Dear Colleagues,

Welcome to the 51st TFLTA Annual Conference! I am pleased to welcome you to another annual conference of our wonderful organization where we celebrate language learning, make connections, and collaborate with colleagues each November. TFLTA is the major organization in our state for world language teachers and professors at all levels of education. We hope you will be inspired and have an insightful weekend as we prepare our students to both learn a language and lead with heart.

Becky Peterson, First Vice-President and Conference Chair this year, has organized an exciting program for us that includes a variety of sessions and workshops addressing all levels and languages. She has put a lot of effort into maintaining the new conference schedule and recruiting dynamic keynote speakers and presenters to share their expertise. Many thanks to all those who have volunteered their time, efforts, and energy to offer presentations and share their enthusiasm and knowledge with our attendees.

It has been my great privilege to serve as TFLTA President this year. Through the years as a TFLTA Board member, liaison, and officer, I have gained much insight into what makes this organization special: its devoted members. Without you, our organization would not be able to provide the quality language programs and professional development our schools and students have come to expect. My outgoing wish is for even more world language teachers to become involved in the organization: submit a session proposal, attend a regional workshop, run for a Board position. We truly are an organization of teachers, by teachers, and for teachers!

I send my heartfelt thanks to the TFLTA Board members and appointed officers who work throughout the year to select award recipients and plan exciting opportunities for our members and students. I truly appreciate those who have volunteered to host or present at our regional conferences and summer workshop. We are extremely fortunate to have such amazing, dedicated colleagues from across this state and region who participate whole-heartedly in the work of TFLTA.

Once again, I’d like to thank you, our members, for your continued support of TFLTA. I know we will all enjoy this weekend together as we gather for professional development, reunite with friends, and share our commitment to this profession. Have a great conference!

Cordially,

Kelly Schoetz  
TFLTA President
# Presidents

**Tennessee Foreign Language Teaching Association**

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
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<tbody>
<tr>
<td>Kelly Scheetz</td>
<td>2019</td>
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<tr>
<td>Daniel Paolicchi</td>
<td>2018</td>
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<td>Julie Golden</td>
<td>2016 - 2017</td>
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<td>Meredith Peccolo</td>
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<td>Betsy Taylor</td>
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<td>Dolly Young</td>
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<td>Kris Climer</td>
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<td>David Juseth</td>
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<td>Deanna Kendall</td>
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<td>Laura Beasley</td>
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<td>Jim Davidheiser</td>
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<td>Susan Martin</td>
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<td>Aliene Click</td>
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<td>Joy Maness</td>
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<td>Jean Marie Walls</td>
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<td>Karen Champion</td>
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<td>Alice Sanford</td>
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<td>Cindy Ridgway</td>
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<td>Dawn LaFon</td>
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<td>Juanita Shattlesworth</td>
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<td>Dorothy Winkles</td>
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<td>Pattie Davis-Wiley</td>
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<td>Beckie Gibson</td>
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<td>Jacqueline Elliott</td>
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<td>Jeff Mellor</td>
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<td>Sylvia Countess</td>
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<td>Joyce Ward</td>
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<td>Sue Lockett</td>
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<td>Marty Deschênes</td>
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<td>Ortrun Gilbert</td>
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<td>Barbara Carden</td>
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<td>Shirley Briggs</td>
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<td>Eduardo Zayas-Bazán</td>
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<td>Phillip Campana</td>
<td>1978 – 1980</td>
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<td>Harry Rutledge</td>
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<td>Sue Reynolds</td>
<td>1974 – 1975</td>
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<td>Maxine Patterson</td>
<td>1972 – 1973</td>
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<td>Jacqueline Elliott</td>
<td>1970 – 1971</td>
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<td>Chair of Ad Hoc Committee</td>
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2019 Conference Highlights

It is my pleasure to welcome you to the 51st Annual TFLTA Conference, Learn a Language - Lead with Heart. In creating this year’s theme, I was reminded of the importance of connection and seeking wholeness. The connection of head and heart. The acts of learning and leading and the courage needed for both (derived from heart Latin cor, French coeur, Spanish corazón). What seems to be a simplistic theme, is anything but. The work we do daily in our classrooms, requires great heart, courage, bravery and leadership on both the part of the teacher and the student. It is through these endeavors, that we learn more about ourselves, our students and hopefully, our world. Our desire is that these two days will give you an opportunity to think intentionally about your classroom practices, gather some fresh ideas, (re)connect with friends and colleagues and reflect on what this type of learning and heart look like in the language classroom.

We begin our time together with pre-conference workshops Friday morning — French, Spanish and four general ones. The main conference kicks off after lunch and the schedule features a wide-variety of language specific sessions, varied target audiences and all sessions will offer practices appropriate for any classroom.

Friday evening festivities immediately follow the last session with a meet-and-greet cocktail hour — a time to (re)connect with friends and colleagues. The evening banquet honors the recipients of the Joyce Ward Teacher of the Year Award and the Jacqueline Elliott Award for Service in Higher Education, Friends of Foreign Languages and a new Hall of Fame Inductee. Juliana Ospino Cano, the newly appointed Executive Director of Conexión Américas, will be our speaker. It is truly a lovely celebration and recognition of the creative and engaging work of colleagues in the state.

Stacey Johnson, Ed.D. and L.J. Randolph, Ed.D. are the keynote speakers Saturday morning and will present on the topic of “Social Justice in the World Language Classroom: A Call to Action,” which will undoubtedly challenge each of us to think critically about what this means in our classroom spaces.

Our AAT-sponsored sessions on Saturday will share professional growth opportunities for teachers and their students throughout Tennessee. These will be followed by our language luncheons and AAT business meetings and promise to provide attendees with great professional development and various networking opportunities.

Please cast your vote for candidates for the TFLTA Board and turn in your ballot by 11:45 a.m. Saturday at the registration desk. New Board Members will be announced at the Raffle beginning at 3:30 p.m.

Our sincere appreciation to all who have contributed to the organization of this year’s conference. We truly value the commitment of our world language colleagues across the state who work tirelessly in their classrooms, with their students and who take time out to make our annual conference a success.

With gratitude,

Becky Peterson
2019 TFLTA Conference Chair
Reserve the Date!

TFLTA Conference 2020

TFLTA
Tennessee Foreign Language Teaching Association

Learning Language — Connecting Communities

November 6 – 7, 2020
Franklin Marriott Cool Springs and Conference Center
Franklin, Tennessee

Conference updates will be posted online at www.tftita.org and on Instagram, Twitter and Facebook!
Aliene Click Professional Development
2019 Scholarship Recipients

Ayleem Betances  East High School  Shelby County
Rachel Cahill  Ravenwood High School  Williamson County
Tiffany Church  Shelbyville Central High School  Bedford County
Rebecca Hillebrand  White County High School  White County
Jennifer Livezey  Centennial High School  Williamson County
Amanda Roberts  RePublic High School  Davidson County
Rachel Smith  Ravenwood High School  Williamson County

Sabra Clayton Award Winner

Barbara Quintard  Central High School  McMinn County

TFLTA Hall of Fame

The TFLTA Hall of Fame recognizes members who have contributed significantly to the mission of TFLTA.
We will induct a new member at our Friday night banquet.
You are invited to contribute to the Hall of Fame.
Please visit http://www.tflta.org/awards to submit your memories, photographs, or any other contributions.

World Language Contest Winners

1st Place: Caroline Peterson  Central Magnet High School, Murfressboro, TN
2nd Place: Thang Mung  Central Magnet High School, Murfressboro, TN
3rd Place: Price Estes  Central Magnet High School, Murfressboro, TN
Franklin Marriott Cool Springs - Conference Center

CHAMPION BALLROOM

SALON 10
SALON 9
SALON 8
SALON 7
SALON 6
SALON 5
SALON 4
SALON 3
SALON 2
SALON 1

WILLIAMSON
FRANKLIN

APPALOOSA
THOROUGHBRED BOARDROOM
SADDLEBRED
HIGHLAND
MORGAN
MUSTANG
QUARTER HORSE
PALOMINO
CLYDESDALE
ARABIAN
# 2019 TFLTA Conference at a Glance

**Friday, November 8, 2019**

<table>
<thead>
<tr>
<th>ROOM LOCATION</th>
<th>WORKSHOPS 8:30-11:30</th>
<th>CONCURRENT SESSIONS I 1:00-1:50</th>
<th>CONCURRENT SESSIONS II 2:00-2:50</th>
<th>CONCURRENT SESSIONS III 3:20-4:10</th>
<th>CONCURRENT SESSIONS IV 4:25-5:15</th>
<th>AWARDS DINNER 6:30</th>
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</table>
| **SALON 6**   | Collaboration and Game-Oriented Play for Language Acquisition  
S Knight | Switch It Up!  
L Medina-Mendoza  
T Hernandez | How to Personalize Language for All Grades and Levels  
A Mitchell | Engaging Lessons and Strategies (to save you time and to lower your stress.)  
T Floch | Best Practices of Teaching K-12 Students  
K Bush | **AWARDS DINNER** |
| **SALONS 9-10** | Design powerful input-based cultural units  
C Lainé | Fun with Flicks – How to do a Movie Talk  
M Bertani | Transitioning to Latin for the New Millennium: A Case Study and Roundtable Discussion  
M Stewart | Seal of Biliteracy From Legislation to Implementation  
A DaSilva  
D Davenport  
G Keith  
S Singer | **JOYCE WARD TEACHER OF THE YEAR AWARD** |
| **SALONS 7-8** | Increase Your Input to Increase Your Output  
P Jennemann | Differentiation in the K-12 WL Classroom: 25+ Instructional Activities and Assessment Strategies  
P Davis-Wiley | Lead from behind: Let your students take the wheel  
B Trotter | Quietet, Kahoot!, & Gimkit, Oh My!  
B Quintard | **JACQUELINE ELLIOTT AWARD** |
| **ARABIAN**   | Build Your Own Breakout  
P Moffet  
E Vaidés | Creating a Student Focused Curriculum with Special Person Interviews  
S Worsham | Addressing Language Anxiety in the WL Classroom  
T Vaidés,  
D Young | Softening Students' Anxiety from Speaking in the Target Language  
W Mann  
K Hughes | **FRIDAYS OF FOREIGN LANGUAGES AWARD** |
| **APPALOOSA** | Qu’est-ce que ça veut dire, être français (e) en 2019?  
A Headrick  
B Taylor | Tennessee Classical Road Trip  
R Sellers | Writing from the Heart: Engaging Gen Z Students with Pamphlet Journalism  
J Ledford | Find Your Best Fit: Advanced Placement or Dual Enrollment  
C Childs  
R Keel | **TFLTA HALL OF FAME INDUCTEE RECOGNITION** |
| **THOROUGHBRED** | Multimodal Texts in the Classroom-Learning by Design for Teaching and Assessment  
E Pettit  
M McGinley | Teaching More than Language: Enhancing the language classroom with your interests  
B Griffin  
J Abell | Anthems for Proficiency  
H Kurz | Preparing for the PRAXIS II exam  
E Caceres  
A Wilkinson | Migration and Otherness in Second Language Acquisition  
C Ohuegbu | **AWARDS DINNER Saddlebred/Highland/Morgan** |

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Unwind with an Aperitif and your colleagues at the cash bar 5:15 pm in the Convention Center Lobby.
# 2019 TFLTA Conference at a Glance

**Saturday, November 9, 2019**

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<tbody>
<tr>
<td>SALON 6</td>
<td>Plenary Session: Cohesion from Kindergarten to College: K-16 Articulation Panel</td>
<td>Showcase of Award Winners</td>
<td>Activate Your Students’ Proficiency Through Story Listening! M Bertani</td>
<td>Professional growth opportunities in TN for Spanish teachers L Stone</td>
<td>Interpersonal Speaking, Not Interpersonal Copying M White</td>
<td>Teachers as Librarians: Guide Your Students to Become Independent Readers C Lainé</td>
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<td>SALONS 9-10</td>
<td>French is Fun! Promoting your program through engaging activities outside of class C Childs</td>
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<td>APPALOOSA</td>
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<td>THOROUGHBRED</td>
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<td>Salon 6</td>
<td>Exhibit &amp; Beverage Break 10:40-10:55</td>
<td>How and Why University Faculty Should Incorporate ACTFL Standards in Their Classes E Stevens</td>
<td>Professional growth opportunities in TN for WL K-8 teachers M Frazier, P Davis-Wiley</td>
<td>Prepare AP Chinese from Level One by Communicative Activities D Houston</td>
</tr>
</tbody>
</table>

7:30-8:15 — Breakfast & Business Meeting — Saddlebred / Highland / Morgan
12:30-1:30 — Luncheons: TACT — Cydesdale | TCA — Williamson | AATG — Franklin | AATF — Morgan | AATSP — Saddlebred/Highland
3:40-4:10 — Closing Session — Salon 6
Awards Dinner Keynote Speaker

Juliana Ospina Cano

A native of Colombia, Juliana Ospina Cano’s own immigrant story has shaped her into a visionary with an ambitious goal of positively influencing the lives of immigrant families. Today, she serves as Executive Director of Conexión Américas, the leading Latino-serving non-profit in Tennessee whose mission is to build a welcoming community and create opportunities where Latino families can belong, contribute, and succeed. Every year, Conexión Américas assists more than 9,000 individuals and their families in their desire to start businesses, buy homes, improve their English, help their children succeed in school and go to college and become an integral part of Tennessee’s social, cultural and economic vitality. Conexión Américas is the lead partner of Casa Azafrán, a nonprofit collaborative at the gateway to Nashville’s International District that is home to Conexión Américas and nine partners.

Juliana returns to Nashville, and Conexión Américas, after a five-year tenure in Washington, D.C. at UnidosUS (formerly National Council of La Raza) where she shaped, accelerated, and broadened access to education for underserved students across the United States. To date, her bold approach to education programs touched the lives of over 2,000 students.

Before working at UnidosUS, Juliana held leadership positions in public schools in Tennessee and Georgia. Juliana was also part of the founding team of STEM Preparatory Academy, Nashville’s first STEM-focused public charter school, where she developed systemic and sustainable practices which served to create a welcoming environment for all families and advanced student achievement. A former Conexión Américas staff member, Juliana was also part of the organization’s highly successful family engagement program, which empowers parents to reclaim their role as their child’s most important teacher.

Juliana holds a BA from Kennesaw State University, and a MS in Education from Johns Hopkins University where she is also pursuing a Doctoral degree in Education. Juliana’s research focuses on the cognitive development of immigrant adolescent youth.
Plenary Keynote Speakers

Stacey Margarita Johnson

Stacey Margarita Johnson is the Assistant Director of the Center for Teaching, a Senior Lecturer in the Department of Spanish and Portuguese, and Adjunct Faculty in the English Language Learners Program at Vanderbilt University. She is also the Editor of the Spanish and Portuguese Review and the Producer and Host of the podcast “We Teach Languages”. Her research interests include postsecondary language classroom practices, hybrid/blended instruction, professional development, and adult learning including transformative learning and critical pedagogy. She is the author of several scholarly works, among them Hybrid Language Teaching in Practice: Perceptions, Reactions, and Results, co-authored with Berta Carrasco (2015), and Adult Learning in the Language Classroom (2015). She continues to publish and is currently working on an edited collection co-edited with Kelly Davidson and L.J. Randolph entitled How We Take Action: Social Justice in K-16 Language Classrooms.

L. J. Randolph, Jr.

L. J. Randolph Jr., Ed.D., is an Associate Professor of Spanish and Education at the University of North Carolina, Wilmington. He is also the Associate Chair of the Department of World Languages and Cultures and Coordinator of the Foreign Language Teacher Education Program. L. J.’s teaching career has spanned 17 years, including a decade as a Spanish and ESOL teacher at the secondary level. At the university level, he teaches courses in Spanish language, contemporary Latina/o/x cultures, and second language teaching methods. L. J.’s research, publications, and professional engagement have focused on a variety of critical issues in language education, including the teaching of Spanish to heritage and native speakers and the incorporation of social justice-oriented pedagogies in the language classroom. In addition, throughout his career he has served in leadership roles in various language organizations, including president of the Foreign Language Association of North Carolina (FLANC), president of the North Carolina Chapter of the American Association of Teachers of Spanish and Portuguese (AATSP), coordinator of the Cape Fear Foreign Language Collaborative (CFFLC), and founding vice-chair of the American Council on the Teaching of Foreign Languages’ (ACTFL) recently formed special interest group for Critical and Social Justice approaches.
Friday, November 8, 2019

7:30 – 5:00  Registration desk open
10:00 – 6:15  Exhibit Hall open
8:30 – 11:30  Workshops (with purchased ticket)

I.  Workshop: Build Your Own Breakout
Room: Arabian
Presenter: Paige Moffett, Emily Valdés, Language South
Presider: Thaddeus Bryan, John Trotwood Moore Middle School

This two-part workshop begins with an exciting breakout activity for participants, allowing you to see what it’s like to experience a breakout activity from the perspective of how your students experience it. Then, you will work through the steps, with a guide and resources included, to create your own breakout for your classroom. If you do not have locks and boxes yet, that’s ok! We will support teachers with minimal access to materials to create an awesome breakout activity, too.

II.  Workshop: Design Powerful, Input-based Cultural Units
Room: Salons 9-10
Presenter: Cécile Lainé
Presider: Julie Golden, Oak Ridge High School

Do you teach a Family, Food, or Love and Friendship unit? Do you wish your units were less vocabulary/grammar intensive and more proficiency-driven? Do you wish they were more cultural, with authentic tasks adapted to the level of your students? Whether you want to “upgrade” your textbook units, or start from scratch in designing rich input-based cultural units, this workshop will guide you step-by-step through this important ACTFL core practice. We will explore what makes a unit compelling and cultural, and we will use the Backward Design process to create or transform one of our current units into a cultural unit with an engaging theme, clear learning objectives, and proficiency-driven assessment, in-class input-based activities, and tasks. Participants will need a laptop.

III.  Workshop: Multimodal Texts in the Classroom-Learning by Design for Teaching and Assessment
Room: Thoroughbred
Presenters: Elyse Pettit & Meghan McGinley, Vanderbilt University
Presider: Amélie Alizon, Ravenwood High School

Language has, and always will, go beyond the bounds of a textbook. This workshop for K-16 educators of any language level will allow participants to harness the power of authentic, multimodal texts by demonstrating best practices for activity design using the Multiliteracies framework. Interweaving theory and practice, this workshop will: 1) briefly present theoretical foundations of this approach; 2) engage participants with interpretive activities based on authentic texts; and 3) guide participants in the design of an instructional sequence for their own teaching context. Through the diverse themes usually offered in FL textbooks (family, food, hobbies, etc.), this workshop will demonstrate possibilities for orienting FL instruction to socially relevant issues, as well as assessing students through the use of creative artifacts. Participants will gain practical ideas for selecting and designing texts and activities that maximize textual engagement to develop culture-specific knowledge and foster students’ agency and autonomy.

IV.  Workshop: Collaboration and Game-Oriented Play for Language Acquisition
Room: Salon 6
Presenter: Stephanie Knight, University of Oregon — Center for Applied Second Language Studies
Presider: Amélie Alizon, Ravenwood High School

In this workshop, participants will gain understanding about game-oriented play and its promotion of both content acquisition and the development of critical social and cognitive skills for language learners. Participants will work in teams to experience, unpack, and create their own mixed reality game-oriented experiences. These endeavors will be supported by free materials designed by the Center for Applied Second Language Studies.
V. **Workshop: Increase Your Input to Increase Your Output**

*Room:* Salons 7-8  
*Presenter:* Paul Jennemann, Memphis Academy of Health Sciences  
*Presider:* Eva Jones, Franklin Road Academy

How can I keep up my level of language if I’m only teaching Levels 1 and 2? Authentic resources are not just for use in our classes, but ways for us to increase our own input so we can, in turn, increase our level of input for our students in order to comfortably stay in the target language 90% of the class time. Increasing our input also helps keep us current in the target language, which helps us and our students be relevant to other native speakers. This session will provide specific resources for language teachers, how to curate those resources for use in class, and how to match the intercultural competencies standards with these resources.

VI. **Workshop: Qu’est-ce que ça veut dire, être français(e) en 2019?**

*Room:* Appaloosa  
*Presenters:* Ashlee Headrick & Betsy Taylor, Battle Ground Academy  
*Presider:* Melanie Taylor, Hume-Fogg Academic Magnet High School & Meigs Magnet Middle School


11:30 – 12:30 **Lunch on your own**

12:30 – 1:00 **Exhibitors’ Break**

1:00 – 1:50 **Concurrent Sessions I**

1) **Fun with Flicks – How to Do a Movie Talk**

*Language/Focus:* All languages  
*Level:* All levels  
*Room:* Salons 9-10  
*Presenter:* Michelle Bertani, St. Nicholas School  
*Presider:* Paul Jennemann, Memphis Academy of Health Sciences

Attendees will hear a brief explanation of what a Movie Talk is and then see a demonstration. They will also see how to create a Movie Talk from start to finish. They will receive tips for how to make a successful Movie Talk.

2) **Creating a Student Focused Curriculum with Special Person Interviews**

*Language/Focus:* All languages  
*Level:* Secondary  
*Room:* Arabian  
*Presenter:* Sally Worsham, John Overton High School  
*Presider:* Gibson Keith, Metro Nashville Public Schools

Looking for a proficiency-based strategy that provides personalized comprehensible input, and is easily adaptable to any level? Learn how to completely engage your students with Personne Spéciale/Persona Especial interviews. Originally developed by Bryce Hedstrom, a leader in teacher training in TPRS and Comprehensible Input, these interviews can be much more than just interpersonal communication tasks. At the end of the school year, your students will have mini-biographies of themselves and of each other to inspire them to continue their language studies.
1:00 – 1:50  Concurrent Sessions I (continued)

3) Teaching More than Language: Enhancing the language classrooms with your interests

Language/Focus: All languages  Level: Post-Secondary
Room: Thoroughbred
Presenters: Bonnie Griffin & Jacob Abell, Vanderbilt University
Presider: Abby Broughton, Vanderbilt University

Do you feel the need to set aside your research interests when you enter the second language classroom? Too often, an assumed divide between language and literature results in teachers leaving out their personal interests, which may seem too complicated for their classes. Bonnie works on early-modern imaginary voyages, and Jake studies Medieval poetry, yet they both find ways to bring their passions into the classroom. When done with intention, introducing students to such new domains can add vigor and excitement to the classroom.

We will share how we incorporate our research passions and specializations into the classroom and aim to prompt a discussion of how attendees may also share their interests with their language students. We will give specific examples of what worked (and didn’t work), as well as discuss future directions to take.

4) Differentiation in the K-12 WL Classroom: 25+ Instructional Activities and Assessment Strategies

Language/Focus: All languages  Level: All levels
Room: Salons 7-8
Presenter: Pattie Davis-Wiley, The University of Tennessee - Knoxville
Presider: Monica Frazier, Battle Ground Academy

This highly-interactive session will present the basic tenets of Differentiated Learning (DL) and how it can both shape and inform active ACTFL core-principles, standards-based instruction, and effective assessment in the K-12 WL classroom, using all three modes of communication. A minimum of 25 resources will be shared and many demonstrated in this session.

5) Tennessee Classical Road Trip

Language/Focus: All languages  Level: All levels
Room: Appaloosa
Presenter: Ryan Sellers, Memphis University School
Presider: Peggy Ross, Franklin Road Academy

Have you ever dreamed of taking an epic classical road trip, visiting cities such as Carthage, Rome, Athens, and Troy along the way? It is actually possible to take such a trip without ever leaving the friendly confines of the state of Tennessee. In this session, the presenter will provide an overview of the classically-inspired places across the state, illustrate some methods for incorporating local geography into the Latin classroom, and provide resources for relating these locations to authentic Latin texts.

Latin teachers face a perennial challenge of making the language and culture of the ancient Romans seem relevant to modern-day students. This session will give teachers some valuable ideas for showing their students the extensive influence of the Greeks and Romans...right in our own backyard.

6) Switch It Up

Language/Focus: All languages  Level: All levels
Room: Salon 6
Presenters: Laura Medina-Mendoza, Central High School McMinn County
Tiffany Hernandez, Episcopal School of Knoxville
Presider: Barbara Quintard, Central High School McMinn County

Has the momentum of your class ever flattened? Come see us for this session filled with ideas for station rotations, transitions between activities, and brain breaks!

Attendees will leave with lots of new ideas, knowledge of structure of station-based learning and a template to maximize observation scores in standards and objectives, grouping, activities and materials, and academic feedback!
2:00 – 2:50  Concurrent Sessions II

1) Addressing Language Anxiety in the WL Classroom
Language/Focus: All languages    Level: All levels
Room: Arabian
Presenters: Teo Valdés, Language South
           Dolly Young, The University of Tennessee-Knoxville
Presider:  Paige Moffett, Language South

In this session, teachers will reflect on the way anxiety affects language learners in their classrooms. Teo Valdés and Dolly Young will share research-based sources of Language Anxiety and strategies for addressing it inside and outside of the classroom environment. Teo will also share about some of the ways his team addresses affective factors in the language camp context. Teachers who attend this session should be prepared to share ideas and experiences within engaging small groups.

2) Lead from behind: Let your students take the wheel
Language/Focus: All languages    Level: Secondary
Room: Salons 7-8
Presenters: Ben Trotter, Montgomery Bell Academy
           Carole Begley, St. Cecilia Academy

In this session, we will explore activities where the traditional roles of teacher and student can be reversed with surprising benefits. Student-driven activities change classroom dynamics by promoting frequent student-student interactions, consequential talk and an atmosphere of shared purpose. Special consideration will be given to the ways in which student-driven vocabulary contests can be created and organized, while both maximizing student involvement and giving teachers the chance to sit back and enjoy.

3) Transitioning to Latin for the New Millennium: A Case Study and Roundtable Discussion
Language/Focus: Latin    Level: All levels
Room: Salons 9-10
Presenters: Michael Stewart, Montgomery Bell Academy
            Scott Cochran, Siegel High School

Tennessee has recently approved Latin for the New Millennium for Latin classes and Montgomery Bell Academy has been using LNM for the past two years. This presentation will provide a forum for Tennessee Latin teachers to ask questions and share ideas as many are adopting this text for the first time.

4) Writing from the Heart: Engaging Gen Z Students with Pamphlet Journalism
Language/Focus: French    Level: Secondary-Post-Secondary
Room: Appaloosa
Presenters: Julian Ledford, The University of the South
            Joshua Nave, The University of Memphis

Emerging scholarship on Generation Z college students reveals their preference for scrollable, itemized, image-rich texts on six-inch screens. This scholarship coincides with present struggles instructors face when including literary texts in upper-level, foreign language courses where traditional long-form writing assessments are included. This session presents a way of reconciling both realities by programming texts that immediately show writing as a powerful expression through which to advocate for social justice, a passionate topic for Generation Z students. By using the little-known pamphlet — the Chevalier de Saint-George’s masterful text Nous sommes donc trois? ou le Provincial à Paris (1790) — I will present ways to foster engaged reading and inspired writing among today’s foreign language students.
2:00 – 2:50 Concurrent Sessions II (continued)

5) How to Personalize Language for All Grades and Levels
Language/Focus: All languages  Level: All levels
Room: Salon 6
Presenter: Anne Marie Mitchell, Berry College Elementary & Middle School
Presider: Ayleem Betances, East High School

Personalized Questions & Answers (PQA) is about using students’ interests and opinions to personalize second language acquisition. It builds community and makes the language compelling and purposeful. But how do you make time for it, set it up, how do you follow up and how do you assess? PQA can work for ALL AGES (literate & pre-literate) and ALL LEVELS (exploratory to upper levels) whether you use a textbook, thematic units, storytelling or nontargeted instruction.

6) Anthems for Proficiency
Language/Focus: All languages  Level: All levels
Room: Thoroughbred
Presenter: Horst Kurz, Georgia Southern University
Presider: Ryan Linger, Farragut High School

(Dis)Like national anthems? Either way (or because?), come and hear (and discuss) how they can be deployed to further your student’s linguistic and cultural competency (and critical thinking too).

2:50 – 3:20 Exhibitors’ Break

3:20 – 4:10 Concurrent Sessions III

1) Seal of Biliteracy from Legislation to Implementation
Language/Focus: All languages  Level: All levels
Room: Salons 9-10
Presenters: Angelica DaSilva, Central Magnet High School
Darlene Davenport, Knoxville County Schools
Gibson Keith, Metro Nashville Public Schools
Samantha Singer, Volunteer State Seal of Biliteracy

This session aims to facilitate the implementation of the Seal of Biliteracy in secondary institutions by providing information, resources, and anticipating challenges. Participants will leave with contacts, editable material, and other valuable resources to help launch the program at their school. This session is particularly useful for high school staff interested in honoring their students with the Seal of Biliteracy; thus, the target audience includes not only Foreign Language teachers, but also English teachers, guidance counselors, advisors, and school principals.

2) Find Your Best Fit: Advanced Placement or Dual Enrollment
Language/Focus: All languages  Level: Secondary
Room: Appalachian
Presenters: Catherine Childs, Briarcrest Christian High School
Rebecca Keel, Memphis University School
Presider: Tim Russell, Hume Fogg Academic Magnet

Find the best fit for your students! There are great benefits and difficult challenges with both Advanced Placement courses and Dual Enrollment programs for language students. The presenters will share research and information on what type of credit your students can/will earn with each of these programs, and how to begin offering these programs at your school. Attendees with experience are encouraged to join in the discussion. Examples will be from experiences in French classes, but are applicable to other world language programs.
3:20 – 4:10 Concurrent Sessions III (continued)

3) Engaging Lessons and Strategies (to save you time and to lower your stress.)

Language/Focus: All languages
Level: All levels
Room: Salon 6
Presenter: Teresa Floch, Middle College High School
Presider: Gloria Murff, Christian Academy of Knoxville

This session focuses on using tech tools and low-tech skills to engage your students while saving you time by streamlining checks for understanding, capturing students’ interest and creating a supportive environment. These lessons are inspired by a variety of professionals and research via a hybrid approach to Comprehensible Input, Storytelling, Free Choice Reading and Homework Choice. Learn how to automate activities via Google Classroom and Google Forms, Nearpod, Classkick and a variety of other tools to keep you from getting stressed out! Examples in French, but applicable to all languages.

4) Softening Students’ Anxiety from Speaking in the Target Language

Language/Focus: Spanish
Level: All levels
Room: Arabian
Presenters: Katrina Hughes, Stewarts Creek High School
William Mann, Oakland High School
Presider: Lisa Stone, Sevier County High School

In preparation for the new state standards focused on the 90/10 rule in regards to using the target language versus English language, our session will focus on implementation of strategies to utilize the target language more in the world language classroom, and more specifically, the Spanish classroom. This session will offer multiple speaking techniques and strategies that we, as Spanish teachers, have found helpful and have proven beneficial in our classrooms across multiple levels of students. Hopefully those in attendance will be able to take away something that they can easily recreate in their classrooms. The presenters will share Google voice activities, oral presentation ideas, various techniques, and speaking rubrics.

5) Praxis II Preparation for New Teachers

Language/Focus: All languages
Level: All levels
Room: Thoroughbred
Presenters: Erin Cáceres, Williamson County Schools
Amber Wilkinson, Williamson County Schools

Presenters will provide information to pre-service and in-service teachers about the Praxis II. We will discuss the format of the exam, scoring guidelines, and strategies for success for test takers. New test takers, potential test takers, returning test takers, and teacher education professionals are welcome.

6) Quizlet, Kahoot & Gimkit, Oh My!

Language/Focus: All languages
Level: All levels
Room: Salons 7-8
Presenter: Barbara Quintard, Central High School of McMinn County
Presider: Sally Worsham, John Overton High School

Attendees will receive a thorough comparison of these 3 quiz platforms in order to make a more informed decision about which to use when and for what purpose in their world language classroom. They will also play a round on at least 2 of the platforms for hands on learning. Handouts of comparisons will be available and attendees will need to bring personal devices, cell phones, tablets, or laptops to be able to fully interact with the presentation.

4:10 – 4:25 Exhibitors’ Break

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4:25 – 5:15  Concurrent Sessions IV

1) Best Practices of Teaching K-12 students
Language/Focus: All languages  Level: All levels
Room: Salon 6
Presenter: Kurstin Bush, Nashville State Community College
Presider: Cécile Lainé

What are some general teaching practices that are proven effective for all subjects and relevant for teachers of world languages? What do we know about the biology and psychology of learning that should guide us in making planning decisions? Come see this presentation and find out how well you are applying current understandings of best practices.

2) Promises and Challenges of the EdTPA for World Languages
Language/Focus: All languages  Level: Post-Secondary
Room: Arabian
Presenter: Michael Olsen, Tennessee Tech University
Presider: Pattie Davis-Wiley, The University of Tennessee - Knoxville

This presentation will discuss how the edTPA affects foreign language education as a field and more specifically how it affects teacher candidates and their cooperating teachers. Research on the challenges that foreign language teacher candidates and cooperating teachers face during the completion of the edTPA will be shared along with suggestions on how to improve this experience.

3) Interactive Literacy: Social Reading and Digital Annotation Tools in the L2 Classroom
Language/Focus: All languages  Level: All levels
Room: Appaloosa
Presenter: Abby Broughton, Vanderbilt University
Presider: Ben Trotter, Montgomery Bell Academy

Social reading incorporates Internet technologies and traditional practices of literacy, which foster collaborative reading and interpretation of texts. Using a digital annotation tool reunites learners around authentic materials and provides a platform for discussion outside the classroom. This presentation presents social reading as it relates to second language acquisition, current platforms available, and practical applications as implemented in an intermediate-level French class where students read the novel Kiffe kiffe demain on the social reading platform SocialBook.

4) Teaching culture while helping students acquire language - made easy!
Language/Focus: All languages  Level: All levels
Room: Salons 7-8
Presenter: Ayleem Betances, East High School - Memphis
Presider: Mary Kroeger, MLK Jr Academic Magnet School

This workshop is designed for teachers of students from novice to intermediate. The presenter will share effective strategies that allow teachers to design lessons based on cultural studies of a specific country with comprehensible input. The facilitator will discuss different strategies, including picture talk, movie talk and authentic music, that allow teachers to immerse students in the language while providing compelling input. Activities for extended learning, assessment design and high order thinking strategies that reinforce specific language structures will also be shared.

5) Aeneas, Everywhere.
Language/Focus: Latin  Level: All levels
Room: Salons 9-10
Presenter: Jenny Fields, Webb School of Knoxville
Presider: Ryan Sellers, Memphis University School

This presentation aims to give examples to teachers of the AP Latin curriculum ways to make the primary character from Vergil’s Aeneid relatable to today’s high school students. The talk will include examples from popular culture such as movies and music, literary influences, and meaningful connections to one’s own life.
4:25 – 5:15 Concurrent Sessions IV (continued)

6) Migration and Otherness in Second Language Acquisition
Language/Focus: All languages  Level: All levels
Room: Thoroughbred
Presenter: Chiedozi Uhuegbu, Vanderbilt University
Presenter: Melanie Forehand, Vanderbilt University

This session looks at second language learners (L2) as migrants since they cross linguistic borders of their first language to arrive at their target destination: the second language. By examining second language acquisition (SLA) concepts such as corrective feedback, I hope to unravel the socio-linguistic elements of Otherness as it pertains to migration. We will look at the role of corrective feedback (CF) and how it creates a distinct identity for the person to whom the feedback is given. This practice constructs the notion of difference between the native speaker and the language learner and ultimately calls on teachers to use more comprehensible and meaningful input and less focus on error correction to create an inclusive environment for all learners.

5:15– 6:15 Exhibitors’ Break
Room: Convention Center Lobby
Join us for an apéritif and meet our TFLTA Board candidates and Aliene Click Professional Development Scholarship recipients!

6:30 Awards Dinner
Rooms: Saddlebred / Highland / Morgan
Dinner Speaker: Juliana Osipia Cano — Conexión Américas
Presentation of 2019 TFLTA Awards; Joyce Ward Teacher of the Year Award;
Friends of Foreign Languages; Jacqueline Elliott Award; Hall of Fame

Saturday, November 9, 2019

7:30 Registration desk opens

7:30 – 8:15 Accolades Breakfast & Business Meeting
Rooms: Saddlebred / Highland / Morgan
Introduction of Board Candidates
Recognition of ACPD Scholarship Winners
Recognition of Outgoing Board Members
Recognition of Member Achievement

8:00 – 3:00 Exhibit Hall open

8:30 – 9:20 Concurrent Sessions V

1) Plenary Session: Cohesion from Kindergarten to College: K-16 Articulation Panel
Language/Focus: All languages  Level: All levels
Room: Salon 6
Presenters: Karen Sorenson (moderator) Austin Peay State University
Katherine Honea, Austin Peay State University; David Julseth, Belmont University
Dolly Young, The University of Tennessee; Raluca Negrisanu, East Tennessee State University

Get at least two cups of coffee in you then join us for this fast-paced discussion of K-16 articulation issues viewed from the college/university perspective. Panelists will address a range of member-submitted questions and issues related to the cohesion of language teaching and learning across a student’s 17-year arc from Kindergarten to college graduation. While this panel will give special attention to the transition to college-level language study, its content is designed to take into account K-12 World Language Standards and articulation matters specifically across post-secondary-level programs.
8:30 – 9:20 Concurrent Sessions V (continued)

2) So I Bought a Class Set of Novels. Now What?: Designing a Cultural Unit around a CI Novel
Language/Focus: In English w/ Spanish examples Level: Secondary
Room: Salons 7-8
Presenter: Erin Segroves, Girls Preparatory School
Presenter: Dara Rosenkrantz, Hume-Fogg Academic Magnet High School

There are many compelling and comprehensible novels available today, many of which are rich in authentic culture that teachers want to address as part of a formal unit. This session will explore how to “teach” a novel by using its themes and characters as a jumping-off point to engage students in authentic texts, music, film, and articles in order to generate meaningful interpersonal communication. We will also discuss ways to vary how the novel itself is presented in order to capture and maintain student interest.

3) French Is Fun! — Promoting Your Program through Engaging Activities Outside of Class
Language/Focus: All languages Level: Secondary
Room: Salons 9-10
Presenter: Catherine Childs, Briarcrest Christian High School
Presenter: Allison Nixon, Franklin High School

This session will explore predominantly outside-of-class activities that contribute to engaging students and promoting your French program around the school. These activities may be used for French club meetings, celebrating National French Week, French Honor Society projects, or advocating for your program with the goal of increasing enrollment numbers. Participants will leave with numerous ideas for ‘low-prep’ activities, and are encouraged to join the discussion and share their own ideas. Examples will be for French classes, but could be adapted to fit other language programs.

9:30 – 10:40 TFLTA ACCOLADES and KEYNOTE ADDRESS
Recognition of Joyce Ward Teacher of the Year
Keynote: Social Justice in the World Language Classroom — A Call to Action
Stacey Margarita Johnson, Ed.D. – Vanderbilt University
L.J. Randolph, Ed.D. – University of North Carolina - Wilmington
Rooms: Salon 6

The intersection of social justice and critical pedagogy within the field of world language education has gained a lot of traction over the past several years. What is not as clear, however, is how these theories play out in the day-to-day learning experiences of the language classroom. L.J. and Stacey will walk participants through how and why to include social justice as a goal in the language classroom. Through big ideas, practical examples, and resources for ongoing support, explore how to take small, thoughtful steps toward leading with heart in your classroom.

10:40 – 10:55 Exhibitors’ Break

10:55 – 11:45 Concurrent Sessions VI

1) Many Languages, One Classroom: Supporting Children in Diverse Settings
Language/Focus: All languages Level: All levels
Room: Salons 9-10
Presenter: Janine Zahuczky, Mt. Juliet High School
Presenter: Kurstin Bush, Nashville State Community College

As more schools serve increasingly diverse children from all backgrounds, and as more people realize the benefits of retaining second languages and cultures, what specific strategies can be used to support dual language learners? What family dynamics are ideal? Which environmental support systems exist? We will explore strategies for fostering conversation and interaction with children who are dual language learners, as well as support traditional language students who strive to be more culturally aware.
10:55 – 11:45  Concurrent Sessions VI (continued)

2) The Power of a Pause: Mindfulness for Self-Care
Language/Focus: All languages  Level: All levels
Room: Salons 7-8
Presenter: Mary Agee, Mindfulness Consultant — University School of Nashville
Presider: Joy Victoria, Montgomery Bell Academy

This session will be a mindfulness-based opportunity to enjoy some guided self-care. What can happen when we take the time to slow down, gather with a like-minded community and rise into the next breath with awareness and intention?

We will gather in a circle and practice mindfulness together, as we create a collective understanding of this very popular topic of mindfulness in education. This experiential session will offer insight while allowing for conversations with colleagues through deep listening practices that build bridges of empathy and connection. While we will have a conversation about what mindfulness can look like in a classroom, this session is focused more on self-care and direct experience than imparting content.

3) Does Latin Teacher Training Have a Future Tense?
Language/Focus: Latin  Level: All levels
Room: Appaloosa
Presenter: Dr. Kenneth Kitchell, University of Massachusetts (Emeritus)
Presider: Chris Craig, The University of Tennessee - Knoxville

This illustrated talk will trace the history of the training of Latin teachers in America, stressing what forces have shaped it. It will then discuss the future of our field and threats to it as these influence this training. Will the field be sufficiently viable and unified to guarantee that these hypothetical future teachers have students to teach? Is, in fact, the pipeline in danger of going dry? Some suggestions for future action will be suggested which might help in this regard.

4) How and Why University Faculty Should Incorporate ACTFL Standards in Their Classes
Language/Focus: All languages  Level: Post-Secondary
Room: Thoroughbred
Presenter: Erika Stevens, Walters State Community College
Presider: Raluca Negrisanu, East Tennessee State University

Research has found that very few higher education faculty members incorporate ACTFL standards in the classes that they teach. These standards can be helpful in improving the WL programs in higher education. They can also help prevent the disconnect that tends to happen between the high school programs and the higher education WL programs. Not only will you learn why you should incorporate these standards into your existing program, but you will also learn how to do it. Each participant will leave with ideas for incorporating these into your class without adding a lot of extra work.

5) Relationships Matter — Lead with Heart in the World Language Classroom
Language/Focus: All languages  Level: All levels
Room: Arabian
Presenters: Anita Young and Pat Mulroy, Appalachia IU08
Presider: Nils Jaekel, The University of Tennessee - Knoxville

Being able to count on each other, starts with “hello”. The relationships we build with each other in the virtual community allow students to connect and learn. Using a strategic design, with COERLL and OER resources, we engage learners through interactions with teachers via Zoom and content that supports learning, anytime — anywhere. See how a virtual environment helps to build trustworthy relationships that lead to speaking in the target language and the joy of meeting new people and learning about new cultures.

6) Activate Your Students’ Proficiency Through Story Listening
Language/Focus: All languages - with Spanish examples  Level: All levels
Room: Salon 6
Presenter: Michelle Bertani, St. Nicholas School
Presider: Michael Bartus, Martin Luther King Jr. Academic Magnet School

Attendees will see a demonstration of Story Listening inspired by Dr. Beniko Mason and Dr. Stephen Krashen. They will also receive a list of resources to support this input-rich, low stress, low prep, budget friendly activity.
Concurrent Sessions VII

Opportunities for Professional Growth and Student Recognition in Tennessee
Participants in these sessions will learn of contests, scholarships, professional development opportunities available for teachers of their language or level in Tennessee. Sessions will be moderated by the Tennessee representatives or Tennessee-Chapter Presidents for national organizations.

1) Spanish teachers
Room: Salon 6
Moderator: Lisa Stone, Sevier County High School

2) French teachers
Room: Salons 9-10
Moderator: Teresa Floch, Middle College High School

3) Chinese teachers
Room: Arabian
Moderator: Ying Zhang, Montgomery Bell Academy

4) German teachers
Room: Appaloosa
Moderator: Richard Apgar, The University of the South

5) WL K-8 teachers
Room: Thoroughbred
Moderators: Pattie Davis-Wiley, The University of Tennessee
               Monica Frazier, Battle Ground Academy

6) Latin teachers
Room: Salons 7-8
Moderators: Ryan Sellers, Memphis University School

LUNCHEONS

AATF Luncheon       AATG Luncheon
Room: Morgan        Room: Franklin

AATSP Luncheon      TACT Luncheon
Room: Saddlebred / Highland Room: Clydesdale

TCA Luncheon
Room: Williamson

The Sensual Experience of the Graeco-Roman Sacrifice
Dr. Theodora Kopestonsky

Sacrifice in the Graeco-Roman world was one of the most important ways to establish a reciprocal relationship with the gods. References, remnants, and depictions of sacrifice are sprinkled throughout the archaeological, epigraphic, and literary record. The act, however, was more than just a ritual to be seen (or written about). Instead, the full sacrificial process from selecting and preparing a victim to the procession, slaughter and consumption was a full-body experience affecting all the senses of the participants. Brilliant colors, echoing sounds, vocalizations, tantalizing and repulsive scents, special meals, and the emotional journey, all led to a memorable and sensual event for both individuals and the greater community.

Don’t forget to share conference highlights @tfta | #tfta19
Concurrent Sessions VIII

1) Interpersonal Speaking, Not Interpersonal Copying
Language/Focus: All languages
Level: All levels
Room: Salon 6
Presenter: Meredith White, Peachtree Ridge High School
Presider: Meredith Peccolo, Webb School of Knoxville

In this session, Meredith will share some of her favorite high-leverage habits to get students speaking with purpose, not just going through a pre-determined, replicable conversation. As language teachers, we know the rest of the world doesn’t have the workbook script: come see strategies to get students communicating more authentically on a daily basis toward their performances over time and overall proficiency. All files will be available during the session and after. Come, learn, take, modify, use!

2) From the IEP/504 to the World Language Classroom: Strategies for Supporting Students with Disabilities
Language/Focus: All languages
Level: All levels
Room: Salons 9-10
Presenters: Julie Glosson and Cheyenne Staten, Union University
Presider: Janine Zahnuczyk, Mt. Juliet High School

In this session, we will provide strategies for accommodating and modifying for learners with ADD/ADHD, dyslexia, intellectual disabilities, and specific learning disabilities in the world language classroom. We will explore and demonstrate activities and methods that encourage inclusion in each and every classroom and will provide resources for attendees.

3) Teaching with Comprehensible Input in a Hybrid-Learning Classroom
Language/Focus: All languages
Level: Secondary
Room: Arabian
Presenter: Holly Coblenz, Renaissance High School
Presider: Elyse Petit, Vanderbilt University

Have you ever felt like a large part of technology is just trying to replace you as the educator? Have you been curious about some different tech activities, but feel overwhelmed at the options that are out there? If you have, this is the session for you! This is going to be an interactive session to experience some lessons that bridge the different (but complementary!) worlds of CI and edtech, so bring your laptop and get ready to get busy!

4) Prepare AP Chinese from Level One by Communicative Activities
Language/Focus: Chinese
Level: Secondary
Room: Thoroughbred
Presenter: Daimei Houston, Brentwood High School
Presider: Joan Li, Belmont University

This presentation will introduce how to prepare students for the AP Chinese Language and Culture Test beginning at a Level One class. It will describe briefly the curriculum used and will focus on how to build students’ listening, reading, typing and speaking skills through communicative activities.

5) “Help! My WL Program is Disappearing!”—A Call for Immediate Action
Language/Focus: All languages
Level: All levels
Room: Appaloosa
Presenters: Nils Jaekel & Pattie Davis-Wiley, The University of Tennessee — Knoxville
Presider: Erika Stevens, Walters State Community College

ACTFL’s Core Principles cannot be implemented if there are no WL classrooms. Recently published research studies (Foreign Language Annals, Modern Language Journal) and popular media (USA Today, The Chronicle of Higher Education) have documented the shocking decline in K-16 WL enrollments and the continuing demise of WL Teacher Preparation programs across the U.S. This session will present the facts and stats about this phenomenon and challenge session participants to discuss what CAN be done to address this critical situation impacting all levels of WL Education.
1:35 – 2:25  Concurrent Sessions VIII (continued)

6) Lead with Song - The Heart’s in Your Voice
Language/Focus:  French  Level: All levels
Room:  Salons 7-8
Presenters:  Bob Peckham, The University of Tennessee – Martin (Emeritus); Mike Ledgerwood, Samford University; Jason Davenport, Germantown Middle School; Karen Sorenson, Austin Peay State University
Presider:  Ashlee Headrick, Battle Ground Academy

This session will convince teachers that singing French-language songs can play powerful roles in students' acquisition of the language. It can also be an effective vehicle of Francophone cultures. We will lay out the relevant research, as we present a sing-along program of North-American French-language songs. We are “Au Coeur du Vent”, with collective experience in local to international conference venues, and individual experience as club, concert, festival, radio, television and recording artists.

2:35 – 3:25  Concurrent Sessions IX

1) Teachers as Librarians: guide your students to become Independent readers
Language/Focus:  All languages  Level: All levels
Room:  Salon 6
Presenter:  Cécile Lainé
Presider:  Teresa Floch, Middle College High School

You have stocked your classroom library with all kinds of interesting reading materials but you can’t just tell your students: “Now go and read!” This session offers concrete strategies to help your students browse, select, get hooked on books, and most importantly read independently in the target language.

2) Motivating the Less Than Motivated Student
Language/Focus:  All languages  Level: Secondary & Post-Secondary
Room:  Arabian
Presenter:  Lindsay Helms, The University of Memphis
Presider:  Jules Harris, Halls High School

This presentation will offer teachers of post-secondary as well as secondary education strategies on how to motivate their students in the classroom. Many students are taking a language simply to fulfill a requirement and lack interest in the subject. Their lack of motivation can have a negative impact on their language acquisition. The presentation, with examples in Spanish, will include ways to support students in their discovery of language and will focus on ways to make language relatable regardless of their career goals, relying on teaching language for specific purposes (LSP). Teachers will leave with a tool box of techniques to make language more interesting and contextualized for their students.

3) Yes, and...! How improv comedy know-how can make your language classroom more engaging and student-centered
Language/Focus:  All languages  Level: All levels
Room:  Salons 9-10
Presenter:  Emily Valdés, Language South
Presider:  Beckie Gibson, Battle Ground Academy

In this session, Emily will share some skills inspired by her experiences in the Improv Chattanooga Improv troupe. You will be able to take these tricks and put them to work in your language classroom! Whether you love the spotlight, or the idea of a stage gives you the cold sweats, the concepts that keep audiences laughing can help you engage students with the target language! This session is ideal for teachers who already incorporate stories into their classes (though all are welcome)
Concurrent Sessions IX (continued)

4) Authentic materials and Culture in the WL classroom

Language/Focus: All languages – examples in Spanish    Level: All levels
Room: Salons 7-8
Presenters: Javiera Navarrete, University of Memphis & Immaculate Conception Cathedral School
           Catherine Adams, Hutchinson School
           José L. Franco, Ridgeway High School
Presider: Christina Amézquita, Glendale Spanish Immersion School

Teaching culture through CULTURE. Students will be working with authentic materials then they will be able to learn culture and eliminate stereotypes. Our model removes the teacher as the “cultural authority” and is based on active learning, increasing motivation/engagement and promoting real intercultural awareness (understanding/competence). Our goal is to avoid unsuccessful models for teaching culture such as The 4 F Approach: Folk dances, festivals, fairs and foods or the Frankenstein Approach: A taco from here, a flamenco dancer from there, a bullfight from there.

5) Languagepanda.org: A Website for Teaching, Mentoring, and Community Building

Language/Focus: All languages    Level: All levels
Room: Thoroughbred
Presenters: Melanie Forehand, Patrick Murphy
           and Nathalie Dieu-Porter, Vanderbilt University

Using our language center’s language-pedagogy website LanguagePanda.org as an example, this presentation will discuss how to use a large-scale digital project as a means for teaching language learners, professionalizing graduate students, creating teaching community, and modeling accessibility.

6) Preparing for Success on the World Language and Latin AP Exams

Language/Focus: All levels    Level: Secondary
Room: Appaloosa
Presenters: Michael Bartus, Martin Luther King Jr. Academic Magnet School
           Maria Marable, Martin Luther King Jr. Academic Magnet School
           Lili Cai, Martin Luther King Jr. Academic Magnet School
           Anne Montezuma-Baker, Martin Luther King Jr. Academic Magnet School
           Jane Weaver, Martin Luther King Jr. Academic Magnet School
Presider: Patsy Lanigan, Montgomery Bell Academy

Presenters will provide session participants information about the AP World Language Exams and the AP Latin exam. We will discuss the format of the AP Exam, scoring guidelines, and strategies for success. Examples will be provided in French, German, Latin, Mandarin Chinese, and Spanish. Teachers new to AP and experienced teachers are welcome.

3:40 – 4:10  Closing Assembly with Election Results and Exhibitors’ Raffle
Room: Salon 6

4:10 – 4:40  TFLTA Board Meeting (by invitation only)
Room: Salons 9-10

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Joyce Ward Teacher of the Year Award 2019

Jane Weaver

Jane Weaver is often described as an amazing teacher and unparalleled professional. Mrs. Weaver is the Chair of the World Languages Department at Martin Luther King Jr. Magnet School where she also teaches all of the French classes from 7th grade through AP French Language and Culture. Her students describe her as organized with all classes being interesting and positive. Jane is a very passionate, dedicated, and skilled educator. She goes above and beyond for her students and for other world language teachers.

Professionally, Jane Weaver supports World Language study at the Metro Nashville Schools level, at the state level, and especially in her own high school. She has served on the Foreign Language Standards Committee, nationally she has graded the Advanced Placement Exam, and she has served on the Metro Schools World Language Council since its inception. In addition, Mrs. Weaver has provided Professional Development Activities for Metro Nashville Public Schools. She has presented sessions at the TFLTA Conference as well as serving on the TFLTA Board of Directors. Within MLK she served on the National Blue Ribbon Application Committee and the SCORE prize team. Mrs. Weaver completed her Master of Arts in 2004 and earned National Board Certification in 2014. Although she maintains a professional expertise and presence, it is her work in the classroom that sets her apart.

Jane Weaver may first meet her students as early as seventh grade, thus becoming a part of their entire high school experience. Her students literally grow up with her throughout high school as they pursue their study of French and this relationship allows her to know her students well and truly become a mentor in their lives. According to one student, Jane truly creates magic in his classroom. He describes her as a “rare teacher” who does more than teach but also presents French in a manner to “invigorate interest” in the language and the culture. Further, he admits that he only took French initially because his friends were also taking the course. Today, he cannot say enough about how much his study of French and Mrs. Weaver’s class has changed his life. Another student praises Mrs. Weaver for her organization and obvious attention to each class no matter the level. However, to this young lady the atmosphere in the class was also very important. According to her, Madame Weaver creates a comfortable and positive environment which allows all students to do their best in French as well as enjoying such a positive experience during the academic day.

TFLTA is honored to present Jane Weaver as our 2019 State Teacher of the Year.

About Joyce Ward: A long-time teacher of Latin at the Harpeth Hall School in Nashville, she regularly took her students to Junior Classical League local, state, and national contests, in all of which her students distinguished themselves. She was an active learner throughout her career, keeping her teaching style fresh and innovative. She loved to take her students overseas to visit Rome, Greece, and Egypt. She served as President of the Tennessee Classical Association and of the Tennessee Foreign Language Teaching Association. Her reputation as one of Tennessee’s best is a lasting testament to her love of teaching and her dedication to her discipline.
Jacqueline Elliott Award for Service in Higher Education 2019

Dr. David Sick

The TFLTA Jacqueline Elliott Award is presented annually to a foreign language educator at the post-secondary level for outstanding service to the profession. The award is named in honor of Jacqueline Elliott, the first recipient of this honor. This year’s recipient, Dr. David Sick is a remarkable Latin and Greek professor at Rhodes College, as well as a role model of a life-long learner.

The breadth and depth of his career is almost limitless. His Department Chairperson states, “Throughout his career, he has researched and published 16 peer reviewed articles in 22 years, numerous book reviews, conference papers on a wide range of subject matters.” She also notes and emphasizes his dedication, discipline, innovative teaching style, scholarship and connections to his students. Another colleague, notes that, “Professor Sick has had a nationwide impact on the teaching of classics,” and has served in various capacities of service to national classical honor societies, as well as contributing to the Greek and Roman Studies program at Rhodes, which he chaired from 2009 – 11, 2012 – 2017.

Dr. Sick’s students describe him as, “fun, enthusiastic and inspiring!” “There is no topic that he won’t discuss, no question he won’t answer, though the answer may come with an armload of books!”

Besides the ancient languages of Latin, Greek, Sanskrit and Old Iranian, Dr. Sick also has reading knowledge in the modern languages of French, German and Italian. For his scholarly contributions, esteemed colleague and professor, David Sick is truly a classic himself!

About Jacqueline Elliott: On April 30, 2003, TFLTA lost one of its founders, Madame Jacqueline Elliott. Her life was testimony to her belief that effective communication can peacefully bond people of different cultures, religions and backgrounds. After serving her country in the French Resistance during WWII, she married an American soldier and made this country her home. As a co-founder of TFLTA over 40 years ago, she set the stage to continue to promote and to advocate for foreign language education in the state, and to provide assistance and resources to those teaching foreign languages at all levels. Her smile always radiated encouragement. Her laughter sparked adventure. Her kindness touched us all.
Friends of Foreign Languages

Sister Cities of Nashville

The mission of Sister Cities of Nashville is to foster cultural understanding, mutual respect, tolerance and peace — one individual, one community at a time. It is an active volunteer organization connecting Nashvillians with friends around the world through cultural exchange and community partnership.

Through Sister Cities of Nashville, hundreds of global citizens annually get to see and experience Nashville and to meet Nashvillians, and Nashvillians of all ages and walks of life get the chance to visit foreign countries and experience their cultures. This promotes a better appreciation of who Americans really are and helps to overcome stereotypes and hostilities caused by policy disagreement between our nations. In this way, Sister Cities of Nashville helps to promote world peace.

Heather Cunningham has served as Executive Director of Sister Cities of Nashville for 11 years. Under her leadership, hundreds of Nashville teens, college students and their families have participated in the Student Ambassador Program, either hosting an international student or traveling on an educational exchange. She also established the Youth Advisory Board in 2010, giving Nashville area high school students leadership and volunteer opportunities as they also work to expand their global mindset.

TFLTA is pleased to bestow this award on an organization that is focused on building bridges and opening conversations about what it means to live in community with one another.
TFLTA Exhibitors 2019

AATF (American Association of Teachers of French)
Contacts: Suzanne Lange & Teresa Floch
Email: suzannel@wcs.edu
Website: https://www.aatf.org

AATSP (American Association of Teachers of Spanish and Portuguese)
Representative: Kelly Scheetz
Email: kscheetz.SHH@aatsp.org
Website: http://www.aatsp.org/

ACL (American Classical League)
Contact: Sherwin Little
Email: littles@acliclassics.org
Website: https://www.acliclassics.org/

Cécile Lainé
cecilelafine@gmail.com

EMC
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Email: josby@carnegielearning.com

ETSU Literature and Language
Contact: Raluca Negrisanu
Phone: 423-439-4339
Email: negrisanu@etsu.edu

MTSU / World Languages
Contact: Roger Pieroni
Phone: 615-898-2982
Email: Roger.Pieroni@mtsu.edu
Website: https://www.mtsu.edu/worldlang/

Language and Friendship
Contact: Rachel Aldrich
Email: conferences@languageandfriendship.com

LTI / Exclusive Licensee of ACTFL Assessments
Contact: Sandra Rodriguez
Email: sfrodriquez@languagetesting.com
Phone: 800-486-8444
Website: https://www.languagetesting.com/

The Llama House
Representative: Sandra Obando de Ring
Phone: 253-777-9259
Email: sandra_ring2262@hotmail.com

The Stories First Foundation
Contact: Claire Walter
Email: cnwalter@outlook.com
Website: https://storiesfirst.org/

Vista Higher Learning
Contact: Bella Moore
Email: bmoore@vistahigherlearning.com
Website: https://vistahigherlearning.com/

Yabla
Contact: Haner Pimental
Email: hansen@yabla.com

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Murfreesboro, TN 37132
(615) 898-2981
forlang@mtsu.edu
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These organizations have subsidized the taxes and service fees for the lunches so that we have not had to increase our meal prices the past few years.

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**Announcing the Ken Stewart Future Language Educator Scholarship**

This $1,000 scholarship is intended for a high school senior who plans on a career as a world language educator. The scholarship is sponsored by Ken Stewart, Spanish teacher, former SCOLT Board member and 2006 ACTFL National Language Teacher of the Year.

**Applications are due January 31, 2020**

Visit the SCOLT website for the application and details: www.scolt.org

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**2020 Regional Mini-Conferences**

TFLTA will be offering two mini-conferences in East and West Tennessee in 2020.

Please visit www.tflta.org for more information in January.

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TFLTA

Tennessee Foreign Language Teaching Association