications and more. They will answer questions and provide feedback to instructors on their own technology use. They teach Spanish, Chinese and Turkish at a language-focused charter school.

In English with examples in Chinese, Spanish, Turkish
Of interest to elementary/middle school

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Friday, October 21, 2011

Session IV (1) 3:00-4:00 p.m.

Audio-Recording Technology for the Foreign Language Classroom

Nicole Linn Stiles, Pottsville Area High School

Participants will learn how audio-recording programs can be used outside of the foreign language classroom to facilitate student progress on the ACTFL scale of proficiency. The presenter will introduce three audio-recording programs, discuss assignments that she uses in her classroom, and provide examples of student work. All participants will receive handouts covering the technological details of the programs and projects.

In English with examples in French Of interest to middle/high school

Session IV (2) 3:00-4:00 p.m.

Bring the World into your Classroom with Skype

Jan Hostler Stewart, Hempfield Area School District
Maureen McArdle, Hempfield Area School District

Engage and empower “Millennials” while they communicate in World Languages! Two World Language teachers using Skype in the target language in multiple ways will share their experiences. Learn how to set up Skype sessions in your classroom, take home examples of student tasks and instructional scenarios to adapt and share, participate in a Skype session, and share experiences and concerns with presenters and participants.

In English with examples in French and Spanish Of interest to all

Session IV (3) 3:00-4:00 p.m.

Michelle Kindt, East Pennsboro Area High School

Teaching Proficiency Through Reading and Storytelling in a Nutshell

TPRS is a methodology that focuses on teaching language holistically. In this session, attendees will learn: the three steps of TPRS, the second language acquisition theory that supports it, and some simple steps to get started with the method. Michelle is a National Board certified teacher with six years of TPRS teaching experience who has coached for Blaine Ray at three National TPRS conferences.

In English with examples in French Of interest to all

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Friday, October 21, 2011

Session IV (4) 3:00-4:00 p.m.

The Cemanahuac Experience: From Application to Immersion

Richard Madel, Colonial School District

This session will detail the process involved with applying for the PSMLA scholarship and will thoroughly review the experience that an applicant can expect in Mexico. Questions and curiosities are strongly encouraged!

In English with examples in Spanish

Of interest to Spanish teachers

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Saturday, October 22, 2011

Session I (1) 8:30-9:30 a.m.

Interactive Tasks for Oral Proficiency

Rachel L. López, Kutztown University of PA
Karen Rauch, Kutztown University of PA

Final projects allow students the opportunity to display the language skills they have acquired. This session includes discussion of two projects: a fun fashion show that allows students to exhibit their creativity and knowledge of technology, and that is easily adaptable to any language classroom; and an animated film project that calls on students to work cooperatively using film editing software from the go.animate.com website.

In English with examples in Spanish

Of interest to all

Session I (2) 8:30-9:30 a.m.

Recognizing Proficiency When You See It!

John De Mado, Director, John De Mado Language Seminars, Inc.

This session is Part A of two back-to-back sessions. It will provide critical information needed to help teachers recognize and encourage ‘proficiency’ in their students. Using the theory of Part A, Part B will show teachers how to create a proficiency-oriented rap music activity with their students... Ready for use on Monday morning! Come to one or, ideally, both of the sessions.

In English with examples in French, Italian, Spanish

Of interest to all

Session I (3) 8:30-9:30 a.m.

Using Digital Video to Communicate with Native Speakers

Junko Yamamoto, Slippery Rock University of Pennsylvania

Use of a target language in order to communicate with native speakers motivates language learners. Video production gives plenty of opportunities for interpersonal or presentational communication: it can be shared with native speakers abroad publically or privately either by uploading online or by attaching it to email. During this session participants will use flip video and iMovie to create a digital video.

In English with examples in language of participants

Of interest to all

Session Descriptions
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Saturday, October 22, 2011

Session I (4) 8:30-9:30 a.m.

Cultivating a community of diverse learners: Classrooms, schools, global interaction

Elizabeth Smolcic, Penn State University
Linda Reilly, ESL instructor, HASD

This session will examine a culture/language immersion experience for Pennsylvania teachers participating in an international field experience in Otavalo, Ecuador. The teachers complete an overseas teaching practice as part of their teacher preparation program for teaching English language learners. The session will provide a forum to explore strategies for learning about cultural/linguistic diversity and insights into building such a community in their classrooms.

In English

Of interest to all

Saturday, October 22, 2011

Session II (1) 10:15-11:15

Global Expo: A Celebration of Diversity

Shelly Campbell, Wilson School District
Kathy Beck, Wilson High School

This session will show participants how to host a multi-disciplinary student-created Global Expo in their districts. A Global Expo features interactive country exhibits that are researched and built by students. Activities are available for both secondary and elementary students to complete during their visit. Hands-on crafts and games as well as student and community entertainment are also part of the Global Expo program

In English with examples in Chinese, English, German, French
Of interest to middle/high school

Session II (2) 10:15-11:15

Acquiring Language Through Student-Generated Music

John De Mado, Director, John De Mado Language Seminars, Inc.

This is Part B of two consecutive sessions designed to help teachers recognize and encourage 'proficiency' in their students. Teachers will learn to help students acquire vocabulary, idiomatic expressions and structure through student-developed rap songs. You may attend this session without having attended Part A, although it would be best to attend both.

In English with examples in French, Italian, Spanish

Of interest to all

Session Descriptions

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Saturday, October 22, 2011

Session II (3) 10:15-11:15

France 2 News Reports For Communication and Cultural Perspective

Chantal Philippon-Daniel, University of Pennsylvania

This session will demonstrate how digitized French news reports and accompanying pedagogical material may be used in conjunction with tools readily available in Blackboard to promote intercultural understanding and develop communicative strategies while engaging students in collaborative learning. Specific examples will illustrate how this practice can appeal to a variety of learning styles and increase language practice both within and outside the classroom.

In French

Of interest to middle/high school/postsecondary

Session II (4) 10:15-11:15

Art of Chinese Characters: Meeting K-12 Standards through Interactive Learning

Haixia Wang, Graduate Student, University of Pittsburgh

Yanming Rui, Ming's Center of Chinese Language & Culture

This presentation will discuss how K-12 teachers of Chinese and Japanese language can incorporate the foreign language standards into the classroom through an interactive lesson. It will not only inspire Asian language educators to combine authentic material with teaching practice, but also provide the teachers of other languages a hands-on activity of learning the basic characters through calligraphy and ink painting.

In English with examples in Chinese

Of interest to elementary/middle/high school

Saturday, October 22, 2011

Session III (1) 1:15-2:15 p.m.

National Board Certification: Recognizing Accomplished Teaching

Rochele Reitlinger, Chartiers Valley High School

Katie Lumley-Pohl, Northwest Pennsylvania Collegiate Academy

Adam Bailey, Plymouth Whitmarsh High School

Every child deserves an accomplished teacher — one who is qualified to equip students with the skills to succeed in the 21st century global community. NBPTS Standards and National Board Certification give teachers and schools the tools to define and measure teaching excellence. This session will provide information on the process for working towards National Board Certification in World Languages Other than English.

In English with examples in Spanish Of interest to middle/high school Spanish and French

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Saturday, October 22, 2011

Session III (2) 1:15-2:15 p.m.

Let's Get Some PEP!

Thekla Fall, Pittsburgh Public Schools (Retired)
Natalie Puhala, Gateway School District
Maryanne Boettjer, Germantown Academy

Is your high school program exemplary? Would you like it to be? This session will provide information to high school teachers who would like their programs to receive a PSMLA Exemplary Program (PEP) Award. Come check out the PEP Rubric and some successful applications. Talk to two teachers who use PEP to maintain and improve their programs. PEP is not a contest; it is a blueprint for all PA high schools!

In English

Of interest to middle/high school

Session III (3) 1:15-2:15 p.m.

Pay Attention and Listen Carefully! Teaching the Interpretive Standard.

Susanne Nimmrichter, Millersville University

With current authentic text, audio, and video at our fingertips via the internet, it has never been easier to bring foreign culture to life in the classroom. But how to prepare these materials quickly and easily for students at various levels and with differentiated instruction in mind? This session will provide guidelines for planning listening activities to develop interpretive listening skills.

In English with examples in German

Of interest to all

Session III (4) 1:15-2:15 p.m.

Connecting Cultures: Juniata College's Partnership with Guatemala's Asturias Academy

Henry Thurston-Griswold, Juniata College

Juniata College and several other educational institutions and community organizations in central Pennsylvania have partnered with the Asturias Academy, a private non-profit school (pre-K through 12) located in Quetzaltenango, Guatemala, since January of 1999. This session will provide a brief overview of this partnership, the outcomes achieved, and ways that Spanish teachers and their classes can connect with Guatemalan educators and students.

In English with examples in English and Spanish

Of interest to all

Session Descriptions

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Saturday, October 22, 2011

Session IV (1) 2:30-3:30 p.m.

2011 NECTFL Sans Inc./Mead Leadership Project: Closing the Technology Gap in World Language Teaching

Silvina Orsatti, 2011 PSMLA Sans Inc/Mead Leadership Fellow

Online professional development and professional learning networks have been identified as key opportunities for teachers to easily find and share collaborative solutions, locate resources for the classroom, get lesson plan ideas, and read the latest news in 21st century education. Come learn about a leadership project about online training and collaborative environments on innovative uses of web 2.0 tools in the classroom!

In English

Of interest to all

Session IV (2) 2:30-3:30 p.m.

Challenges, Trends and Successes in Teacher Education

Nancy Zimmerman, Kutztown University
Susanne Nimmrichter, Millersville University
José Ricardo Osorio, Shippensburg University

We will review the ACTFL Standards for Foreign Language Learning and the ACTFL Standards for Teacher Education to provide current and future cooperative teachers with the expectations for the next generation of teachers. It is crucial that cooperating teachers, student candidates and university supervisors/methodology instructors collaborate and pursue common goals that align with the standards, in particular the interpersonal communication standard for oral proficiency.

In English with videos of an exemplary activity in various languages with subtitles.

Of interest to future and current cooperating teachers, student candidates and university supervisors.

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Session IV (3) 2:30-3:30 p.m.

Let's work on reading-aloud well!

Kimiko Suzuki, Haverford College

This presentation discusses the advantages of self-autonomous reading-aloud exercises using audio-focused software for students in Japanese. This software allows students to listen to a model, record their own voices, listen to their own recording, and compare it with the model repeatedly. The ultimate goal for this exercise is to raise students' awareness of the difference between model's pronunciation and intonation and theirs.

In English with examples in Japanese Of interest to middle/high school/postsecondary

Session IV (4) 2:30-3:30 p.m.

EDUCATE Analysis: Evolution of Technology Use in World Language Education

Dana Webber, State College Area School District

This study is about improving teacher education through technological innovation. Its purpose is to reveal what happens when teacher education students, who are preparing to become language teachers, have ubiquitous access to modern digital tools (i.e., notebook computers, video, Internet, and applications allowing for the creation, manipulation, storage, and sharing of work). Does such access augment students' abilities to develop competencies as World Language Educators?

In English with examples in English, French, German, Spanish Of interest to postsecondary