Cultivating World Citizens:
Teaching and Learning
Language and Culture

Monday, January 31, 2011
Louis D. Brandeis High School
145 West 84th Street
New York, N.Y. 10024
KEYNOTE ADDRESS

This presentation will describe the six basic stages in designing, implementing, and evaluating Task-Based Language Teaching (TBLT).

Keynote speaker: Michael Long, Professor, University of Maryland

PANEL PRESENTATION

The panelists will discuss the following:
- Skills sets needed in the 21st Century
- National and state view of language learning to promote & cultivate the skills
- Bringing global citizenship to your classroom
- Making it happen: What schools and teachers can do.

Moderator: Dr. Frank Tang, New York University

Panelists:
Chris Livacarri, Asia Society
Pedro Ruiz, NYSED
David Donaldson, UNICEF
Jennifer Zinn, Global Learning Cooperative High School

Workshop Descriptions

Morning Workshops (11:15 a.m. - 12:30 p.m.)

Teacher-made materials and classroom methodology for Task Based Language Teaching (TBLT)
This workshop will focus on how small groups of teachers can collaborate to produce inexpensive TBLT materials suitable for middle school and high school students, and on a learner-centered classroom methodology. Examples will involve enjoyable, intellectually stimulating problem-solving tasks for students of all proficiency levels.
Presenter: Michael Long, Professor, University of Maryland
Room: 320

La Música Pop en España (Spanish)
The presenter will analyze the different trends, cultural aspects and topics of pop music in Spain in the last decades through song video-clips of the most important artists. Participants will be provided with various ideas for the using the most recent and successful hits in Spanish as instructional tools in the Spanish language class.
Presenter: Jesus Manuel Alvarez Gonzalez, Education Advisor, Consulate General Office of Spain, NYC
Room: 322

Empower Language Learners with Tools from the Web
Participants will explore web-based tools such as blogs, wikis, podcasts. Participants will learn about different webtools and how they work, and discuss a rationale for their use in teaching languages. The purpose of the workshop is to de-mystify web tools so that they can be used in teaching languages.
Presenter: Dr. Lori Langer de Ramirez, Chairperson of the ESL and World Language Department, Herricks Public Schools
Room: 312

PLEASE VISIT OUR EDUCATIONAL PUBLISHERS!
Instructional materials for world language students are on display all day on the first floor.
Morning Workshops (11:15 a.m. - 12:30 p.m.)

Multiple Intelligences (MI) in the Language Classroom
This workshop focuses on using MI Theory as a vehicle for planning, teaching and assessing in the language classroom. Beginning with an overview of Multiple Intelligences, teachers will receive materials for planning, activity development, and assessment tools. Included will be parent connections, technology, and cooperative planning and development of activities. Teachers will gain ideas by exploring language with their students through music, children’s literature, and interactive activities. All ideas and materials developed by the participants will become resources for the entire school.

Presenter: Amanda Seewald, Director, MARACAS, Spanish Learning Programs for Young Learners & Educational Consulting
Room: 413

World Citizens by Educational Design
Using “big picture” methodology from "Understanding by Design," this session will demonstrate steps students take to achieve the author’s “delicate balance of cultural, national and global identifications.” The French language, the United Nations system and the Universal Declaration of Human Rights, are keys to the discussion.

Presenters: Diane Paravazian, Assistant Professor at the Institute of Core Studies and the Department of Modern Languages and Cultures, St. John’s University, Harriet Saxon, Adjunct Professor of French, Montclair University, Josee Dufour, Adjunct Professor of French, Montclair University, Evelyn David, Teacher, J.H.S. 052, NYCDOE
Room: 310

LOTE & The Common Core Standards
This presentation will give a brief overview of the Common Core Standards for grades 9-12 and show parallels for Languages Other Than English application. We will also discuss aligning pedagogy and content to reach the Common Core Standards in order to prepare the 21st century learner.

Presenter: Lisa Mars, Assistant Principal of Languages Other Than English, Townsend Harris High School, NYCDOE
Room: 323

Cultural Themes
The facilitator and participants will explore the cultural themes that facilitate Task-Based Language teaching in native speakers and/or heritage language course. The participants will actively work to develop general and specific thematic unit that will incorporate best practices into a second language, heritage language and or native language learner-centered classroom.

Presenter: Francisco Alberto Garcia-Quezada, A.P. Spanish Instructor, North Rockland High School/Professor, SUNY Rockland Community College
Room: 321

Languages Other Than English LOTE Regents-Like Exam
NYC LOTE Comprehensive Examination for Regents credit is offered in lesser taught languages to native born students in grades 11 and 12.

Presenters: Rita Magier & Jose Garcia, Implementation Directors, Division of Performance and Accountability, NYCDOE
Room: 309

The Inquiry Process in Native Language Arts Classes
We will be discussing an Inquiry Process implemented at Newtown High School during the school year 2009-2010. The intervention utilized was the teaching of strategies and skills in the Native Language Arts class to support English Language Learners to pass the ELA Regents.

Presenter: Altomarino Gabriela, Assistant Principal Supervision Foreign Language Department, Newtown High School, Yun Cao-Bush Alexandra Martinez, Maria Pilar Perez, Teachers, Newtown High School, NYCDOE
Room: 308
Morning Workshops (11:15 a.m. - 12:30 p.m.)

French Connections (English & French)
The presenters will show participants the various on-line resources available to French teachers and the projects in which they could get involved, including the French Heritage Language Program. We will also talk about the French Embassy's plan to create school partnerships between New York and Montpellier, France.

**Presenters:** Fabrice Jaumont, *Education Attaché*, New York Office of the French Embassy, David Lasserre, *Coordinator of the French Heritage Language Program*

**Room:** 311

Where does the Orthographic Accent Go in Spanish?
In this workshop, we will review the basic rules for Spanish accents, but the emphasis will be put on problematic issues such as differential accents (diacritics), diphthongs, triphthongs and hiatus. Practical explanations and exercises will be provided to avoid the most common mistakes.

**Presenter:** Maria Eugenia Santana, *Spanish Teacher*, Brooklyn Technical High School, NYCDOE

**Room:** 412

Connecting Three Modes of Communication for Content-Based Foreign Language Instruction
This workshop will focus on the interpretive, interpersonal, and presentational modes of communication and will show how these three modes are connected. The workshop will be aligned to backward design with a focus on theme, unit, and topic and to developing a lesson for one day. This workshop will also include foreign language strategies to differentiate and scaffold instruction at the same time. Participants will be involved as students and teachers.

**Presenter:** Sushma Mulhotra, *Assistant Principal*, Mid-Manhattan Adult Learning Center, NYCDOE

**Room:** 315

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Morning Workshops (11:15 a.m. - 12:30 p.m.)

Strategies and Resources in the LOTE Classroom
This presenter will demonstrate sample lesson plans with activities for teaching reading, writing, listening and speaking to LOTE students at all levels of language proficiency, by using a hands-on approach.

**Presenter:** Gloria Serna, *Spanish Teacher, Foreign Language Coordinator*, I.S. 93, Ridgewood, Queens, NYCDOE

**Room:** 313

Specialized Training
By Invitation Only

Goethe-Institut: Mission and Objectives
(8:00 a.m. - 8:30 a.m.)

**Presenter:** Ulrich Linder, *Acting Director*, Goethe-Institut New York

**Room:** 314

Goethe im Web
(8:30 a.m. - 9:00 a.m.)

This presentation will introduce you to instructional resources, learning platforms and marketing tools designed for teachers and students of German. Participants will learn about simple and cost-efficient strategies to implement new ideas in their German classrooms and generate interest in their programs.

**Presenter:** Peter Rosenbaum, *Educational Liaison Officer*, Goethe-Institut, New York

**Room:** 314

Administering the Goethe-Institut Exam Fit in Deutsch2
(8:00 a.m. - 3:00 p.m.)

Training seminar for the Goethe Institute examination.

**Presenter:** Frauke Van de Werff, *Expert in Goethe Exams*, Goethe-Institut, Berlin

**Room:** 314
Afternoon Workshops (1:30 - 3:00 p.m.)

Songs & Chants in the Foreign Language Classroom: Inventive & Effective Language Learning Techniques
Research shows that incorporating music into the foreign language classroom creates an environment highly conducive to language learning. Songs and chants feature repetition, rhythms and patterns necessary to successful language learning. We will demonstrate how to use these techniques to create dynamic and effective activities, lesson plans and units.
**Presenter:** Robin Harvey, *Coordinator*, Project for Developing Chinese Language Teachers, NYU
**Room:** 320

Strategies and Resources in the LOTE Classroom
This presenter will demonstrate sample lesson plans with activities for teaching reading, writing, listening and speaking to LOTE students at all levels of language proficiency, using a hands-on approach.
**Presenter:** Gloria Serna, *Spanish Teacher, Foreign Language Coordinator*, I.S. 93, Ridgewood, Queens, NYCDOE
**Room:** 309

A Thematic Design of an AP Chinese Course (Chinese)
The presentation will introduce a thematic approach in the instruction of the AP Chinese course. It will engage participants in a hands-on activity to develop a sample thematic unit and align the instruction to the ACTFL standards based on the 3 modes and 5 Cs. The presentation will also discuss the issues in the AP Chinese course and AP Chinese exam.
**Presenter:** Dr. Henry Ruan, *Teacher*, Lower East Side Prep High School, NYCDOE
**Room:** 322

Afternoon Workshops (1:30 - 3:00 p.m.)

Teleclip TV™ & Education: Learn Math, Literature or Spanish while Having Fun!
Teleclip TV™ is a tool for young people to learn by doing. They produce quality, interesting media content for kids from all over the world. Teachers will learn a method of teaching students to make TV which results in a new and exciting way for them to learn.
**Presenter:** Rodrigo Cetina Presuel, *Project Manager, Teleclip TV*
**Room:** 308

Lesson Planning:
Sample Lesson and Analysis of Lesson Components
You'll enjoy a sample foreign language lesson, featuring listening comprehension, and remember what it's like to be a language learner. Then we'll discuss the structure of the sample lesson, illuminating principles of proficiency-centered lesson planning. The sample lesson will be in Russian, but no knowledge of Russian is required!
**Presenter:** Dr. Benjamin Rifkin, *Member of the Board of Directors*, the Northeast Conference on the Teaching of Foreign Languages (NECTFL) / College of New Jersey
**Room:** 321
Vocabulary Teaching From a Practical Perspective
A limited vocabulary hinders the productive and receptive skills of language students and it also fosters a sense of frustration as a learner. Using the Lexical Approach as a starting point, we will discuss the role of vocabulary learning in the process of learning Spanish as a foreign language. We will reflect upon the cognitive processes involved in the storing and recall of lexical elements, and we will analyze different vocabulary presentation techniques and typologies of learning activities.

Presenter: Maria Eugenia Santana, Teacher, Brooklyn Technical High School
Room: 311

Multiple Intelligences (MI) in the Language Classroom
This workshop focuses on using MI Theory as a vehicle for planning, teaching and assessing in the language classroom. Beginning with an overview of Multiple Intelligences, teachers will receive materials for planning, activity development, and assessment tools. Included will be parent connections, technology, as well as cooperative planning and development of activities. Teachers will gain ideas to explore language with their students through music, children’s literature, and interactive activities. All ideas and materials developed by the participants will become resources for the entire school.

Presenter: Amanda Seewald, Director, MARACAS, Spanish Learning Programs for Young Learners & Educational Consulting
Room: 310

SMART Board
This workshop is devoted to the use of SMARTBOARD Technology in the classroom. Presenters will share highly engaging lessons in Italian and Spanish that incorporate the use of SMART Board technology effectively. Lessons are designed to engage students and provide students with interactive ways to learn the material while meeting Foreign Language Standards.

Presenters: Gianluca Gucciardino & Maria Chacon, Teachers, High School of Arts & Business, NYCDOE
Room: 313

How to Prepare and Teach Our Spanish Native Language Arts Classes for Proficiency and Successful Academic Outcomes
Providing effective and actionable feedback to our bilingual students for Spanish Native Language Arts instruction is an ongoing challenge. The presenter will share successful techniques for selecting and modifying rubrics in order to provide timely and actionable feedback to students in Spanish Native Language Arts classes at the high school level.

Presenter: Vivian Selenikas, Network Leader CFN 2.02, NYCDOE
Room: 323
Speakers’ Biographies

Keynote Speaker

MICHAEL LONG has worked as a classroom language teacher and teacher educator in England, Spain, Peru, Mexico, Denmark, Japan, Canada and Australia. After completing his Ph.D. at UCLA, he was a faculty member at the Universities of Pennsylvania and Hawaii, before moving in 2003 to the University of Maryland, College Park, where he is a Professor of SLA, teaching courses and seminars in the Ph.D. Program in SLA. Mike serves or has served on the Editorial Boards of Studies in Second Language Acquisition, TESOL Quarterly, Language Teaching Research, JACET Bulletin, Porta Linguarium, Estudios de Linguística Aplicada, Revista Nebrija de Lingüística Aplicada a la Enseñanza de las Lenguas, and Linguistics and Bilingualism, and was co-editor of the Cambridge Applied Linguistics Series for its first 20 years. With Kira Gor and Scott Jackson, he recently completed a four-year, federally-funded project, “Linguistic Correlates of Proficiency,” a study of relationships between the linguistic development of adult native speakers of English and heritage learners acquiring less commonly taught languages and their global proficiency ratings on the ILR scale. Currently, with Gisela Granena, he is working on a study of maturation constraints on the acquisition of Spanish by native speakers of English and Chinese; with Goretti Prieto Botana and Steve Ross on a study of content teaching through the medium of a foreign language when neither teacher nor students are native speakers of the language; and with Katie Nielsen and others on a TBLT project for a large ESL program for Latino day laborers and their families, including task-based needs analysis, materials development and teacher education. Mike has published several books and over 100 journal articles and book chapters. Recent publications include the Handbook of SLA, co-edited with Catherine Doughty (Blackwell, 2003), Second Language Needs Analysis (Cambridge, 2005), Problems in SLA (Lawrence Erlbaum, 2007), and the Handbook of Language Teaching, co-edited with Catherine Doughty (Blackwell, 2009).

Speakers’ Biographies

ANGELICA M. INFANTE is the Executive Director of the Office of English Language Learners, New York City Department of Education. Prior to this position, she served the Department in a variety of instructional leadership positions, including Deputy Director in the Office of English Language Learners, Region 10 ELL, Regional Instructional Specialist specializing in professional development, instruction and compliance, Director of the Early Childhood Center located at The George Washington High School Campus, Assistant Principal, Bilingual Coordinator, and Director of a Dual Language Program. She began her career as a bilingual classroom teacher in the South Bronx. Ms. Infante has not only served as an adjunct professor, but also holds an MA in Education and in School Administration & Supervision from Mercy College.
Acknowledgements

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Principal, I.A., of Brandeis High School, Arleen Liquori
Principal of The Global Learning Collaborative, Jennifer Zinn

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The New York City Department of Education
Deputy Chancellor for the Division of Special Education & English Language Learners,
Laura Rodriguez

Office of English Language Learners
Deputy Executive Director,
Angelica Infante

All the Office of English Language Learners (OELL) Staff

NYSABE

Northeast Conference on the Teaching of Foreign Languages (NECTFL)

Metropolitan Chapter of the American Association of Teachers of French (AATF)

Acknowledgements

Consulates:
Consulate General of Peoples' Republic of China in New York
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Consulate General of Italy
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Mexican Consulate
Consulate General of Spain
Taipei Economic and Cultural Office in New York

All our Educational Vendors:
Santillana U.S.A.
Achieve 3000
Heinle Cengage Learning
China Sprout, Inc.
Pearson Longman
Houghton Mifflin Harcourt

Keynote Speaker:
Michael Long

Panel Members
Dr. Frank Tang
Pedro Ruiz
Chris Livaccari
Jennifer Zinn

All our distinguished presenters

All our participants who attended this Professional Development Opportunity and made this event a reality