

## 2019 TFLTA Workshop Descriptions

### **Title: *Build Your Own Breakout***

Presenter: Paige Moffett, Language South

Language: English

For all languages & levels

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.

### **Title: *Transform Your Vocab Heavy Textbook Units to Proficiency-driven Cultural Units***

Presenter: Cécile Lainé

Language: English

For all languages & levels

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?

Upon exploring what makes a unit compelling, we will use the Backward Design process to 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.

### **Title: *Multimodal Texts in the Classroom-Learning by Design for Teaching and Assessment***

Presenters: Elyse Petit, PhD & Megan McGinley, doctoral candidate – Vanderbilt University – Department of French and Italian

Language: English

For all languages & levels

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.

**Title: *Collaboration and Game-Oriented Play for Language Acquisition***

Presenter: Stephanie Knight, University of Oregon - Center for Applied Second Language Studies

Language: English

For all languages and levels

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.

**Title: *Increase Your Input to Increase Your Output***

Presenter: Paul Jennemann, Shelby County Schools

Language of Presentation: Spanish

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.

**Title: *Qu'est-ce que ça veut dire, être français (e) en 2019?***

Presenters: Ashlee Headrick & Betsy Taylor, Battle Ground Academy

Language of Presentation: French

For all levels of French teaching

Public: Professeurs de tous les niveaux- collège, lycée, et université

Lors de notre exploration du thème de la conférence de TFLTA pour 2019, "Learn a Language, Lead with Heart," nous considérerons un aspect essentiel des études de la langue française -- l'identité française contemporaine. Nous avons posé la question "Qu'est-ce que ça veut dire, être français (e) en 2019?" aux français et aux françaises, et nous avons aussi considéré l'identité française exprimée dans des textes et contextes variés. L'atelier propose l'occasion de lire et d'entendre ces perspectives différentes, et il propose également des activités à faire avec vos apprenants de tout niveau du collège-débutant jusqu'au niveau AP, avec des feuilles imprimées que vous pouvez utiliser en classe.