Virtual Conference

October 23, 2021
October 23rd, 2021

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What does community mean to you?

For me, community means...looking beyond your own needs to meet the needs of others. It's realizing that you are not alone and that we can lift each other up no matter what challenges face us. We are stronger together and our diverse backgrounds can blend together to create a solid and beautiful community.

~Jeff Loughary, FLAM Northeast Region Representative

For me, community is the feeling of connection between people who live, work, learn, or play together, in real life or virtually. Some communities come together by choice and some are created by circumstance, but either way, we thrive when we can lean on each other. Communities grow stronger through the interdependence that develops when the members trust and rely on each other, so it is as important to allow others to help you as it is for you to help others.

~Susan Lynn, FLAM Secretary

For me, community means developing relationships with both my students and my colleagues to support and challenge each other. With my colleagues, this means sharpening each other's skills as educators by sharing resources, ideas and support. With my students, this means creating an environment where all students feel safe, are willing to take risks with the language and grow as humans and as language learners.

~Emily Armstrong, FLAM Northwest Region Representative

What community means to me: this one word means so much...friendship, support, diverse perspectives, mutual respect and open communication when there is disagreement. A community with diverse perspectives and voices is so much stronger than one without them. So many people in our lives do not feel included right now. We have to be the link to open the doors and include everyone in our community.

~Tonia Tinsley, FLAM President

To me, community means home. It means solidarity, empathy and acceptance. It means you are valued just as you are, and appreciated for the role that you play.

~Jen Meitz, FLAM Southeast Region Rep
Simply put, community means looking out for one another. Be it in the workplace, in the neighborhood, or in passing. A strong sense of community that is played out on a daily basis - should draw out the best in us.

-Cyndie “E” Everson, FLAM Southwest Region Representative

For me, community means opportunity, the opportunity to grow, to connect, and be our best. Community means responsibility, in that we all have the responsibility to contribute to creating a nurturing space where its members look out for each other and thrive together for the common good of all its members. For these reasons, our FLAM community is a family and we are here to support you through your teacher journey. Get ready and let’s look forward to the great and exciting things that are coming!

~ Haydee Taylor-Arnold, FLAM President-Elect

To me, community represents a safe environment where everyone can embrace their diversity, share it with no fear of being ashamed. This powerful concept represents a space where we are all treated equally, and every member nourishes each other from their personal and cultural experiences; a place where everyone is welcome and supports each member to move in the right direction.

- Vanessa Rodríguez de la Vega, FLAM Deputy Treasurer

A community for me is an all inclusive, authentic, happy place that unites people who share the same interests, goals and collaboration values. FLAM is an important community for me as it gives me opportunities for professional growth by sharing teaching practices and pedagogical innovations and it gives me personal satisfaction to participate in advocating for language education programs and in cherishing cultural and linguistic diversity.

~ Iva Youkilis, FLAM Co- Conference Chair

A community is a group of individuals sharing the same space or interest. FLAM is an essential community for me because we share similar goals of advocating for all languages and respecting the unique culture of each language.

~ Astrid Ruiz, FLAM Past President

A community is a network of people I can count on. We all have unique talents and experiences, yet similar interests and passions. We strive to do what is best for the good of the group.

~ Rachel Gassner, Past Conference Chair
Hello FLAMily,

Welcome to the 2021 Annual FLAM Conference! The theme for this year is “Connecting Communities.” We felt it was crucial to emphasize connection and community in our sessions this year, because our experiences since March of 2020 have reminded us that these words are not just ideas. Behind them and in them, there are people. They are what makes us laugh, cry, protest, get out of bed, continue on when things are hard, and celebrate success. They are all of our families who have been stepping up to get things done; they are also all of our families who have been struggling in the crises we have been facing. We are all in this together, and stronger for it.

In our sessions today, the FLAM Board wants to showcase how some of our teachers have met needs to make and keep connections with their communities in these challenging times, and talk about initiatives like the Seal of Biliteracy and the Global Seal that keep our students motivated and moving forward towards the future. In other presentations today, you will engage with the themes of culture and inclusion, validation and recognition of language skills, proficiency measurement, advocating for your programs, finding resources, tips and techniques, and, of course, technology. In addition to our live sessions, we decided to continue asynchronous access for some of our presentations; many of our presenters kindly agreed to record their session. Access to this will be provided to all attendees in the week following the conference, so watch your Inbox for more details.

I need to pay some special thanks now. Firstly, we will be saying good-bye this year to our current Past-President, Sra. Astrid Ruiz, who has been vital to the success of FLAM for almost two decades. I would like to recognize her continued excellence, warm heart and unstoppable advocacy for World Language teachers and students in Missouri. We will miss you, Astrid! Also, although many were involved in the planning, a special thanks to Dr. Violaine White, our conference chair, who organized the sessions and many other details around our presentations today, and Rachel Gassner, who put together the Sched.com and the program. Thanks to all our Board members who have participated in the running of the association and the organization of this event! In addition to Astrid, we have several people who will be stepping off the Board this year, so I would like to mention them here and thank them each for their dedication. Thank you Susan Lynn, Hope McSheeters, Christi Mills, and Cyndie Everson! It has been such a pleasure to serve with you on this Board! We are welcoming Rachel Gassner and Cady Villmer to new positions, and Brian Jacob will serve as Secretary.

And lastly, I want to thank you for taking the time to join us virtually again this year! You and your students are the reasons we do this. We are part of your language community; we are glad that you are here. Know that we are so looking forward to that day in 2022 when we can gather at a face-to-face conference, hopefully. Thank you for your continued commitment, courage, good humor, and hard work in all you do on behalf of your students and World Languages in your schools and communities. Life would not be the same without you there!

Tonia Tinsley
FLAM President
Dear Members of FLAM,

I want to welcome you to our 2021 FLAM Virtual Conference! This is our second virtual conference and we are very excited that you have decided to join us during this time to learn about best practices that our own talented educators will be sharing with you this morning. We have all been impacted by the COVID pandemic but we have strived and supported each other and have overcome adversities. We are a family and you can feel reassured that our organization will assist you in what you and your students need.

I also want to take this moment to introduce myself. I am Haydee Taylor-Arnold and I am a Spanish teacher at Ladue Horton Watkins High School where I teach Spanish I and IV and I have been a FLAM Board member since 2015. I am currently the President-Elect and Awards Chair and I have been very active in World Languages associations (ACTFL, AATSP, CSCTFL) where I have participated as a presenter and a facilitator.

It is an honor to become the President of FLAM at the end of this conference and I am very pleased to have had President, Tonia Tinsley, and Past-President, Astrid Ruiz, as my mentors, and to have received the support of our awesome FLAM board during these last two years. I have learned so much from them and I have continued growing as a leader and educator. As I am receiving the gavel to foster the vision and mission of FLAM, I want to encourage you to connect and share with us innovative ways that we can implement to meet your needs.

Finally, I want to invite you to our 2022 FLAM Conference which will be our first face-to-face meeting after a very long time that we haven’t been able to gather. The theme of our next conference is “Embracing Our Diversity through Languages” and it will be held on October 7th and 8th on the beautiful campus of Washington University in St. Louis. We will be releasing more information soon and we hope you can attend.

Thank you for your support to FLAM and I look forward to our future partnership.

Sincerely,

Haydee Taylor-Arnold, M.A.T., M.A.
FLAM President-Elect and Awards Chair
Dear FLAMily,

The time has come for me to step down as a Past President. It has been an honor serving the FLAM Association for the past 17 years. The recognition and the pressure were double because I was the first Hispanic female President in the organization's history.

The support, appreciation, and guidance that I received from the entire organization were heartwarming. Each person will have a special place in my heart. I will be forever grateful for my FLAMily.

Before and after my presidency, FLAM’s leadership was and still is all about teamwork. Several milestones were reached during my FLAM journey, sometimes starting with one President and finishing with the next President. The focus has always been to finish the job no matter who started the process. Being part of the future by making the needed changes to the present times is crucial when advocating for a cause. FLAM’s strong advocacy for fair access, fair opportunities, and fair recognition to all languages are some of the many reasons I stayed supporting and working with the organization. The benefits, network connections, knowledge, and priceless friendships I gained from my time with FLAM are beyond words.

This letter will not be complete without giving the proper thanks to the following Past Presidents; David Fritz, Carol Lund, Lisa Ritter, Janice DeNure, and Kristopher Morehead, for their outstanding leadership during their presidencies. Special thanks go to my dear friend Dr.Tonia Tinsley, who guided the FLAM Association during the pandemic years. She will be starting her new position as Past President today.

To Haydee Arnold-Taylor, FLAM’s new President, for her forever positive attitude, thinking outside the box, and looking at everything from different angles, but most importantly, I am thankful for her friendship. You got this, Haydee!

I encourage everyone to apply and serve as a FLAM board member; it has been a decision that I will never regret. I am sad to leave the board, at the same time, I am excited to follow my next advocacy call. I will continue using my voice to advocate for Heritage and Native speakers of all languages, students, and teachers.

I am not saying goodbye. I am saying until next time.

Sincerely,
Astrid Ruiz
Hello fellow language teachers across Missouri!

I am pleased to be President-Elect for FLAM and look forward to the responsibilities and opportunities that will find me over the next six years of my commitment to the FLAM board and our state organization.

I am a native of the Greater St. Louis area (Hillsboro) and that is where my language journey began. It is thanks to my dedicated Spanish teacher, Señora Evelyn Camp, who opened my eyes to a world beyond the little mid-western town where my high school was to see that language opens doors to friendships. She connected me with my first pen pal – her niece in Puerto Rico. I spent every day in Señora Camp’s classroom as a student and eventually as a teacher’s assistant where she taught me how to plan lessons, engage students, and teach Spanish to my peers. As valuable as that experience was, my desire to teach was further enhanced when I added French to my schedule. My high school counselor didn’t want me to take Spanish and French at the same time because she thought I would confuse myself and fail. My French teacher, Madame Britt Henningsen, became my advocate to take both languages and during my junior year, we were successful. There were more pen pals, opportunities to travel, honor societies, and new friends. Naturally, there were times when I would mix-up a word or two, but overall, my proficiency in both languages strengthened. In fact, my proficiency in French increased at a faster pace thanks to the linguistic base Spanish provided. I graduated in 1998 with a strong desire to continue my language study in both languages.

After high school, I made friends with my new co-workers, primarily international students, at my summer job at Six-Flags St. Louis. It was the perfect opportunity to try out my language skills with real, live, native speakers outside of the classroom. We were able to communicate! As a freshman at College of the Ozarks, I took the placement exams in Spanish and French and bypassed the elementary and some intermediate classes. My French professor, Madame Mary Graham, encouraged me to apply for the Teaching Assistantship Program in France (TAPIF). I accepted a contract to teach English in a French high school near Paris. It was not easy, but living in another country was the best way to learn the language and the culture behind it. I became part of the community and put every skill I had to good use. That experience changed my life forever. The friendships I made then are maintained today and I count them as my deepest and most sincere.

I returned to finish my B.A. and work in the language lab at College of the Ozarks. At the time, we welcomed a teaching assistant from France every year until the program was cancelled in response to the terrorist attacks of 9/11. During my studies, I was fortunate to work with four native French speakers directly. In 2003, I graduated with a B.A. in French & Spanish from College of the Ozarks, albeit without the guidance and friendship of new assistants from France.

After graduation, I married BriAnne and we moved to her home state of Utah and lived with her family. There I worked as a Kindergarten assistant and taught an ESL class for adult learners. In 2006 I earned a Master of Arts in Teaching at the University of Utah and I applied for my initial teaching license in K12 French and Spanish. I taught both languages at the middle school level for four years before accepting a high school position and returning to Missouri.
At Springfield Public Schools, I served as Curriculum Development Committee Chair for World Languages and taught all levels of French, including IB French at Central High School. Along with the stress of teaching every level, I had the benefit of watching my students’ proficiency develop over 6 years, in some cases, since my youngest students were 7th graders in the Springfield Scholars program. In 2014, I was one of 16 teachers selected to attend a National Endowment for the Humanities Summer Seminar. The group spent one week in Paris and three weeks in Normandy studying the World Wars and the effects on contemporary France. In 2017, I was the first recipient of the Valette Legacy Award sponsored by the American Association of Teachers of French to honor efforts to strengthen French programs.

I taught per-course sections of French at Missouri State University before joining the Modern and Classical Languages Department full time in Fall 2019. Like many of you, I learned to teach languages online (with varying degrees of success) during a global pandemic. I have had direct teaching experience with every level K-16 except for 6th grade. It’s on my list before retirement!

My current responsibilities include teaching French, WL Methods, assisting with teacher certification program, mentoring graduate assistants, serving as Dual Credit Liaison, serving on departmental committees, and I have enjoyed serving as FLAM representative for the Northeast region for the last year. Additionally, I’m on my way to a second master’s degree in English Language Teaching & Literacy Education which incorporates a graduate certificate in TESOL and K12 ELL endorsement.

I have been an active member of FLAM since our family returned to Missouri in 2010. My wife, BriAnne, daughter, Allison, son Ben, and I live in Springfield. I would not be where I am today without the support of my family, and two very important friends and colleagues; Lisa Ritter, who was on the hiring committee when I applied for a job in Springfield with the promise to move from out-of-state, and Dr. Tonia Tinsley, who continually offers support and has the answer for every question.

I cannot wait to see what the next six years brings and I look forward to serving our organization as President-Elect.

Jeff Loughary
FLAM EXECUTIVE BOARD MEMBERS

Tonia Tinsley
President

Haydee Taylor-Arnold
President-Elect

Astrid Ruiz
Past-President

Susan Lynn
Outgoing Secretary

Leslie Smith
Treasurer

Vanessa Rodríguez de la Vega
Deputy Treasurer

Hope McPheeters
Outgoing Communications Co-Chair

Christine Mills
Outgoing Communications Chair

Nancy Ipock
Exhibitor Chair
FLAM 2022
Embracing Our Diversity through Languages

Washington University in St. Louis, Danforth Campus
Friday, October 7  6 pm;
Saturday, October 8  9am-4pm

Keynote : Akash Patel
2018 Global Teacher Finalist
Founder of Happy World Foundation Inc.
National Council Member of UNA-USA

Start thinking now, and look for more information and a call for presentations in the Spring of 2022!
FLAM REGIONAL REPRESENTATIVES

Jen Meitz  
Southeast Region Representative  
**Counties:** Bolivar, Butler, Cape Girardeau, Carter, Crawford, Dent, Dunklin, Franklin, Iron, Jefferson, Madison, Mississippi, New Madrid, Oregon, Pemiscot, Perry, Reynolds, Ripley, Scott, Shannon, St. Francois, Ste. Genevieve, St. Louis, St. Louis City, Stoddard, Washington, Wayne

Suzanne Yonke  
Central Region Representative  
**Counties:** Benton, Boone, Callaway, Camden, Cole, Cooper, Gasconade, Howard, Maries, Miller, Moniteau, Morgan, Osage, Pettis, Phelps, Pulaski, Saline

Cyndie Everson  
Outgoing Southwest Region Representative  
**Counties:** Barry, Barton, Bates, Cedar, Christian, Dade, Dallas, Douglas, Greene, Henry, Hickory, Howell, Jasper, Laclede, Lawrence, McDonald, Newton, Ozark, Polk, St. Clair, Stone, Taney, Texas, Vernon, Webster, Wright

Emily Armstrong  
Northwest Region Representative  
**Counties:** Andrew, Atchison, Buchanan, Caldwell, Carroll, Cass, Clay, Clinton, Daviess, DeKalb, Gentry, Grundy, Harrison, Holt, Jackson, Johnson, Lafayette, Livingston, Mercer, Nodaway, Platte, Ray, Worth

Jeff Loughary  
Outgoing Northeast Region Representative  
**Counties:** Adair, Audrain, Chariton, Clark, Knox, Lewis, Lincoln, Linn, Macon, Marion, Monroe, Montgomery, Pike, Putnam, Ralls, Randolph, Schuyler, Scotland, Shelby, St. Charles, Sullivan, Warren
FUTURE FLAM REPRESENTATIVES

Cady Villmer
Incoming Northeast Region Representative

Brian Jacob
Incoming Secretary

Rachel Gassner
Incoming Communications Chair

Adriana Szezesny
Southeast Region Representative

Board Opening
Conference Co-Chair

The conference chair shall work the executive board, regional reps, and hotel/university contacts to organize and produce the fall conference. The position is a three year commitment:

- Year One: learn the position and assist
- Year Two: Plan and run the conference
- Year Three: Mentor and assist

Contact Dr. Tonia Tinsley, TETinsley@MissouriState.edu, for more information
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:45-9:00</td>
<td>Commercials with welcome message</td>
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<tr>
<td>9:00-9:30</td>
<td>Welcome address and Awards</td>
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<td><strong>10-Minute Lightening Sessions</strong></td>
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<tr>
<td>9:35-9:50</td>
<td>Session 1</td>
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<tr>
<td>9:55-10:10</td>
<td>Session 2</td>
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<tr>
<td>10:15-10:30</td>
<td>Session 3</td>
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<td>10:35-10:50</td>
<td>Session 4</td>
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<td>10:50-11:00</td>
<td>Commercial Break</td>
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<td><strong>50-Minute Workshops</strong></td>
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<td>11:00-11:55</td>
<td>Workshop 1 and Q &amp; A</td>
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<tr>
<td>12:00-12:55</td>
<td>Workshop 2 and Q &amp; A</td>
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<td>1:00-1:10</td>
<td>Commercial Break</td>
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<td>1:10-1:30</td>
<td>Raffle and Closing Remarks</td>
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## 10 Minute “Lightning Sessions”

UMSL Zoom Channel  
Moderated by Dr. Violaine White, University of Missouri-St. Louis

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<tr>
<th>Time</th>
<th>Description</th>
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<tbody>
<tr>
<td>9:35-9:50</td>
<td>Practically Speaking: Language Learning as Professional Development</td>
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<tr>
<td><strong>Presenter:</strong></td>
<td>Dr. Audra Merfeld-Langston, Missouri University of Science &amp; Technology</td>
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<td>Description:</td>
<td>When students take language classes, they know that they are learning another language and learning about other cultures. Do they know that they are concurrently developing other valuable professional skills, like critical thinking and public speaking? This presentation will provide examples of how to craft and scaffold assignments to draw students’ attention to some overlooked but very practical long-term, career-focused benefits of studying other languages.</td>
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<th>Time</th>
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<tr>
<td>9:55-10:10</td>
<td>The New NORMal - Removing Teacher Bias in Assessment of Student Work</td>
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<td><strong>Presenter:</strong></td>
<td>Jennifer Meitz, McCluer North High School</td>
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<td>Description:</td>
<td>A standards-based rubric is a great tool. However, when evaluating our own students, are we ever truly objective or do our relationships and implicit biases cloud our judgement? During this presentation we will explore how we, as teachers, can become a roadblock to our teaching through unintentional favoritism driven by relationships and biases. After a brief group discussion, we will collaborate to create a support network for norming performance-based rubrics and supporting one another as we attempt to become more objective and consistent.</td>
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<tr>
<th>Time</th>
<th>Description</th>
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<tbody>
<tr>
<td>10:15-10:30</td>
<td>Inclusion, Interculturality and Empathy in the World Language Classroom</td>
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<td><strong>Presenter:</strong></td>
<td>Michelle Roman, Maplewood/ Richmond Heights High School</td>
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**Description:** The past 2 years there has been an awakening to racial unrest and social inequities in our society and we as world language teachers can and should be involved in the conversation. Our students are watching to see how we include people of color in our curriculum and how we honor cultural traditions and diverse viewpoints. I propose practical, simple and thoughtful practices to include in your daily lessons that will show your commitment to building a classroom culture of empathy and inclusion.

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<tr>
<th>10:35-10:50</th>
<th><strong>Adopting the Dialogical Approach Towards Meaningful Cultural Comparisons: Francophone Realms of Memory</strong></th>
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<tr>
<td><strong>Presenter:</strong> Dr. Violaine White, University of Missouri in St. Louis</td>
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**Description:** In the last five years, the faculty at the University of Missouri - Saint Louis, have searched for creative strategies to diversify their French program. The thematic and methodological approaches we adopted for our intermediate and advanced courses allow students to explore multiple perspectives on essential and contemporary issues such as gender and sexuality, race, war, migrations, and tourism. In spring 2020, we further systematized the inclusion of diverse viewpoints by using the dialogical approach Oana Panaïté introduces in her textbook called Entre-Textes. A systematic comparison of pairs of fictional and non-fictional narratives, essays and articles which raise the same essential questions from different historical and cultural perspectives forestalls the reproduction of the patriarchal and eurocentric vision of the world found in traditional syllabi. I will introduce what such an approach looks like by presenting the intermediate-level reading course I redeveloped in the spring 2021. I will highlight the cultural comparisons the approach allows for by focusing on my module on francophone realms of memory.

**MSU Zoom Channel**
**Moderated by Dr. Tonia Tinsley, Missouri State University**

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<tr>
<th>9:35-9:50</th>
<th><strong>“Nearpoding” in the World Language Classroom</strong></th>
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<tr>
<td><strong>Presenter:</strong> Haydee Taylor-Arnold, Ladue Horton-Watkins High School</td>
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**Description:** This session will present examples on how to use the platform "Nearpod" focusing on the interpretive mode of communication. The presenter will show activities she created with Nearpod to engage students to learn about the Spanish language in an interactive way. Feel free to open a free account in Nearpod and come ready to learn and create a lesson to use next week.
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<tr>
<th>Time</th>
<th>Presentation Title</th>
<th>Presenter</th>
<th>Description</th>
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<tr>
<td>9:55-10:10</td>
<td><strong>Developing a Liberatory Consciousness through Song</strong></td>
<td>Carine Terras, Whitfield School</td>
<td><strong>Description:</strong> I have used songs as a tool to deal with very serious topics such as immigration, inequality, racism, sexism, gender identity, to name a few. Because of the limited time of the “lightning session”, I will only present two themes: immigration and gender identity. I will first start with the topic of immigration. I will show you the names of the singers and songs, and also provide the activity I designed. You might be surprised by the simplicity of my questions (I use the multiple-choice format): again, my goal is to facilitate conversation, and I think that easy questions are a good start for allowing deeper conversations. Introduction and conclusion in English; activities in French.</td>
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<td>10:15-10:30</td>
<td><strong>Assigning Homework in a &quot;No Homework&quot; Movement</strong></td>
<td>Rebecca Gordon-Jones, Lindbergh High School</td>
<td><strong>Description:</strong> As many districts are transitioning away from the traditional idea of homework, join to view examples of effective and appropriate assignments that promote cultural awareness, listening and reading development. Examples were designed for Spanish 4AP and 5AP classrooms, but can be modified for any language and level.</td>
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<td>10:35-10:50</td>
<td><strong>Advocacy 101: Promoting our Language Programs from the Classroom</strong></td>
<td>Haydee Taylor-Arnold, Ladue Horton Watkins High School</td>
<td><strong>Description:</strong> In this session, you will learn important tips you can use to promote and sustain your language programs in your school. Advocacy doesn't only mean to participate in a Capitol Day or go to Washington D.C., advocacy is present in our daily lives as teachers. We advocate for our language programs every day with our actions and it is essential to be well-informed about strategies and tools we can use to keep our programs available for all students. After the presentation, we will share our experiences and you will take with you ideas to engage parents and students to learn a second language and to keep your program pipeline growing.</td>
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<td>Time</td>
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<td>9:35-9:50</td>
<td><strong>Action-Oriented Approach: Moving to a CEFR program</strong></td>
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<td><strong>Presenter:</strong></td>
<td>Dr. Susan Myers, William Jewell Liberty University</td>
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<td><strong>Description:</strong></td>
<td>This presentation will describe the action-oriented approach that the French program has adopted in the last three years and report on student success. It will address using the program in both smaller (2 students) and larger classes (16 students) and its level of adaptability for online learning. It will also show how well this program integrates culture and intercultural skills into the language proficiency curriculum.</td>
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<td>9:55-10:10</td>
<td><strong>Increasing Reading Proficiency through Extensive Reading in Japanese Courses</strong></td>
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<td><strong>Presenter:</strong></td>
<td>Keiko Ueda, University of Missouri-St. Louis</td>
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<td><strong>Description:</strong></td>
<td>In this presentation, I will introduce my implementation of extensive reading in my intermediate Japanese reading courses at UMSL. In this course, students read books from a collection depending on their personal interests and their reading proficiency. After reading, students participate in discussions in which they share the information they learned. This actively helps students to read without having recourse to English, learn vocabulary from context, and improve their reading speed. Students' feedback will also be provided.</td>
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<td>10:15-10:30</td>
<td><strong>Creating Authentic Topics to Support Language Learning and Cultural Understanding</strong></td>
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<td><strong>Presenter:</strong></td>
<td>Katherine Bluemel, Fox Middle School</td>
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<td><strong>Description:</strong></td>
<td>In this presentation, I will show you how I create my own YouTube videos and resources to support Spanish learning, cultural understanding, student voice, and the use of technology in the classroom. I will share my Flipgrid Discovery, and the 42 topics I have created to support teachers and students in learning Spanish and expanding their cultural perspectives of Hispanic culture.</td>
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<td>Time</td>
<td>Title</td>
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| 10:35-10:50 | Hot New Quizzes on Canvas with Hot Spot      | **Presenter:** Kim Lackey, Rockwood Summit High School  
**Description:** Are you looking for a way to deliver quizzes on Canvas that are difficult to cheat on, easy to manipulate, colorful, meaningful, AND engaging for students? Learn a variety of creative ways to utilize the "Hot Spot" feature on New Quizzes for vocabulary, verb forms, review of texts, and comprehensible input. We’ll also discuss how to use the “Item Bank” to make a new combination of quiz questions for every student and how to allow multiple attempts. |
| 9:35-9:50  | Teaching Front Vowels to ELLs!               | **Presenter:** Dr. Denise Mussman, University of Missouri in St. Louis  
**Description:** Who hasn’t misunderstood "seat" for "sit" or "men" for "man"? The front vowels in English (meat, mitt, mate, met, mat) are tricky for speakers of any language or dialect. The presenter will review the five vowels pronounced with the tongue forward to the front of the mouth and offer activities for students to distinguish them and ways to help learners produce them accurately. |
| 9:55-10:10 | Possibilities and Pitfalls of AI in Foreign Language Programs | **Presenter:** Dr. Erik Nesse, Washington University in St. Louis  
**Description:** With recent advances in machine learning and natural language processing, a host of new startups and services have emerged promising “AI” solutions to all of our data-analytics needs. But can these technologies and the data they produce be useful for a foreign language program? Given increasing demands for “metrics” and quantitative approaches to managing educational programs, the answer may be “yes.” My talk will describe what natural language processing is and does, explore how we might be able to leverage it in our work, and present the results of several months of work on an NLP-based system for visualizing information on student writing in our French program. |
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<tr>
<th>Time</th>
<th>Session Title</th>
<th>Presenter</th>
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<tbody>
<tr>
<td>10:15-10:30</td>
<td><strong>Increase Vocabulary by Learning Word Roots</strong></td>
<td><strong>Presenter:</strong> Dr. Denise Mussman, University of Missouri in St. Louis</td>
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<td><strong>Description:</strong> Vocabulary in English is rich with origins from Latin, French and Greek. In particular, the majority of academic vocabulary used in written texts stems from French. Teaching students the meanings of common prefixes, stems, and suffixes enhances the ability to guess at unknown words, especially for ELLs. The presenter will share a handout and exercises used to help students learn and apply this strategy.</td>
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<td>10:35-10:50</td>
<td><strong>Creating Community in Hybrid and Online Language Courses</strong></td>
<td><strong>Presenter:</strong> Leslie Smith, MSSU</td>
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<td><strong>Description:</strong> This session examines the implementation of a new technology tool (Yellowdig) into a beginning level college language course. Rather than relying on the traditional Discussion Board for student interaction, the Yellowdig platform was a space for student-centered informal discussion in a low-stakes environment. The goals of using this tool were to facilitate a stronger connection to the target language and the language learning process as well as to create deeper interpersonal connections among classmates.</td>
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<td></td>
<td><strong>MSU.2 Zoom Channel</strong></td>
<td><strong>Moderated by Vanessa Rodriguez de la Vega, Missouri State University</strong></td>
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<tr>
<td>9:35-10:05</td>
<td><strong>Introduction to Task-Based Language Teaching and Its Application on Extempore</strong></td>
<td><strong>Presenter:</strong> Grant Castner, Extempore</td>
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<td><strong>Description:</strong> Ensuring that students get sufficient practice in the three modes of communication is imperative for students to have an equal balance and strong proficiency in each. The language teaching and practice application Extempore is designed for practicing all modes, and its flexibility allows for a variety of assessment and practice types. In this session, learn high-quality and efficient strategies to practice the three modes, see how to create practice and assessments for all modes of communication on Extempore, and find out about free resources that can be imported directly into your Extempore account.</td>
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</table>
10:15-10:45  Talking about Culture in the TL, even in a novice class!

**Presenter:** Jacklyn Metcalf, Voces Digital

**Description:** Staying in the Target Language can be tricky - especially when trying to expose students to authentic culture and get them to engage with it. More advanced students have the language to do so more easily but how do you share more in depth culture with novice learners at their level? Learn strategies and resources to help your class stay in the target language as you discuss current events and cultural products, practices and perspectives with your novice level students (and your more proficient students too!)

---

**55 Minute Workshops**

UMSL Zoom Channel
Moderated by Dr. Violaine White, University of Missouri-St. Louis

| 11:00-11:55 | Fostering Cultural Literacy: Integrating Real World in College Language Curriculum |

**Presenter:** Drs. Mimi Kim, Taewoong Kim and Hea Young Chun, Washington University in St. Louis

**Description:** The main objective of the workshop is to illustrate the ways to foster students’ intercultural competence, which entails language learners’ ability to “investigate cultures” and “interact in culturally authentic manners” as reflected in the ACTFL’s new Can-Do Statements (NCSSFL-ACTFL, 2017).

The presentation elucidates the efficacy of Project-Based Language Learning (PBLL) curricula in promoting intercultural competence in university language classes with specific curricular examples from the first level to fifth level classes.
<table>
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<tr>
<th>Time</th>
<th>Session Title</th>
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<tbody>
<tr>
<td>12:00-12:55</td>
<td><strong>ABC: Always Building Cultural Competence</strong></td>
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<tr>
<td>Presenter:</td>
<td>Jeff Loughary, Missouri State University</td>
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<tr>
<td>Description:</td>
<td>It’s time to get back to the ABC’s of language teaching and learning! Join</td>
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<td>me as I share resources that have been useful in my beginning and intermediate</td>
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<td>classes. I’ll show you how I get my students listening, reading, writing,</td>
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<td>and speaking in the target language by exploring authentic resources that</td>
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<td>expand our cultural competence every class period!</td>
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<tr>
<td>MSU 1 Zoom</td>
<td>Moderated by Dr. Tonia Tinsley, Missouri State University</td>
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<td>Channel:</td>
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<tr>
<td>11:00-11:55</td>
<td><strong>The How, Who, What, Where, When &amp; Why of the Seal of Biliteracy</strong></td>
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<tr>
<td>Presenters:</td>
<td>Christa Peck, LPS53</td>
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<td>Astrid Ruiz, LPS53</td>
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<td></td>
<td>Dr. Tonia Tinsley, Missouri State University</td>
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<tr>
<td>Description:</td>
<td>The Seal of Biliteracy was adopted by Missouri State in 2017, has your</td>
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<td>school district implemented the SoBL? What are the benefits of having the</td>
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<td>SoBL as a student and as a teacher? How can this be implemented? If</td>
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<td>implemented, how can the program be improved? What about Heritage Speakers of</td>
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<td>other languages? What is the connection between the SoBL and universities?</td>
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<td>What should you and your students know about the SoBL and college credit?</td>
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<td>So many questions... Come to our presentation to find the answers.</td>
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<tr>
<td>12:00-12:55</td>
<td><strong>The Global Seal of Biliteracy: Language Certification for All Learners</strong></td>
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<td>Presenter:</td>
<td>Linda Egnatz, Global Seal of Biliteracy</td>
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<td>Description:</td>
<td>Language Learning is best begun early and is always more exciting when</td>
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<td>progress is recognized and rewarded. The Global Seal of Biliteracy is a free</td>
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<td>language credentialing program with a three-tiered pathway of serial-numbered</td>
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<td>certifications. This session discusses how to implement a Global Seal</td>
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<td>program at the middle school, high school or university level and shares</td>
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<td>additional resources and events to help students level up and leverage their</td>
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<td>skills and link to future opportunities.</td>
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<td>Time</td>
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<tr>
<td>11:00-11:55</td>
<td>The OER Movement as Organized Sharing</td>
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<td>12:00-12:55</td>
<td>Best of MO Encore 2020 Date Talk: How to Bring Culture Into Your Classroom Naturally</td>
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<tr>
<td>MSSU Zoom Channel</td>
<td>Telecollaboration: KCAI’s First Steps into Cultural Exploration &amp; Production</td>
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<tr>
<td>12:00-12:55</td>
<td>Critical Multicultural Foreign Language Education</td>
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<td>Presenter:</td>
<td>Dr. Jerry Parker, Southeastern Louisiana University</td>
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<tr>
<td>Description:</td>
<td>Within recent years there has been a shift in education toward a stronger emphasis on progressive approaches to teaching, learning, and aspects of school leadership. Using the original Critical Multicultural Education framework of Banks (2019), I seek to expand our understanding in foreign languages by presenting Critical Multicultural Foreign Language Education as a framework for educating diverse groups of learners in academic foreign language courses at all levels.</td>
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<tr>
<td>MSU.2 Zoom Channel Moderated by Vanessa Rodriguez de la Vega, Missouri State University</td>
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<tr>
<td>11:00-11:55</td>
<td>Let's Chat: Connecting your Class in the Target Language</td>
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<td>Presenter:</td>
<td>Eric Richards, Fort Zumwalt North High School</td>
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<td>Description:</td>
<td>In this session, you will learn various, simple (and quick) ways to engage your students in the target language in a way that they (and you!) get to know each other. Through “chatting” with your class, you can help foster a classroom culture of respect and understanding. These activities are flexible and can be used as warm-ups or implemented at any time during instruction. They can also be tailored to fit any topic or unit.</td>
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<tr>
<td>12:00-12:50</td>
<td>Maximizing Your Students’ Language Learning and Cultural Competency While Abroad: Considering Different Language Immersion Travel Options</td>
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<tr>
<td>Presenter:</td>
<td>Katharina McCawley and Virginie Dozon, Experitas</td>
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<td>Description:</td>
<td>When thinking about the most rewarding and best suited language and cultural experience for students during traveling abroad, teachers have to consider a lot of different options that best fit their students’ needs. In this session, we will shed light on three language immersion layers and what each of them can add to the student experience – spanning from sightseeing and cultural activities to spending 1:1 time with a local host family.</td>
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</table>
FLAM is so happy to announce to you all the Best of Missouri presentation from our very first virtual conference in October of 2020. Bess Hayles’ presentation showed us her techniques and process for integrating culture, history, geography, art and music seamlessly into the start of every class period, with a simply ingenious organizing idea of “that date in history: which famous person, place, thing, event, practice is associated with it?” Bess is a French teacher at Lee’s Summit High School in Lee’s Summit, MO; she is equally an author and editor for many CI texts. She has also presented at many conferences on TPRS, teaching with novels, and ensuring diverse representation in our world language classrooms.

Social Media: @mmehayles and mmehayles.blogspot.com

**Session Description:** In this session, teachers will learn how to bring diversity and culture into their classrooms in five minutes a day through an activity called Date Talk. I will describe the activity, show examples of how I use it in the classroom, show how I create the resources, and share what I have created in French.

*The winner of the Best of Missouri Award goes on to represent FLAM as the “Best of Missouri” presentation at the Central States Conference on the Teaching of Foreign Language. The presentation is chosen by a vote of the FLAM Conference attendees at the end of each conference, which for the 2020 virtual conference actually was in March of 2021, when the final eligible asynchronous sessions were...*
Armando Johnson

2021 FLAM Distinguished World Language Educator Award

The Distinguished World Language Educator Award honors members of the foreign language teaching profession for long-term achievements and dedication of service in education.

Armando Johnson is our Distinguished World Language Educator Award recipient and he teaches Spanish at Central High School in Springfield, MO. He was recently honored as the 2020-2021 Teacher of the Year for Springfield Public Schools, and was a Teacher of the Year finalist for the state of Missouri. Armando first became interested in language when his high school Spanish teacher recognized his natural ability. “My teacher told me that I would one day become a translator or a teacher. I told her that I was going to become an NBA player. Of course, one of us was right.” He translated for Spanish speakers in his community and drafted a curriculum that would help police officers conduct traffic stops in Spanish. In 1999, Armando was chosen as a Fulbright-Hayes Scholar and traveled to Ecuador. His travels inspired him and guided his teaching. In and out of the classroom, Armando makes local connections with the Spanish-speaking community of Springfield: “In our school district Wednesdays are a designated virtual class day. In teaching out-of-the-box, I would host my virtual classes at the businesses of Latinx owners and organizations. This allowed my students to connect with the community and in turn, increased their engagement.”

Besides advocating for Spanish language and culture, he strives to recruit students of color into studying a second language: “During my own language study I carried the stigma of being “the only black male” in the program. This has been similar for me as a language teacher. I do not see many if any people who look like me when I attend conferences or language gatherings.” Some of Armando’s professional contributions include the Student African-American Brother to Brother Program, Black Girl Talks, African American Academic Achievers, Equal Opportunity Schools and Diversity Club.

“Students from all backgrounds respond well to this larger than life Master Teacher. His engaging smile, his charismatic personality, and a ‘we can do this together’ attitude provide support for students, parents, and colleagues. When he walks into a room, people notice, and when he speaks, people listen – but he’s listening too. He respects all students, and they respond accordingly.”

- Mrs. Judy Brunner, Principal, Central High School

“He is an advocate and champion for all students--especially for marginalized students. He gives them voice throughout our building through his efforts as the Equity and Diversity Champion.”

- Veronica Smith, Special Ed Department Chair, Central High School
Debbie Atwood

2021 FLAM Friend of World Languages Award

Debbie Atwood is our Friend of Foreign Language Award recipient and she who is a gifted tutor for students at Metropolitan Community College of Kansas City (MCC).

As a former MCC student, Debbie studied language and stated that "[l]earning Spanish and traveling to other countries has been a phenomenal way to expand my worldview, to experience other cultures, and to communicate with other Spanish speakers." The language skills she developed opened doors for her to begin tutoring other students.

Currently, Debbie is a highly-sought after Spanish and writing tutor for students on the MCC-Longview campus and beyond. Debbie does not simply tutor students, but rather fosters a love for learning with all students with whom she interacts. Additionally, she maintains high standards for students while being their cheerleader. She is enthusiastic about language learning, but is also passionate about helping students "learn how they learn" and teaching them strategies that will serve them well beyond their current coursework.

During the pandemic, Debbie worked outside of the box to provide virtual tutoring services for students, often making herself available on Zoom outside of her work day and using the GroupMe app to foster a sense of community for the classes with which she worked. Debbie models what it looks like to be a curious learner and also a life-long learner. She shared that "I look forward to developing my language skills further, traveling, and looking for ways to serve the Spanish-speaking community."

“I feel extremely fortunate to have someone so passionate about language interacting with my students. Debbie’s support of my students results in greater student participation, boosts morale, and also sets a high standard for engaged learning.”

- Emily Armstrong, Spanish Professor, MCC
Kennedy Post

2021 FLAM Outstanding Future World Language Teacher Award

The Outstanding Future World Language Teacher Award is given to a post-secondary world language student who exhibits superior performance in a world language program.

Kennedy Post is our Distinguished Future World Language Educator Award recipient and she recently graduated from Truman State University with her Master of Arts in Education. She double majored in French and Spanish, and participated in two study abroad programs in Costa Rica and France. Her emphasis is in French, but she plans to seek teaching certification in both languages.

Kennedy is committed to diversity, equity and inclusion in the world language classroom. While working as a Graduate Teaching-Research assistant at Truman’s Education Department, Kennedy gave presentations on multicultural teaching and created a rubric that measures the effective inclusion of social justice for professors and interns alike. Kennedy said, “Social justice has become even more important in recent years, and we as foreign language educators have the unique opportunity to use our classrooms as a way to have thoughtful, respectful discussions about these issues in countries around the world.”

In May 2021, she completed her student teaching at Marquette High School in St. Louis, MO where she taught French to in-person and virtual students concurrently. Despite the challenges of learning to teach in the COVID world, she remained enthusiastic and used technology to create lessons that could connect to all students. Kennedy’s teaching reflects ACTFL’s standards, and she strives to speak in the target language 100% of the time. Kennedy will be teaching French this fall at Fox High School in Arnold, MO.

She conscientiously respects the rights of students while guiding them to take more responsibility for their own learning. In addition, she strives to make her lessons inclusive through the use of diverse resources.

- Mrs. Della Thompson, French Teacher and Mentor, Marquette High School

Always exuding a deep commitment to instruction, with the goal of creating a student-centered classroom, Kennedy is a caring and compassionate individual and will be a highly effective teacher, one that foments an environment of inclusiveness and respect in which she will instill in her students a passion for life-long learning.

- Dr. Stacy Davis, Assistant Professor of Spanish, Truman State University
FLAM AWARDS

Walter “Orion” Kornfeld

2021 FLAM Excellence in World Languages Study Award
High School

The Excellence in World Languages Study Award - High School is awarded to a junior or senior secondary world language student who exhibits superior performance in the world language class.

Walter “Orion” Kornfeld is our Excellence in World Languages Study Award high school recipient and he graduated from Ladue Horton Watkins in May 2021. Orion loves learning Spanish and excelled in his AP Spanish Language and Spanish Literature classes where he scored 5 in each exam and earned the Distinguished Missouri State Seal of Biliteracy. Orion's teachers agreed that he is a compassionate, intellectual, and talented student and leader who is always willing to help others.

Orion loves to volunteer and he was the Events Coordinator of the Sociedad Honoraria Hispánica (SHH) Los Carneros de Ladue, and the President of the National English Honor Society (NEHS) Ladue Chapter. In his role as Events Coordinator in SHH, Orion started a partnership with two schools in Costa Rica, offering classes in math, sciences, reading and writing. Likewise, as President of the NEHS, Orion presided over discussions and writing workshops, eliciting enthusiastic participation from his peers.

In his quest to answer the question why he is learning Spanish, Orion replied, “When I study a second language, I can understand my first language in a unique, critical way. Furthermore, when I understand the difference between languages, I understand the interaction between language and human thought.” In the future, Orion hopes to study abroad in Costa Rica and to fully immerse himself in the language.

“ln class and in the Spanish Honor Society, Orion is one of the most dedicated students that I encountered. Orion has a tremendous desire for learning Spanish and for getting better at speaking and communicating. He uses his language skill to volunteer as often as he can.”

- Dr. Maritza Sloan, Spanish teacher, Ladue Horton Watkins High School

Orion’s “penetrating passion for ideas and values, along with his exceptional intellectual and emotional powers, promise to develop a formidable leader in him. Not only is he the kind of student whom I expect to hear in the future, he is a student whose book I plan to someday read.”

- Dr. Janet Duckham, English teacher, Ladue Horton Watkins High School
Eleanor Sullivan is our Excellence in World Languages Study Award middle school recipient. She is an 8th grade German student attending Bernard C. Campbell Middle School in Lee’s Summit, Missouri. She finds herself fascinated with the German language and its culture and she believes, “Being intrigued by new cultures is incredibly important for today’s youth because it plays a major role in understanding the world around them.”

Eleanor began her journey in languages via Duolingo and continued her learning in her online German class in Lee’s Summit R-7 School District. Her goals are to continue her studies in high school and then to travel in the future. She also wants to maintain a 4.3 GPA on a 4.0 scale, and to show “outstanding” leadership skills in other subjects.

“I cannot express well enough how impressed I am by an 8th grade student who has the discipline to be this good of a student, during this unprecedented year. She is one of the best students that I have ever had in my 29 years of teaching German.”

- David Beal, German teacher, Bernard C. Campbell MS

“Eleanor is an incredibly independent learner and is a responsible student. She shows empathy for others and the ability to understand other students as well as other perspectives from the text she reads. [She] is a positive role model and always follows expectations.”

- Kierstie Jansen, ELA teacher, Bernard C. Campbell MS
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