

UFLA

The Utah Foreign Language Association Newsletter

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Jeff Packer
UFLA President

I recently read an article by John le Carré, a former German professor, MI5 operative, British diplomat, and author of *Tinker Tailor Soldier Spy*. In the article, he explains why he decided to learn German and why he decided to teach it. I desperately wish I had written what he so elegantly expresses, because he describes many of the feelings that I have as a teacher and as a lover of another culture. Much of what he had to say applies to all of us as foreign language teachers. In his article, he says,

The decision to learn a foreign language is to me an act of friendship. It is indeed a holding out of the hand. It's not just a route to negotiation. It's also to get to know you better, to draw closer to you and your culture, your social manners and your way of thinking.

As language learners, we be-

come a part of the culture of that language. Our words and our speech become a part of the whole body of that language and culture. To speak a foreign language you have to embrace it and accept it into yourself. It changes us and makes us greater than we were.

Le Carré calls the decision to teach a foreign language “an act of commitment, generosity, and meditation.” He calls all those who teach language the “custodians of truth in a dangerous age.” This is so central to what we do as teachers. When my children were born, I decided I was going to speak German to them as they grew up. I felt like this was one gift I could give to them. Even if I had little else to offer, I wanted them to know that the world was wider than their own backyard, and even if they did not end up fluent in my languages, they would feel a part of something bigger than their own neighborhood. My children have friends on other continents and a “grandmother” in a little village in eastern Germany that loves to hear about them. When we teach our students, we are giving them a gift. We teach them to think in new ways, to see the world with different eyes. We teach them to belong to something bigger than themselves. It is a monumental task.

Teaching language is a gift, but it is more. Le Carré continues on language teaching:

*It's a promise to educate
– yes – and to equip. But also to*

awaken; to kindle a flame that you hope will never go out; to guide your pupils towards insights, ideas and revelations that they would never have arrived at without your dedication, patience and skill.

To quote Charlemagne: “To have another language is to possess a second soul.” He might have added that to teach another language is to implant a second soul.

To all of you who daily renew your commitment to your students, thank you. As teachers, we don't always immediately see the results of our work or receive feedback for our efforts. It can be difficult to return day after day with little or no recognition. But I am convinced the work we do is valuable and necessary for our state and for our communities. We are creating civilization – one conjugated verb at a time.

I look forward to seeing you all at our conference in February.

Alles Gute!

Jeff Packer
UFLA President

* If you would like to read John Le Carré's entire article, it can be found online on the Guardian website, with the title “[Why we should learn German](#)” Dated July 1, 2017

UFLA Conference - February 15th, 2018 - Weber State University

Register online for UFLA 2018! Preregistration closes on Feb 5

You can now register for the UFLA conference online and pay your registration and membership fees with your credit card. If you haven't yet registered, you can find the information on the UFLA website at <https://organizations.weber.edu/ufla/ConferenceInfo/2018/2018AnnualMeeting.html>

If you are registering an entire school or department, you will just need to send a request to Tom Mathews at tmathews@weber.edu along with the information requested on the spreadsheet here: <https://organizations.weber.edu/ufla/ConferenceInfo/2018/UFLA2018RegistrationSpreadsheet.xlsx> and he will send you an invoice and a link to pay online.

Online preregistration is only available through February 5th and prices go up if you wait to register onsite.

We hope you will join us for the conference and even if you choose not to pay for the catered lunch, there will be tables in the back where you can bring a lunch and still participate in the keynote event.

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Lodging/Hotel Information

There are several hotels in Ogden near Historic 25th Street--and easy drive or bus ride from WSU Campus.

If you call the Hampton Inn & Suites, tell them you request the Weber State rate (the conference is sponsored by WSU and the Department of Foreign Languages). The rate will be available, depending on demand.

Hampton Inn & Suites (by Hilton)
2401 Washington Blvd
Ogden, UT 84401

(801) 394-9400

UFLA 2018 Conference Keynote Speaker: Katrina Griffin



Katrina Griffin is the 2017 ACTFL Teacher of the Year. She is the lead German teacher at North County High School in Glen Burnie, Maryland, home to one of the largest German programs in that state. She currently serves as a board member for the Maryland Foreign Language Association and is a Past President and current board member of her local chapter of the Association of Teachers of German. She has written curriculum guides and exams for all levels for teachers and students and has consulted on and written exams for students at the national level.

She lived in Kiel, Germany during and after attending Penn State University and received her M.A. in German from Middlebury College.

2018 UFLA Conference Schedule

7:30 a.m.	Registration Desk Open
8:00 - 8:30 a.m.	Business Meeting (Ballrooms)
8:30 - 9:00 a.m.	Exhibitor Break
9:00 - 9:50 a.m.	Session I
10:00 - 10:50 a.m.	Session II
10:50 - 11:30 a.m.	Exhibitor Break
11:30 a.m. - 12:50 p.m.	Awards Luncheon & Keynote Address (Ballrooms)
1:00 - 1:50 p.m.	Session III
2:00 - 2:50 p.m.	Session IV
3:00 - 4:00 p.m.	Language Specific (AAT) Meetings

Improve your proficiency rating on the OPI™

SHORT COURSE

Spanish Proficiency for DLI



WEBER STATE
UNIVERSITY

Attention prospective Spanish DLI teachers!

- Six meetings, once a week
- USBE relicensure points
- University transcript (credit/no-credit)
- Only \$75

Due to Utah's great success with Dual Language Immersion, the number of students now entering middle school and high school is rapidly increasing. Teachers who participate in the DLI program, at any level, must have a proficiency rating of at least Advanced-Mid.¹



This class will share strategies to ensure your best performance on a proficiency test (either the OPI or the UFLAPT). We will review the ACTFL Proficiency Ratings and do lots of practice interviews, “conversation,” and writing. Meeting six times, we will create expert, yet spontaneous narratives on a variety of challenging topics, always aiming for the Advanced-Mid level or higher.

The first day of class will be Wed., March 14, 2018. The workshop will be limited to 15 participants. You can register at: www.weber.edu/teachertraining (at the very bottom of the page).³

1 The ACTFL Proficiency rating required for secondary licensure in World Languages is Advanced-Low. DLI teachers, at whatever level (K-Higher Ed) is Advanced-Mid.
 2 “Secondary DLI Configuration.” Second Language Teaching and Research Center (L2TreC: University of Utah). [https://l2trec.utah.edu/utah-dual-immersion/]
 3 For additional information, contact Prof. Tom Mathews (tmathews@weber.edu).

2018 UFLA Conference Preliminary Sessions

Learning with Super Power: Principles for Empowering Authentic Language Use

*Cherice Montgomery, Brigham Young University
Asa Laws, Brigham Young University*

Have you wondered why learners spend hours glued to a videogame, but lack the attention and ability to apply what you just taught five minutes ago? Do you struggle to engage your learners in using the target language in authentic, real life situations? In this session, experience how videogame designers elicit “intuitive responses” from teenagers, then use those same principles to strategically scaffold activities that inspire creative and authentic language use in your own classroom.

Language Focus: All Languages

Presentation Language: English

Audience: Middle School / Jr. High, High School, College / University

Presentation Category: Methods / Techniques

Developing the 4 Proficiency Skills through an Interdisciplinary Yearbook Project

Julien Naudot, Butler Elementary School

Studying a language is a combination of the 4 language skills. In this session, participants will learn how science, geography, and music in the French language led to a major interdisciplinary classroom project in 1st grade French DLI, which has helped students develop proficiency.

Language Focus: French

Presentation Language: French

Audience: Elementary / Dual Immersion

Presentation Category: Methods / Techniques

Reinventing Video and Media in the Language Classroom: EdPuzzle

Diego Batista, Weber State University

EdPuzzle is the perfect tool for allowing students to watch and engage with videos while the teacher gathers data throughout the lesson. As teachers dabble into the flipped classroom philosophy, EdPuzzle is the perfect enhancement tool for videos to be watched at home instead of eating up valuable class time. During this presentation we will look at the benefits of using EdPuzzle, and similar video software, to improve student participation and assimilation in any language course.

Language Focus: All Languages

Presentation Language: English

Audience: High School, College / University

Presentation Category: Technology

Strategic Grouping and Routines in the DLI Classroom

Lidia ORDAZ, Spanish DLI Team

Structures and procedures that enhance the language production, maximizing opportunities for participation for all students in all subjects.

Structures and procedures that maximize the students' active participation across all subjects and increase the opportunities for enhanced language production.

Language Focus: All Languages

Presentation Language: English

Audience: Elementary / Dual Immersion

Presentation Category: Methods / Techniques

2018 UFLA Conference Preliminary Sessions

Cookies, Culture, and Creativity: Keeping Your Students Engaged with the Target Language

Kalin Harrison, Brigham Young University

Keeping students actively involved in lessons from beginning to end is challenging. In this presentation, we will learn how to include all of the right lesson ingredients to make sure that students are meaningfully creating with the target language in each class. We will examine short sample lessons and create lesson ideas using the techniques we have discussed. Although the sample lessons will be in Spanish, the techniques can be used in any language, and the rest of the presentation will be given in English.

Language Focus: All Languages

Presentation Language: English

Audience: Middle School / Jr. High, High School

Presentation Category: Methods / Techniques

Comprehend-ED Input - Acquiring Chinese through TPRS/CI

Linton Dean, Copper Hills High School

This session will give an overview of how to use TPRS (Teacher Proficiency through Reading and Storytelling) in the Chinese classroom. Information for this presentation is adapted from the book *TPRS with Chinese Characteristics* by Terry Waltz

Language Focus: Chinese

Presentation Language: English

Audience: Middle School / Jr. High, High School

Presentation Category: Methods / Techniques

10 Games & Activities that will Burn your Language Classroom and Keep your Students Engaged and Curious to Use the Language in Real Life

Hamza Benzina, Guangdong Peizheng College

In my presentation, I will share some of the amazing communicative activities that I designed based on my experience in teaching languages (Arabic, French, and English). As a language teacher, I designed effective communicative activities that will be used in classroom. These activities are built around the concepts of communication and culture (different cultural perspectives; Arabic, Chinese, and English). Foreign language teachers could adopt these activities to meet their students' needs in classroom and increase the effectiveness of the teaching process.

Language Focus: All Languages

Presentation Language: English

Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University

Presentation Category: Methods / Techniques

1, 2, 3, 4 Tell Me That Your Grades Mean More: Simplified Assessment Strategies That Encourage Mastery

Suzie Davis, Ogden High School

Grading on a simplified scale gives a more direct message to students of what their proficiency and performance levels are. This is also known as 'Standards Based Grading.' In this session, we will discuss how to create a classroom that encourages students to do their best while taking less of your teacher time. We will also spend some time learning more about the "flipped" language classroom.

Language Focus: All Languages

Presentation Language: English

Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School

Presentation Category: Assessment

2018 UFLA Conference Preliminary Sessions

Focus on 5 - Listening Strategies

Jo Carmiol, Farmington Junior High, Davis District

Participants will be actively engaged in five listening strategies that actually help students “Level Up” and lead to higher interpretive proficiency. These strategies come from an AUDII session hosted by Ken Stewart, a national AP Spanish presenter. Come ready to DO the activities (in English), as a language student! You will love these strategies that can be immediately and easily implement in any classroom. (And I will of course have treats!)

Language Focus: All Languages

Presentation Language: English

Audience: Middle School / Jr. High, High School, College / University

Presentation Category: Methods / Techniques

Why Imperatives (Don't) Change Form Under Negation

Mark LeTourneau, Weber State University

Languages vary according to whether imperatives verbs change form when negated. In Serbo-Croatian, they are the same; in Spanish (and Romance more generally), a negated verb occurs in a non-imperative mood; in Arabic, prohibitions have a 2nd person prefix and commands do not. The paper will investigate whether a unified explanation of this variation is possible assuming a constrained theory of blocking within the framework of Distributed Morphology.

Language Focus: Arabic, Spanish

Presentation Language: English

Audience: College / University

Presentation Category: Research

Exploring ASL Grammar and How to Teach It

Casey Bond, BYU

ASL Grammar has been taught and retaught a variety of ways. This lessons aims on understanding what is ASL grammar and how we can help our students better improve their ability to sign.

Language Focus: ASL

Presentation Language: ASL

Audience: Middle School / Jr. High, High School, College / University

Presentation Category: Methods / Techniques

Checking for grammar comprehension through authentic newspaper articles

Laila Lamani, West High School

This presentation will show how to use news articles in the foreign language classroom to practice and solidify grammar structures and concepts. All articles are authentic, in the target language, and they refer to current events. These news pieces are carefully selected to cater to the students' interests, and cover a wide range of domains: politics, arts, sports, police beats, etc.

The participants will see some examples used in the Arabic and French classrooms, with a step-by-step explanation on how to choose an article and how to guide the students towards understanding, and picking up previously introduced grammar concepts.

Language Focus: All Languages

Presentation Language: English

Audience: High School, College / University

Presentation Category: Materials

2018 UFLA Conference Preliminary Sessions

The Facilitation of Cultural Competence in Language Classrooms

Amelia McCurdy, University of Utah

In language curricula, the focus is often leant to language proficiency, leaving cultural proficiency to the side. By also incorporating cultural proficiency such as “Lead with culture, language will follow,” second-year college students in French are strengthening their language acquisition and gaining cultural competences.

Language Focus: Arabic, Chinese, English, French, German, Italian, Japanese, Russian, Spanish
Presentation Language: English
Audience: High School, College / University
Presentation Category: Culture

Advancing to Advanced: Leading students’ speaking to the next level

Nieves Knapp, Brigham Young University
Raquel Ferreira, Dustin Hemsath, Jeremy Ingersoll, Brigham Young University

This presentation will provide strategies to help students create schemata that will allow them to increase functionality in oral proficiency skills from the intermediate to the advanced level. Examples in video format from university-level Spanish courses will be included. Participants will leave with specific strategies that build vocabulary and link background information to higher-level speaking tasks.

Language Focus: All Languages
Presentation Language: English
Audience: College / University
Presentation Category: Methods / Techniques

Integrate Chinese Pop Culture into High School Chinese Curriculum

Alex Yuan, Utah Valley University
Gloria Yang, Utah Valley University

This research studied why high school students are more interested in Chinese pop culture, and how the Chinese teacher would “take advantage of” the students’ enthusiasm and create a Chinese curriculum which should integrate Chinese pop culture into Chinese language study. This research also provided a definition for “Chinese pop culture”, examined its relations to Chinese traditional culture, and recommended topics of Chinese pop culture to be included in the curriculum.

Language Focus: Chinese, English
Presentation Language: English
Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University, Administrators or Supervisor
Presentation Category: Curriculum

Developing Models of Competency-Based Assessment in World Language Classes

Mike Mudrow, Logan High School

Utah is already piloting Competency-Based Education programs which are scheduled to be implemented as early as next year. This session will discuss the impetus for shifting more traditional grading systems toward the CBE paradigm, and provide concrete examples of assessments which can be implemented in world language classrooms immediately.

Language Focus: All Languages
Presentation Language: English
Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University, Administrators or Supervisor
Presentation Category: Assessment

2018 UFLA Conference Preliminary Sessions

Improving Immersion Students' Linguistic Accuracy: Counterbalanced Instruction in a 4th Grade Portuguese DLI Class

*Blair Bateman, Brigham Young University
Mike Child, Lili Bueno, BYU, Provo School District*

Although immersion students are generally skillful in reading and listening, their speaking and writing skills tend to be far from native-like, especially in grammatical accuracy. This presentation reports on a study of the language skills of students in a 4th grade Portuguese DLI class. We will discuss patterns of errors in these learners' Portuguese and offer suggestions on helping students overcome these errors through corrective feedback as well as through noticing, awareness, and practice activities. Handouts will be given with sample activities in Portuguese (with their English translation) and ideas for adapting these activities to other languages.

Language Focus: All Languages, Portuguese
Presentation Language: English
Audience: Elementary / Dual Immersion, College / University
Presentation Category: Methods / Techniques

College and High School Students Reading Together: PURO CUENTO at Timpanogos High

*Douglas C. Jensen, Utah Valley University
Marcus Draper, Timpanogos High School*

Everyone benefits when UVU students and Timpanogos High AP Spanish students get together to read and discuss stories, poems and other texts. These weekly gatherings (called PURO CUENTO) encourage reading proficiency and comprehension

Language Focus: All Languages, Spanish
Presentation Language: English
Audience: Middle School / Jr. High, High School, College / University
Presentation Category: Methods / Techniques

Concept Development in a second language: What elements help?

*Natziely Torres,
Utah State Dual Language Immersion Team
Raul Martín,
Utah State Dual Language Immersion*

A brief explanations and examples of elements that support the development of content in a second language. How the use of strategic questions, organizers, vocabulary explained from many sources, and sentence frames makes a difference in any language classroom.

Language Focus: All Languages
Presentation Language: Spanish
Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School
Presentation Category: Methods / Techniques

Culture-hooting! When Culture meets Kahoot!

Brigham Blackham, Bonneville High School

Kahoot! is a user friendly educational gaming platform that is extremely engaging for secondary students. I will show you how to use Kahoot! to teach cultural topics in a fun way. Kahoot traditionally is only used as a review tool, but I will give you some Ka-Hacks! that make this tool become more useful than you ever thought possible. BYOD (Bring your own device)

Language Focus: Chinese
Presentation Language: Chinese
Audience: High School
Presentation Category: Technology

2018 UFLA Conference Preliminary Sessions

Cultural Awareness through Project Based Language Learning (PBL)

Chantal Esquivias, Weber State University

Lucía Rubio, University of Utah

Ingrid Campos, University of Utah

Fermín Soriano, Layton High School

Do you want to implement Project Based Learning in your language classroom? Come to this interactive presentation where you will learn the fundamentals of PBL and see an example of how to make it happen.

Language Focus: Spanish

Presentation Language: English

Audience: High School, College / University

Presentation Category: Project Based Language Learning

Utilizing L2 Research and Methods in Teaching Ancient Languages

Robert Gambles, University of Utah

It is often felt that ancient or “dead” languages cannot benefit from L2 research and methods. This session means to question that assumption and address the utility L2 research and methods can have in the teaching of ancient languages. It will introduce practical attempts to integrate L2 research and methods through putting a greater emphasis on communicative activities in the teaching of ancient languages. Attendees will have the opportunity to participate in a communicative task-based activity for beginning Classical Latin. The goal of this session is to demonstrate the value of L2 research and methods for all foreign language instructors.

Language Focus: Latin and Greek

Presentation Language: English

Audience: College / University

Presentation Category: Methods / Techniques

Task based Instruction and Realia: the Lead to Novice Language and Culture Proficiency

Gwendolyn Lacroix, University of Utah

In first-year language manuals and curriculums, culture is often presented and taught as an independent topic. However, culture does not have to be separated from the language.

In the novice-level classroom, when instructors implement task-based projects around realia that support language and cultural proficiency, students are immersed in the target culture and develop practical language and skills based on daily life vocabulary.

We will demonstrate that real-life Task-Based Instruction, with a focus on culture, leads Novice level students to increase and strengthen their language skills at the same time that they acquire a thorough cultural proficiency.

Language Focus: French

Presentation Language: English

Audience: High School, College / University

Presentation Category: Methods / Techniques

Action Research: How Teaching Simplifies Scholarship

Eric Milman, Taylorsville High School

As teachers, we already collect data from our students on a regular basis. This presentation will explore how we as teachers can utilize this data to research different aspects of our teaching. Our findings can be used not only to improve instruction in the future, but can go as far as writing scholarly articles with the goal of publication. An example of a study done on Duolingo by the presenter will be given, as well as guided time to brainstorm research opportunities in teachers' own classrooms.

Language Focus: All Languages

Presentation Language: English

Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University

Presentation Category: Research

2018 UFLA Conference Preliminary Sessions

How to Integrate Technology into your ASL Instruction

David Davenport, Salt Lake Community College

Being technologically-challenged can create barriers between instructors and their 'tech savvy' students. Learning to use the technology and programs available can open up doors in teaching and relating to students. Integrating current technology does not need to be an overwhelming task. There is a simpler way to make use of technology that can transform the way ASL is taught.

Language Focus: ASL

Presentation Language: ASL

Audience: High School, College / University

Presentation Category: Technology

Multiliteracies in the Classroom

Carmen Hortelano, University of Utah

Angela Fernandez, University of Utah

La literatura es una de las herramientas que pueden resultar más útiles en el aprendizaje de las lenguas. Aunque generalmente los planes curriculares de español como lengua extranjera del ámbito universitario desestiman la eficacia de obras literarias como apoyo lingüístico. Sin embargo, la teoría de enseñanza de lenguas mediante contenidos distintos a la discusión tradicional metalingüística sostiene que debería gozar de más importancia; no solo por el alto grado de autenticidad lingüística de su contenido, sino por el interés y motivación que puede despertar en los alumnos.

La propuesta que presentamos es una unidad didáctica centrada en la obra de Juan Rulfo, concretamente Pedro Páramo. En ella, el autor retrata de una manera única y personal ciertos aspectos del México rural que no se encuentran en otros trabajos y que juegan un papel fundamental a la hora de enriquecer la enseñanza de español y su cultura.

Language Focus: Spanish

Presentation Language: Spanish

Audience: College / University

Presentation Category: Curriculum

Constant Conversation:

The Key to Engagement & Rigor

Ryan Wells, Taylorsville High School

In this presentation, you will see what constant conversation looks like by engaging in and learning from conversation activities like think-ink-pair-share, debate, mini-presentations, catch phrase, and others. You will also get a clear picture of how these activities increase rigor, push towards proficiency, and connect to Costa's Levels of Thinking and Inquiry.

Language Focus: All Languages

Presentation Language: English

Audience: Middle School / Jr. High, High School, College / University

Presentation Category: Methods / Techniques

How to Improve Chinese Language Through Chinese Pop Culture Studies

Gloria Yang, Utah Valley University

Alex Yuan, Utah Valley University

This study will discuss how to design and organize a Chinese language class using a certain Chinese pop culture topic. Specific examples will be provided in the presentation on how to select and teach vocabulary related to the cultural topic, how to practice certain sentence structures used in a specific cultural scenario, and how to create a certain speech/language in a given cultural situation. Questions or concerns on strategies and challenges on this topic will be provided and discussed with the audience.

Language Focus: Chinese, English

Presentation Language: English

Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University, Administrators or Supervisor

Presentation Category: Curriculum

2018 UFLA Conference Preliminary Sessions

Teaching Writing in the World Language Classroom

Teresa R. Bell, Brigham Young University

How and when to teach students to write in a new language can be a daunting task. In this presentation participants will learn concrete ways to teach their students how to write and how to improve their writing in their target language.

Language Focus: All Languages

Presentation Language: English

Audience: High School, College / University

Presentation Category: Methods / Techniques

Leveraging Technology to Improve Oral Language Proficiency

Heather Pillman, EMC School

Authentic oral proficiency assessments are essential to building our students' confidence and skills but they can be difficult and time-consuming to create, implement and evaluate. Learn to leverage technology like video recording tools to design engaging sets of tasks that provide ample practice, feedback, and opportunity for student creativity. Help your students find their voice in the target language.

Language Focus: All Languages

Presentation Language: English

Audience: Middle School / Jr. High, High School, College / University, Administrators or Supervisor

Presentation Category: Technology

Brainstorming Some Approaches to Teaching Chinese Grammar in a DLI Setting

Hai-I Nancy West, Timpview High School

Sometimes DLI students can go year after year making the same grammatical errors in their speaking and writing. It is difficult for teachers to systematically and effectively improve students' performances. This session will provide instructional strategies and methods to help break resistant grammatical errors. A collection of common grammatical errors and writing samples will be used to illustrate instructional procedures and encourage discussion for a possible future collaborative platform on this topic.

Language Focus: Chinese

Presentation Language: Chinese

Audience: High School

Presentation Category: Methods / Techniques

Task-based Language Teaching through STEM projects with Level Up Village

Steven Cooper, Level Up Village

Sophie Moffat, Ecker Hill Middle School

Task-based Language Teaching using Virtual STEAM Exchange to Motivate Target Language Use. Steven Cooper, a ten-year dual immersion veteran, and friends from around the globe, will demonstrate how Dual Language instructors incentivize and facilitate target language comprehension using Level Up Village (LUV)'s global STEAM collaboration model to help students engage in real target language interactions and problem solving with native-speaking peers.

Language Focus: All Languages

Presentation Language: English

Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School

Presentation Category: Technology

2018 UFLA Conference Preliminary Sessions

The Case For (and Against) Literature in the Proficiency-based Classroom

Tom Mathews, Weber State University

Given today's emphasis on communicative language use and improving proficiency, this session will consider the benefits and problems associated with a focus on literature. Literary texts have the ability to transport students to a place, time and culture otherwise inaccessible in the classroom, yet too often literary studies do not prepare our students for opportunities to use their language skills in the professional world.

Participants will have the opportunity to consider how texts are used in their own classes and will hear from others how the presentation of literature has enhanced and detracted from proficiency gains in their students.,

Language Focus: Spanish

Presentation Language: English

Audience: Elementary / Dual Immersion, High School, College / University

Presentation Category: Methods / Techniques

Assessing Cultural Learning

Robert Erickson, Brigham Young University

Laura Wilde Larsen, Brigham Young University

Assessing cultural learning goes beyond checking that students can identify products and describe practices related to the target culture. Learn how to assess student attitudes about the culture. Learn ways to assess your students' understanding of the often overlooked perspectives ,Äi reasons people and communities in your target culture value certain products and practices. Learn how to ensure that your approach to teaching culture includes and even facilitates assessment.

Language Focus: All Languages

Presentation Language: English

Audience: Middle School / Jr. High, High School, College / University

Presentation Category: Culture

Fun and Engaging Language Production Tasks for an Interactive Classroom

Kerrie Neu, Granite School District

Tristin West, Granite School District

Are you looking for ideas to encourage language production and engage students in your classroom? We will share interactive classroom strategies that get students producing language that you could begin to use tomorrow and next week. This is not a "sit and get" session, so be prepared to interact and try these strategies out!

Language Focus: All Languages

Presentation Language: English

Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University

Presentation Category: Methods / Techniques

Teaching for ACTFL and AP Writing and Speaking Proficiency

Rachel DeFriez, Alta High School

This presentation gives teachers practical experience in adapting classroom strategies, and scaffolding to teach writing and speaking proficiency and evaluate students using ACTFL proficiency levels rather than simple achievement and to target essential AP skills from the beginning levels of world language courses.

Language Focus: All Languages, French

Presentation Language: English

Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School

Presentation Category: Methods / Techniques

2018 UFLA Conference Preliminary Sessions

Authentic Learning in the World Language Classroom

Jody Lynn Tolley, Skyline High School

Come and hearing how to create projects for your classroom that covers multiple standards and allows students to use their second language skills in unconventional ways. We will discuss how to create authentic learning projects, how to keep students on track and some of the pros and cons that go along with this type of teaching.

Language Focus: All Languages, ASL

Presentation Language: ASL

Audience: Middle School / Jr. High, High School

Presentation Category: Methods / Techniques

American Sign Language Video Standards: No More Bad Submissions

*Judy Saunders, Chad Kennedy
Brigham Young University*

To help students better learn American Sign Language (ASL), we will be teaching the importance of using videos. An ASL teacher can easily watch a student's sign language without other distractions with the use of videos.

We want to help ASL teachers more easily grade students as they understand how videos help in this process. We use our experiences on the video which we hope will help a lot in grading and lessen stress in the grading process.

Language Focus: ASL

Presentation Language: ASL

Audience: Middle School / Jr. High, High School, College / University, Administrators or Supervisor

Presentation Category: Methods / Techniques

Gamification Principles as a Tool to Motivate Language Learners

*Robb McCollum,
Brigham Young University-Hawaii and
Reading Horizons*

Gamification offers the promise of greater learning engagement through extrinsic reward systems. But how can language teachers employ these highly motivating techniques without eroding their students' intrinsic motivation to learn a language? This session helps language teachers discuss ways to integrate gamification principles that complement and strengthen intrinsic motivation with extrinsic support. Participants will gain a clearer understanding of gamification and its impact on motivation. Participants will also leave with a toolbox of gamification techniques that they can use in their language learning classrooms.

Language Focus: All Languages

Presentation Language: English

Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School

Presentation Category: Methods / Techniques

Target Language Production: Make it a Game!

Lizzy Anderson, Hunter High School

Target language production can be an intimidating and frustrating experience for students, regardless of their proficiency. Take away the pressure by turning production into a game! With a system based on a simple party game, create a class atmosphere where students moderate and correct one another. The system set-up and methodology will be covered, as well as a hands-on activity demonstrating its application.

Language Focus: All Languages, Spanish

Presentation Language: English

Audience: Middle School / Jr. High, High School

Presentation Category: Methods / Techniques

2018 UFLA Conference Preliminary Sessions

**Foreign Language Writing Practice:
An Argument for L2 Creative Writing**
Kimberly Fallis, Utah State University

This presentation includes two sections centered around the topic of foreign language creativity. First, a brief discussion about the benefits of creative writing in the second language classroom and the use of creative writing in a French language university classroom setting. Secondly, there will be a brief application workshop where audience members will have the opportunity to practice creativity in real-time where they will create a fictional character off the top of their head. This workshop will allow participants to see how language is used in a meaningful way through grammar, word choice, and vocabulary employed in creative writing.

Language Focus: English, French
Presentation Language: English
Audience: Middle School / Jr. High, High School, College / University
Presentation Category: Methods / Techniques

Using Digital Games in the Language Classroom
Frederick Poole, Utah State University

This presentation will present findings from a systematic review on digital games used in second language learning environments. The focus will be on why digital games are used in the second language classroom, and also how they are integrated into learning environments. Next, this lecture will discuss a set of principles for choosing games for and integrating games into the classroom. Finally, the presenter will provide participants with a list of digital games that have been used in the second language classroom.

Language Focus: All Languages
Presentation Language: English
Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University
Presentation Category: Technology

STEM Practice in Chinese Immersion
Jiefen Ding, Arrowhead Elementary
Jia Wei, Santa Clara Elementary

STEM teaching methods and ideas have been applied to the Chinese immersion teaching. It guides students in science, mathematics, Chinese and other disciplines through hands-on, mind-on activities. It stimulates students to participate in a variety of senses, use of comprehensive interdisciplinary knowledge to solve real life problems and improve the practical use of language ability. In this presentation, we will focus on the implementation of STEM teaching methods in the Chinese immersion classroom.

Language Focus: Chinese
Presentation Language: Chinese
Audience: Elementary / Dual Immersion, Middle School / Jr. High
Presentation Category: Methods / Techniques

Have You Heard of Voki to Promote Learner Engagement?
Lora Stead, Utah State University

Maximum learning takes place when students are engaged. The online tool Voki, with its customizable, speaking avatars, can involve students of any age, target language, and proficiency level. The program is free and easy to use. The presenter will demonstrate ways to use Voki to enhance students' language skills by allowing them to create in this virtual space.

Language Focus: All Languages
Presentation Language: English
Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University
Presentation Category: Technology

2018 UFLA Conference Preliminary Sessions

Using Songs to Increase Proficiency at the Novice Level

Kahina Naudot, Butler Elementary School

Instead of singing with the sole purpose of entertainment, songs can be used to increase proficiency. Connecting songs with the different subject taught helps students build better and deeper skills in various areas (vocabulary, the 4 skills, rimes, pronunciation, confidence, inter-connections, etc.)

Language Focus: French

Presentation Language: French

Audience: Elementary / Dual Immersion

Presentation Category: Methods / Techniques

Environmental Issues in Spanish Language Class

Ana M. Aguilera, Utah Valley University

What is the place (if any) of environmental issues in a second language class? This talk will present an experience of using Environment as main theme to teach Spanish language at the intermediate level. Description of the activities and resources used will be included, as well as, students' response to them. Finally, we will discuss on possibilities, advantages and challenges of bringing environmental issues into second language classes, so that, we can advance an answer to our initial question.

Language Focus: Spanish

Presentation Language: Spanish

Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University

Presentation Category: Methods / Techniques

Roll Matters--

Use Bookkeeping for Instruction and Assessment

Tery Binkerd, Viewmont High School

Use roll call to ask a question and hear student responses. Be it a new question or a review, each student speaks every day and you know where they stand on the concept you are teaching.

Language Focus: All Languages

Presentation Language: English

Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School

Presentation Category: Methods / Techniques

Cross Curricular STEM Activities for the foreign language classroom

Ruth Mudrow, Sky View High School

Mike Mudrow, Logan High School

This session will describe one group's experience, during an exchange trip to Europe, collecting simple science experiments which could easily be described in a target language. These experiments were subsequently presented to the public by the exchange students. Multilingual examples will be provided.

Language Focus: All Languages

Presentation Language: English

Audience: Elementary / Dual Immersion, High School

Presentation Category: Curriculum

2018 UFLA Conference Preliminary Sessions

Every Day's an IPA

Norah L Jones, Vista Higher Learning

Integrated Performance Assessments: learn how, when, where, and why to have students work in all three communication modes every day to easily and effectively to achieve your instructional goals. IPAs are really just basic, realistic human language in use in the world. You already have the tools in your repertoire to create meaningful, articulated, integrated sequences of interpretive, interpersonal, and presentational activities. Learn how to use them for motivating, formative student learning every day.

Language Focus: All Languages

Presentation Language: English

Audience: Middle School / Jr. High, High School, College / University

Presentation Category: Assessment

Reading Fluency Solutions: A web application for creating and assigning reading passages

Jeff Peterson, Purdue University

Ron Peterson, Brigham Young University

Studies show that many language skills may improve incidentally through reading (Greaney, 1970; Krashen, 1989, 2004). Reading can be done in many formats, including online. As one's reading fluency (speed) increases one's understanding also increases. Thus, the goal of the current project was to develop a web application where instructors could create online reading passages that their students could access to increase reading fluency. The web application automatically calculates the reader's reading fluency indicating the number of words read per minute, letters/characters read per minute, and for Japanese text, morae per minute. Future development will include reading fluency tracking abilities.

Language Focus: All Languages, Japanese

Presentation Language: English

Audience: High School, College / University

Presentation Category: Technology

Strategies to Improve Speaking Proficiency

Wendi Bergstrom, Fort Herriman Middle School

This is the workshop you need to attend! Are you struggling to get your students to step out of their comfort zones and speak in the target language? This can be tricky but I've found and adapted some great tools that have worked wonders for my students! Come learn some of the strategies I use that are proven to get them speaking the target language and having fun!

Language Focus: All Languages

Presentation Language: French

Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University

Presentation Category: Methods / Techniques

Using Authentic Materials to Authenticate Foreign Language Learning, Or not?

Dori Huang, Weber State University

Many foreign language teachers have been advocating using authentic materials for instruction. The main argument is that students will obtain authentic learning experience engaging with the authentic materials, such as songs, movie posters, news and books, etc. But people would also agree that authentic materials might not be universally applied. For example, it is unrealistic for beginners to read news reports. So, what are the principles in employing authentic materials to learners of different levels, ages, and needs? This presentation intends to discuss the conditions under which what materials shall be used and how.

Language Focus: All Languages

Presentation Language: English

Audience: Middle School / Jr. High, High School, College / University

Presentation Category: Materials

2018 UFLA Conference Preliminary Sessions

Spicing up Speech:

Engaging Students by Encouraging Gesture

Dustin Hemsath, Brigham Young University

Research suggests that gestures are an essential part of language production. Many foreign language teachers use gestures to make input comprehensible, but are unaware of how gesture benefits student output. This session will involve participants in interactive classroom activities that move beyond TPR to use gestures as tools for strengthening students' cognitive abilities and productive capacity in the target language.

Language Focus: All Languages

Presentation Language: English

Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University

Presentation Category: Methods / Techniques

Increasing Chinese DLI Students' Language Proficiency through Peers Assisted Learning Strategies (PALS)

Shin Chi Fame Kao,

Confucius Institute at the University of Utah

Xiqiang Wang, University of Utah

As the Chinese Dual Language Immersion students in Utah entering upper grades in elementary schools, gradually their Chinese proficiency level is expected to increase from novice to intermediate. The purpose of this research is to help teachers to find effective teaching strategies to help students increase their proficiency. Teachers who participate in this peer assisted learning strategies (PALS) research use a variety of PALS to turn their classrooms into a learner-centered environment, increase interactions among students, and enhance the output of the target language. This presentation will focus on reporting their teaching strategies and students' learning outcome.

Language Focus: Chinese

Presentation Language: Chinese

Audience: Elementary / Dual Immersion

Presentation Category: Methods / Techniques

Language News

BYU Language Fairs

The annual BYU Language Fairs, which are among the oldest and largest in the world, will be held this year on Thursday, April 19. Separate fairs are held in Spanish, French, German, Chinese, and Russian, with separate registration deadlines and policies for each language. The fairs offer competitive events for students to showcase their foreign language skills, as well as (in some languages) sim-

ulations of countries where the target language is spoken, requiring students to use their best "survival skills" in the language. Information about the BYU Language Fairs is available at <http://languagefair.byu.edu/> (click on each language for more specific information). Please note that in most cases, late registrations cannot be accepted, so make plans now to attend with your students!

SWCOLT AWARD

We would like to congratulate Teresa Bell, Associate Professor of German at BYU, who has been selected as a 2018 SWCOLT Recipient of Excellence in Post-Secondary Teaching. Teresa is a worthy recipient of this honor and represents Utah well. Catch her presentation next month at our conference!

Language News



The Annual Sigma Delta Pi Spanish Spelling Bee and Language Talent Competition will be held on Tuesday, April 10th, 2018 in the Shepherd Union Building on Weber State University campus from 8:00 to 2:00 pm. This competition is for students in grades 4th through 8th. For more information, or to sign up, visit <https://www.weber.edu/isabelasensio/spanishspellingbee.html> or contact **Isabel Asensio** (isabelasensio@weber.edu).

UFLA Vitality Awards

Each year, UFLA offers up to three Vitality Awards for the purpose of research, study, workshops, or projects for improving the quality of teaching. Award amounts will typically range from \$500 to \$1000. In order to be eligible, teachers must be current members of UFLA; be contracted to teach in a public or private school, elementary through university level, during the present year; intend to teach this language for the at least three more years; and be willing to report and share their experiences with the UFLA membership.

In the past, successful proposals have received funding for language maintenance programs. Curriculum enhancement or course development, collaborative teaching projects, development of on-line courses and activities, travel to conferences or workshops, travel to collect language resource materials or to do research in teaching methods or language acquisition, expenses to give a presentation or read a paper at a regional or national conference.

UFLA will not fund tuition, travel or costs associated with graduate-level work or study abroad programs offered by Utah institutions.

Please consider applying for a Vitality Award. Often awards go un-granted because no proposals were sent in.

Vitality Award must be postmarked no later than March 31. Announcement of the winners will be made in mid April.

The proposal form can be found at:
<http://organizations.weber.edu/ufla/Awards/Form-Vitality.pdf>

Please send proposals and any questions about the process to:

Stephen Van Orden
stephenv@provo.edu

Timpview High School
3570 North Timpview Drive
Provo, Utah 84604

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Advertising Information

The UFLA Newsletter is published three times each year in September, January and May. All issues are distributed via e-mail to UFLA members as well as posted on the UFLA website.

Advertising rates are available at: https://organizations.weber.edu/ufla/Policies/Documents/UFLA_General%20Policies.pdf

Contact Mike Wood at mwood@alpinedistrict.org with any questions or to place an ad.

UFLA Mission

The UFLA exists to stimulate the interest of all people everywhere in the learning and preserving of skills in foreign languages, and all languages other than English and to foster discussion and interchange of ideas relative to the duties, responsibilities, and problems of teachers and students engaged in the study of foreign languages in order to aid and promote the advancement and mutual understanding of teachers and students.