



MCTLC Fall Conference

October 21-22, 2010

www.MCTLC.org

Minnesota Council on the Teaching of Languages and Cultures

M to the power of 3!

1. The power of being **multilingual**
2. The power of our **multicultural heritage**
3. The power of **Minnesota language educators**

MCTLC Board of Directors 2010

President, Conference Chair

Janice Holter Kittok
Educational Consultant
Info@mctlc.org

President-Elect

Conference Program Chair

Betty Lotterman
Mounds View High School
bettylotterman@hotmail.com

Vice-President

Awards Chair

Mary Thron
Minnesota State University Moorhead
ticatruenos@yahoo.com

Secretary

Donna LeGrand
Bethel University
Donna-legrand@bethel.edu

Treasurer

Barb Koester
Foley High School
bkoester@foley.k12.mn.us

Membership Conference Registration

Kay Edberg
Mora High School
membership@mctlc.org

MCTLC Newsletter

David L. Paulson
Southwest Minnesota State University
David.Paulson@smsu.edu

Conference Exhibits

John J. Janc
Minnesota State University, Mankato
John.Janc@mnsu.edu

Webmaster

www.mctlc.org
Paulino Brener
webmaster@mctlc.org

Northern Minnesota West Representative

Vacant

Northern Minnesota East Representative

Sue Nordquist
Rainy River Community College
Snordquist2@midco.net

Central Minnesota West Representative

Mary A. Thron
Minnesota State University, Moorhead
ticatruenos@yahoo.com

Central Minnesota East Representative

Naomi Pilantz
Technical High School
Naomi.Pilantz@isd742.org

Southwest Minnesota Representative

Diane Leslie
Southwest Minnesota State University
Diane.Leslie@smsu.edu

Southeast Minnesota Representative

Barbara Judd
Riverland Community College
Barbara.Judd@riverland.edu

South Central Minnesota

Vacant

North Suburban Metro Representative

Marjie Hay
Brooklyn Center High School
mhay@brookcntr.k12.mn.us

Minneapolis Representative

Ayumi Stockman
Minneapolis Public Schools
Ayumi.Stockman@mpls.k12.mn.us

Saint Paul Representative

Shu-Hui (Linda) Chang
Hmong College Prep Academy
scchang@hmongacademy.org

West Suburban Metro Representative

Vacant

East Suburban Metro Representative

Shannon Klint
North High School
SKlint@isd622.org

Southwest Suburban Representative

Rachel Beran
Shakopee High School
rberan@shakopee.k12.mn.us

Southeast Suburban Representative

Jenny Johnson
Lakeville North High School
jrjohnson@isd.194.k12.mn.us

MCTLC Board of Directors - Affiliate Organizations

American Association of Teachers of French (AATF)

Minnesota Chapter
Lydia Belateche
University of Minnesota
Belat001@umn.edu

American Association of Teachers of German (AATG)

Minnesota Chapter
Beth Kautz
Kautz001@umn.edu

American Association of Teachers of Spanish and Portuguese (AATSP)

Gwendolyn Barnes-Karol
St. Olaf College
barnesg@stolaf.edu

Classical Association of Minnesota (CAM)

Michelle Breuer Vitt
Minnehaha Academy
vitt@minnehahaacademy.net

Minnesota Advocates for Immersion Network (MAIN)

Kimerly Miller
651.206.8226
mille379@umn.edu

Minnesota Language Teachers in High Education

Frances Matos-Schultz
University of Minnesota
Matos001@umn.edu

National Network for Early Language Learning (NNELL)

Minnesota Chapter
Kathy Olson-Studler
St. Paul Academy and Summit School
kolson@spa.edu

Welcome!

The MCTLC Board welcomes you to our annual Fall Conference. Our goal is to create an outstanding professional development event for you. We hope you make it an annual tradition. Let us know how to best serve your needs by completing a conference evaluation form and leave it at the front desk.

Conference Theme

M to the power of 3!

1. The power of being **multilingual**.
2. The power of our **multicultural** heritage.
3. The power of **Minnesota** language education.

This theme was selected to recognize and appreciate the many languages taught in Minnesota's schools at all levels of instruction. In the 21st century, speaking languages in addition to English is an asset, not a hindrance as seen in years past. Let's celebrate multilingual, multicultural Minnesota!

Conference 2011 - October 20-21 - A Golden Celebration

Mark your calendars now for MCTLC Fall Conference 2011. Visionary language educators founded MCTLC in 1961. ACTFL was founded in 1968. Before there was an ACTFL, there was a MCTFL (Minnesota Council on the Teaching of Foreign Languages) and now MCTLC will celebrate 50 years of serving and inspiring language learning - a professional organization by the teachers and for the teachers.

MCTLC Thanks Conference Sponsors

CETA Tours

*Breakfast served in
Carriage Hall B*

EMC Paradigm

*Name badges and
NNELL Breakfast*

SPI Abroad

Tote Bags



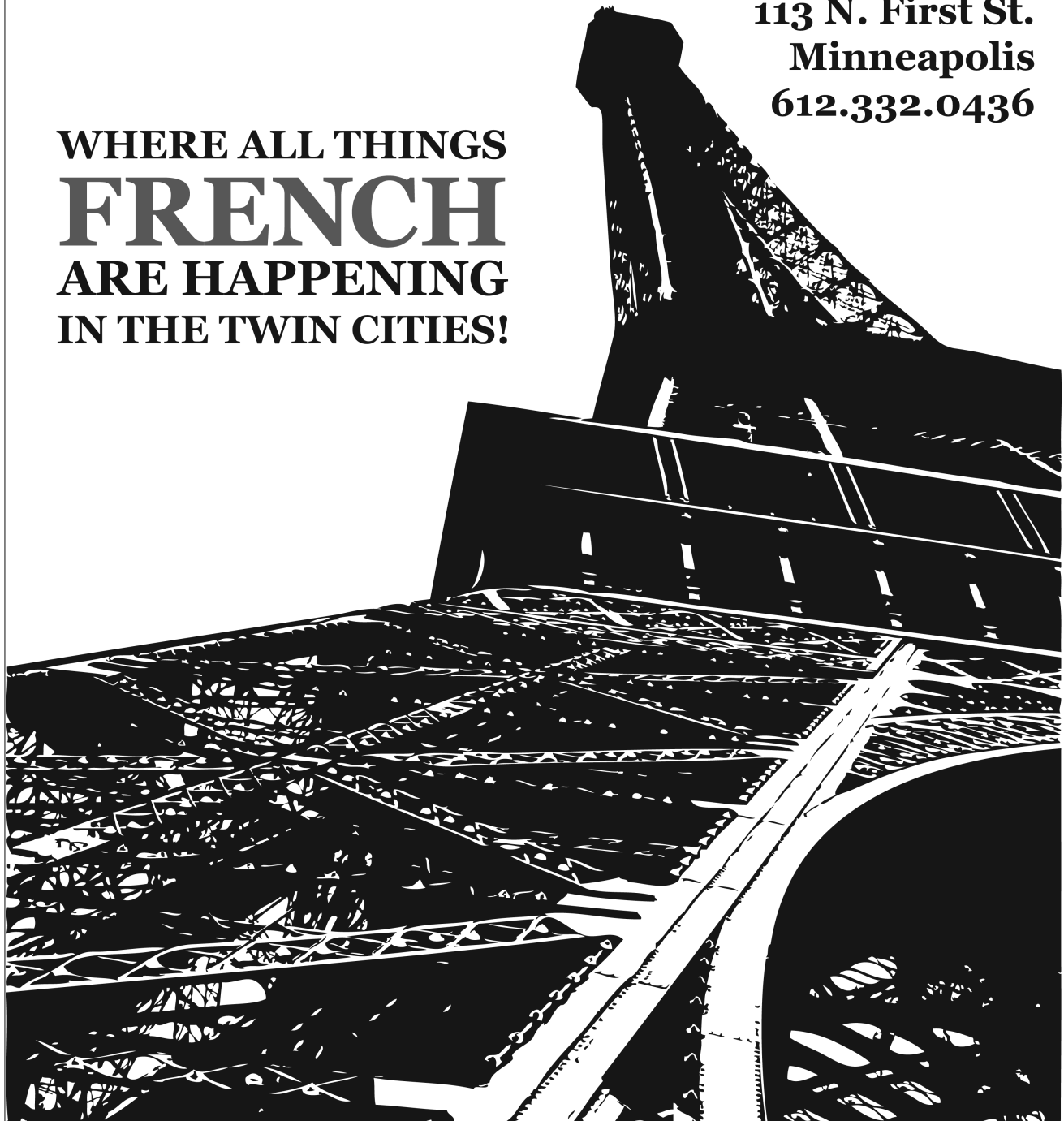
ALLIANCE FRANÇAISE

de Minneapolis/St. Paul

French Classes | Cultural Events | Resources

www.afmsp.org
113 N. First St.
Minneapolis
612.332.0436

WHERE ALL THINGS
FRENCH
ARE HAPPENING
IN THE TWIN CITIES!



MCTLC Fall Conference 2010: Schedule of Events

Multilingual Multicultural Minnesota

Thursday, October 21

Brooklyn Center High School, 6500 Humboldt Avenue N., Brooklyn Center

Time	Event	Location
12:00 pm	Registration Opens	Brooklyn Center High School
1:00 - 4:00 pm	Preconference Workshops	Brooklyn Center High School

Friday, October 22

All Friday events take place at Earle Brown Heritage Center, 6155 Earle Brown Drive

Time	Event	Location
7:00 am	Registration Opens	Garden City Foyer
7:15 am	Exhibits Open Continental Breakfast	Carriage Hall B
8:00 am	Opening Conference Session	Garden City Ballroom
8:30 - 9:20 am	Breakout Sessions 1	
9:30 am	Keynote: Dana Curran Mortenson, Executive Director of World Savvy	Garden City Ballroom
10:20 am	Exhibit Break - Beverages	Carriage Hall B
11:00 - 11:50 am	Breakout Sessions 2	
12:00 pm	Luncheon	Garden City Ballroom
1:30 - 2:20 pm	Breakout Sessions 3	
2:20 pm	Exhibit Break - Beverages and Snacks	Carriage Hall B
3:00 - 3:50 pm	Breakout Sessions 4	
4:00 - 4:50 pm	Breakout Sessions 5	
5:00 pm	Closing Raffle Win 2011 Conference Registration	Garden City Ballroom

Thursday Pre-Conference Workshops

Thursday, October 21, 2010

Brooklyn Center High School

1:00 - 4:00 pm

W #1 Minnesota Language Proficiency Assessments Rater Training Workshop

Ursula Lentz, Center for Research on Language Acquisition at the University of Minnesota

Participants in this workshop will learn more about the purpose and online administration of these nationally used assessment tools for French, German and Spanish developed to determine whether students meet the intermediate-low proficiency level that is generally required for students to enter second year classes in post-secondary schools. Successfully passing the IL MLPA also allows students to receive the Minnesota World Language Proficiency Certificate passed by the legislature in 2009. Participants will explore the reading and listening components and learn how to rate the writing and speaking assessments. Participants can receive free access to the online speaking assessment for participation in testing the online delivery with their students. There is an additional cost for the MLPA rater manual at \$35.00 conference rate.

W #2 Teaching Heritage Speakers

AATSP—MN

The Minnesota chapter of the American Association of Teachers of Spanish and Portuguese has invited a panel of experts in the field of language acquisition to offer methods for providing the most effective education to students who speak Spanish at home but have little or no formal training the reading and writing of the language. The workshop will discuss both how to develop courses designed specifically for this group of learners and how to meet their needs in the more traditional Spanish classrooms when the possibility of having a special class does

not exist. Teachers are encouraged to invite administrators and school board members to attend this session along with them. This workshop will meet the diversity requirement for Minnesota relicensure. Thanks to a grant from CSC to MN-AATSP, this workshop can be offered for \$25 to AATSP members. Have your AATSP membership number ready when you register.

W #3 Web 2.0 Tools to Build Cultural Competency

Dr. Phyllis Van Buren and Elizabeth Valencia-Borgert, St. Cloud State University

This workshop is the extension of a Central States Extension Workshop attended by both presenters. The focus of the EW incorporated Web 2.0 tools to enhance the learning of world languages. This workshop focuses on the inclusion of the WWW in developing cultural competence and linguistic proficiency. The inclusion of technology and websites affords world language teachers opportunities to bring the culture and sub-cultures of the language studied into the classroom. Learners develop skills in the interpretive, interpersonal and presentational modes with authentic sources and native speaker interlocutors. While culture appears to be a very elusive and abstract concept, educators can approach it through comparison. Technology that may aid the teachers and their students in making those comparisons are Tandem, e-pal, and Web tools like Skype, and Goggle Wave. Participants should bring a lesson or unit plan in which they wish to introduce or expand a cultural component, as well as a laptop computer.

Keynote

“World Languages - A Pillar of Global Competency”

Dana Curran Mortenson

Co-Founder and Executive Director, World Savvy



MCTLC is pleased to bring Dana Curran Mortenson to address the conference attendees at Friday morning’s General Session. Dana is a visionary entrepreneur with a passion for transforming education by engaging youth in meaningful experiences to build their knowledge in how the world works, pique their interests to develop a worldview with global perspectives and to give them the confidence to become active global citizens. It’s no wonder that the Dana was honored with the prestigious 40 Under 40 Leadership Award.

What is World Savvy?

World Savvy is a national nonprofit working to educate and engage youth in community and world affairs, to prepare them to learn, work and lead in the 21st century. Our vision is systemic change, to ensure that K-12 education provides every student with the global competency needed to thrive in our diverse communities, locally and globally. Founded in 2002, World Savvy serves a national network of educators and students from offices in San Francisco, New York and Minneapolis-St. Paul; in 2010 our programs served more than 6,000 middle and high school youth and 1,100 educators. Learn more about World Savvy’s professional development and how to get your school involved at www.WorldSavvy.org.

Presenter’s Biography

Dana co-founded the global education nonprofit World Savvy in San Francisco in 2002, which works to educate and engage youth in community and world affairs. Under her direction, the organization has grown to serve more than 6,000 students and 1,100 educators annually from three offices nationwide: San Francisco, New York and Minneapolis-St. Paul, and has become a local and national leader in its field. She has taught global issues in Bay Area high schools, managed multi-site after school programs and developed a capacity building model for the educators and youth involved in World Savvy programs. She is a graduate of Columbia University’s School of International and Public Affairs and received her Bachelor’s Degree in International Relations from Connecticut College. Dana has significant academic experience in the field of international relations, economic development, local development, poverty alleviation and microfinance. In addition to her nonprofit management experience, Dana is actively involved in a range of community based initiatives concerning youth development, education, and international education. She is also a frequent speaker on the subjects of international education and social entrepreneurship.

TANDBERG EDUCATIONAL



www.tandbergeducational.com

You shouldn't have to dabble in technology!

Be Sure
To Visit
Our Booth

Let us show you how to use the latest technology to teach World Languages in Your School.

To compete in the 21st Century our students will need to communicate and collaborate with teams of people across cultural, geographic and language boundaries. Show your school's commitment to your student's success by providing the best resources for language teaching by adding value to your curriculum.

We are committed to the success of your world language teaching program. The Sanako family of educational products combines the best of technology with outstanding sound quality to answer teachers' needs in a variety of teaching environments, ranging from dedicated language labs to software teaching solutions to virtual and multimedia classrooms and classroom management tools.



Tandberg Educational, Inc.
Orchard Ridge Corporate Park
Building One, 301 Fields Lane
Brewster, NY 10509
800-367-1137
www.tandbergeducational.com

For more information please contact:
info@tandbergeducational.com

Breakout Sessions 1: 8:30 - 9:20 am

101 NELL Swapshop Breakfast and Networking Session

Harvest A

Kathy Olson Studler, St. Paul Academy and Summit School

Ed Rosheim, EMC Paradigm

Linda Chang, Hmong Academy

Join the NELL (National Network of Early Language Learning) for a free breakfast and a networking session. Get energized by a presentation on best practices for content-based and content related curriculum and instruction. Join other K-8 language teachers and methods instructors from all over the state of Minnesota to network about topics of interest determined by the interests and needs of the audience. Come and share best practices for curriculum, instruction, assessment and technology. There will be opportunities to learn more about EMC Paradigm materials for your classroom and to speak with some representatives. We are grateful to EMC Paradigm for sponsoring the NELL breakfast and the NELL table at the 2010 MCTLC conference. Come and find out how NELL can help you as a K-8 language teacher.

Audience: Elementary, middle school, all languages

102 Getting Students to Talk: Using Unrehearsed Interpersonal Tasks in the Classroom.

Harvest B

Frances Matos-Schultz, Ursula Lentz, and Mertixell Mondejar Pont, University of Minnesota

End of semester interviews are time intensive, overwhelming to new teachers, create student anxiety and focus on predictable questions. This session presents findings from 600+ University of Minnesota first year Spanish students whose instructors replaced end of semester interviews with a student self-assessment using LinguaFolio and recorded interpersonal tasks and shows how an interpersonal task can provide students an opportunity to have a real exchange about a familiar topic.

Audience: Middle and high school, higher education, any language

103 Using Technology to Teach Cultural Perspectives, Practices, and Products

Harvest C

Viann Pederson and Gay Rawson, Concordia College

Concordia College, a leader in global education with a long history of preparing undergraduates to become world language teachers, and Concordia Language Villages, specializing in K-12 language learning and cultural immersion, have collaborated to create a dynamic graduate degree in Advanced Methodologies in Language Acquisition designed for K-12 world language teachers. In our rapidly changing and connected global world, it is more imperative than ever that we prepare our students to survive and thrive in a multicultural society. It makes sense to take advantage of how technologically savvy our students are to do this. This presentation will give concrete examples of ways that all teachers, from technophobes to the savviest technophile, can incorporate technology into the teaching of culture. After providing a brief overview of our program that features a hybrid approach to teaching and learning world languages, we will showcase projects that graduates of our program (K-12 teachers) have developed for use in their classrooms. All curricular materials that we showcase are available to the public and designed for immediate use in K-12 classrooms. Most are free and require little to no infrastructural investment to accomplish. We will also show what can be accomplished with differing degrees of institutional support. Participants will leave with a list of online resources that they can adapt and use in their classrooms.

Audience: All levels, all languages

104 Using Neruda to Teach Literary Analysis

Tack A

Sean Dwyer, MN-AATSP President

Do you teach Spanish composition courses? When it's time for a literary analysis paper, presenter Sean Dwyer has found Pablo Neruda's "Poema 20" to be a compelling tool for use as a group analysis project before students write individual analysis papers. Learn how to use this rich poem as a classroom example for compositions, and save time by using the observations on the poem in your own classroom.

Audience: High school, higher education, Spanish

105 Dual Immersion Education and Engaging the Latino Families

Tack B

Blanca Raniolo-Olivares, El Colegio High School

Eudoro Olivares, St. Paul Public Schools

Educators, youth workers, and community leaders will learn effective strategies to work in a dual immersion Latino youth environment. You will also increase your understanding of Latino youth and their families, will explore the impact of power and oppression on the lives of Latino youth, strategies to help you build relationships, and engage the participation of the parents in the community. Participants can expect to engage in small group discussions, participate in an experiential session with scenarios, and learn how to build and expand meaningful relationships with Latino youth and their families in the classroom and the community.

Audience: All levels, all languages

106 Can't Dance? Or Sing? Or Act? Or Draw? Neither can !!

Morgan

Trina Keller, Perpich Center for Arts Education

Would you like to be able to integrate the arts into your world language classroom but don't have the time or expertise to create activities that fit into an already crowded curriculum? Discover how film clips, media, music, plays, dance, paintings, illustrations, and other authentic art forms can easily become part of teaching strategies to enrich lesson content. (All "standards related" of course!) Handouts with activities and resources provided.

Audience: All levels, all languages (examples in French)

107 Integrating Cultural Arts: Curriculum for K-12 Arabic and Chinese Programs

Captain's Room

Gaëlle Berg, Dingman Yu, Donna Kelly, Fang-Ju Lin, and Feng-Yi Wang, Minneapolis Public Schools

Arabic and Chinese teachers from Minneapolis' FLAP grant are developing K-12 extended sequences and integrated cultural arts curriculum to bring international experiences to students in the project's schools. These teachers will share their curriculum plans and show what the impact has been of the integrated cultural arts presentations on language programs in project schools.

Audience: Elementary, middle and high schools, Arabic and Chinese

Breakout Sessions 2 - 11:00 - 11:50 am

201 Qualifications for Teaching in an Immersion School

Harvest A

Kimerly Miller, Minnesota Advocates for Immersion Network

Shannon Peterson, Lakes International Language Academy

Luis Versalles, Richfield Dual Language School

Minnesota's immersion programs need a strong pool of qualified teachers in Dakota, French, German, Mandarin, Ojibwe, and Spanish. But, what does it take to become a successful immersion teacher in an elementary or secondary classroom? What level of language is required to teach in the immersion language? What certification is necessary? What kind of professional development is available in Minnesota? A panel of presenters from a consortium of immersion programs will discuss these issues and answer questions.

Audience: All levels and languages

202 What Can Students Do? Using Common Assessments to Achieve Higher Levels of Proficiency

Harvest B

Gaelle Berg, Melissa Davis, and Michele Campbell, Minneapolis Public Schools

Ursula Lentz, CARLA, University of Minnesota

Learn how Minneapolis teachers are using the online Minnesota Language Proficiency Assessments to determine what students can do in their language and what the results may mean for students and classroom instruction. Teachers will share data from their classrooms and invite participants to share insights on raising student proficiency levels.

Audience: Middle and high school, higher education, Spanish, French and German

203 Teacher-Centered Discourse and Opportunities for Output in a French Class

Harvest C

Jason Martel, Johanna Enneser-Kananen, and LeeAnne Godfrey, University of Minnesota

In this session, we will report on a study that explores teacher-centered discourse in a first semester university-level French classroom. We use the lenses of wait time, scaffolding, corrective feedback, and contextual factors to characterize the teacher's discourse and identify opportunities for students to produce and re-produce utterances in the target language. We suggest that teacher-centered in addition to learner-centered discourse can provide space for second language learning via the production of target language forms.

Audience: All levels and all languages (examples in French)

204 The Unrehearsed Speech of Learners of Asian Languages

Tack A

Sachiko Hori, Fang Wang, Yunseong Cheon, and Sara Khanzadi, University of Minnesota

When language learners speak in spontaneous, un-rehearsed activities outside of class, what does their production look like? This study focuses on oral learner language in unrehearsed, task-based interactions. Participants will view videos of Chinese, Japanese, Korean, and Persian L2 learners engaged in six language production tasks, and consider their accuracy, interaction patterns, responses to corrective feedback, task effects, and communication strategies. Implications for the classroom will be discussed.

Audience: High school and higher education, Chinese, Japanese, Korean and Persian



We put digital language learning technology on the map.

When it comes to digital technology for language learning, SANS speaks a universal language. Our Sony Virtuoso™ and Soloist® digital language learning software suite creates an interactive learning environment that engages students in listening, speaking, and cultural exploration. It provides teachers with digital tools for assessment and authentic lesson creation which can positively impact student performance, test scores, and language skills. Put your language learning program on the map by letting us provide a scalable software solution based on your curriculum, level, and budget.

"We LOVE the Sony Virtuoso™ APT software – perfectly suited to the AP® testing methods."

Nancy Tassler
International Language Lab Director
Libertyville High School, IL

Contact Ken Busam, your local SANS representative at
kbusam@sansinc.com or (773) 775-2384.

www.sansinc.com

VIRTUOSO
International Content Software

SOLOIST
Digital MC Computer Network



Software
And
Network
Solutions

© 2010 SANS Inc. All rights reserved. SANS and Soloist are trademarks of Sony Electronics Inc. SANS products incorporate SANS and Sony technology.

205 Connecting with Your Students through Stories

Tack B

Michael Grandys and Dayna Laber, Minneapolis Public Schools

See how two French and Spanish teachers in IB programs engage students by creating stories that use high-frequency vocabulary and structures and cultural practices, perspectives, and products. Learn how to write and present amusing stories that connect to your students' lives and incorporate authentic materials. Get students to develop greater proficiency using TPR and storytelling based methods and materials and rubrics. Teaching can be creative, fun, and rigorous – for students and teachers!

*Audience: Middle and high school, French and Spanish***206 Enhancing the Global Competency of World Language Learners**

Captain's Room

Dana Mortenson, K. K. Neiman and Charmagne Campbell-Patton, World Savvy

How can we enhance students' content knowledge of global issues and skills for global citizenship through language instruction? Learn about World Savvy's work to educate and engage youth in community and world affairs through academic and arts programming that can be implemented in your classes. Come away with lesson ideas and a project-based learning model to engage your students in learning about complex global issues through the lens of world languages.

*Audience: Middle and high school, all languages***207 Experiences in Strasbourg***Moved to time slot 406 at 3:00 pm.***Breakout Sessions 3 - 1:30 - 2:20 pm****301 Migraciones Literarias: La Literatura Centroamericana y la Interculturalidad**

Harvest A

Martin Pflug, College of St. Scholastica

Se trata de un curso de literatura centroamericana que de manera intencional pretende fomentar aproximaciones literarias que a su vez resultan en un enfoque en cuestiones de interculturalidad en torno a una tripartita de temas - la migración, la diáspora y la identidad. Además de los textos utilizados, consideraremos métodos y estrategias de enseñanza que facilitan un ambiente de aprendizaje comunitario y activo en el cual todos los estudiantes pueden reaccionar, cuestionar, desarrollar y, últimamente, crecer.

*Audience: High school and higher education, Spanish***302 Discussion Session for Teachers Using the Minnesota Language Proficiency Assessment (MLPA)**

Harvest B

Ursula Lentz, Center for Research on Language Acquisition, University of Minnesota

Teachers who have used or are currently using the Minnesota Language Proficiency Assessments with their students are invited to this lively session to discuss their experiences using these assessments. Specifically the group will examine the ways in which using the MLPA has impacted their programs, and student reaction to the assessments. Participants will also be invited to discuss challenges and successes related to raising student proficiency levels.

Audience: High school and higher education, Spanish, French, and German

303 Integrating Content-Based Instruction in Chinese Language Teaching

Harvest C

Shu-hui Chang, Hmong College Prep Academy

Content-based instruction (CBI) has played an essential role in language teaching since the twentieth century. Content-based instruction is “the integration of particular content with language teaching aims...the concurrent teaching of academic subject matter (e.g., math) and second language skills” (Brinton et al., 1989, p.2). Students effectively learn a foreign language through meaningful content learning (Widdowson, 1981). Based on the previous study, teachers of Chinese language can integrate content-based instruction to teach the Chinese language in order to help their students enhance their levels of proficiency in the Chinese language through academic subject study.

Audience: All levels, Chinese

304 Preparing Students to Participate in Festival Quijote

Tack A

Mary Lynn Montgomery, Coon Rapids High School, Minnesota-AATSP Mesa Directiva

Festival Quijote is a statewide contest for middle and high school Spanish students. Come learn about the contest (categories, guidelines, requirements, etc.) and find out what makes a successful entry. What can you do as a teacher to help your students prepare for the contest? In this session you will see sample entries from previous years and learn tips that will help you and your students prepare for next year’s Festival Quijote.

Audience: Middle and high school, Spanish

305 Authentic Media: Connecting Lives and Contexts, Classroom to the World

Tack B

Dan Bane, Vista Higher Learning

Connect students to real language and culture for transformative learning. Through this simple instructional framework, students reflect on their lives and language, bridge their lives to the world, and use authentic media to engage and reflect on language, culture, and human experience. Give students the key to language and cultural fluency.

Audience: High school and higher education, French, Spanish and Italian

306 Incorporate Culture in Your Lessons: Cultural Storytelling

Captain’s Room

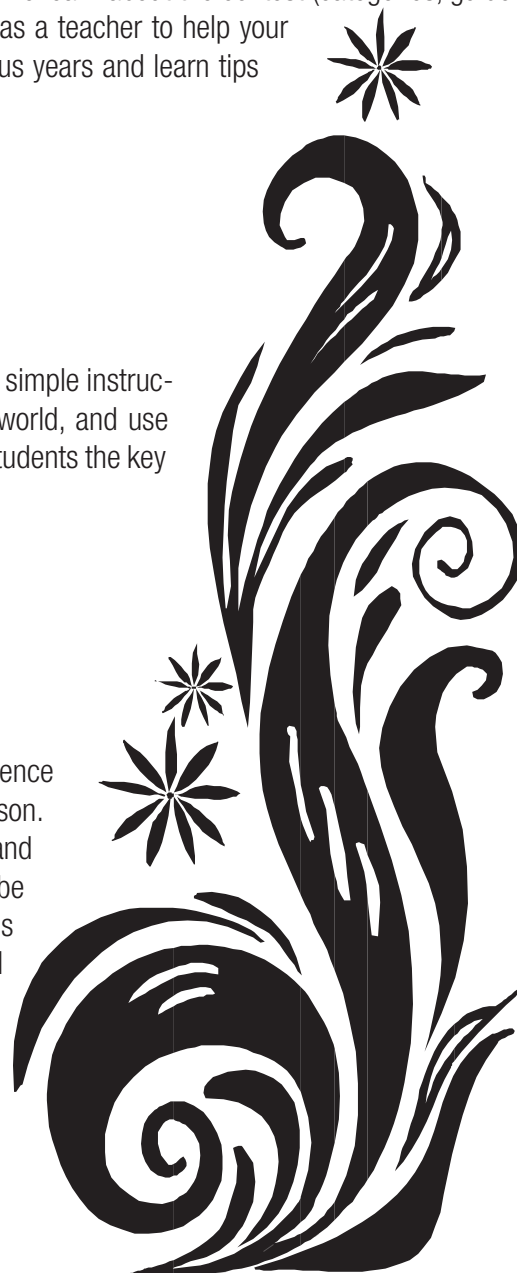
Barbara Cartford, Wayzata Schools, Minnesota Language Teacher of the Year 2010

The Llama’s Secret: Cultural Storytelling incorporates culture into your lessons! Experience the students’ perspective on learning through TPR Storytelling with a culture-based lesson. Participants will learn how an expert TPRS teacher takes a story from a children’s book and condenses it into a lesson that can be used at the first-year level. The same story can be adapted for advanced levels as well. The Llama’s Secret is a Peruvian legend, but the skills can be adapted to any language. Participants receive a copy of the story, vocabulary and exercises.

Audience: All levels and all languages

307 Using Facebook Activities to Improve Writing Skills of Language Students

Moved to time slot 504 at 4:00



Breakout Sessions 4 - 3:00 - 3:50 pm

401 Quizzes in the World Language Course: What Do They Really Measure?

Harvest A

David Paulson and Diane Leslie, Southwest Minnesota State University

Quizzes are widely used in second language courses - we often assume quizzes motivate students to study regularly, and reinforce and measure student learning of specific points of vocabulary, grammar, civilization and culture. But do our quizzes really measure what we are testing? In this session we will take a closer look at traditional quizzes we see in modern language classes to re-examine what is actually being tested. We will present alternatives to those quizzes, many which fully take advantage of instructional technology. In addition, we will use CEFR "Can-do" descriptors to articulate our underlying communicative goals in evaluating quizzes. Samples quizzes will be provided.

Audience: High school, higher education, all languages

402 Presentación Cultural: Carnavalito Argentino

Harvest B

Paulino Brener, University Language Center



Encore Session

Back by popular demand from MCTLC Fall Conference 2009.

Come and get energized by learning how to dance "Carnavalito" presented in Spanish by Paulino Brener from Argentina. Join him on a virtual tour of Northwest Argentina where the dance is a popular aspect of the "Carnaval" season and learn the symbolism of the dance. A free Power Point on the presentation and the music for the dance will be given to all those that attend the session.

Audience: All levels, Spanish

403 Get Them Talking With Art and Music

Harvest C

Andrea Schueler, Stillwater Area High School

Have you struggled to effectively use art and music to stimulate conversation while reinforcing culture in your classroom? Are you simply looking for a new strategy to spice up your classroom? Learn to use two specific strategies, Visual Thinking Strategies (VTS) for art and Earobics for music. Take the role of a student as you participate in each strategy during the session, and leave with step-by-step instructions for two tools to add to your teacher toolbox. The strategies are applicable for all languages and all ages, and they can be adapted for use at any language level.

Audience: All levels and all languages

404 Translation Reconsidered: A University Course in Translation and Interpretation

Tack A

Paul Hoff, University of Wisconsin at Eau Claire

The presenter had never been an advocate for translation in language courses, especially at the beginning levels. Then he accepted the opportunity to teach "The Craft of Translation," an upper-division course in UW-Eau Claire's major in Spanish for Business and the Professions. This session will describe the course and corresponding career opportunities along with the fascinating challenges and issues presented by both written translation and consecutive interpretation.

Audience: High school, higher education, all languages (examples in Spanish)

MULTILINGUAL MINNESOTA

An online resource center in support of multilingualism in Minnesota

WWW.MULTILINGUALMINNESOTA.ORG



At Multilingual Minnesota, we believe that knowing more than one language is both valuable and achievable.

Our goal is to increase access to language learning by providing an online resource center that collects and shares the many language learning activities taking place across the state. Multilingual Minnesota supports the many languages spoken in Minnesota families by providing language-related resources for parents and caregivers, teachers, and learners.

Our website contains useful information for language learners, teachers, and parents of language learners. Key features include a directory of Minnesota language opportunities and support for immersion and heritage language families.

All Aboard the 21st Century Express! 



2011 Central States Conference on the Teaching of Foreign Languages

A joint conference with the Indiana Foreign Language Teachers Association



March 3-5, 2011
Hyatt Regency Indianapolis
Indianapolis, IN

For more information, contact

Patrick T. Raven, Executive Director
P.O. Box 251
Milwaukee, WI 53201-0251
Phone: 414-405-4645
Fax: 415-276-4650
E-mail: CSCTFL@aol.com
Web: www.csctfl.org

405 Teaching Chinese in the Digital Age

Tack B

Ju-Chang Wang, The Blake School

選用最簡單操作的電腦軟件，營造中文學習環境。善用數位教材，讓課堂上有更多時間作團體學習和口語教學。讓練習中文成為有趣的活動。讓學生把中文說得字正腔圓。

Audience: Elementary, middle, and high school, Chinese

406 C'est le fun! Incorporating Québécois Culture Into Your Classroom

Cancelled by presenter

406 Experiences in Strasbourg

Morgan

Cristina Sturm, Rosemount High School



Encore Session

Back by popular demand from MCTLC Fall Conference 2009.

This session is based on a 3-week summer experience in Strasbourg during a Stage Pédagogique de Courte Durée sponsored by the AATF and the French Government. Materials shared include information on how to apply for the scholarship, a slide show of Alsace, current cultural information about the city and the region, and instructional materials used during this academic program at the University of Strasbourg.

Audience: All levels, French

Breakout Sessions 5 - 4:00 - 4:50 pm

501 Bienvenidos a Uruguay

Cancelled by presenter

502 Culture Beyond Chopsticks and Berets

Harvest B

Mary C. Voight, Yinghua Chinese Immersion Academy

Language teaching without context and substance becomes vacuous like philosophy without God, like China without chopsticks and France without berets. This session intends to move language teaching from merely utilitarian purposes to give students an excitement for human variety and beauty and move beyond shallow definitions of "culture". Rather than searching for familiar American concepts and transforming them into another language the way we translate names by sound, literally and without any meaning, such as Mary becomes Mei Li; teachers and students will find that some concepts that exist in Chinese do not exist in English, such as xin ku, a kind of parental suffering. Learning another language can open a window into positive human differences and introduce new concepts about how human beings perceive the same world differently and equally positive.

Audience: All levels and all languages

503 México en su bicentenario

Harvest C

Ana Luisa Fajer Flores, Consulado de México

El objetivo es contar con una herramienta de información sobre México, así como un medio para difundir e invitar a las distintas actividades que se llevarán a cabo durante el 2010 para celebrar a México.

Audience: All levels, Spanish

504 National Board Certification

Cancelled by presenter

504 Using Facebook Activities to Improve Writing Skills of Language Students: Offering Many Opportunities for Writing to our Digital Natives

Tack A

Windy Roberts, University of Minnesota, Morris

Facebook is a social-networking site used by many college students today. This presentation describes how weekly Facebook activities were successfully incorporated into a college language course to improve student writing in the target language. It also discusses various ways other instructors could incorporate Facebook into their own curriculum.

Audience: High school and higher education, all languages

505 Portfolios Make Travel Meaningful

Tack B

Mary Thron, Minnesota State University of Moorhead

Implementing portfolio assessment ensures that educational goals are met and empowers the students' metacognitive process as they reflect on their learning and skill development. The ACTFL National Standards for Foreign Language Learning provide an excellent organizational framework for this assessment process. Portfolios produced by students as a result of travel enhance the students' overall experience. In their intentional effort to collect meaningful material (e.g., maps, brochures, cultural realia), take pertinent photos and write reflective journals, they document their learning. Furthermore, the portfolio creates a point of discussion for parents, administrators, classmates and potential future travelers upon return home. A portfolio exhibit can showcase the learning that has occurred abroad and generate interest in future educational travel experiences. Actual student portfolios from different educational travel experiences in Costa Rica will be shared.

Audience: Middle, high school, higher education, all languages (examples in Spanish)

506 Addressing the Achievement Gap in the Urban Language Classroom

Morgan

Grant Boulanger, Robbinsdale Area Schools

Low readers can't learn a second language? ESL students can't learn another second language? Underachieving urban learners can't learn a second language? Hogwash. Comprehensible Input-based methods, such as TPRS[®] Storytelling[®], present programs with a unique opportunity to level the playing field of the beginning language classroom that otherwise may be tilted in favor of the academically well prepared. It's time to shift toward methods and strategies that encourage all learners to become speakers of another language. The presenter will discuss common principles of a comprehensible input-based classroom. He will also share literacy-building and brain-based strategies that have been used to increase confidence, motivation and performance in a beginning Spanish class.

Audience: Middle and high school, all language

507 Bailemos Juntos

Garden City Ballroom

Paulino Brener, University Language Center

This session is a great opportunity to learn line dances to use in the Spanish class. Paulino is from Argentina and he has worked 8 years at Concordia Language Villages where dances are used as a means to teach culture but also to create connections with grammar and vocabulary. NEW DANCE for 2010: Waka Waka by Shakira!!! For more information visit bailemosjuntos.com.

Audience: All levels, Spanish

MCTLC 2010 Awards

Pro Lingua

Dr. Lyn Brodersen

Dean of the College of Arts, Letters and Sciences at Southwest Minnesota State University at Marshall

This award is given in recognition of outstanding service to and support of education in world languages and cultures by a person or Minnesota organization/business that is not a world-languages educator.

Emma Birkmaier Outstanding Language Educator

Recipient announced at the Awards Luncheon

This award is given in recognition of outstanding service and support for world languages and cultures to someone within the language-teaching profession in Minnesota.

Outstanding Student Teacher Award

Kathryn Shorma

This award is given in recognition of outstanding service and extraordinary potential in providing excellent instruction in the world language classroom by a student teacher.

Mark Your Calendar - Nominate a Colleague

MCTLC award nominations are due June 1. Read criteria and nomination process for these and additional awards on the Awards link of our website www.MCTLC.org.

Take your students to the culture!

Bring the culture to your students!

Travel Abroad Family Stay Abroad

- Custom-Designed
- Quality Arrangements
- Personal Attention

**FRANCE • GERMANY • SPAIN
MARTINIQUE • QUEBEC
COSTA RICA • ARGENTINA**



"Thank you for taking me **step by step** through the itinerary and making sure that it includes everything I need. All your time and efforts are so appreciated and that is why our program is so successful and goes so smoothly.

Sue Drummond,
Hastings, MN

(Left) Rosemount students pose in front of the Arc de Triomphe

Hosting in the U.S.

**FRENCH OR SPANISH
STUDENTS VISITING FOR
2-4 WEEKS IN 2011**

- Make language-learning relevant to real life!
- Promote cultural awareness through direct interaction!
- Increase community support of your language program!

(Right) The Pieper family, from Minneapolis, MN, welcomed their 2nd French visitor in July 2010. Their son, Charlie, participated twice in his Minneapolis South program to France and did his own one-month family stay in France in August.



The experience lasts only a few weeks but the friendships last a lifetime!

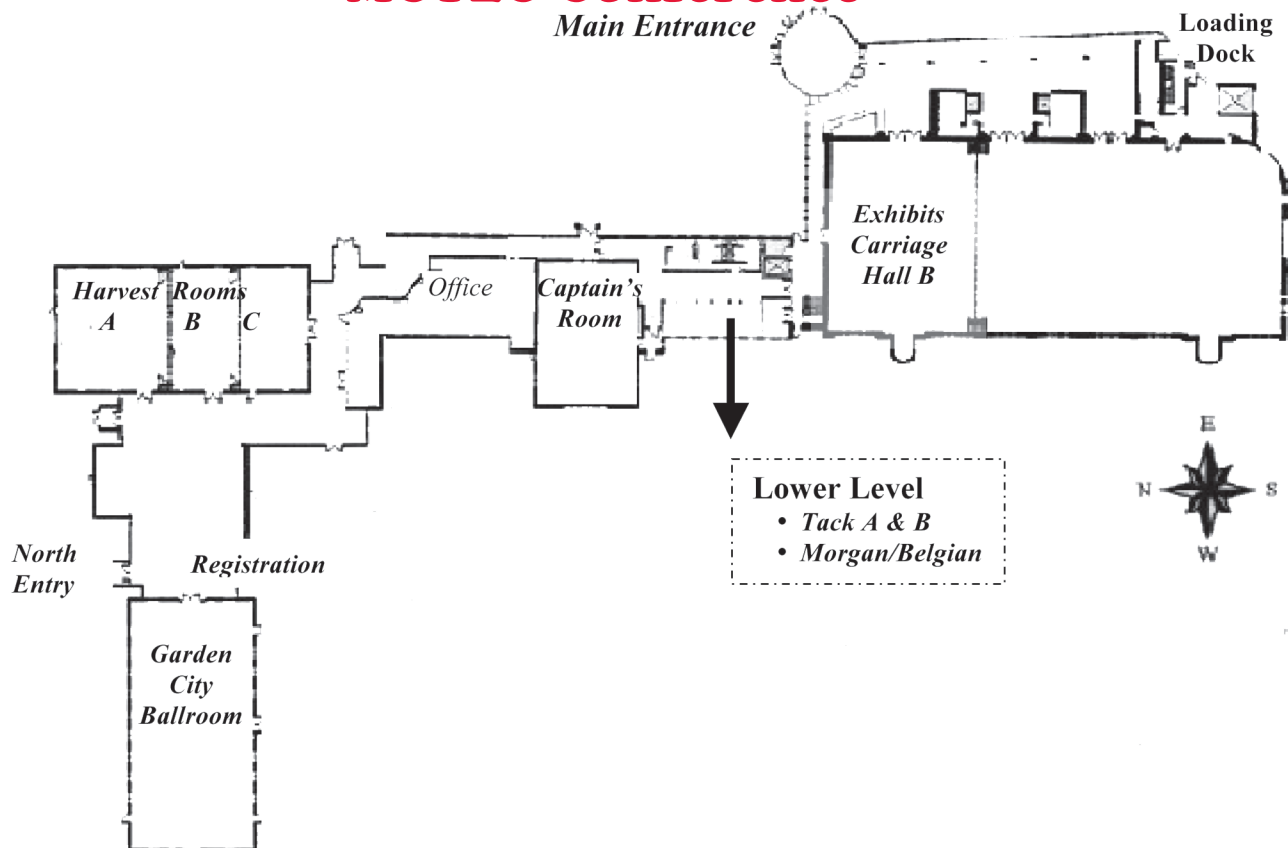


Language & Friendship, Inc.

8011 34th Ave S, Ste 250 • Bloomington, MN 55425

Toll-free 888-927-0120 • (952) 841-9898 • info@languageandfriendship.com • www.languageandfriendship.com

Earle Brown Heritage Center MCTLC Conference



MCTLC Fall Conference Exhibitors 2010

Plan time to visit the exhibits. Thank our exhibitors for their generosity. Check the posted list of prize winners. All conference attendees are entered in the drawings!

Exhibitors

American Study Travel Abroad
CETA Tours*
Concordia Language Villages
Confucius Institute, University of Minnesota
Costa Rica Educational Programs, LLC
Ed-Ventures, Inc.
Educational Technologies, Inc. (Robotel)
EMC Paradigm Publishing*
Eventos Spanish and English Newspaper
Heart of Sky Fair Trade
Holt McDougal Publishers*
ISE - International Student Experiences
Language and Friendship, Inc.
Pearson Prentice Hall*
SANS, Inc.
Santillana USA
Usborne Books and More*
Vistas in Education

*Door prize donors

Conference Sponsors

CETA Tours
Breakfast in Carriage Hall B

EMC Paradigm Publishing
NNELL Breakfast, Badges

SPI Abroad
Tote Bags

Exhibits and refreshments in Carriage Hall B