

**AWLA Pre-Conference Workshops**  
**Friday, February 15, 2019**

**Workshops: Round 1 (12:00-2:00)**

**Keeping It Authentic: Teaching Grammar in Context**

Authentic resources, authentic tasks, and a process of discovery lead to a “grammar in context” lesson. This session takes participants through modeling the language structure; highlighting the structure; making predictions; testing hypotheses; and applying the structure through authentic tasks.

*Presented in English by Deborah Espitia*

**Generation Z: Using Role Play to Teach a New Generation**

Generation Z students are constantly connected and can easily communicate on a global scale. Knowing a second language can have a major impact on their lives and future opportunities. Gen Z is described as being increasingly more collaborative, however they can often lack interpersonal skills. Role play is an effective teaching method that engages Generation Z students and helps with developing interpersonal skills.

*Presented in Spanish and English by Rachel Fournier*

**Create, Review, Write, Read, Extend, Assess: Low-Prep, Engaging, Replicable Cycles**

This cycle of instruction and assessment is comprised of a series of simple, low-prep, student-centered strategies that lead easily to home-grown Integrated Performance Assessments with rubrics to assess communication, reading and writing comprehension, speaking, and writing.

*Presented in English and French by Tina Hargaden*

**AATF Spotlight Immersion Workshop (1:00-4:00)**

**Part 1: Engage ACTFL’s 6 Core Practices: Thematic Unit Design and Instruction**

Considering a transition from textbook units to teacher-developed, proficiency-based, thematic units? In search of meaningful feedback strategies, authentic resources and ideas for interpretive and interpersonal communicative activities? Engage ACTFL’s Six Core Practices to create impactful and researched-supported units. Units, activities, and curated resources provided. The presenter will share 3 French units designed with “The Keys to Planning for Learning” following the Core Practices that connect to World-Readiness Standards. Participants will interact with authentic and curricular curated resources, communicative activities, and tech tools, and collaborate to develop a thematic unit with a template. Laptops and mobile devices encouraged.

**Part 2: Thinking about Syncing? Engaging and Thoughtful Technology Tools For Each Mode**

Harness and integrate the multitude of thoughtful and engaging technology tools to connect the links between World-Readiness Standards, Communication Modes and Goals, and

21st Century Skills. Participants will explore and interact with tools that support speaking, listening, and writing on a variety of platforms. Laptops and mobile devices strongly suggested.

*Presented in French by Catherine Ousselin*

### **Workshops: Round 2 (2:30-4:30)**

#### **Keys to Efficient Proficiency-Based Assessment**

If proficiency is the goal of a language class, why do we often only assess grammatical structures? Come learn about proficiency assessment using the ACTFL guidelines, the use of proficiency portfolios and ways to provide meaningful feedback to improve student learning.

*Presented in English, French, and Spanish by Sandrine Hope and Krista Chambless*

#### **Piñatas! Get your students speaking after a hands-on project**

Assess student's ability to describe colors, list items, and use adjectives by making a piñata in class! This is something that students will develop their creativity, follow directions in Spanish, and then discuss their project with their classmates.

*Presented in English by Jenniffer Whyte*