

TFLTA West Tennessee Regional Workshop

Saturday, April 9, 2016

University of Memphis

7:45 – 8:20 AM

Registration, Jones Hall Lobby

Arrive on campus, pick up program and name tag, enjoy refreshments, etc.

8:30 – 9:30 AM

Plenary Session, Mitchell Auditorium

Welcome and Announcements

Will Thompson, University of Memphis

Keynote Address:

“Insights from Cognitive Science for Foreign Language Learning”

Dr. Roger Kreuz

Professor of Psychology & Associate Dean, College of Arts & Sciences, University of Memphis

9:30 – 9:40 AM: Break, Jones Hall Lobby

9:40 – 10:30 AM
Concurrent Sessions I

1. Roman Britain
Ryan Sellers, Memphis University School

Language: Latin

Jones Hall 200

In this session, the presenter will give an overview of the Roman towns and archeological sites he visited on a recent tour of England – a small but important and often overlooked corner of the Roman world. The presentation will examine points of classical interest in and around London, Chichester, St. Albans, Cirencester, Bath, Chester, and Durham.

2. Tips and Strategies for 90% TL Usage in the Spanish Classroom
Mary Reed, St. George's Independent School

Language: Spanish

Jones Hall 212

In this session, tips and strategies for getting to a minimum of 90% target language usage in the high school Spanish classroom will be presented. Attendees will leave with strategies for staying in the target language and encouraging students to use the target language as much as possible as well.

3. Using comic strips to teach writing
Dora Berry, University of Memphis

Language: General

Jones Hall 218

The use of dialogues, incorporating vocabulary, grammar, and cultural aspects of language increases learning in a second language. Thus, the purpose of this presentation is to use comic strips as the starting point to facilitate learners in determining and presenting their ideas about different subjects. Furthermore, learners will be able to create their own comic strips and at the same time learn to connect and create a sequence from the first strip to the last.

4. Technology Toolbox
Catherine Childs, Briarcrest Christian High School
Rebecca Keel, Memphis University School

Language: General/French

Jones Hall 226

Do you need a few fresh, easy ideas to help motivate your students? Join us as we discuss and demonstrate using online tools and some of our “best practices” for the French classroom. We will share ways to incorporate Youtube clips and photo memes into your everyday lesson plans, and then demonstrate how to use online apps such as Duolingo, EDpuzzle, Quizlet, GroupMe, Educanon, and more in the classroom.

10:30 – 10:40 AM: Break

10:40 AM – 11:30 AM

Concurrent Sessions II

1. Instant Gratification?! – Real-time Student Assessment in the Classroom
Isabel Meusen, University of Memphis

Language: General

Jones Hall 200

Foreign language teachers rarely seem to practice real-time assessment of student learning in the classroom, a technique widely used in the lectures of the natural sciences. As an ‘instant gratification’ tool the website Socrative offers an opportunity to engage in real-time assessment that is at once anonymous (for the students) but can help shape how teachers proceed throughout the rest of a lesson or semester. This session introduces Socrative and its possibilities in the classroom.

2. Incorporating service learning dance, and traditional folkloric music in the Spanish Class
Francisco Lara, Bartlett High School
Diana Ruggiero, University of Memphis

Language: Spanish

Jones Hall 212

Dr. Francisco Lara, an ethnomusicologist of Ecuadorian descent involved in the study and performance of Andean folk music, will show us how to incorporate music and culture into the Spanish classroom. Dr. Diana Ruggiero will show us how to incorporate service learning (via music and dance) into our daily classes. Together, they will interpret the traditional songs and rhythms of various Latin American countries using a wide assortment of authentic instruments and dances.

3. Beyond Products and Practices: Integrating Perspectives Inside & Outside the FL Classroom
Inmaculada Gómez Soler, Julián Guzmán Valencia, Javiera Paz Navarrete, Univ. of Memphis

Language: General/Spanish

Jones Hall 218

When teaching culture in a foreign language class, how can we distance ourselves and our students from stereotypes? How can we accurately represent what it is to be/to feel/to think like a Spanish/Colombian/Chilean *et cetera*? How can we help promote truly intercultural competence? We propose an inquiry-based approach to the teaching of culture in which students move from the tangible to the intangible guided by the teacher and aided by digital technology.

4. Cross-Language Cultural Activities
Leanne Hinkle, Bolton High School

Language: General/French

Jones Hall 226

Using French as an example, explore activities that bridge the gap between two foreign languages. Examples will include a French-Latin activity involving Julius Caesar and a French-Spanish activity involving Cinco de Mayo.

11:30-11:40: Break

11:40 AM – 12:30 PM
Concurrent Sessions III

1. Motivation and exposure in (and outside of!) the foreign language classroom
Kristin Brown, Olive Branch High School

Language: General

Jones Hall 200

I will share ideas and examples for how to increase student motivation, participation, and exposure to language and culture in and outside of the classroom. Extra credit tokens may be offered for participation in games, races, or cultural experiences. Student motivation improves as the student gains more control over his or her own grades.

2. Writing Strategies 101
Dustin Williams, Southwest Tennessee Community College

Language: Spanish

Jones Hall 212

Writing in the second language is an important skill that students need to practice and exercise often. Frequently, students struggle to begin a writing activity; simple sentences can even be a daunting task. With this in mind, teachers, as facilitators of language learning, have made tricks up their sleeves to improve not only the quantity of student writing but also the quality. This presentation is designed to demonstrate to teachers various methods of making writing activities in their classroom an enjoyable and fruitful experience.

3. Online translators: how much are students using them?
Errol O'Neill, University of Memphis

Language: General

Jones Hall 226

Online translators such as Google Translate are generally prohibited or discouraged by instructors. But are students using them anyway, sometimes without us knowing? The presenter will discuss his recent study involving over 300 Spanish and French students that looked at the use of online translators and dictionaries for writing compositions. Attendees will get to try out sample sentences in an online translator, share experiences, and discuss strategies for dealing with the issue of online translators.

12:30 PM: Lunch

Participants interested in staying for lunch after the workshop are invited to do so, and meet with fellow language educators for further conversation. There is a cafeteria in Jones Hall just downstairs from the workshop rooms, and it is open on Saturdays.

Participants will be contacted by email after the event to complete a short evaluation, which will help us with preparations for next year's workshop.