

# UFLA

The Utah Foreign Language Association Newsletter

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**Jared Nebeker**  
**UFLA President**

Esteemed Colleagues and Friends,

I extend my warmest greetings to you and my appreciation for all you do to accomplish magnificent things in the lives of students. I marvel at what a privilege it is to work with so many great teachers who understand the value of helping students learn new languages. In the words of state Superintendent Dickson, "I am such a believer in each student learning at least one (and hopefully more) language other than their language of origin." We agree with Superintendent Dickson and thank her for her support. Please join me in congratulating her and Senator Stuart Adams as Friends of the Profession Award recipients. We deeply appreciate their devoted support of language programs in our state.

It is also a privilege to announce our Teachers of the Year. I offer a hearty congratulations to Ryan Wells of Taylorsville High School for Secondary Teacher of the Year and to Emmanuel Collins-Peynaud at Churchill Jr. High School for our DLI/Elementary category. We are proud of your hard work and accomplishments and the difference your dedication makes. We thank all who submitted nominations this year; each of you has made incredible contributions to the profession often making selection a challenging process. Furthermore, this year we have selected Chantal Thomp-

son, Jeffrey Jackson, and Dave Nielsen as recipients of our Lifetime Achievement Award. We celebrate with you the spectacular effect your teaching, influence, and dedication has had and continues to have on us, our profession and programs, and our students.

As we prepare to meet in February for our annual conference, I feel a great sense of excitement and anticipation. Conferences are such a wonderful opportunity for us to collaborate, share ideas, promote and strengthen our profession, and ultimately better ourselves for the benefit of our students. We appreciate the great workshop Dr. Cherice Montgomery conducted at Dixie State on Project-Based Language Learning. She provided a wealth of ideas and tools to implement in our classrooms.

Years ago, after completing a military tour in Iraq, I ran into a member of my unit at the University of Utah. His first comment after greeting me was, "You look soft." I immediately understood him to mean that I did not appear to be as "battle sharp" as I had previously been. Though I'm certain he did not mean his comment as an insult, it alarmed me and caused me to reflect on my need to perhaps take some steps to regain the edge I had lost. I suppose living in an environment relatively free of threats and dangers had slackened my attentiveness to a noticeable degree. I hope as professionals we will seize the opportunities before us to stay "sharp" in our practices as language teachers. Meeting next month certainly is one of those opportunities to learn, share, and improve.

During the last week or so, my students and I took a slight diversion from the norm in one of my more advanced Spanish classes. This year, we are enjoying the company of an exchange student from Italy who speaks Spanish, French, English, and of course, Italian. I decided it might be fun to take all of us – including myself – back to square one and have our Italian friend teach some Italian. We established immersion-like parameters and went for it. Despite Italian's similarities to Spanish, it was a beautiful process

to see ourselves struggle to figure out how to communicate with the support of our teacher-student. After our sessions, we had some insightful discussions about effective language learning concepts and strategies that we could apply to our target language of Spanish and to learning languages in general. We reinforced how important it is to use the language in meaningful ways as we are learning it. We noticed how helpful having already learned much from one language assisted us in learning the next. On a personal note, it reminded me how my students might sometimes feel when they are confused or do not understand. I can't wait until the German exchange students arrive!

I hope and sense that each of you feels as I do: that learning languages is one of the practices that most enriches the academic, professional, and recreational elements of my life. I have always felt that the greatest gifts I can give are the ones I most prize. It is my wish to help my students learn to love and enjoy language as much as I do. I wish you success as you work to inspire your students.

Sincerely,  
Jared Nebeker

**In this Issue:**

Advertising with UFLA .....17  
BYU Language Fair .....16  
Keynote Speaker .....2  
Language News .....16  
President’s Message .....1  
Spanish Spelling Bee .....16  
UFLA Board Directory.....17  
UFLA Conference Information..... 2-3  
UFLA Mission .....17  
UFLA 2019 Preliminary Sessions ..... 4-15

**UFLA 2019 Conference  
Keynote Speaker: Dr. Scott Sprenger**



Scott Sprenger, Ph.D., Dean,  
Telitha E. Lindquist  
College of Arts & Humanities  
Professor of French,  
Weber State University.

Dean Sprenger has guided the College of Arts & Humanities at Weber State since 2016. His vision includes “Humanities Plus”, aimed at providing expanded opportunities for employment and interdisciplinary study for students in the arts and humanities. Previously he was Provost of the American University of Paris and before that was Associate Dean of Humanities at BYU and professor of French.

Dr. Sprenger holds graduate degrees in French from Johns Hopkins University and Emory University. He also was the recipient of a Fulbright Scholar Award from France’s National Center for Scientific Research and has held an Andrew W. Mellon Postdoctoral Fellowship at UCLA. He is the author of numerous publications on French literature and culture.

# ***UFLA Conference - February 14th, 2019 - Weber State University***

## **Register online for UFLA 2019!**

**Preregistration closes on Feb 4**

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 [UFLA 2019 Registration](#).

If you are registering an entire school or department, you may find instructions at the link above.

Online preregistration is only available through February 4th 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.

Please contact Dr. Tom Mathews if you have any questions about registration. [tmathews@weber.edu](mailto:tmathews@weber.edu)

## **Location & Parking Information**

The conference will be held in the Sheperd Union Building at the center of WSU main campus.

WSU Parking Services has reserved the Northeast corner of the Dee Events Center for UFLA attendees. The Dee Events Center is South of the main campus, east of Harrison Blvd.

A free shuttle will run from 7:00-9:30 AM and from 3:00-5:00 PM.

## **Lodging/Hotel Information**

There are several hotels in Ogden near Historic 25th Street--an 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

## ***2019 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



# 2019 UFLA Conference Preliminary Sessions

## **Issues in National Accreditation: The ACTFL/CAEP Program Report**

*Teresa Bell, Brigham Young University*

A number of colleges and universities with World Language Education degree programs are seeking national recognition or through ACTFL and national accreditation through the Council for the Accreditation of Educator Preparation (CAEP). Institutions seek accreditation to demonstrate that their language teaching preparation program meets the standards set by both organizations and because accreditation assures quality in educator preparation and ensures that programs prepare teacher candidates to know their subject areas and students they will teach. In this session, the ACTFL/CAEP Standards for Teacher Preparation will be presented in the context of the CAEP Standards, the W-RSFL, and the ACTFL Proficiency Guidelines.

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** College / University

**Presentation Category:** Accreditation

## **Prosodic Phonology: Practice and Play with Spanish Rhythm and Intonation**

*Tom Mathews, Weber State University*

For L2 Spanish speakers at the Intermediate and Advanced proficiency levels, problems with rhythm and intonation are often the most noticeable aspects of their “foreign sounding” Spanish. Participants in this session will understand and practice the difference between a foot-timed language (like English) and a syllable-timed language (like Spanish). Several entertaining oral drills and exercises will reinforce the distinction. Participants will also hear recordings of the difference between typical Spanish intonation for statements, questions and exclamations; they will compare that intonation with typical English phrases of similar types. Several oral exercises will reinforce these concepts.

**Language Focus:** Spanish

**Presentation Language:** English

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

**Presentation Category:** Methods / Techniques

## **Teaching German through Media, Film, and Texts at the Post-Secondary Level**

*Teresa Bell, Victoria Willis, Samantha Pentz, Joseph Fitzgerald, Elizabeth Moye, Marisha Lange, Jasmine Harouny*

*Brigham Young University*

At BYU we are piloting a new German curriculum. This new curriculum, Augenblicke, explore moments in time that have shaped and are currently shaping German-speaking cultures in local, regional, national, international, and global contexts. The goal is for students to express themselves in meaningful ways in German and at the same time develop personalized, critical knowledge of and appreciation for various cultural practices, products and perspectives. By learning German through Augenblicke, students integrate the intellectual, cultural, and linguistic tools they need to “own” their German learning experience. In this session we will present the curriculum, assessments, learner success, and student feedback.

**Language Focus:** German

**Presentation Language:** English

**Audience:** College / University

**Presentation Category:** Curriculum

## **Expanding In-class Conversation by Using Interrogative Words**

*Jorge Nisgurtzer, Utah Valley University*

How important is the student’s oral participation in the classroom? What can we do as teachers to encourage our students to participate actively in conversational activities? In this presentation, I will include different activities that have helped me to achieve this goal.. The main goal is to apply the vocabulary already taught in class, and to create and expand the student’s active oral participation. Using interrogative words is a simple but effective way to engage students in active and fun in-class conversation. The activities I included in this presentation are: 1. Reading a short paragraph 2. Asking direct questions 3. Looking and analyzing pictures 4. Watching a video (with no words in it)

**Language Focus:** All Languages

**Presentation Language:** English

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

**Presentation Category:** Methods / Techniques

## 2019 UFLA Conference Preliminary Sessions

### ***Developing Speaking Skills Using Video Recordings and Peer Feedback***

*Jacob Broadhead, Joe Dvorak  
Park City School District*

Giving students an opportunity to speak in class can be difficult because of time constraints and varying proficiency levels. With the help of online video recording software called FipGrid, we have developed a procedure to give students more opportunities to practice structured responses and then evaluate one another and give meaningful feedback. The procedure includes using a graphic organizer to scaffold their responses to questions before recording them on FlipGrid. Following their recording, students watch videos of other students in the classroom and give them feedback using a student-friendly rubric.

**Language Focus:** All Languages, Spanish  
**Presentation Language:** English  
**Audience:** Elementary / Dual Immersion  
**Presentation Category:** Methods / Techniques

### ***Learning to translate through comics***

*Ana M. Aguilera, Utah Valley University*

Comics are not considered a children's genre nowadays. Quite the opposite, adult audience avidly reads what they opt to refer to as "graphic novels." Following this trend of increasing interest on the genre, comics have found their place in the foreign language classroom. In this presentation, we will focus on the use of comics as a pedagogical tool in Spanish-English-Spanish translation courses. By translating comics, students acquire the linguistic, cultural and translation skills they will require in their future careers... while they share a laugh!

**Language Focus:** Spanish  
**Presentation Language:** Spanish  
**Audience:** High School, College / University  
**Presentation Category:** Materials

### ***Building Proficiency with Can-Do Statements***

*Laura Catharine Smith, Brigham Young University*

This presentation introduces the use of Can-Do Statements in proficiency-driven classrooms. Participants will learn how to create their own Can-Do Statements to guide their curriculum, while also learning how to help students of all levels create and work towards their own Can-Do goals. Also discussed will be assessing progress towards the goals using simple rubrics. This presentation is an ideal chance to help teachers learn how to transition their teaching towards a proficiency-driven approach.

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

### ***Parlons francais! 90% in French, even in 1st and 2nd year French classes***

*Suzie Davis, Ogden High School*

As we encourage our students on their journey to becoming bilingual or tri-lingual, we need to give them continual opportunities to improve their language skills by connecting more with them. By empowering our students to interact, engage and share themselves in the target language, we build their confidence. We will practice how to maintain effective language activities to develop their performance and create a class culture that develops trust and fosters community. Some of these activities will include: calendar, gestures & class jobs. This session will be a reenactment of what I do with my French 1 & 2 classes, so even if you don't speak French, you will probably be able to understand most of it.

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

## 2019 UFLA Conference Preliminary Sessions

### ***Creating a successful GAPP (German American Partnership Program) exchange***

*Jeff Jackson, T.H. Bell Junior High  
Carolyn Sandstrom,  
Bonneville & Fremont High Schools*

Learn about the benefits of a GAPP exchange for your students. This session will include a summary of the highlights of our recent GAPP exchange to German, what we learned during the process, and an open forum for exchanging ideas. Whether you are an experienced GAPP director or you are just considering a future exchange program, this is an opportunity to share suggestions and ask questions.

**Language Focus:** German

**Presentation Language:** English

**Audience:** Middle School / Jr. High, High School

**Presentation Category:** Culture

### ***Secret input: low prep activities to sneak in more comprehensible input***

*Elicia Cárdenas, McGillis School*

Learn how to use simple tools and texts to create a variety of input-based activities and extend lessons. Engage individuals, partners, and groups with strategies that require little preparation for the teacher. Meet expectations for interactive classroom practices (group and partner activities) while still providing quality comprehensible input.

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** Middle School / Jr. High, High School

**Presentation Category:** Methods / Techniques

### ***Reading for pleasure: Incorporating extensive reading into your Japanese language courses***

*Jeff Peterson, Purdue University*

Over the past few decades research into the effects of extensive reading in second language acquisition (SLA) has surged. This presentation will introduce participants to the best practices, principles, and methods of extensive reading for Japanese language courses.

**Language Focus:** Japanese

**Presentation Language:** English

**Audience:** High School, College / University

**Presentation Category:** Methods / Techniques

### ***Two teachers in one: creating authentic videos to enhance teaching***

*Priscila Rebicki Prestes, Rocky Mountain Elementary  
Jessica Eluan Martinelli Bell'Aver,  
Bluffdale Elementary*

Do you want to create videos to improve the students' speaking and listening abilities? In this presentation we will show fun and efficient examples of how to use videos in your classes, especially to teach the conjugation of the first and second person in Portuguese. You will have the opportunity to learn how to make videos to help students listen to a dialogue between two people (you and yourself) and practice speaking. We will teach how to use PhotoBooth, QuickTime and Adobe Spark for those who are interested in creating language videos to use in class, diversifying your teaching, and also share with the parents/guardians of your students, increasing the language study time. These strategies are good for Blended Learning and Flipped classes too.

**Language Focus:** All Languages

**Presentation Language:** Portuguese and English

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

**Presentation Category:** Technology

## 2019 UFLA Conference Preliminary Sessions

### ***Using the IMAGE Model to Teach Culture***

*Robert Erickson, Celine Rose  
Brigham Young University*

Learn how to implement the IMAGE model presented in the ACTFL publication titled *Enacting the work of language instruction: High-Leverage teaching practices* (2017). This model builds on the World-Readiness Standards for Learning Languages and includes activities related to Cultures, Comparisons, and Communications goal areas. Presenters will demonstrate a lesson and provide an example lesson plan.

**Language Focus:** All Languages

**Presentation Language:** English

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

**Presentation Category:** Culture

### ***Be a Swiss Army Knife kind of Teacher***

*Brigham Blackham, Copper Hills High School*

As a speaker of Mandarin, Spanish and a little French I have found that comprehensible input is the key to acquisition. This session will add to your CI toolkit tantalizing teaching skills such as: Storyasking, MovieTalk, circling, pause and point, triangling, roleplaying, improv, and many other skills from Blaine Ray's revolutionary approach to Teaching Proficiency through Reading and Storytelling.

**Language Focus:** All Languages

**Presentation Language:** English

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

**Presentation Category:** Methods / Techniques

### ***Stop Teaching Vocabulary!***

*Tyson Dustin, North Cache Middle School*

Bring a laptop and I'll show you how to use technology to teach content bits and vocabulary. This training will teach you how to tap into a few free online tools (i.e. Memrise, Forvo, Quizlet, etc.) to make custom vocabulary sets that automatically adapt to specific learners' needs. Upon leaving, you should have made an interactive example vocabulary set, and free access to more how-to's online will be available.

**Language Focus:** Chinese, English, French, German, Italian, Japanese, Russian, Spanish

**Presentation Language:** English

**Audience:** Middle School / Jr. High, High School

**Presentation Category:** Technology

### ***Using Can-Do Statements to empower beginner language teachers***

*Nieves Knapp, Jacob Wright, Marissa Luquette,  
Lynette Martin, Megan Barnes, Emily Wattles, Silke  
Schnebly, Brigham Young University*

Pre-service language teachers in the Exploration of Teaching Foreign Languages course at BYU will share their experiences as they prepare themselves for the profession. They will present the use of the newly revised NCSSFL-ACTFL Can-Do Statements as tools to scaffold students' learning as well as their own preparation as future teachers. Examples of Novice-level lessons in Spanish, French and German will be presented.

**Language Focus:** All Languages

**Presentation Language:** English

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

**Presentation Category:** Methods / Techniques



## 2019 UFLA Conference Preliminary Sessions

### ***Keeping Communication Cultural: Integrating the Interculturality Can-Do's***

*Janet Boring, EMC School*

Equipping students to be global citizens is one of the most important topics in world language teaching. College and career opportunities are going to require students to interact on global teams, respect cultural norms and understand how to function in different environments. The Interculturality Can-Do Statements paint a clear picture of how language learners should be able to communicate and reflect in the target language about culture and interact within different cultural contexts. This session will discuss the importance of intercultural competence and give ideas to infuse culture into already existing communicative tasks and activities to integrate the Interculturality Can-Do statements in Novice and Intermediate classrooms.

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** Middle School / Jr. High, High School

**Presentation Category:** Culture

### ***Exploring the World through Language Immersion***

*Maaïke Slosse, Katherine Sims*

*EF Educational Tours*

How to make international student travel a reality! Inspire your students to have a greater passion for the language you teach every day! Join the Utah EF Tours team and fellow world traveling foreign language teachers from around the state. Learn HOW to move past any barriers and start a travel program in your community (with or without school sponsorship). Discover WHERE you can go, and WHY it's important to provide your students with this life-changing opportunity. It's easier than you think!

**Language Focus:** Chinese, French, German, Italian, Japanese, Spanish

**Presentation Language:** English

**Audience:** Middle School / Jr. High, High School

**Presentation Category:** Student and Teacher Travel Opportunities

### ***Proposing, Preparing, Presenting: How to Do a World-Class Session at UFLA***

*Stephen Van Orden, Timpview High School*

*Blair Bateman, Brigham Young University*

Have you wanted to present a session at UFLA but weren't sure how? Have you submitted a session proposal to UFLA, SWCOLT, or ACTFL that wasn't accepted? This session will walk you through the process of selecting a relevant topic, drafting a compelling proposal, planning an interactive session, and giving a dynamic presentation that participants will remember and want to implement in their own setting, whether at the elementary, secondary, or post-secondary level.

**Language Focus:** All Languages

**Presentation Language:** English

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

**Presentation Category:** Professional Development

### ***A Discussion on How to Improve Students' Cultural Awareness in Language Learning***

*Gloria Yang, Alex Yuan*

*Utah Valley University*

This research studied the implications of the "blind-men-touch-an-elephant" phenomenon in Chinese language teaching as a metaphor for students' understanding of culture. Based on classroom observations, surveys, and interviews with teachers and students, the study found that Chinese classes tended to emphasize language over culture, and that cultural instruction tended to be outdated, incomplete, and incongruent with contemporary Chinese society. Implications of the study will be discussed, including the need for helping teachers create an authentic environment for teaching Chinese cultures from a diverse and dynamic perspective.

**Language Focus:** Chinese, English

**Presentation Language:** English

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

**Presentation Category:** Culture



# 2019 UFLA Conference Preliminary Sessions

## ***A Discussion on Chinese Concurrent Classes: Pros and Cons***

*Alex Yuan, Gloria Yang  
Utah Valley University*

This research, based on classroom observations, studied the challenges faced by the Chinese concurrent enrollment program at Utah Valley University. These challenges include teacher qualifications and practical constraints on the program, as well as program quality, feasibility, and sustainability. It is hoped that this research will increase attention to and support for Chinese concurrent enrollment programs, thus creating a win-win situation for students, teachers, parents, and administrators at high schools as well as universities.

**Language Focus:** Chinese

**Presentation Language:** Chinese

**Audience:** High School, College / University

**Presentation Category:** Policy / Issues / Language Advocacy

## ***Maximizing Target Language Exposure via Live Video Conferencing***

*Aubrey Jones, Cynthia Jones  
Weber State University*

This presentation explores the use of the video conferencing platform Talk Abroad in 2nd and 3rd year language courses. Weber State's French program earned a grant to pilot the technology in 2018; Dr. Jones and Dr. Jones will present the methods and results of using the program to create video conference assignments in their courses. Talk Abroad is one of several video conferencing platforms available that give students the opportunity to converse with native speakers from various francophone regions around the world, and it has afforded Weber State French students an extra 1.5 hours each of conversation time in their target language.

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** College / University

**Presentation Category:** Methods / Techniques

## ***Using Short Films to Springboard Reading and Writing***

*Dave Nielsen, Brigham Young University*

Come learn some exciting techniques and strategies to get your students to love reading and writing. Discover the scaffolding needed in order to prepare your students to quickly write about short film episodes. Then become trained on how to follow up the writing activity with an engaging reading activity. Find out how to use peers to improve performance.

**Language Focus:** All Languages

**Presentation Language:** English

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

**Presentation Category:** Methods / Techniques

## ***Improving Listening Comprehension with Playposit.com***

*Nathan McCleery, Gloria Riddle, Tammy Johnson  
South Hills Middle School*

Playposit.com is a tool similar to Edpuzzle in which you can create video-based listening comprehension tasks. We will demonstrate several examples and explain the rationale.

**Language Focus:** All Languages

**Presentation Language:** English

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

**Presentation Category:** Methods / Techniques

## 2019 UFLA Conference Preliminary Sessions

### ***Creative Conversation: Teaching Culture and Vocabulary Through Games and Media***

*Cristina Newell, Ruth Baptista  
Brigham Young University*

The presentation will include strategies for speaking and listening activities, integrating communicative activities in the interpersonal, interpretive, and presentational modes with cultural products, practices, and perspectives. Spanish and Portuguese teachers may approach this method by using a variety of activities, such as mini-dramas, vocabulary games, and authentic media sources. By using these techniques and resources, students will be able to analyze cultural perspectives in addition to creating with the language (L2+) in ways that will stretch their language abilities.

**Language Focus:** Spanish, Portuguese

**Presentation Language:** English

**Audience:** Elementary / Dual Immersion, College / University

**Presentation Category:** Methods / Techniques

### ***Everything You Ever Wanted to Know About Spanish Words***

*Kathy Davies, Brigham Young University*

“Word and Phrase for Spanish” is a new online resource, which gives learners and teachers access to information about Spanish that was previously unavailable. An advisor to the creator of this tool will present the various features and give step-by-step “how to” instructions and examples of the ways these features will help both students and teachers of Spanish to increase their vocabulary, improve their writing and analyze nuances of the Spanish language on a word or phrase level.

**Language Focus:** English, Spanish

**Presentation Language:** English

**Audience:** High School, College / University, Administrators or Supervisor

**Presentation Category:** Methods / Techniques

### ***Mental Contrasting Techniques to Lower Chinese Beginning Learners’ Classroom Anxiety***

*Craig ZiXiang Jian, Brigham Young University*

Learning a foreign language is stressful. If learners are anxious, they might be less confident and less willing to communicate. Mental contrasting techniques are widely used in the field of personal health, career pursuit among others. I introduce mental contrasting techniques to language teaching and learning to see if mental contrasting techniques help learners lower their anxiety level. I use participants’ cortisol in saliva as manifestation of participants’ anxiety (i.e. stress) level and as a measure of the changes of their anxiety levels. The results among control groups and a treatment group will be compared and analyzed to see the assistance of mental contrasting techniques in learners’ learning process in terms of lowering learners’ anxiety level.

**Language Focus:** Chinese

**Presentation Language:** English

**Audience:** College / University

**Presentation Category:** Methods / Techniques

### ***Create Your Own ASL GIF For Your Class***

*David Davenport, Salt Lake Community College*

GIFs are everywhere! If a picture is worth a thousand words, how many is a GIF worth? They are a great way to instruct your students in ASL. Since they loop forever, your students can watch as many times as they need to fully understand. Great News! You don’t have to be a tech wiz to create your own GIFs. In this workshop, you can quickly and learn how to make a GIF and add into Canvas.

**Language Focus:** ASL

**Presentation Language:** ASL - My presentation is primarily for ASL teachers and no interpreter is required.

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

**Presentation Category:** Technology

# 2019 UFLA Conference Preliminary Sessions

## **Counter-Balance and Grammar**

### **Activities and Examples**

*Emmanuel Copllins-Peynaud*

*Churchill Jr High*

This presentation introduces how to teach grammar concepts by integrating them into current class curriculum using counter-balance and coded text (changes in color and font). By making observations and connections within a familiar text first, students can discover a grammatical rule and test it to understand how it works. Concrete examples of sorting sentences and words this way will be demonstrated, as well as how to anticipate meaning and verify efficiency. We will conclude with how to adopt daily routines of oral and written activities, enhancing students' capacities to use grammar notions they have learned and obtaining better linguistic accuracy. on to the notion of Counter-Balance. Grammar routines activities will be explained. These activities may be used from lower to higher grade levels.

**Language Focus:** All Languages

**Presentation Language:** English

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

**Presentation Category:** Methods / Techniques

## **10 secrets to get (and keep!) your students speaking the target language!**

*Ryan Wells, Taylorsville High School*

This session will give you some excellent strategies and tools to keep your students in the target language and push them towards proficiency. Together as a class, we'll take a look at the role of sentences starters, sentence connectors, self- assessment techniques, questioning strategies, timed word creation activities, task-based instruction, the revamped presentation model, word walls, the implementation of proficiency-based grading, the art of circumlocution interventions, and more! Come! We'll learn together!

**Language Focus:** All Languages

**Presentation Language:** English

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

**Presentation Category:** Methods / Techniques

## **¡Echándole ganas! Guiding Heritage Speakers Towards Excellence**

*Yvette Rivera, Fletcher Riches, Natalie Swann, Brenda*

*Martinez, Jarumi Woods*

*Brigham Young University*

BYU pre-service language teachers will present practical solutions to the challenges faced by Spanish Heritage Learners (SHL) in Spanish as a Foreign Language (SFL) courses as observed in schools. They will discuss the elements of successful programs for SHL as outlined by ACTFL. Suggestions will be given for diagnostic assessments previous to enrolling students in a Spanish course. Attention will be given to the teacher's role in advocating level appropriate classes for SHL.

**Language Focus:** Spanish

**Presentation Language:** English

**Audience:** Middle School / Jr. High, High School

**Presentation Category:** Policy / Issues / Language Advocacy

## **Todo sobre mí: From an ordinary idea to an extraordinary project!**

*Chantal Esquivias, Weber State University*

*Ingrid Campos, Layton High School*

*Fermín Soriano, Farmington High School*

Did you ever try to hold a meaningful conversation with your student about their hobby or personal favorite field of expertise and the student was not able to talk more than 20 seconds about it? If your answer is YES, this is a project you can implement in your classroom, with 100% engagement rate. Our project TODO SOBRE MI (All about myself) was developed with the Spanish Bridge high school students to enable them to answer successfully this question at the advanced proficiency level, using specific vocabulary to their field of interest and appropriate grammar. This presentation will share all the steps we followed to scaffold such a project effectively. The audience will get an opportunity to watch and analyze first hand some of the students' final products.

**Language Focus:** All Languages, Spanish

**Presentation Language:** English

**Audience:** Middle School / Jr. High, High School

**Presentation Category:** Curriculum

## 2019 UFLA Conference Preliminary Sessions

### ***Investigating the Benefits of Oral and Silent Reading Through the Use of Eye-tracking Technology***

*Anastasia Rybakova, Brigham Young University*

Second language reading is a skill that is still not well understood. Unanswered questions include how many words students skip, which words are skipped, and what stops students from reading further. This session reports on a study that used eye-tracking technology to investigate the following questions: What are the characteristics of successful L1 readers in a foreign language (Russian)? What does student reading behavior in a second language (Russian) look like in terms of fixations (short periods of steadiness), saccades (rapid jerk-like movements), and regressions (returning to prior parts of a text)?

**Language Focus:** Russian

**Presentation Language:** English

**Audience:** College / University

**Presentation Category:** Research

### ***6 steps to scaffold students' Math problem solving skills in Chinese***

*Jiajie Wu, Lone Peak Elementary*

A lot of Chinese dual immersion teachers want to know how to teach students to solve math word problems in Chinese. I create a checklist for teachers to scaffold how to solve the problem step by step. I will include a model lesson in this presentation.

**Language Focus:** Chinese

**Presentation Language:** Chinese

**Audience:** Elementary / Dual Immersion

**Presentation Category:** Methods / Techniques

### ***Symbaloo, Another Way to Organize, Plan and Create Learning Paths***

*José Hernandez, Farmington Jr High*

It is always hard to plan and organize all the materials in one place. Do you want to learn how to organize PowerPoints, Word documents, video and audio in one place? Would you like to learn a visual website that makes it easy to find all of the materials fast in order to prepare your daily tasks? Symbaloo is your answer. Symbaloo is a website that allows any user to insert all the links that you have available for your classes and share with your partners.

**Language Focus:** All Languages

**Presentation Language:** English

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

**Presentation Category:** Technology

### ***Challenges in Word Order Acquisition of Chinese L2 Learners – A Pilot Empirical Study***

*Dori Huang, Weber State University*

Due to the lack of inflectional morphology, Chinese has to rely on word order to indicate the relationship between the constituents of a sentence and a discourse. The principles to organize the relative structural positions among items thus become a key area of Chinese acquisition research. Among important principles, this project concerns those that relate to temporal and spatial orderings, focusing on three main constructions: short time phrases, whole-to-part principle, and temporal-spatial sequence. Production and grammaticality judgment data are collected to test hypothesis about effects of L1 transfer and the relative difficulty in acquiring these features. Pedagogical implications are discussed as well.

**Language Focus:** Chinese

**Presentation Language:** English

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

**Presentation Category:** Research



## 2019 UFLA Conference Preliminary Sessions

### ***"The Hero's Journey: Moving from Intermediate to Advanced Writing through Spanish Literature.***

*Juan Carlos Fernández, The University of Utah*

*Mike Kraniski, Olympus High*

*Susana Anderson, West High*

*Chemaris Gutierrez, Murray High*

Based on Joseph Campbell's book *The Hero With a Thousand Faces*, and following an adaptation made by Christopher Voghel in the *Twelve Stage Hero's Journey*, we have created a platform where students can focus and improve their writing skills when creating their own story. The project allows students to incorporate diverse literary genres, such as: poetry, narrative, and drama. The flexibility of the project also allows students to incorporate other types of art: film, dance, painting, music...always incorporating the three types of communication: Interpersonal, Interpretive and Presentational. Participants will learn how Bridge Program instructional strategies and practices can transform student engagement and drastically improve DLI/World Language teaching and student writing and how they can immediately implement them in their classrooms.

**Language Focus:** All Languages

**Presentation Language:** English

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

**Presentation Category:** Methods / Techniques

### ***OTR, TPR, SIOP, Oh my!: Dual Immersion Methods in the Language Classroom***

*Cameron Rowe, Hillsdale Elementary*

How can instructional methods commonly used in Dual Language Immersion classrooms (in which students are taught a second language by being fully immersed -- no translations, no native language supports) be used to benefit all language learners? We will overview several principles and strategies (including Opportunities to Respond, Total Physical Response, and Sheltered Instruction Observation Protocol) to connect languages to content and the real world to help it stick for students.

**Language Focus:** All Languages

**Presentation Language:** English

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

**Presentation Category:** Methods / Techniques

### ***Symbiotic Benefits of Spanish Peer Tutoring in a High School Setting***

*Rachel Eaton, Carrie Sandholtz*

*Brigham Young University*

This presentation chronicles a study in a Wasatch Front high school, funded by the 2018 Pat Buckner UFLA Grant. Two second-year L2 Spanish classes were peer tutored by two L1 or heritage Spanish speaking classes for a four-month period. The researchers hypothesized that the L2 Spanish students who experienced the peer tutoring would increase in language ability, intercultural sensitivity, motivation to learn, and intercultural friendships, whereas the attitudes of L1/heritage Spanish-speaking students would improve towards their language as they were placed in positions of prestige as Spanish peer tutors. Preliminary results of the study will be discussed.

**Language Focus:** English, Spanish

**Presentation Language:** English

**Audience:** High School, College / University, Administrators or Supervisor

**Presentation Category:** Methods / Techniques

### ***An Integrated Learning Project: Microfilm***

*Wen-Yu Chang, Utah State University*

Microfilm is a sector within the Chinese film industry that has been rapidly developing since 2010. It can be defined as: 'A short film production which offers low risk, high output promotional opportunities for both business and personal communication and development.' Borrowing the idea of microfilm, I will be sharing the project guideline and rubric I used in my same-level second year Chinese class for two continuous years. There were things working well, and things were not. I hope through sharing my experience, I can interest you in using microfilm as an integrated assessment tool to learn a second language.

**Language Focus:** All Languages, Chinese

**Presentation Language:** English

**Audience:** High School, College / University

**Presentation Category:** Assessment

# 2019 UFLA Conference Preliminary Sessions

## ***Turning Spanish Listeners and Speakers into Truly Biliterate Students***

*Patricia Acosta, Vista Higher Learning*

As more communities and businesses are understanding the need and value of having fully bilingual members amongst them, heritage and native Spanish speakers are finding motivation to further develop their language skills. In this workshop we will discuss strategies to help students become truly biliterate, so that they can successfully use both languages in all aspects of their lives.

**Language Focus:** Spanish

**Presentation Language:** English

**Audience:** Middle School / Jr. High, High School

**Presentation Category:** Methods / Techniques

## ***Skype, Google, and Yes...Facebook for Oral Proficiency!***

*Gladis Higginbotham, American Leadership Academy*

Is frustration and the overwhelming feeling of muteness driving your classroom kooky? Your students know vocabulary and form, yet, they cringe at the words “oral presentation” or “conversations”. One of the most challenging aspects of second language instructors is helping students acquire oral proficiency in the target language. This presentation will focus on the use of technological resources to boost oral proficiency in any language class, yes, even your lower level classes.

**Language Focus:** All Languages

**Presentation Language:** English

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

**Presentation Category:** Technology

## ***Best Practices for Using Technology in the Immersion Classroom***

*Stacy Lyon, Utah State Board of Education*

*Zheng Liping, Weber School District*

*Jayne Young, Granite School District*

*Marty Chen, Davis School District*

Many immersion teachers regularly use technology to deliver instruction in their classrooms, but how can we know if it is truly promoting authentic student engagement and learning? This session shares best practices for how teachers can ensure that technology used in the immersion classroom not only engages students, but effectively maximizes student language production in a way that supports the Utah DLI Model.

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** Elementary / Dual Immersion

**Presentation Category:** Methods / Techniques

## ***The Importance of Effective Teacher Collaboration in Chinese Immersion Program (Primary Grades)***

*Zemiao Jia, Cascade Elementary*

This presentation will discuss reasons why it is important to collaborate effectively with your partner(s); challenges Chinese teachers encounter to effectively work with their partner(s); methods to collaborate effectively with one's partner(s). By the end of the presentation, one should be able to identify and effectively apply these key takeaways.

**Language Focus:** Chinese

**Presentation Language:** English

**Audience:** Elementary / Dual Immersion

**Presentation Category:** Culture

## 2019 UFLA Conference Preliminary Sessions

### ***How Do We Know They Are Learning? Checks for Understanding & Assessment in a Language Classroom***

*Kerrie Neu, Tristin West, Sharon Gracia  
Granite School District*

We know we need to assess our students, but when and how? Participants will learn various strategies teachers can implement right away in their classrooms for checking for understanding and assessing students. Many of these strategies can be used as alternative assessments for proficiency based grading in both elementary and secondary language classrooms. Be prepared for an interactive and engaging experience as we model and practice strategies that make assessing learning fun for both students and teachers.

**Language Focus:** All Languages

**Presentation Language:** English

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

**Presentation Category:** Assessment

### ***Experiments with Blended/Hybrid Foreign-Language Course Design***

*Cindy Brewer, Jennifer Quinlan, Jordan Hansen, Elisabeth Moye, Emma Voigt  
Brigham Young University*

Technology is changing the way we learn, the way we teach, the way we design our courses and even in the way we structure the physical environment of the classroom. Those of us who are experiencing shrinking language course enrollments are perhaps more inclined to experiment with newer models. The blended/hybrid course, where some classroom time is replaced with online learning, has the potential to utilize the advantages of both online and face-to-face learning, while making it easier for students to fit a language course into their schedule. We have been experimenting with this design in 2nd year German languages courses at BYU and the verdict is, as yet, undecided. What is gained or lost with this approach? How does it affect enrollments? What are the potential advantage and pitfalls? Most importantly, how does this impact student experience and performance?

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** College / University

**Presentation Category:** Curriculum

# Language News



The Annual Sigma Delta Pi Spanish Spelling Bee and Language Talent Competition will be held on Tuesday, April 9th, 2019 in the Shepherd Union Building on Weber State University campus from 8:00 to 3:00 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](mailto:isabelasensio@weber.edu)).

## BYU Language Fairs

For over 50 years, BYU's language departments have hosted annual language fairs for middle school and high school students\*. Students have the opportunity to put their hard-earned skills to work by participating in a variety of exciting language and cultural events on BYU's campus.

Fairs for each language are separate events with different events, rules, registration procedures and

deadlines, but are all held on the same day, April 18th 2019. Please see <http://languagefair.byu.edu/> for more details. We look forward to helping you and your students enjoy and improve their language skills this year.

\*Some languages' fairs may also accommodate elementary school students; please contact individual language departments for information.



Hallo fellow Utah German teachers. Our annual UFLA conference is coming up, and I hope you are planning to attend! The last session of the conference will be our annual AATG Utah meeting. At the end of a long day at a conference, it is easy to want to skip the last session and go home and prepare for our next school day, but I hope you will stay for our AATG Utah session anyway. We will be discussing/planning our statewide activities that we will hold to celebrate the

30th anniversary of the fall of the Berlin Wall. We want to make this celebration and the activities really special for our students and use the opportunity to create new bridges between K-12 and university German studies. We will hold our event at multiple locations throughout the state. See you soon at UFLA!

Stephen Van Orden  
AATG Utah President (Outgoing)



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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](https://organizations.weber.edu/ufla/Policies/Documents/UFLA_General%20Policies.pdf)

Contact Mike Wood at [mwood@alpinedistrict.org](mailto: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.