

HALT Virtual Summer Summit 2020: Extending ALOHA!



Monday, June 22, 2020

8:30-10:30am

AnneMarie Chase

AnneMarie Chase has been happily teaching high school Spanish in rural Nevada for the past 14 years. Not only is she a passionate CI teacher...she's the product of CI Instruction! Her high school teacher was an early adopter of TPRS and was instrumental in developing her love for language and culture! AnneMarie is armed with a Masters in Teaching Spanish and seemingly endless energy and enthusiasm. When she's not teaching or traveling, you'll find her blogging about her classroom adventures and misadventures at www.senorachase.com

Building a Strong Foundation: Four Pillars for Making Language Comprehensible

Regardless of what you're talking to students about, we'll talk about the 4 most fundamental skills to ensure your language is comprehensible to students. I'll walk you through each skill and then do a Card Talk demonstration to showcase them in action. Several participants will have the opportunity to try to stretch their CI teaching muscles in a coaching session, and we'll finish up with some time for Questions and Answers.

HANDOUT: [Building a Strong Foundation](#)



Tuesday, June 23, 2020

8:30-10:30am

Laurie Clarcq

Laurie is an experienced teacher, trainer, presenter, coach and author. With 36 years of teaching experience and 30 years of supporting colleagues in the classroom, Laurie has a passion for bringing the heart, soul and mind together for teachers and for students.

Step by Step, Student by Student: Connecting with Students with Embedded Reading

The scaffolding and responsive teaching that accompanies Embedded Reading gives teachers so many ways to get to know students better. It also gives teachers more ways to address students' needs and develop skills and confidence. Let's get together and find ways to connect and support our students on an even deeper level!



Wednesday, June 24, 2020

8:30-10:30am

Jason Fritze

Jason Fritze is a National Board Certified teacher of Spanish, the current chair of the ACTFL SIG on Comprehension-Based Communicative Language Teaching and a recipient of the SWCOLT Award of Excellence in WL Teaching. He has trained teachers throughout the United States as well as in Asia and Europe and has been teaching since 1991 at all levels (elementary, middle, high school or university). Jason currently resides in Laguna Beach, CA and teaches elementary Spanish in a program that he created for the Laguna Beach Unified School District. He is a cofounder of iFLT, the International Forum of Language Teaching where he regularly teaches and presents. He has also presented at ACTFL, NADSFL, NTPRS, and numerous regional and state conferences. He conducts series of WL teacher trainings through multiple universities in southern CA, the CA WL Project and the COACH Foreign Language Project. While he loves collaborating with teachers in workshops and conferences his true passion is student language acquisition and communicating with students.

Prescription: COMPREHENSIBLE & COMPELLING CONTENT

Description: REMARKABLE PROFICIENCY GROWTH!

Healthy doses of comprehensible input ensure language acquisition and result in significant, measurable proficiency growth. Descriptions of proficiency are often mistaken for prescriptions of best practices, confusing measurement with growth. Re-examine curricular content & proficiency goals through sample class videos and assessments. Using a SLA "microscope" to focus our curricular goals we keep the communication flowing and the proficiency growing in joyful ways. Ensuring the linguistic health of all students and the mental health of all stakeholders, especially teachers, provides for the long-term health of WL programs.



Thursday, June 25, 2020

8:30-10:30am

Diane Neubauer

Diane Neubauer 杜雁子 is a Mandarin Chinese teacher who has taught elementary, middle, & high school as well as elective & adult classes over the past 14 years. She currently teaches online part-time while working on her PhD in Foreign Language & ESL Education at the University of Iowa. She frequently presents on a variety of language teaching topics at conferences and is involved in research relevant to comprehension-based language teaching and learning.

Experience Your Students' Perspectives Online: From Personalized Questions to PictureTalk to Reading

Experience a comprehension-based communicative language teaching lesson as a student or an observer, depending on whether or not you already know some Chinese. If you are new to Chinese, experiencing students' perspectives can help you adapt your teaching to the needs of beginning learners of the language you teach (Spanish, French, etc.) Those who know Chinese can observe how the teacher works with complete beginners and the process of introducing Chinese characters with no prior memorization. The session will also model some typical classroom activities adapted to an online

format. We'll begin with personalized questions & answers, to hearing new words in context using PictureTalk, to being able to read a text in Chinese characters. Q & A time will follow at the end.

HANDOUT: [Experience Your Students' Perspectives Online: From Personalized Questions to PictureTalk to Reading](#)



Friday, June 26, 2020

8:30-10:30am

Bryce Hedstrom

Bryce Hedstrom has taught at the elementary, middle school, high school and college levels for more than 30 years; most of those with comprehensible input-based strategies. He now trains teachers and writes full time. The focus of his teacher training is empathy, relationships and showing teachers how to get students to do what they didn't think they could do—making your life easier and your students more fluent and happier is his goal. Bryce has a regular blog and has written many materials to share what he has learned along the way. You can find Bryce's materials and those of independent authors that he sponsors on his website: brycehedstrom.com

Engage Your Students with Special Person Interviews and Classroom Jobs:

Everyone has a story and your students want to tell theirs. They want to be seen as valuable, contributing members of the classroom community--whether on-line or in-person. Learn how to focus on individuals and ask them engaging, comprehensible follow-up questions to launch the interpersonal mode to heights not seen before by engaging students with inexhaustible content they really care about: themselves. And with student interviews, classroom jobs become a snap, we'll explore how those naturally integrate too.