

## Saturday Morning 3-hour (half-day) Workshops

### **W-20: Student Engagement for a Lifetime**

*Louisa LaGrotto, North Central High School, Indianapolis, IN*

INQUIRY: How do we encourage, create, and sustain student engagement in the world language classroom? Participants will reflect on the value of creating classroom Essential Agreements and classroom routines that engage students as classroom leaders. Participants will also define tools that will develop and support student inquiry and daily communicative practice.

### **W-21: Exhibitor Session: Teaching Grammar in Context**

*Cristin Bleess & Jay Ketner, Wayside Publishing, Freeport, ME*

Wonder how to start down the path to teaching grammar in context? By using authentic resources, authentic tasks, and a process of discovery. This interactive workshop will guide participants through the process of acquiring language structures via a co-constructivist approach: accessing authentic resources that model the language structure; highlighting the structure; making predictions; testing hypotheses; and applying the structure through authentic tasks.

### **W-22: Beyond the Shoulder Partner: Maximize Student Speaking with Cooperative Groups**

*Mercedes Koch and Ryan Rockaitis, Deerfield High School, Deerfield IL*

Cooperative grouping allows students to take ownership of their learning, build positive relationships with their peers, and hold each other to higher expectations. Presenters will share suggestions that maximize effectiveness of class time so that all students speak on meaningful topics for extended amounts of time in a deeper way than simply working with their shoulder partners.

### **W-23: Re-envisioning Writing Instruction in the Foreign Language Classroom**

*Marissa Rubin and Sarah Gompers, New Trier Township High School, Winnetka, IL*

This workshop will introduce educators to beliefs and strategies fundamental to any high school English writing program, and how applying those tenets invigorates foreign language curriculum. Attention will be paid to affective environment, authenticity and personality, and writing as a social process--not a tool for identifying error.