

FLAME 2015 Presentations

Session A - 90 minutes

Focus on Meaningful Communication - Laura Terrill

The transition from memorized language to an ability to create with language is a challenge for students and for teachers who want to incorporate strategies that assist in the process. This session will look at the key differences between a novice and an intermediate learner.

Participants will engage in activities that will allow students to use language in creative ways as they experience techniques that will require students to predict, question, compare and contrast, create stories and more. Your students will speak more than you as they expand their cultural insights and improve proficiency in the interpersonal mode.

TCI (Teaching with Comprehensible Input) peer coaching session- Skip Crosby, Poland Regional High School; Jen Schongolia

Are you dying to practice teaching with comprehensible input and get valuable, supportive feedback on your practice/technique from a coach? Have you been using CI for a while and have a technique (Circling with props, One Word Image, etc.) that you would like to practice in front of a supportive coach and friendly peer students? OR, perhaps you would just like to sit and watch somebody practice teaching with CI? This session is for you!

Cultivating Empathy – How to Improve Intercultural Competence at the Intermediate Level- Molly Monet-Viera, PhD, Boston University; Alison D Carberry Gottlieb, PhD, Boston University

In this workshop we will share with you our experiences with teaching language through teaching culture by presenting the recent changes we made to our intermediate-level Spanish language curricula, moving away from grammar-focused content and towards a system based on intercultural awareness. Participants will receive a sampling of authentic cultural digital materials (that are universally accessible on the Internet) used to teach students not only how to communicate in Spanish but also how to think about language acquisition in and of itself: its objectives and its outcomes. We will work together in groups to analyze these texts and create model lesson plans that ask students to reflect on the construction of cultural identity and values, comparing and contrasting their own experiences and perspectives with those of others

Making Your Classes Paperless Through Google- Candace Myers, Josefina Glauder; Mt. Ararat High School

This session will teach you how to manage your classes with Google Drive and Google Classroom to maximize teacher and student input and minimize unnecessary paperwork. The session will also include how to utilize Google Voice and Google Phone for oral assessments and assignments.

MovieTalk + accompanying activities = 90% of comprehensible target language - Dustin Williamson, Marlene Aguilar Leavitt Area High School

MovieTalk is a powerful and highly effective method for language acquisition that every teacher should use. In this session, we will explain what MovieTalk is, show an example of MovieTalk, and show activities to supplement MovieTalks. Providing comprehensible input in a compelling and engaging way is what this session is all about. The possibilities are endless with MovieTalk and you will leave this session with effective activities to implement immediately into your classroom.

Cultura y Civilización: An Alternative to the Traditional Spanish Class - Kara Jacobs, Kingswood Regional High School Wolfeboro, NH

What is the best way to increase enrollment, engage students, stay in the target language, improve pronunciation and teach culture? Teach with comprehensible input, music, authentic resources and leveled readers! This session will focus on a Cultura y Civilización class that was created as an alternative to the traditional grammar and textbook driven class. Examples of culturally-based thematic units will be shared along with examples of classroom activities, assessments, and student work. To see a preview of some of the ideas that will be presented see: reflecciones-kj.blogspot.com

Sight-reading Latin: Strategies to Make Our Students Engaged and Fluent Readers, and to Prepare Them for the AP and for College- Jane Lienau, Brunswick High School

Traditional upper level Latin classes require students to translate at home, then go over their (often butchered) translations in class, promoting neither fluency nor passage recall. I have developed my upper level program entirely around sight-reading daily, a practice that has produced much higher AP and SAT 2 scores, greater comfort and enjoyment in reading Latin for students, and far greater retention and appreciation of the texts. A large proportion of my students take some Latin in college, where they are placed in advanced literature classes, and I believe that it is due to daily sight-reading. I will present a detailed overview of my program, recreate a class session with attendees, and describe several activities I use at the lower levels to prepare students.

¡Máre! A Chupar China en Yucatán: A methodology of language acquisition - Gray Cox, College of the Atlantic; Karla Peña, PICY (programas de inmersión cultural, Yucatán)

There is no language without culture. Language is a code that, when cracked, opens the door to a new way of life. It should be taught in the classroom as it is acquired in one's life; with emotional, cognitive and physical connections. The language learning process should also include aspects of culture shock. The students learn because they are disoriented just enough so that they have the opportunity to reorient themselves and redefine who they are. They discover that they have more than they could have ever imagined. Cultural immersion programs provide this rediscovery of oneself, the acquisition of a language and the ability to understand "the other." Incorporating strong aspects of culture into the classroom and into our methodology is how we as teachers can really add to the harmony and respect between cultures in our world

Does it Count? - Laura Terrill

All too often this is the question that students use to determine the value of what is done in our classrooms. This session will explore the rationale behind the grades that we give and will look at ways to manage an interesting dichotomy – students who won't work unless there is a grade and teachers who grade to get students to work. Finally, participants will consider practices that streamline the paperwork involved in grading.

TCI (Teaching with Comprehensible Input) peer coaching session - Skip Crosby, Poland Regional High School, Anne Mateva, Bucksport High School

This is Part 1 of 2 sessions. In Session B Skip Crosby will again this year provide a brief summary of the theory/research supporting TCI (Teaching with Comprehensible Input). He will also give a brief overview of the WL requirements of the proficiency based report card and the DOE standards based initiative. This will be followed by a practical demonstration by Anne Matava in German. Anne will show how to make the target language comprehensible for 90% of instruction time and the power of CI to move student into the Intermediate Mid proficiency range in 4 years. Anne will continue the demonstration in session C.

The Role of Immersion in Proficiency Based Education: Building Language Proficiency and Global Competence - Melissa Kane, Council on International Educational Exchange; Erin Towns, Edward Little High School

Gaining foreign language proficiency and building global competence is a challenging task for Maine teachers and school systems. Learn about the Global Navigator Scholarship Program for students and Global Education Professional Development Series for teachers and how these programs can help students gain proficiency and teachers bring global competence into the classroom.

Authentic resources: What are they? How do I find them? How do I use them? -

Tatiana Lera, Brunswick Junior High School

Authentic resources: What are they? How do I find them? How do I use them? In this session we will define, find, and use Authentic Resources as they are intended for the world language classroom. We will share materials for your classroom and illustrate meaningful use. Please bring your laptop.

FLES: Sharing Best Practice, Preparing Young Students for Proficiency - Jonna Boure, Marcia Buker Elementary School; Jennifer Simons, Dunn School

In order for students to meet the new proficiency standards in world languages, it is important to have strong FLES programs that prepare students for language learning and encourage students to become life-long language learners. FLES teachers Jonna Bouré and Jennifer Simons will share lessons and materials that work with their students and invite you to bring materials to share or questions to ask.

Acadie: The place of Acadia in Francophone Maine

Betsy Arntzen, Canadian Studies Education Outreach Coordinator at the University of Maine; Lynda Millar, French teacher at Connors Emerson Elementary School in Bar Harbor; Carolyn Horth, World Languages teacher at Center Drive School in Orrington; Cindy Matthews, French teacher at Sacopee Valley Middle & High Schools

French has been an important language in Maine for over 400 years. How can teachers incorporate Maine's rich Acadian culture and language in the French curriculum, as well as Maine Studies/ Maine history? Teachers who participated in National Endowment for the Humanities 2014 Summer Teacher Institute, Borders and Borderlands: The Acadian Experience in Maine will present background, ideas and resources to support French teachers of all levels, elementary to high school, as well as their Social Studies colleagues. The session will include Acadian history from 1604 to today; and current Acadian influence in Maine language and culture will be featured.

Using Digital Portfolios with Proficiency-Based Education - Emily Davison, Yarmouth High School; Jay Ketner, Maine Department of Education

This session will address the pertinence and usefulness of digital portfolios as resources for proficiency-based education. Participants will see model examples of digital portfolios and gain insight into their application for learning, student self-reflection and goal-setting; learn how digital portfolios align to proficiency-based education and 21st century skills; and understand how digital portfolios can assist in documenting student growth. Participants will also have access to a digital portfolio template that their students can use to build their own World Language portfolios.

Latin and the Standards-based diploma - Bernie Fortier, Lewiston High School

As the State of Maine enters the age of a standards-based diploma, we need to think about the various standards we shall be assessing, as well as the various assessments we shall use to demonstrate that our students have met the various standards. This session will consist of teachers offering their insights after their first year of using such a system, as well as sharing various assessments and rubrics which they have used in the classroom. People are invited to bring 20 copies of their assessments and rubrics.

Standards based instruction and assessment FLAME initiative "clinic" - Catherine Gram, Falmouth High School

As many of you know, FLAME and the DOE, with ACTFL involvement, have started an initiative to help train WL teachers in Maine regarding standards based teaching and assessing. This workshop is specifically designed to be a support for those teachers who are presently working on standards based units, including assessments. Teachers can come with questions regarding: how to create a culturally rich essential question; how to design a unit with the end in mind (backwards planning); how to know that your tasks match the level of your students; formative and summative assessments; what an intermediate mid learner can do; how to create an integrated performance assessment for novices; how to stay in the language 90% of the time, and more! Though this workshop is designed for teachers who have attended the free workshops FLAME has been offering for the past three years, anyone is welcome.

Making The Grade: How Teaching with Comprehensible Input can help students meet the Intermediate Mid proficiency report card requirement - Anne Matava, Bucksport High School

This session is PART 2 of the session B. Anne Matava will continue with the practical demonstration in German of what teaching with comprehensible input for 90% of instruction time looks like in the classroom and its power to bring students to the intermediate mid proficiency level in four years. Anne will continue the demonstration in session C. Anne will be teaching German to a group from the “audience” while the larger room observes.

Understanding the ACTFL Proficiency Levels - Michelle Fournier, Westbrook High School
The recommended proficiency level to meet the requirements of LD 1422 for graduation in Maine is intermediate mid. It is essential that we, as educators, understand what this level means. This session will include an overview of the ACTFL proficiency levels and provide training and practice in how to accurately evaluate student writing. Samples will be in English so all can participate.

The Immersion Experience: Cultural Understanding Through Language Competency - Joan R. LeMole, Penobscot School; Jane Smith, UMO; Chelsea Raye, UMA; Lourdes Rodriguez von Vogt, Lincoln Academy

Research supports the benefits of intensive immersion environments particularly when students are motivated and engaged. The opportunity to interact with native and near-native speakers as well as with other students through a curriculum that includes learning in language, literature and culture is unmatched. We will look at the benefits of this integrative approach, view photos and video clips from a recent French retreat (Français Au Bord De La Mer) sponsored by the Penobscot School and move on to discuss a theme-based approach to conducting a Spanish immersion.

Student Authored Book Sharing Event. Improving Your Students’ Writing Skill in a Foreign Language - Marisa Carson, Monmouth Academy

This workshop will help us to discover how we can assist our Second Language writers to see themselves as authors, and to help them develop pride and ownership of their writing. I will share with you how we modeled the reading process through an interactive read-aloud, which involved our young writers reading their very own books. They had the distinct pleasure of officially publishing them for the school community in our high school library. We, as teachers, can help our young writers create connections between the literature they have read in class and their own lives in a very successful book sharing event such as the one I organized at my high school.

Using authentic resources in upper levels to provide comprehensible input - Dustin

Williamson, Leavitt Area High School

Have you wanted to use songs, TV shows, or readings in your upper level classes but the language is too overwhelming and you don't know how to implement them? In this session, we will explore ways to use authentic resources in the upper levels and strategies to make them comprehensible. Examples will be given in French and Spanish but can be adaptable to any language. I will show you how I use El Internado in my upper level Spanish classes and activities that have been proven effective, compelling, and comprehensible. Ways to make authentic resources valuable, comprehensible, and not "just another activity" will be explored.

Board Games and Card Games for the Elementary Foreign Language Class - Jeanne

DiSciullo-Carpenter Falmouth Elementary School

Tips and ideas on how to create card games and board games for your elementary language learners. They will have fun playing games, not realizing that they are practicing their target language! Sample games will be demonstrated in Spanish and French.

Using PhotoBooth and QuickTime Player to practice pronunciation and learn grammar rules - Alison Adams Mt. Ararat High School

Quick Time Player. By making recordings of themselves along with with the teacher, the students are able to have a digital-audio study guide study for language pronunciation. By using Photo Booth and making audio – visual snippets, the students have a guide for learning simple grammar rules. Please bring your laptop to this workshop.

Creating interpretive listening and viewing activities with authentic resources for the novice and the intermediate range - Eunice Kullick Loredo & Karalynn Gibson, Messalonskee

High School

Are you ready to immerse your students into listening to authentic world language? Come and join us in this session, you will learn how to locate authentic resources for the listening skill such as: audios, songs, videos, commercials, etc. that we can easily use in our classrooms to increase students exposure to natural speed on speech, different accents and cultures. We'll be sharing ideas on how to create activities appropriate to students level, guided by the ACTFL can do statements and performance descriptors, and we will show you how to create assessments to measure their understanding.

From the State: Proficiency-based Education, Advocacy, Resources, & More - Jay Ketner, World Language Specialist, Maine Department of Education

This session will present news and information from the State around proficiency-based education, statewide language initiatives, advocating for your programs, and more. Practical resources and information will also be shared. Come introduce yourself to the State's new World Language specialist if you haven't already!