

UA and CERCLL Affiliates at
ACTFL 2017

Date / Time	Location	Presenter(s)	Title	Abstract
Friday, 11/17				
11:00 AM - 12:00 PM	Music City Center, Room 211	Kristin Lange (Elon University), Kacy Peckenpaugh (Weber State University)	<u>CONNECTING CLASSROOMS AND STUDY ABROAD</u>	Study abroad is an important part of many high school and collegiate German programs, often motivating learners to continue their language studies. The presentations in this session explore ways in which study abroad and the curriculum at the home institution can become a unified program through pre-, during-, and post-intervention strategies.
11:00 AM – 12:00 PM	Music City Center, Room 207D	Julie Sykes, Stephanie Knight, (CASLS, University of Oregon)	<u>SOCIAL JUSTICE AND LANGUAGE LEARNING: EXPLORATION VIA DIGITAL TECHNOLOGIES</u>	The exploration of issues connected to social justice is fundamentally important in language learning. Digital games and augmented reality experiences offer unique affordances for exploration of these complex issues. In this session, digital approaches to language learning with social justice at their core are explored and evaluated.
2:30 PM - 3:30 PM	Music City Center, Room 210	Kacy Peckenpaugh (Weber State University)	<u>INTERCULTURAL COMPETENCE IN GERMAN FOR PROFESSIONAL PURPOSES COURSES</u>	The presenters investigate how to systematically foster intercultural competence and life-long learning skills in German For Professional Purposes courses and beyond. Participants will be actively involved in a conversation of theoretical underpinnings, pedagogical applications, practical course examples, and lessons learned.
2:30 PM - 3:30 PM	Music City Center, Room 213	Kyung Lee Gagum (University of North Carolina-Chapel Hill)	<u>LITERACY, GRAPHIC NOVELS AND GERMAN CULTURE</u>	This session explores ways to incorporate graphic novels into the literacy-oriented German classroom. Graphic novels can help students acquire decoding skills and generic forms that can be used to comprehend and produce extended discourse and narrative. Presenters will introduce graphic novels, discuss approaches, and lead sample exercises.
2:30 PM - 3:30 PM	Music City Center, Room 212	Albrecht Classen (University of Arizona)	<u>GERMAN AS TOOL, GERMAN AS KEY: RAISING THE RELEVANCE OF COLLEGE GERMAN</u>	This panel explores interdisciplinary and intradisciplinary models for integrating German language study amid the shift toward teaching for professionalization in higher education. The case studies highlight how German programs of diverse sizes and types can turn a perceived threat to the humanities into an opportunity to foster educational holism.

Panel: 3:45 PM - 4:45 PM	Music City Center, Room 103B	Wenhao Diao (University of Arizona)	<u>Panel:</u> <u>CLASSROOM-BASED ASSESSMENT AND PLACEMENT TEST DESIGN</u> <u>Presentation:</u> Starting College, Quitting Chinese: Language Learning in the Freshman Year	This presentation reports on a 10-month study examining Chinese learners' transition into postsecondary education. All focal students have studied Chinese in high schools and intended to continue in college. As they all quit Chinese in their freshman year, the findings illuminate institutional challenges for students to continue Chinese learning.
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3:45 PM – 4:45 PM	Music City Center, Davidson Ballroom - Salon A2 & A3	Heather Willis Allen, (University of Wisconsin-Madison), Deborah Reisinger (Duke University)	<u>FACILITATING WRITTEN INTERPERSONAL COMMUNICATION IN AP WORLD LANGUAGES</u>	This session provides teachers with hands-on strategies for maximizing learner performance in interpersonal writing in AP world language courses. The presenters will discuss targeted learning outcomes and exam evaluation criteria, reflect on instructional challenges, and share concepts and sample materials for teaching written interpersonal communication.
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5:00 PM - 6:00 PM	Music City Center, Room 104B	Hope Anderson (University of Massachusetts-Lowell), Bonnie Holmes (University of North Georgia)	<u>GRAMMAR AS VOCABULARY: LANGUAGE GAINS THROUGH INPUT- BASED ACQUISITION</u>	Tired of verb drills? This input-based, classroom-tested methodology for teaching vocabulary and grammar improves comprehension and production. Grammatical forms are presented as vocabulary words via their meaning in input activities. Attendees will interact with sample materials and begin to develop their own for immediate use.
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Saturday, 11/18

8:00 AM – 9:00 AM	Music City Center, Room 205B	Mandy Gettler (Center for Applied Second Language Studies), Carl Blyth (University of Texas-Austin), Joy Campbell (Center for Language Educ. and Research), Karin Larson (CARLA- University of Minnesota), Margaret Malone, (AELRC/ACTFL)	<u>FREE STANDARDS- BASED LANGUAGE TEACHING RESOURCES FROM THE LRCS</u>	Come learn about free standards-based resources for teachers available from 16 Language Resource Centers funded by the Department of Education: no-cost teacher resource guides and manuals, online materials and assessments in specific languages, and more for teachers of all levels and languages. URLs for downloadable resources are provided.
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10:45 AM – 10:55 AM	Booth 1333 (Exhibit Hall)	Beatrice Dupuy, Chantelle Warner, (University of Arizona)	Integrating Language, Culture, and Literacy: Teaching Resources from CERCLL	
Panel: 11:15 AM – 12:15 AM	Music City Center, Room 103A	Wenhao Diao, Xin He, Yi Wang, (University of Arizona)	<u>Panel:</u> LEARN CHINESE IN CHINA: PERCEPTIONS, CONFLICTS AND EXPERIENCE <u>Presentation:</u> Solving Conflicts in Peer Interaction: American Students in China	Based on the conversational data collected from 19 American students and 19 Chinese roommates, this presentation identifies the types of conflicts that emerged in these peer interactions, and the strategies used to solve them. Two strategies became particularly salient: 1) making personal differences cultural, and 2) using language of ambiguity.
Presentation: 11:55 AM – 12:15 PM				
11:15 AM – 12:15 PM	Music City Center, Room 104A	Kate Paesani (University of Minnesota), Heather Willis Allen (University of Wisconsin-Madison)	RETHINKING WRITING INSTRUCTION IN THE LOWER-LEVEL FRENCH CLASSROOM	This session focuses on how genre-based writing instruction facilitates integration of interpretive, interpersonal, and presentational communication in the lower-level language classroom. Presenters share sample activities and findings from a 2017 study of instructor and learner perspectives on writing in French.
Panel: 2:00 PM – 3:00 PM	Omni Nashville, Mockingbird 2	Stefano Maranzana (University of Arizona)	<u>Panel:</u> ITALIAN PAPER PRESENTATIONS ON RESEARCH II <u>Presentation:</u> Animated Cartoons in the Classroom: Attitudes of Italian L2 Students	This qualitative study contributes to the investigation of learners' attitudes towards second language acquisition by examining how undergraduate beginner and intermediate learners of Italian as a second language respond to the use of video animated cartoons, with and without Italian captions, in the language classroom.
Presentation: 2:00 PM – 2:30 PM				
2:00 PM – 3:00 PM	Music City Center, Room 211	Chantelle Warner (University of Arizona)	PEACE AND CONFLICT IN THE GERMAN CLASSROOM: AN INTERCULTURAL IMPERATIVE	Recent events in Germany are considered as a means of facilitating intercultural learning. The presenters describe projects that engage critical thinking and expand learners' potential for participation in multilingual Germany. Attendees are asked to work through challenges of bringing politically charged topics into the classroom in concrete ways.

4:00 PM – 5:00 PM	Music City Center, Room 202C	Chantelle Warner (University of Arizona), Carl Blyth (University of Texas-Austin)	<u>FREE INNOVATIVE TECHNOLOGY TOOLS FROM THE LANGUAGE RESOURCE CENTERS</u>	The panel will bring together four Title VI Language Resource Centers to showcase free technology projects with a live demonstration. The tools will address various areas of interest to k-16 language instructors including professional development, project-based learning, cultural literacy, reading proficiency, and online education.
5:15 PM – 6:15 PM	Omni Nashville, Music Row 1	Mohamed Ansary (University of Arizona)	<u>USING TECHNOLOGY FOR INCREASING STUDENTS' ENGAGEMENT AND MOTIVATION</u>	The presenter will expose the audience to how to use a free educational tool called Socrative. This tool provides immediate feedback, increases the students' digital literacy and increases their self-paced learning and autonomy. It also visualizes their understanding and creates a supportive classroom environment.
5:15 PM – 6:15 PM	Music City Center, Room 214	Diane Richardson (United States Military Academy-West Point)	<u>NEW ASSESSMENTS IN FOREIGN LANGUAGE TEACHING</u>	This panel provides 4 examples of successful (re)conceptualizations of assessment that foreground the complexity of 21st century language use, including 1) text-based assessments for language/culture learning, 2) new electronic speaking portfolios, 3) individualized tasks and portfolios, and 4) a model for integrated language/humanities assessment.
Sunday, 11/19				
8:00 AM – 9:00 AM	Music City Center, Room 201B	Alvino Fantini (SIT Graduate Institute)	<u>INTERCULTURAL COMMUNICATIVE COMPETENCE: CONCEPTS, COMPONENTS, ASSESSMENT</u>	In this session, participants explore concepts of intercultural communicative competence and their components. They will also become acquainted with a framework for identifying resources and strategies to address ICC components as well as approaches for monitoring and measuring their development.
Panel: 10:00 AM – 11:00 AM Presentation: 10:20 AM – 10:40 AM	Omni Nashville, Cumberland 6	Heather Smyser (Defense Language Institute)	<u>Panel: ACTFL PAPER PRESENTATIONS: LITERACY</u> <u>Presentation: Using Variability and Complexity to Promote Vocabulary Learning</u>	This project investigated the use of two principles of statistical learning: variability-showing the same word in multiple forms- and complexity-the amount of linguistic information presented with the to-be-learned word- could help refugee English learners accurately spell and recognize newly learned words. In short, variability promotes learning.
11:15 AM – 12:15 PM		Kate Paesani, Mandy Menke, (University of Minnesota)	<u>MAKING MULTILITERACIES REAL: A TOOL FOR ANALYZING INSTRUCTIONAL MATERIALS</u>	This session focuses on implementation of a tool for analyzing literacy-based teaching materials. Presenters explain the multiliteracies principles underlying the tool's creation, describe its implementation with supporting empirical data, and consider implications for materials creation, curricular change, and teacher development.