

# iFLT 2015

THE INTERNATIONAL FORUM ON LANGUAGE TEACHING  
**July 14-17, 2015 • St. Paul, Minnesota, USA**



**Tuesday Morning, July 14, 2015**

**Auditorium**

**Plenary Session**  
**Discovering the Power of TCI**  
**8:30 a.m. – 11:30 a.m.**  
**Toth, Placido, Pippins, Gaab**

Be prepared to be inspired! During the morning workshop, you'll hear from a variety of successful TPRS/TCI practitioners. Learn how two like-minded teachers in rural communities use global outreach to inspire language acquisition. From the dump in Guatemala to the classroom in Uganda, Carrie Toth and Kristy Placido will show you how easy it is to help your students see that language and service go far beyond the walls of your classroom. Darcy Pippins will demonstrate the power of TPRS / TCI instruction as she shares her students' astounding growth after four years of TCI instruction. Carrie Toth and Carol Gaab will share simple strategies to incorporate content-based instruction into your existing repertoire. Learn how to create compelling input through content and how to modify content for a wide range of levels.

**Cafeteria  
(basement level)**

**Lunch & Exhibits Opening**  
**11:45 a.m. – 1:00 p.m.**

## Tuesday Afternoon, July 14, 2015

**Auditorium**

### **Experienced Workshop: Staying in Flow with CI 1:00 p.m. – 4:30 p.m. Carol Gaab**

There is one common element present in all successful language learners: Access to a great deal of Comprehensible Input. Learn how to naturally provide a steady flow of compelling CI using a variety of (easily accessible) resources and a wide range of engaging activities. Discover proven techniques for keeping input comprehensible and powerful ways to differentiate each activity to accommodate all levels and learning styles.

**Room: 211**

### **Beginning Workshop: Part 1: Second Language Acquisition: The basics. 1:00 p.m. – 2:30 p.m. Dr. Stephen Krashen**

**(suitable for beginners as well as more experienced participants)**

This presentation is designed for those with little or no background in second language acquisition research. It will include the acquisition-learning hypothesis, the Monitor hypothesis (the use of grammar), the comprehension hypothesis (the foundational of current practice) and the affective filter, with an introduction to application at the beginning and intermediate levels.

Background reading (NOT required)

Krashen, S. 1981. Second Language Acquisition and Second Language Learning. New York: Prentice-Hall. Available at [sdkrashen.com](http://sdkrashen.com), Books On Line.

Krashen, S. 1982. Principles and Practice in Second Language Acquisition. New York: Pergamon Press. Available at [sdkrashen.com](http://sdkrashen.com), Books On Line.

### **Break, Snack & Exhibits**

**2:30 – 3:00 p.m.**

**Room: 200**

### **Beginning Workshop: Part 2: TPRS / TCI Demonstration 3:00 p.m. – 4:30 p.m. Diana Noonan & Katya**

Teachers who are new to TPRS/TCI will attend the beginning workshop with Diana Noonan and Katya Paukova, along with a team of experienced coaches who will lead you through guided practice each day (Tues. through Thurs.). Dr. Stephen Krashen will present the CI Hypothesis and Power of Reading during the beginning session on Tuesday.

- Learn how to use questions to engage learners.
  - Differentiate instruction through questioning strategies.
  - Discover the power of CI for facilitating SLA.
  - Use stories as a platform for providing powerful CI.
- Learn how to use guided reading to accelerate the rate of acquisition.

# iFLT Sessions 2015

## Wednesday Morning, July 15, 2015 – Session 1

### Experienced Teachers Observe Learning Labs 8:30 a.m. - 9:45 a.m.

**Room: 202**

### War Room with Ben Slavic 8:30 a.m. - 11:45 a.m.

### Sessions for Beginning TPRS/TCI Teachers 8:30 a.m. - 9:45 a.m.

#authres: So Easy a Novice Can Do it!

**Room: 209**

**Presenter:** Martina Bex

In this two-part workshop, participants will explore how language learners can experience the excitement and enrichment of authentic resources without feeling overwhelmed or incompetent. Participants will learn five scaffolding strategies that transform authentic resources into comprehensible input for their students, and they will use those strategies to develop five ready-to-use, Common Core aligned lessons that are centered on authentic resources choice (like teeth and blood), personalization (PQA), costumes and simple stories make a HUGE difference in engaging younger language learners. Come see how these simple tips can spice-up your elementary classroom and get your students using the target language faster than ever.

**Movie Talk**

**Room: 205**

**Presenter:** Kristy Placido

Movie Talk is a wonderful activity to complement any CI-based classroom! Thanks to YouTube there is a seemingly-endless supply of short videos which can be used as the vehicle for delivering vocabulary, structure, culture, and fun to your classroom in any language. You will discover how to find and select the perfect video, how to plan the lesson, and how to extend the lesson with movie talk!

iPads Apps for Storytelling

**Room: 212**

**Presenter:** Carrie Toth

There is power in a story! Stories are engaging whether they are rooted in culture or a fictional topic. They have a way of connecting listeners with the characters. No matter what method you are using to teach, this session will inspire you to create digital stories that are a true reinforcement of your classroom content! Beyond using the iPad for drilling grammar and vocabulary, you will use it to create gains in acquisition!

Personalization Strategies

**Room: 210**

**Presenter:** Bryce Hedstrom

When the student becomes the subject matter things shift in the classroom—engagement goes up, camaraderie gels and amazing acquisition happens. Learn how to capture student attention and keep them highly involved in their learning—all in the target language. Participants will get practical tips, activities and assignments to engage even beginning students using the TL. Attendees will get the feel for activities by participating in them and practicing during this hands-on workshop.

## Wednesday Morning, July 15, 2015 - Session 2

### Beginning Teachers Observe Learning Labs 10:00 a.m. – 11:15 a.m.

**Room: 202**

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#### TPRS and TCI Online

**Room: 211**

**Presenter:** Eric Goodman

This workshop will show participants how to create and use TPRS and TCI videos online, in a flipped classroom, or a traditional classroom. Participants will also learn how to create a variety of assessments that can be submitted online or in person.

# iFLT Sessions 2015

<b>Rooms:</b> <b>218, 219, 222, 224, 225</b>	<b>Debrief with Learning Lab Teachers</b> (Attend debrief session of teacher you observed in same classroom.) <b>11:15 a.m. - 11:45 a.m.</b>
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<b>Cafeteria (basement level)</b>	<b>Lunch, Mini-sessions &amp; Exhibits</b> <b>11:45 a.m. – 1:00 p.m.</b>
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<b>Room: 205</b>	<b>Lunch Session 1: Nearpod Cindy Hitz</b> <b>12:00 p.m. – 12:30 p.m.</b>
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The Nearpod app is a novel way to engage students in the storytelling process through student sketches, polls, and comprehension checks. Learn how to create engaging presentations that enable the teacher to build a story with students and share student work in real time. Download the free Nearpod app on your mobile device to be an active participant in the session.

<b>Room: 212</b>	<b>Lunch Session 2: Building a CI Dept. Diana Noonan, Supervisor Denver PS</b> <b>12:00 p.m. – 12:30 p.m.</b>
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Denver Public Schools is one of the most progressive and successful districts in the U.S., due to the efforts of Diana Noonan, DPS FL Supervisor and the 2015 winner of the prestigious Leadership Lamp Award. In this session, Diana will share how she transformed the entire district into a CI-based community and how she provides continuous support and guidance through her streamlined Learning Lab model. Learn how to transform your own district and how to effectively implement a system of collaboration and support proven to improve FL instruction district-wide.

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### **Vocabulary-driven Cultural Units**

**Room: 209**

**Presenter:** Martina Bex

You have pinned hundreds of resources, archived every story script on the Internet, and spent a small fortune building your class library, but you have no idea how to put it all together. In this session, participants will learn how to use high frequency word lists to map curriculum and how to follow a logical unit-mapping sequence to develop coherent, compelling, and culturally-rich units that meet Common Core Standards.

### **Personalization – Part 1**

**Room: 225**

**Presenter:** Karen Rowan

Gather techniques to personalize your stories and readings whether you are a novice or advanced at personalizing. Build deeper connections, utilize better questions, practice engaging students with the ultimate goal of teaching "on your feet" using your students as content. Mentors, coaches, department chairs and future workshop presenters are invited to attend to learn how to adopt these techniques to support other teachers. This is a workshop, divided into 3, 1 hour sessions. Each session builds a different aspect of personalization and ends with an experiential piece. By the end of the 3rd session, the goal is to "spin a story on your feet." Parts 1, 2 and 3 CAN stand alone. No session is repeated. Attendees who attend the

series will accomplish the ultimate goal - spontaneous, personalized storytelling with no planning. Others will gain valuable personalization skills.

### **CI, the 6th ACTFL 'C' (Use CI and stay true to standards)**

**Room: 212**

**Presenter:** Carrie Toth

Where's the rigor?? TCI can be a hard sell in traditional departments! In this session we will explore the powerful ways that CI meets all of the ACTFL Standards, the Can-Dos, and even AP and IB themes. Where there is effortless acquisition, there is a rigorous class that is rooted in powerful CI.

### **Ready, Set Success: Your Toolbox for Transitioning the Elementary Classroom to TCI**

**Room: 210**

**Presenters:** Carla Tarini, Alisa Shapiro, S. Pesa It takes time to transition to t/ci but we can help you dive in with confidence! Our toolbox contains the resources you need for the organizational, management, and administrative aspects of t/ci teaching. With our toolbox in hand, you'll have more time for honing your craft. Geared towards 1st - 6th grade teachers.

### **Controversies: The use of the L1, the use and overuse of grammar, the composing process and the academic composing process**

**Room: 211**

**Presenter:** Dr. Stephen Krashen

The same questions have dominated the field of language teaching for decades. Thanks to progress in research and theory, we now have reasonable answers: Can we use the students' first language in class? Is it now forbidden to teach grammar? Why and when should we include writing? (Background reading (NOT required)

Krashen, S. 2014. The composing process. Research Journal: Ecolint Institute of Teaching and Learning. International School of Geneva. 2: 20-30.)

## Wednesday Afternoon, July 15, 2015 - Session 2

**Room: 200**

**Beginning Workshop (cont'd.)**  
**Diana Noonan & Katya Paukova**  
**3:00 p.m. - 4:30 p.m.**

## Sessions for Experienced TPRS/TCI Teachers 3:00 p.m. - 4:30 p.m.

### Rock the CI- Music in the CI Classroom

**Room: 205**

**Presenter:** Kristy Placido

Would you like to know why the teacher from upstairs snuck in and hung a disco ball from my ceiling? Because we are ALWAYS rockin' in room D102! Come to this session if you love music and want to know more about how to incorporate it into your CI curriculum! Music is one of the surest ways to win your students hearts and minds!

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### Expanding Classroom Libraries the Quick & Easy Way (Elementary Focus)

**Room: 210**

**Presenters:** Carla Tarini, Alisa Shapiro, S. Pesa  
Quickly expand your t/ci classroom library. Presenters will share a streamlined process for writing both original t/ci stories and adapting popular trade books. Participants will leave with a technique, book-making resources, and shared work from the session. They will be equipped to produce compelling, illustrated books for their classes.

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#### How to Teach a Novel

Room: 205

**Presenter:** Kristy Placido

This session is a crash course in the basics of reading instruction in the world language classroom. We will discuss the purpose of translation and how to use it most effectively, how to maximize discussion opportunities, assessment ideas, and how to keep your instruction fresh throughout the year.

#### Putting TPR (and more) into TPRS

Room: 212

**Presenter:** Teri Weichert

TPR has an important history with TPRS. In 1998 Stephen Krashen wrote an article TPR: Still a Very Good Idea,

([http://www.sdkrashen.com/content/articles/1998\\_tpr\\_still\\_a\\_very\\_good\\_idea.pdf](http://www.sdkrashen.com/content/articles/1998_tpr_still_a_very_good_idea.pdf)), which he recently posted on his website (Jan, 2015) indicating that it is, in 2015, STILL a very good idea. This session will give you some new activities, or remind you of some you used to use.

#### Classroom Management

Room: 210

**Presenter:** Bryce Hedstrom

There is no instruction without discipline. When students experience the spontaneity of a foreign language class taught with comprehensible input and high target language use, they can interpret that joy as a wisecrack free-for-all. We need to 1) keep the affective filter low, but we also need to 2) keep students focused, and 3) stay in the TL. To pull off this hat trick we need specialized techniques. We need effective classroom management strategies that apply to C.I.-based language classes. This session will provide activities and routines to help new teachers maintain C.I. while maintaining control.

#### Prepping for AP

Room: 211

**Presenter:** Darcy Pippins

Prepping students for AP begins on the first day of Level One! Learn about AP requirements and how to satisfy (and exceed) them using TPRS / CI strategies. Darcy will share instructional strategies, suggestions for reading, assessments for each level and the amazing results she has achieved by focusing on CI. Learn how to build a strong AP program from the bottom up and give ALL students an opportunity to succeed on AP.

## Thursday Morning, July 16, 2015 – Session 2

### Beginning Teachers Observe Learning Labs

10:00 a.m. – 11:15 a.m.

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<b>Cafeteria (basement level)</b>	<b>Lunch &amp; Exhibits Opening</b> <b>11:45 a.m. – 1:00 p.m.</b>
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<b>Room: 212</b>	<b>Lunch Session 1: Twitter</b> <b>Kristy Placido &amp; Carrie Toth</b> <b>12:00 p.m. – 12:30 p.m.</b>
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Are you Twitter-curious? Want to start an account? Are you still an egg-head and want to get more active? Explore the basics of the Twitter-verse with Carrie and Kristy! Learn about Thursday night #langchats. And best of all, we'll help you connect with some of the best known CI teachers.

<b>Room: 205</b>	<b>Lunch Session 2: Movie Talk</b> <b>Alike Last</b> <b>12:00 p.m. – 12:30 p.m.</b>
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In this mini-session, we will we will together create structures and embedded readings with short films, to use in our CI/TPRS Movie Talk lessons. For all levels and for all languages.

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**Sessions for Experienced TPRS/TCI Teachers  
1:00 p.m. - 2:30 p.m.**

### Sooner is Better! Teaching L2 in Early Childhood

**Room: 210**

**Presenters:** Lisa Brown-Olsen & Sarah Greenwood

We all know sooner is better in Language Acquisition. Small children respond differently to acquisition activities than their older counterparts. Learn and practice methodology designed especially for preschool and elementary school students involving songs, stories, games, actions, circle time and activities geared for children 2-11 years.

### Prof-based Assessment

**Room: 209**

**Presenter:** Martina Bex

It is time-consuming and mentally exhausting to develop assessments that are accurate, concise, and novel. In this session, the work has been done for you! Participants will leave this session with multiple templates for reading, listening, writing, and speaking assessments that work well in standards-based, TPRS®/CI courses. They will learn how to use these templates in isolation and how to combine them for IPAs and other benchmark assessments.

### Going Beyond Movie Talks

**Room: 210**

**Presenter:** Michael Coxon

MovieTalks are now pretty common in a CI - based classroom. Teachers are sharing videos and creating lessons at a rapid pace. With the internet, there is no doubt that the quantity of clips are endless. Hopefully, at the same time, quality control can be maintained by going deep into a story in order to allow students the higher order thinking we so often hear about in the

teacher world. Come see some examples on how to get more out of MovieTalks in your classroom and keep the creativity spirit alive with your students.

### Personalization - Part 3

**Room: 225**

**Presenter:** Karen Rowan

Gather techniques to personalize your stories and readings whether you are a novice or advanced at personalizing. Build deeper connections, utilize better questions, practice engaging students with the ultimate goal of teaching "on your feet" using your students as content. Mentors, coaches, department chairs and future workshop presenters are invited to attend to learn how to adopt these techniques to support other teachers. This is a workshop, divided into 3, 1 hour sessions. Each session builds a different aspect of personalization and ends with an experiential piece. By the end of the 3rd session, the goal is to "spin a story on your feet." Parts 1, 2 and 3 CAN stand alone. No session is repeated. Attendees who attend the series will accomplish the ultimate goal - spontaneous, personalized storytelling with no planning. Others will gain valuable personalization skills.

### Listen & Draw

**Room: 210**

**Presenter:** Diane Neubauer

In Listen and Draw, every student creates a sketch as a scene unfolds through teacher questions and selection of student ideas. Many low-preparation follow-up activities will also be shared, including discussion of student sketches, comprehension check quizzes, and reading and writing activities.

**Break, Snack & Exhibits 2:30 – 3:00p.m.**

## Thursday Afternoon, July 16, 2015 – Session 2

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### Reader's Theater Tips and Tricks

**Room: 205**

**Presenter:** Kristy Placido

Reader's Theater is a tried and true way to make the story leap from the page and right into your students' imaginations! Participants in this workshop will view classroom videoclips, see live instruction with volunteer actors, learn how to select the perfect scenes for Reader's Theater, and get tips for really spicing up the drama and bringing those novels to life!

### Literature Circles: Circle Up!

**Room: 209**

**Presenter:** Martina Bex

Literature circles are a preferred method of reading instruction for English Language Arts teachers because of the personalization and depth of understanding that they foster. In this session, participants will learn how to achieve the same outcomes by using the traditionally student-led, output-driven literature circle framework to provide comprehensible input.

### Moving Acquisition Forward by Backward Planning from Novels

**Room: 212**

**Presenter:** Carrie Toth

Move acquisition forward by planning backward from novels

Have you ever looked at the last page of a novel just to see how it ends? If you like to know the end before you have even begun, this is the session for you! With backward planning through Understanding by Design

and the ACTFL Keys to Planning, you have a powerful way to design a cohesive unit based on novels. A well-planned unit can be used to introduce new structures and cultural themes throughout the year in the Comprehensible Input/TPRS classroom.

### TPRS in a Virtual Environment

**Room: 210**

**Presenter:** Hasanbey Ellidokuzoglu

A computer program is introduced, which facilitates TPRS implementation by maximizing the amount of input students receive and minimizing their stress in a game-like virtual environment. Using a camera detecting bodily motions and reflecting them onto an avatar, such programs will be invaluable assets in enhancing the effectiveness of TPRS.

### Statistics for the Consumer

**Room: 211**

**Presenter:** Dr. Stephen Krashen

The basics of statistics and a bit of experimental design, without the details. Everything people remember about statistics ten years after taking a statistics course.

Background reading (NOT required)

Krashen, S. A short, biased and narrow introduction to statistics. Available at [sdkrashen.com](http://sdkrashen.com).

Krashen, S. 2014. Case Histories and the Comprehension Hypothesis. *TESOL Journal* ([www.tesol-journal.com](http://www.tesol-journal.com)), June, 2014 (available at [sdkrashen.com](http://sdkrashen.com), sect. on second language acquisition)

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#### QAR Strategies for Differentiating Questions

**Room: 209**

**Presenter:** Martina Bex

Question-Answer Relationships is a reading strategy developed by Taffy Rafael to train students how to more accurately respond to questions. As educators, we can use an awareness of QAR in our instruction and assessment in order to ensure that we use a wide variety of questions, create opportunities for critical thinking in the target language, and meet Common Core Standards for reading comprehension. Participants will learn how to use QAR in lesson design and how to introduce them to students.

#### Using Film Studies to Enhance Curriculum

**Room: 212**

**Presenter:** Carrie Toth

Scary or funny, heartwarming or heart wrenching, films hit us right where it counts! In the emotions! What better way to engage students in your language classroom than to tie in film? Hit all of their emotional buttons and reach their hearts!

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**Room: 202**

**War Room with Ben Slavic  
8:30 a.m. - 11:45 a.m.**

**Sessions for Experienced TPRS/TCI Teachers  
10:00 a.m. – 11:15 a.m.**

### Reader's Theater Tips and Tricks

**Room: 205**

**Presenter:** Kristy Placido

Reader's Theater is a tried and true way to make the story leap from the page and right into your students' imaginations! Participants in this workshop will view classroom videoclips, see live instruction with volunteer actors, learn how to select the perfect scenes for Reader's Theater, and get tips for really spicing up the drama and bringing those novels to life!

### Classroom Management

**Room: 210**

**Presenter:** Bryce Hedstrom

There is no instruction without discipline. When students experience the spontaneity of a foreign language class taught with comprehensible input and high target language use, they can interpret that joy as a wisecrack free-for-all. We need to 1) keep the affective filter low, but we also need to 2) keep students focused, and 3) stay in the TL. To pull off this hat trick we need specialized techniques. We need effective classroom management strategies that apply to C.I.-based language classes. This session will provide activities and routines to help new teachers maintain C.I. while maintaining control.

### QAR Strategies for Differentiating Questions

**Room: 209**

**Presenter:** Martina Bex

Question-Answer Relationships is a reading strategy developed by Taffy Rafael to train students how to more accurately respond to questions. As educators, we can use an awareness of QAR in our instruction and assessment in order to ensure that we use a wide variety of questions, create opportunities for critical thinking in the target language, and meet Common Core Standards for reading comprehension. Participants will learn how to use QAR in lesson design and how to introduce them to students.

### Using Film Studies to Enhance Curriculum

**Room: 212**

**Presenter:** Carrie Toth

Scary or funny, heartwarming or heart wrenching, films hit us right where it counts! In the emotions! What better way to engage students in your language classroom than to tie in film? Hit all of their emotional buttons and reach their hearts!

# iFLT Sessions 2015

<b>Rooms:</b> <b>218, 219, 222, 224, 225</b>	<b>Debrief with Learning Lab Teachers</b> (Attend debrief session of teacher you observed in same classroom.) <b>11:15 a.m. - 11:45 a.m.</b>
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<b>Auditorium</b>	<b>Conference Closing (Plenary Session)</b> <b>Compelling Comprehensible Input</b> <b>Dr. Stephen Krashen</b>  <b>12:00 p.m. - 12:30 p.m.</b>
Optimal input should be more than interesting; it should be COMPELLING and put the student in a state of Flow. Compelling input is so interesting that students are often not aware that the message is in another language. When you get compelling input, you acquire whether you are interested in improving or not. Comprehension-based methods provide far more compelling CI than traditional methods, and there has been an increase in compelling input with each new method, with TPRS emphasizing two powerful ways of providing compelling CI: stories and personalization.	

<b>Auditorium</b>	<b>Closing Raffle</b>  <b>12:30 p.m. - 1:00 p.m.</b>
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