Session Schedule

Friday | January 29, 2016

8:30-11:30 AM  AWLA Executive Council Meeting  TBA
12:00-6:00 PM  Registration Open  TBA
1:00-6:00 PM  Exhibits Open  TBA

Pre-Conference Workshops
1:00-3:50

Technology: Mobile Apps for the Classroom
Presenter: Kristy Britt, The University of South Alabama
Mobile apps can be an effective tool for classroom management. In this workshop attendees will gain hands-on experience with several free/inexpensive tools including automatic grading of quizzes, information gathering, attendance recording, classroom messaging. For a hands-on experience, participants should bring their own mobile devices, but this is not a requirement. Participants are encouraged to bring digital copies of the following: a class roster, an objective quiz of no more than 30 points, and a syllabus or other informational course document.

AP: AP Ratings From the Viewpoint of an AP Rater
Presenter: Sandrine Hope, The University of Alabama
This session will revolve around my experience as a rater of the French AP test. I will use some materials provided for my training as a rater, as well as my experience rating. This session will focus on the Email task, however the knowledge gained here will be transferable to the other tasks. Teachers who assist should bring writing samples from their students of the E-mail task from 2015.

General Interest: Teaching Grammar Communicatively One Piece of the Paradigm at a Time
Presenters: Sue Barry, Auburn University, Sara Ahnell, Opelika High School and Mary Crouch, Auburn University
Are you satisfied with your grammar lessons? Would you like to try a different approach? We'll share theory and research-based examples for communicative grammar instruction. Our lessons help students internalize a rule driven system utilizing focused grammar input and forced output. We intersperse folktales to reenter and emphasize grammatical structures. Participants will leave with lessons for a complete paradigm and three folktale lessons. All samples are in Spanish and French.

ACLTA: How to Prepare Students for a Global Society Pre-workshop Sessions:
1. New Chinese Language Teachers’ Round Table
2. Chinese Language and Cultural Activities

General Interest: E-Portfolios And Formative Assessment: Creating Autonomous Language Leaners
Presenter: Nicholas Gossett, The University Of South Alabama
In The Proficiency-Based Classroom, On-Going Formative Assessment Is Imperative. One Of The Best Ways To Do This Is Through The Use Of E-Portfolios. This Workshop Will Introduce Linguafolio, An E-Portfolio Developed At The University Of Oregon And Utilizing Can-Do Statements Created By Ncssfl. Participants Will Create Tasks And See How To Use Their Curriculum To Incorporate E-Portfolios In Their Classes And Offer On-Going Formative Assessment To Their Students While Also Making Them More Autonomous Learners.
Round One: Concurrent Sessions
4:00-4:50 PM

1. AATSP: Lead with Languages: Adding Leadership Development to Your Spanish Class
   Presenter: Sheri Spaine Long, Hispania Editor, AATSP
   To lead with languages, instructors need to be aware that they can easily integrate leadership development into their existing practices. This session will help Spanish language educators (secondary, higher education) integrate leadership and responsibility from the 21st Century Skills Map into their classroom practices and curricula. Examples of leadership integration strategies for introductory, intermediate, and advanced Spanish language will be presented, and participants will be challenged to develop a leadership activity for their own curriculum.

2. AATF: Quelle période, quelles caractéristiques? La civilisation dans les classes de français
   Presenter: Metka Zupancic, PHD, The University of Alabama
   Dans l'enseignement du français, les apprenant-e-s rencontrent souvent des notions historiques et culturelles difficiles à placer dans une perception temporelle et spatiale appropriée. Le plus souvent, ce n'est qu'au niveau universitaire que des cours spécifiques sont dédiés à l'étude de la civilisation. Quelles méthodes utiliser, pour améliorer la compréhension des grandes étapes de l'histoire française et des rapports qui existent entre les courants de pensée et les mouvements sociaux? Quels outils sélectionner pour assurer l'efficacité de l'enseignement?

3. General Interest: ¡A buscar! Spanish Class Scavenger Hunts
   Presenters: Johanna Alberich, Troy University, Rachel Fournier, Troy University and Kelly Suero, Troy University
   Are you looking for a different way to incorporate culture, vocabulary, and/or grammar into a lesson while getting your students out of their seats? Do you teach online and are interested in giving your students a different assignment? Try a scavenger hunt! In this session, three Spanish teachers will show you how to set up and execute scavenger hunts for all levels of language learners and in all classes—on and online.

4. General Interest: Brain Function, Language Acquisition and Tech
   Presenter: Whitney Painter, The Randolph School
   In this session you will be actively involved in research-supported, brain-processing language instruction. Not only that, you will be shown how to innovate with a multitude of tech applications, and be asked to apply the instruction to your own lessons. Participate in a paper-free class, and give feedback on your own experiences.

5. Technology: Is it Relevant? Pedagogies The Best Engage Digital Natives
   Presenter: Claire Mitchell, The University of Alabama
   This presentation focuses on the incorporation of learner-centered cultural projects using Pinterest, a social media platform rapidly growing in popularity. These interactive projects engage 21st century language learners in relevant ways through the exploration of diverse cultural perspectives via Web 2.0 technology. This session focuses on ready-to-use methodologies that can be applied to various levels of language learning in order to increase learners’ linguistic and cultural competence.

6. General Interest: Discovering and Uncovering: Using Strategic Cultural Games to Promote Learner Engagement
   Presenter: Sara Finney, The University of Alabama
   This interactive session focuses on the incorporation of strategic cultural games that foster real-world language use and learner autonomy. As students interact with a cultural scenario, they collaboratively solve problems associated with this context through meaningful dialogue and student-led interactions. This presentation provides sample game items and describes how to implement this pedagogy in the classroom. Participants will be invited to brainstorm additional ways to incorporate strategic play into their curriculum.

7. General Interest: Ideas to Foster Enthusiasm and Maintain Classroom Management
   Presenter: Linda Paragone, St. John Paul II Catholic High School, Intern Supervisor in the Department of Curriculum and Instruction, The University of Alabama in Huntsville
   New teachers enter the classroom prepared to implement ideas and skills that have been presented in their teacher certification programs. Their student teaching experience exposed them to a certain style of teaching on a schedule that may not match the one where they are now working. However, the enthusiasm, drive and dedication that they bring to the classroom should be cherished and nurtured. AWLA is eager to provide some professional development that will provide encouragement to deal with the reality of teaching without losing that excitement of having their own classroom. In this session, attendees will hear ideas about presenting the Course of Study, engaging students,
motivating students and maintaining classroom management. K-12 Teachers with 0-3 years’ experience; others welcome too! Presented in English.

8. AATF: Court métrages, the efficient activities in the classroom
Presenter: Sandrine Hope, The University of Alabama and Krista Chambless, The University of Alabama at Birmingham
Les films sont une partie intégrale de la vie de nos étudiants, mais ils prennent trop de temps pour les visionner en classe. Et les courts métrages ? Ces versions condensées des longs métrages contiennent des histoires tout aussi intéressantes. Les courts métrages incorporent montrer la langue dans le contexte ainsi que de partager la culture du pays, sans sacrifier l’instruction et sans que l’attention des étudiants ne diminue drastiquement. Ils permettent même de développer des cours complets, intégrant grammaire, vocabulaire et culture. Cette présentation intégrera des courts métrages avec des idées d’activités à utiliser avec les apprenants de niveaux divers. En effet, même les débutants avec juste quelques semaines d’instruction peuvent profiter des courts métrages.

9. AATG: Path to Proficiency: Using learning targets and proficiency-based assessments
Presenters: Laura Buder, Vestavia Hills City School and Serena Duncan, Vestavia Hills City Schools, Vestavia Hills
Description: In this presentation we will be discussing the use of learning targets, student self-assessments, in addition to proficiency-based assessments in the beginning levels of German. We will discuss strategies as well as challenges in creating and assessing learning targets, and will brainstorm ways to improve our teaching and student learning outcomes.

Round Two: Concurrent Sessions
5:00-5:50 PM

1. General Interest: Using Embedded Reading in the World Language Classroom
Presenter: Chris Eubanks, Hewitt-Trussville High School
This presentation will be centered around the principle of “Embedded Reading”. This name was coined by second language teachers Laurie Clarq from New York and Michele Whaley from Alaska to describe the use of a story that expands within itself through a series of versions that add details to each story in the series. This technique allows the student to acquire more language structures in a shorter amount of time with increased confidence in his or her reading ability.

2. AATSP: My Experiences in Spain and in the Classroom (Joanna B. Crane Scholarship 2014)
Presenter: Mary Crouch, Madison City Board of Education
This presentation will focus on the Joanna B. Crane scholarship’s potential for providing world language educators with opportunities to travel abroad to enrich their language experience and skills, and it will revolve around my personal and educational experience in Spain in July of 2014 and the authentic resources that such travel awarded me so that I could bring authentic cultural and linguistic resources into the classroom for the benefit of my students.

3. AATSP / SEALLT: Aprendiendo español con “mis vecinos”
Presenters: Laura Rojas-Arce, The University of Alabama and Laura Rubio, The University of Alabama
When we prepare our classes, we try to make them attractive to students. In this presentation we want to focus in the writing skills, in such a way that each student feels genuinely embedded in his learning process. By means of re-enacting the interactions and coexistence of a “community of neighbors”, we will experience the integration of the didactic aspect, through the use of proper in-context grammar, as well as the personal aspect by fostering integration and expressiveness.

4. AATG: “Generation Twitter – Microblogging as a Teaching Method in the German Classroom”
Presenter: Lea Stechno, The University of Alabama
The interactive and dynamic nature oft the internet opens up new opportunities for foreign language acquisition. Microblogging as a practice of posting brief entries on social-networking websites, such as Twitter, can be used in an outside of the classroom. In my presentation I will give an overview of the implementation of microblogging for intermediate to advanced learners of German. These examples will introduce outlines for context, length and specific language use of particular tweets as well as potential grading rubrics that can be used to asses them. Microblogging introduces a chance to reflect on a social network tool students use outside of the classroom on a daily basis and it also offers the opportunity to create a highly communicative and active learning environment in the classroom.
5. **AATSP: Motivation in the Spanish Foreign Language Classroom and Its Effects on Grades**  
Presenter: Alyssia Miller, The University of Alabama  
Success of students who learn a second language is an important topic in second language acquisition. One factor that may help or impede students is motivation. Therefore, this preliminary study investigates motivation in students who are taking an elementary, intermediate or advanced Spanish class. 90 students completed a survey about their own motivation. This survey includes background information and asks if this class is required or is an elective. There are two short answer questions used to extract more information about the students and to see if there is a particular reason that they chose to study Spanish. The final part of the survey includes questions in which students use a Likert scale to record their responses. The results show a correlation between grades and motivation, and the results were statistically significant. In future research, this study could be expanded to more students at all levels and to other foreign languages.

6. **AATF: Comptines en Classe**  
Presenter: Stacey Beth-Mackowiak Ayotte, The University of Montevallo  
French nursery rhymes can be a great resource in foreign language classes because they can be used to help teach pronunciation, vocabulary, culture, and grammar. This presentation will primarily focus on the implementation of French nursery rhymes to teach different aspects of grammar (verb forms and direct/indirect object pronoun use) and everyday vocabulary (alphabet, numbers, colors, animals). Some pre-listening and post-listening activities will be provided as well. Presented in French and English.

7. **AATSP: They won't talk to me! A Case for When Online Just Might Be More Effective**  
Presenter: Malinda Blair O’Leary, The University of Alabama at Birmingham  
This presentation will discuss rationale and benefits of moving a traditional in-class 300-level Business Spanish course into the wholly online environment. Presentation will also address the course’s recent certification by Quality Matters, a non-profit organization dedicated to quality assurance in online education.

8. **ACLT: A proposal for an Integrated Curriculum of Language for Specific Purposes**  
Presenter: Yahui Anita Huang, Birmingham-Southern College  
Politeness serves as a guiding principle of human verbal interaction. With regard to politeness, there is great cultural variability. This study provides the linguistic and philosophical background for advocating an interdisciplinary approach to Chinese for specific purposes curriculum that includes content regarding culture, politeness, and philosophy. The proposal focuses on teaching Chinese language and culture but would also be applicable to teaching other languages.

9. **ACA Using Grading Categories to More Clearly Communicate Progress: To communicate, disaggregate!**  
Presenter: Drew Lasater, Mountain Brook High School  
What is a grade? When we think about end-of-course grades, we think about a report for students, parents, college admissions officers, and other interested parties to find out how much of a given subject a student has learned. When it comes to reporting grades during the year, however, there is a problem with this. As Latin teachers know, taking Latin entails learning a vast array of things, covering topics as disparate as vocabulary, noun and verb forms, syntax, history, mythology, oratory, poetic criticism, and a hundred other things. How can one number possibly do a good job of communicating a student’s progress in all these different areas? The simple answer is that it doesn’t do a very good job. By combining all areas of learning into a single number, traditional grading can hide from a student what areas of Latin learning s/he is doing well in and which areas need work.

Based on the work of Tom Guskey, Tim Brown, and other education researchers, I have developed a standards-based grade reporting system that seeks to help students see where their areas of strength and weakness are, and use that information to help themselves in the learning process. In order to help students understand their progress in the different areas of learning in a Latin class, I have disaggregated their grades using grading categories based on course content areas: Vocabulary, Grammar, Reading & Translation, and Analysis & Culture. In this session, I will explain why I do this, how the grading system works, and give teachers time to discuss whether this approach might be something they would like to consider using themselves.

Opening Ceremony  
6:00-6:50
Chancellor Introduction | On your own for dinner
Saturday | January 30, 2016

Language Association Chapter Keynotes & Meetings

**AATSP**
7:00-8:30 AM  Desayuno Literario  
Keynote: TBA

**AATG**
7:30-9:30 AM  Frühstück & Chapter Meeting  
Keynote: Eckhard Kuhn-Osius

**AATF**
7:30 AM  Petit déjeuner  
8:00-8:20 AM  Reunión de chapitre  
8:20-8:30 AM  Intervention de Solène Vilchien,  
Attachée Culturelle Adjointe de l’Ambassade de France, Atlanta  
8:30-9:30 AM  Keynote: Julien Suaudeau  
Vivre avec la terreur: la France avant et après les attaques de 2015

**ACA**
8:00-8:30 AM  ACA: Chapter Meeting  
8:30-9:30 AM  Keynote: TBA

**ACLTA**
9:00-4:00 PM  How to Prepare Students for a Global Society: Applying Proficiency-Based Approaches  
To Chinese Language Teaching Day Two Workshops

**Exhibits Break**
9:30-10:00 AM

**Round Four: Concurrent Sessions**
10:00-10:50 AM

1. ACTFL TOY 2014: TBA  
Presenter: Linda Egnatz, ACTFL Teacher of the Year, 2014  
Via video conference

2. AATSP: Adding Authenticity (and Fun) to Audio Activities  
Presenters: Emily Montgomery, Westminster Christian Academy and Kelli Dodd, Ranburne High School  
How can we better prepare our students to hear and understand Spanish from the real world? In this workshop, you will walk through four audio activities created by the presenters from interviews recorded during studies abroad that you can use in your classroom with a variety of levels of Spanish. The methods used in designing these activities will also be shared allowing you to create authentic audio activities of your own for any foreign language.

3. AATF: English loanwords in French written texts and the attitude of the francophone readership  
Presenter: Antoinette Afriyie, The University of Alabama  
The ever-growing pervasiveness of English accompanying the globalization of science and technology, commerce and consumerist practices, sports and entertainment, arguably accounts for the prevalent use of English in mass media and in every-day communications even in communities where English is not widely spoken. English lexical items are being heavily exploited in French texts and advertisements targeting French speaking audiences. Employing a socio-linguistic approach and using questionnaire, this study examines the nature of English loan words in French written texts and advertisements and the attitudes of French speakers regarding the use of English in French. It argues that the perceived assumption of France being a language ‘protectionist’ country does not necessarily reflect the native
French speaker’s attitude today.

4. AATSP: Acoustic Examination of Spanish Vowels in Heritage Speakers from Texas
Presenter: Claudia B. Martinez, The University of Alabama
Adult heritage Spanish speakers, often referred to as early bilinguals, are considered to produce more native-like pronunciation than adult late bilinguals/L2 learners (Montrul, 2010; Polinsky and Kagan, 2007). Conversely, when Au, Knightly, Jun and Oh (2002) compared the production of Spanish voiced and voiceless stops in Spanish monolinguals, L2 Spanish learners and heritage speakers, they found that the heritage speakers exhibited some non-native phonological features in their pronunciation. Therefore, this study attempts to expand on the existing knowledge of the Spanish phonological features in heritage speakers by examining the vowel production of four heritage speakers born and raised in Texas, categorized by gender and age.

5. AATG: CEFR, ACTFL and German Language Assessment / Testing
Presenter: Rasma Lazda, The University of Alabama
CEFR, ACTFL and German Language Assessment / Testing
The better title of this presentation should better read “The ACTFL Proficiency Levels, the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL), the Common European Framework of Reference (CEFR), and CEFR testing (A1 – C2), and what it all means for us as instructors of German.” Since the arrival of the Common European Framework of Languages there exists some confusion on how the proficiency levels from across the Atlantic correspond. This presentation will provide background information, discuss similarities and differences and will explain the very specific tasks test takers have to fulfill in order to pass the various language test levels (A1 – C2) with a focus on the required linguistic, sociolinguistic, and pragmatic language competence in order to communicate for each level. The presenter is a certified A1 – C1 tester for German for the Goethe-Institut and will provide exercises on how to recognize German student skills, but also how to raise FLs student skills with specific tasks and exercises.

6. AATSP: Paired versus Non-Paired Experience: An Analysis of the Affects of Shared Study Abroad Experiences
Presenter: William Justin Morgan, The University of Alabama
This research attempts to differentiate and characterize the study abroad experience for students who studying Spanish abroad while living with a Costa Rican host family. Two groups were compared quantitatively by analyzing pre and post-test scores and qualitatively by completing a survey regarding their perception of their study abroad experiences. The participants were divided into groups based on whether or not they shared their homestay with another member of their group or not.

7. ACA: Becoming a Connected Educator
Presenter: Elizabeth Conner, Saint James School, Montgomery
Social Media can often be the bane of parents and educators, but there are a wealth of resources available online for teachers who wish to expand their own learning. Creating a Personal Learning Network (PLN) and connecting with other teachers and administrators around the globe can transform your own learning and teaching. This session will lead teachers and administrators through how to create a Twitter account, how to select an appropriate image, which users to follow, and decode some of the jargon. What exactly is a hashtag, and how can it help you find relevant content? Finally, we’ll cover some software tips and tricks that will help you make the best use of your time.

8. Technology: Tracking Attendance and Participation with iParticipate
Presenter: Ben Sigmon, The University of Alabama
If you rely heavily on class discussion or take attendance regularly, this session is for you. Traditionally, attendance and participation is tracked by hand, on paper, and then manually typed into a grade book. This process is time-consuming and error-prone. In this presentation, you will be shown an iPad app that makes attendance and participation easy and encourages students to attend class and participate in class discussions.

9. ACA: Visne ludum ludere? Vocabulatoy Games for the Language Classroom
Presenter: Raymond Congo, Bob Jones High School
Description: Vocabulary acquisition is one of the biggest obstacles for students of any language. It is through consistent exposure that learners begin to internalize vocabulary. In this session, a variety of vocabulary learning strategies and games will be showcased. A brief portion of the session will be in Latin to model CI instructional strategies, but all languages are welcome. Audience participation is encouraged.
Round Five: Concurrent Sessions
11:00-11:50 AM

1. General Interest: What Should Language Teachers and Students Know About Sociolinguistics?
Presenter: Alan Libert, University of Newcastle, Callaghan, Australia
Language teachers are expected to know their language well, and students are expected to learn their language well. However, languages do not exist in a cultural vacuum, and understanding a culture is crucial to being able to function in the language of that culture. One might go further and argue that teachers should, in addition, be familiar with some concepts of sociolinguistics. In this session such concepts will be presented and discussed.

2. General Interest: Creating a Test for the Beginning Learner Using the Communicative Language Teaching Approach
While many high schools and universities have adopted Communicative Language Teaching in language instruction, textbooks, however, provide grammar-centered tests, making it hard for teachers to completely implement CLT. French GTAs from the University of Alabama will discuss their methodology of creating a CLT-centered test; student outcomes; student feedback about the test; and, provide samples from their tests. Presentation is in English with supporting documents in French.

3. Technology: Creating Hypermedia Learning Materials With FLAn
Presenter Thom Thibeault, Samford University
This session introduces the hypermedia editor, FLAn (Foreign Language Annotator). With FLAn, instructors create materials that allow their students to read foreign language texts independently. Students click on unfamiliar words to access a translation, grammar explanation, culture notes, Web links or pronunciation recordings. FLAn can also import audio or video recordings. It allows links to online quizzes and activities created with Quia, Quizlet, or Hot Potatoes. FLAn works on Macs and PCs and is free.

4. AATF: “La Loi du marché:” a New Film for the French for Business Class
Presenter: Heather A. West, Samford University
In this session, the presenter will propose strategies for using the recent social drama “La Loi du marché” in the French for business class. One will observe the job search process through the steps of the unemployed protagonist, Thierry, who follows job leads, takes training courses, participates in an interview-coaching workshop with fellow job seekers at the unemployment office, and is interviewed via Skype, all in his attempt to reenter the workforce. The film will be used as a point of departure for practicing interviewing skills, networking, and salary negotiation.

5. AATF: The Algerian Memory and Fernandez’s Carnets d’Orient
Presenter Michael D. Picone, The University of Alabama
Beginning with initial military operations in 1830 leading directly to colonization, and ending with the dramatic events accompanying decolonization (1954-1962), the encounter between France and Algeria entailed more brutality, turmoil, demographic dislocation and scarring than did the relations between any other European power and African nation. Usually treated as a taboo topic in France, the trauma associated with the colonization and annexation of Algeria and with the Algerian War of independence has yet to be fully acknowledged and processed. It is akin to a repressed memory on a national scale. The celebrated French bande dessinée author Jacques Ferrandez, himself a returnee to France, has done his part to publicly air the Algerian trauma by authoring the magisterial, award-winning series titled Carnets d’Orient (ten volumes, 1987-2009, published by Casterman) spanning the entire period of French intervention in Algeria. French artistic fascination with Orientalism (exemplified by Delacroix, Ingres, Gérôme, Constant, etc.), provides the initial backdrop and is crystalized in the form of a romanticized, personal memory. This eventually leads to a jarring contrast with evolving civil strife in an unfolding drama that is both personal and epic. As such, Carnets d’Orient provided the perfect vehicle for the Musée de l’Armée (Paris) to orient and organize a grand retrospective on French involvement in Algeria (“Algérie 1830-1862, avec Jacques Ferrandez,” May 16 – July 29, 2012). This initiative provides a remarkable example of the utility of comic art in the illustration and exploration of dissonant memories linking romantic myth and traumatic reality. The result is both provocative and therapeutic. Though quite different in its underlying ideology, the Algerian struggle can also become more than just a traumatic memory when used to shed light on aspects of the current jihadist challenge. This presentation will be given in French.

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6. General Interest: Ready, Set, Blend!
Presenter: Lida Zlatic, Class Tracks
Many teachers are ready and willing to integrate technology into their lessons but may lack confidence and direction. This workshop aims to provide both by exploring models, sample lessons, resources, and solutions to common logistical problems. Concrete examples will be modeled and explained. Participants will be able to create their own innovative lesson with a hands-on approach. Attendees should bring own laptops or personal devices.

7. AATF: La crise de l'agriculture en France aujourd'hui
Presentation: Catherine Daniélou, The University of Alabama at Birmingham

8. General Interest: An Introduction to Using Socratic Seminars in AP and Upper-Level Language Courses
Presenters: Jessie Creech, Mountain Brook High School and Allison Price, Mountain Brook High School
This session is an introduction to using Socratic Seminars for students to explore texts and video in Advanced Placement and upper level language courses. Participants will be introduced to the Socratic Seminar, be exposed to its research-based merits, and participate in a simulation of the activity.

Presenter: Belita Faki, The University of Alabama at Birmingham
This session will examine what are the values that should guide global language instructors of all levels as they make decisions about how to conduct their classroom in the target language, what are the actions that should be taken and why they should be take? Please join Belita as she shares one of the hot national topics that was analyzed at this year’s 2015 Leadership Initiative for Language Learning (LILL) conferences at Ohio State with nationally recognized world language experts.

Exhibits Break
12:00-12:30 PM

LUNCHEON, AWARDS & KEYNOTE
12:30-1:30 PM    AWLA Awards Luncheon & Business Meeting    TBA
1:30-2:35 PM     AWLA Conference Keynote Address
                 Keynote Speaker: Dr. Tommy Bice    TBA

Round Six: Concurrent Sessions
2:45-3:35 PM

1. General Interest: Activities That Get Students Speaking in Class
Presenter: William Worden, The University of Alabama
This talk will focus on specific classroom activities that have proven successful in encouraging students to communicate in the target language. Though my language is Spanish, the examples I offer in the talk can be adapted to any language. Topics covered in the talk include: helping students feel comfortable in the target language; designing activities that allow practice of specific grammar and vocabulary topics; using the target language to keep students on task.

2. Arabic: Reading in Arabic Media
Presenter: Safa Elnaili, The University of Alabama
The study proposes tools and language techniques to help Arabic languages learners read and comprehend Arabic media texts.
3. General Interest: Differentiated Instruction in the Foreign Language Classroom
Presenters: Viktoria Harmes, The University of Alabama and Regina Range, The University of Alabama
In this workshop, participants will discuss possibilities to individualize and personalize their instruction in order to better meet the various learning needs, preferences and goals of their students. Ideas from a recent workshop at the Goethe-Institut in Boston will be presented. Examples will be in German, but the workshop is open to teachers of other languages as well.

4. Presenter: Mike Ledgerwood, Samford University
The Eurovision Song Contest is the world’s most watched entertainment event most Americans have never heard of. Every May as many as forty countries participate in what can be described as a combination of American Idol and the Olympics. ESC feted its 60th anniversary in 2016 as the world’s oldest televised singing event as well. The presenter will show songs in a variety of languages and describe how he uses them in his classes.

5. General Interest: Beyond the Textbook: Developing Materials to Enhance Lessons and Textbooks
Presenter: Mareen Fuchs, The University of Alabama
This presentation will show how to enhance any standard textbook or lesson with audio-visual materials and accompanying worksheets. It will demonstrate how to find audio and video that is appealing and appropriate for students yet also authentic and useful to introduce lessons and topics and to show cultural aspects of a language. By the end of this presentation attendees will leave with new ideas of how to go beyond the textbook and effectively incorporate audio-visual materials.

6. General Interest: The Seal of Biliteracy
Presenters: Lisa Garrison, Vestavia Hills City Schools and Sara Means, Vestavia Hills City Schools
In this session, we will discuss the ACTFL Seal of Biliteracy Program and how Vestavia Hills City Schools is working to implement this program in their school system. The Seal of Biliteracy is awarded by states or local school districts to recognize a student who has attained proficiency in English and one or more other world languages by high school graduation. The recognition of attaining biliteracy becomes part of the high school transcript and diploma for these students.

7. AATG: Catalysts for Conversation in German
Presenter: Thom Thibeault, Samford University
This session covers several ideas for activities designed to promote conversation in German. The activities use resources available on the Web as well as non-digital resources. The presenter will address how to promote conversation through competition, virtual danger, micro-vocabularies, and by establishing an emotional connection to the target language. Although the examples are in German, the ideas can be adapted for any other language so instructors of other languages will also benefit from this session.

8. AATSP: Globalization in the Spanish Classroom
Presenter: Lourdes Sánchez-López, The University of Alabama at Birmingham
The Constructive Cultural Unit (CCU) is an innovative framework for the study of intercultural competency. CCUs are designed around authentic cultural products such as films, literature, music and visual art. Learners develop higher-level critical thinking skills through research, active participation and engagement. Session will present rationale, step-by-step methodology and specific examples related to globalization in the Spanish-speaking world. Participants will learn how to develop and replicate cultural units in their own Spanish classes.

9. AATF: That’s so Pinteresting!
Presenter: April Stevens, The University of Alabama
This session will focus on how to incorporate the use of the visual social media platform Pinterest into the classroom at the high school and university level. Various examples of how to use Pinterest in the foreign language classroom will show educators the many possibilities Pinterest provides to work on all five C’s of language learning recommended by ACFTL (Communication, Cultures, Connections, Comparisons, Communities). The session will include an introduction to how to use the Pinterest platform, how to set up Pinterest for classroom use, and multiple examples of how to incorporate Pinterest into your curriculum.
Post-Conference Workshops
3:45-5:35 PM

AAFT: French Immersion Workshop
Presenter: Jennifer Lorentz, Altamont High School, Birmingham

AATSP: Lengua y Ritmos: La Diáspora Africana en Latinoamérica
Presenters: John Maddox, The University of Alabama at Birmingham and Daina Mason, Pinson Valley High School

From music to language to holidays, Africa has deeply impacted Latin America. This three-hour workshop, given entirely in Spanish, will inform high school teachers about the African Diaspora in Latin America and give them resources to teach on it. First, teachers will hear, during lecture and class discussion, the story of African people in the Americas from slavery to today. The introduction will treat recurring themes of oral culture, music, legendary heroes, racial and cultural mixture, religion, language, community building, and “invisibility” of Afrodescendants in traditional language courses. After discussion, teachers will play games and learn techniques to incorporate the African Diaspora into the Spanish language curriculum through authentic Spanish-language texts from a current high school teacher. Then, there will be a discussion of “hot button” issues that may emerge when teaching on the diaspora, including those related to race and religion. Lastly, teachers will discuss among themselves the best ways to bring the African Diaspora into their classrooms, from Spanish 1 to AP. Teachers will receive a list of recommendations for further study and ideas for course materials.

Technology: Tech Tools for Language Learning
Presenters: Raegan Lemmond, The University of Alabama, Stacey Powell, Auburn University and Whitney Painter, The Randolph School

presenter proposal desc: The internet is a wealth of resources. Join us in this workshop to explore various free resources on the World Wide Web that can be used to foster language learning. Participants will discuss, create, and evaluate learner-centered activities using these resources as both resources and production tools. In addition to learner-centered activities, we will also discuss resources useful for teachers. For a hands-on experience, participants should bring their own devices, but it is not a requirement.

General Interest: Merging Spaces/Expanding Knowledge: Community Based Learning in High School
Presenter: Karina Elizabeth Vázquez, The University of Alabama

In the last six years I have been successfully incorporating Community-Based Learning into the Spanish curricula. I have introduce projects with the community that promote students’ civic engagement by practicing their Spanish language skills in contexts of creative and productive exchange with the community. These projects have been had a the notion of “culture” as a space for inspiration towards social integration. Throughout these years, my college students have participated in projects of Spanish Theater, Reading Sessions, and Vocational Scrabble for children, and very successfully eight Spanish Guided Tours at the UA Natural History Museum. This last project has been extremely popular and welcomed by the community, and has been replicated by me at another institutes, working very closely with high school teachers. This workshop will offer teachers and professors an insight, and the tools on how integrating CBL into the classroom having Museums as partners. It will focus on the many possibilities in which teachers, professors, and curators can work together in creating durable projects accessible for the community at all times. I am looking forward to make CBL a bridge on communication and shared experience between teachers and college professors in order to promote pedagogic innovation, open creative venues for students’ explorations of vocations and interests, and for extending the repertoire of cultural practices in Spanish within the community.

5:45 PM    AWLA Executive Council Meeting    TBA

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