



**Tennessee Foreign Language Teaching Association
West Regional Mini-Conference**

**Saturday, March 25, 2017
Rhodes College**

Enter campus at the Bailey Lane Entrance at the intersection of University Street and Snowden Avenue. Park in the lot behind Burrow Hall and follow signs to Buckman Hall for registration, breakfast, and the plenary session. All other conference activities will take place in Palmer Hall.

7:30-8:20am
Registration and Breakfast, Buckman Lobby,
1st Floor Buckman Hall

8:30-9:30am
Plenary Session
Blount Auditorium, 1st Floor Buckman Hall

Welcome and Announcements

Eric Henager, Rhodes College

Keynote Address

Felix Kronenberg, Rhodes College

“Fads, Failures, and Fantastic Feats: Chasing the Holy Grail of Language Learning Technology”

Dr. Felix Kronenberg is an Associate Professor of Modern Languages and Literatures and the Director of the Language Learning Center at Rhodes.

His research and professional interests include physical, virtual, and hybrid learning spaces: classroom and informal learning space design, language center design, digital storytelling, computer simulations/games and L2 acquisition, and blended learning.

Dr. Kronenberg is currently the President-Elect of the International Association for Language Learning Technology and an advisory board member of the Learning Spaces Collaboratory. He has served as the president of the SouthWest Association for Language Learning Technology, has been a fellow for the National Institute for Technology in Liberal Education, has been a learning spaces and language center design consultant for various colleges and universities and a keynote and plenary speaker at state, regional, national and international conferences.

Professional homepage: <http://felixkronenberg.com/>

9:40-10:30 am Concurrent Sessions I

- 1. Introduction to the IPA**
Mary Reed, St. George's Independent School
General with examples in Spanish and French

Language Learning Center, Palmer 102

Are you looking for a new way to assess your students based on ACTFL standards? This session will teach the basics of the Integrated Performance Assessment. The IPA integrates reading, writing, speaking and listening across all modes of communication and are scored using rubrics. This session will answer questions like; what is an IPA? Why should I use them in my classroom? How do I create an IPA? Participants will also leave with at least one example IPA.

- 2. The Cross-Curricular World Language Classroom**
Kenna Chelsoi and Alejandra Lejwa, Hutchison School
General with examples in Spanish and Chinese

Palmer 205

The recipients of the 2014 ACTFL Melba Woodruff Award for Exemplary Elementary Foreign Language Program will describe and demonstrate a successful way to implement a cross-curricular program. Teacher will share lesson plans, sample activities and assessments, as well as student's work for a Spanish-Science curricular connection.

- 3. Leading Communication in the Classroom**
César Salazar, Glenda Akers, and María Evans, Hutchison School
General with examples in Spanish

Palmer 207

This presentation demonstrates strategies to enhance Middle and High school students' proficiency in Spanish. It will focus on the following key

concepts: 1) teacher skills, 2) learning communicative strategies, 3) resources in the classroom, and 4) the use of ACTFL proficiency levels. Participants will complete a self-reflection of these skills and will be invited to share with the audience. Then presenters will highlight engaging strategies using authentic materials for daily activities that teachers can use to help students connect with the language in an active and meaningful way. This session will conclude with the use of proficiency levels in our school to improve learners' competencies.

4. Cultural Literacy Instruction in French and Latin
Trey Suddarth and Rebecca Keel, Memphis University School
Latin and French

Palmer 210

The presenters will demonstrate how they engage students with lists of cultural information each day in a way that is relevant to our own times. Presenters will discuss phrases, abbreviations, medical terminology, and mythology/literary references and give examples for how to implement corresponding activities in the classroom.

5. Teaching Languages with a Purpose to Diverse Students
Diana Ruggiero, Joy Heath, and Teresa Montano, University of Memphis
Spanish

Palmer 208

This session focuses on designing courses and lessons in medical or other professional languages. It is aimed for heritage and all language learners through the use of can-do statements. Specifically, participants will learn the importance of language for specific purposes at all levels and the implementation of service-learning opportunities in the Memphis area. Participants will receive a variety of activities aimed at teaching a foreign language within a meaningful context such as in the healthcare field.

- 6. *Pfefferhausen: A Virtual City for Language Learners***
Wonneken Wanske, Rhodes College
General with examples in German

Palmer 206

Willkommen in Pfefferhausen! Pfefferhausen is a virtual community of foreign language learners. For the past two years, the Rhodes College German program has successfully used a hybrid language learning format across the curriculum to stimulate students' engagement with German in and beyond the classroom. This presentation will give participants high tech, low tech, and no tech tips and tools to integrate hybrid language learning into their curriculum.

10:30-10:40 am

Coffee Break, Hardie Lobby, 2nd Floor Palmer Hall

10:40-11:30 am

Concurrent Sessions II

- 1. *Have No Fear, The (Language) Coach is Here!***
Mary Wadley, Jackson State Community College
General with examples in Spanish

Language Learning Center, Palmer 102

Participants will learn how Jackson State Community College requires 30 minutes weekly of live coaching sessions with native speakers in Guatemala to engage beginning students of Spanish in active conversations to promote improved proficiency. Samples of recorded coaching sessions will be used to demonstrate how synchronous technology supported by Adobeconnect allows groups of up to four students at a time to engage in live "coaching." Even novice language learners make progress towards proficiency while learning about cultural differences as they apply the skills that are being taught in the classroom. For online students, the live coaching option is critical to improved pronunciation and oral fluency since all other content is presented through an asynchronous platform.

2. Assessing Oral Proficiency at All Levels
Alejandra Lejwa, Hutchison School
General with examples in Spanish

Palmer 205

There is an important distinction between assessing performance and assessing proficiency. In this session, the presenter explains the main differences between both types of assessments and shares different ways to evaluate proficiency from elementary to AP level courses. Student samples are in Spanish. Presenter is an OPI certified tester and follows ACTFL Oral Proficiency Guidelines.

3. Incorporating Culture in Foreign Language Class
Hong Lin and Lynn Tian, Hutchison School
Chinese

Palmer 207

Teaching culture from the beginning level is a challenge in every language class. In this session presenters will demonstrate how to incorporate culture in language classes in levels from Early Childhood to AP. Many sample activities used in the classroom will be provided. This presentation will be conducted in English with samples in Chinese.

4. No Heritage Speaker Left Behind
Catherine Adams, Teresa Montano, and Carolina Quintana,
University of Memphis
Spanish

Palmer 210

Do you have a blended presence of students in your classroom? Second language learners and Spanish heritage speakers too? This presentation will explore some of the challenges that teachers face in the classroom with a diverse audience. In addition, during this session we will provide some examples of engaging activities that can be implemented in the classroom to make sure none of your heritage speakers are left behind.

- 5. Communicative Activities for Higher Speaking Proficiency**
Tammy Williamson and Sharon Grele, Collierville High School
General with examples in Spanish

Palmer 208

This session will offer ideas to get your students talking at a higher proficiency level. The ACTFL proficiency targets will be explained and a variety of activities will be presented. There will be activities for all levels of foreign languages, from beginners to advanced. Teachers of any spoken foreign language will find something to use in their classroom.

11:30am-12:20pm

Lunch, Hardie Auditorium, 2nd Floor Palmer Hall

12:30-1:20pm

Concurrent Sessions III

- 1. Using Non-Serious Games in a Serious Way**
Federico Gómez Uroz, Christian Brothers University
General with examples in Spanish

Language Learning Center, Palmer 102

Card and board games have a great potential in the learning of foreign languages; from promoting interaction in the target language to creating opportunities for spontaneous composition prompts, games can be used to achieve learning goals. This session introduces a series of games with multiple uses in the language classroom and addresses how to include games in both course design and lesson plans in order to reap the benefits of these devices for language learning.

2. From Mechanical to Communicative: Keeping the Sequence Towards Proficiency

Rosa Carter, Hutchison School

General with examples in Spanish

Palmer 205

Developing speaking skills requires a thoughtful sequencing of activities in each lesson plan. Moving students from practicing the language from mechanical to meaningful to communicative helps them develop extended discourse and higher proficiency levels. In this session, presenter will share successful activities for any language level course. Presenter will also demonstrate how to modify and adapt activities to different content and structures. Session is open to all languages. Student examples will be in Spanish.

3. Promoting Students' Intercultural Competence through Telecollaborative Partnerships

Julián Guzmán and Joshua Cox, University of Memphis

General with examples in Spanish

Palmer 207

Integrating culture in our classes and not being misled by overgeneralizations is usually challenging. How can we raise awareness in our classrooms about these stereotypes? We propose a series of strategies to teach culture through telecollaboration, that is, online communication between students in our classes and students in different countries. We will present examples of how we can enhance students' intercultural competence through both synchronous (e.g., videoconferencing, chat) and asynchronous (e.g., blogs) tools.

4. Round-table Discussion for AP Spanish Language and AP Spanish Literature Teachers

Alejandra Lejwa, Hutchison School
Spanish

Palmer 210

This session provides an opportunity to bring AP Spanish teachers together to share ideas and resources, to present challenges and to offer solutions through informal conversation and active collaboration. New and experienced AP Spanish teachers are encouraged to attend.

5. Colloquium Latinum

Ryan Sellers, Memphis University School
Latin

Palmer 208

All Latin teachers are invited to attend this open discussion session. Potential topics of conversation may include Latin textbooks, the National Latin Exam, the AP Latin program, the CAMWS Latin Translation Contest, the Tennessee Junior Classical League State Convention, or any other areas of academic or pedagogical interest.

THANK YOU!

TFLTA first thanks our presenters who on top of the excellent work they do in their schools generously offer to work some more to share it with us, their regional colleagues. We thank Rhodes College for hosting this year's mini-conference. Our special thanks to the Department of Modern Languages and Literatures who sponsored breakfast, to the Office of Admission for folders and materials, and to the Office of Communications and the Events Office for logistical support. Finally, we send an enormous thank you to Christy Waldkirch, MLL Departmental Assistant, for her coordination of essential conference details.

2017 Program Committee

Ryan Sellers, Will Thompson, Eric Henager