Annual Conference 2017

Strengthening Your Core With World Languages

AWLA is delighted to partner with the Auburn University Department of Foreign Languages and Literatures for our Annual Conference at The Hotel at Auburn University and Dixon Conference Center.

theawla.org
@the_awla | #AWLA2017

Download the conference program from the Guidebook app. Enter the passphrase awla2017
Dear Conference Participants:

Welcome to Auburn University for the 2017 Alabama World Language Association conference. Our campus values the contributions of diverse cultures, ideas, and life experiences. In Fall 2015, there were 1600 international students on our campus at the undergraduate and graduate levels; approximately 1100 students travelled abroad for study, internship, or research programs; we hosted over 250 Visiting Scholars from around the world.

The Department of Foreign Languages and Literatures at Auburn University offers ten languages, majors in French, German, Spanish, and International Trade in these three languages. We also offer minors in the aforementioned languages as well as German Linguistics, Spanish Linguistics, Asian Studies, Classics, Italian Studies, and Global Cultures. Our department has had three students receive Fulbright fellowships during 2016, three alumni students were selected for the JET program last year, and one student was selected as a finalist in the Rhodes Scholar program. In addition, our department has a Confucius Classroom and secured a Japanese graduate teaching assistant through the Alexx Foundation.

As foreign language educators and scholars, our role is an essential part of encouraging linguistic and cultural understanding, furthermore it also involves preparation of our students to be globally competent citizens.

I hope you enjoy the conference and your stay on the plains.

Sincerely,

Dr. Lourdes Betanzos

Professor of Spanish and Chair of the Department of Foreign Languages and Literatures
To Conference Participants:

Welcome to Auburn University. Our institution highly values cultural awareness which contributes to an education that is all-encompassing in scope, and one which enables all students on campus to improve their social skills by learning alongside peers from around the world. We emphasize the opportunity to prepare graduates for a global society and global citizenship, as highlighted in our mission statement and strategic plan.

Active engagement in the world enhances the liberal arts curriculum and is best achieved through language proficiency, cultural immersion, and the comprehension of different academic standards and perspectives. The College of Liberal Arts at Auburn fosters many initiatives in collaboration with international partners and focus on and off campus to pursue instruction and research, civic engagement and service learning linking to global and glocal communities and issues. The College offers exchange programs in Italy, Japan, Korea, France and the UK, and internship placements in Argentina, Ireland, UK, China, the Czech Republic, Australia, and Spain. The College also has 20 established study abroad programs for short-terms and semester-long stays. Faculty collaborations are numerous, connecting research interests and projects all over the globe, thanks also to an ongoing visiting scholar exchange program. Our Mediterranean Studies Research Group is comprised of scholars from 5 institutions who annually contribute to an international conference hosted by one of the partners in different locations.

We are committed to providing leading academic programs and services that extend across the globe, and these opportunities for global exchanges and interactions in the classroom and beyond continue to grow.

Thank you all for that you do in your classrooms and for attending this conference in the loveliest village in the plains. I hope you enjoy your visit to Auburn.

Sincerely,

Giovanna Summerfield
Professor of Italian and French and Associate Dean for Educational Affairs
Bienvenue, Willkommen, Bienvenidos, Salve and Welcome!

I would like to welcome you to the 2017 Annual Conference of the Alabama World Languages Association being held at Auburn University. Our theme this year is “Strengthening Your Core with World Languages” and will focus on ACTFL’s 6 core practices for effective language teaching. There is a wide selection of workshops, conference sessions, and exhibits all designed to promote creativity and enhance your teaching skills. I hope that you will be energized, encouraged and empowered by this year’s conference.

There are several people whom I would like to thank: First, thank you to Malinda O’Leary, AWLA Vice President and our Conference Program Chair, for all of her hard work on this year’s conference. Thank you to Christina Thurman for serving as our registration chair and Barbara Brousseau for serving as our exhibits chair. Thank you also to the AWLA Executive Board and to each of the State Language Association Presidents and their officers and board members who have devoted time and energy behind the scenes to bring us the most exemplary and comprehensive lineup of presentations and guest speakers we have seen in a very long time. Thank you to all the presenters and exhibitors who will provide us with new materials and strategies to improve our performance in the classroom. The Board, Executive Staff, and I appreciate all of the time and expertise that each of you will share with our members. I offer a special thank you to our keynote speaker Dr. Pete Swanson, Past President of ACTFL, to our plenary speaker Dr. Jean LeLoup, FLTEACH Founder, and Dr. Bill Rivers, Executive Director of JNCL-NCLIS, for speaking to us on Advocacy.

I also want to thank each of you for allowing me to serve as your President for the past 3 years. When I was asked by the Board to assume the AAFLT Presidency upon the incapacitating illness of Martin Harris in January 2014, our organization was facing several challenges. The State Board of Education removed foreign languages courses from the requirements for high school graduation and we were facing a backlash from the general populace over the issues surrounding illegal immigration. All of these conspired to make our jobs as foreign language educators very difficult.

To meet these challenges, the AAFLT Board took some extraordinary actions. Our by-laws were completely rewritten to modernize operations and to change our organization name. The Board adopted the first formal strategic plan in our history. That plan contained 10 primary long term goals, and we have already met 8 of them! The reorganization shrunk the size of our voting Board allowing us to more efficiently take action. We created an Executive Staff led by our Executive Director to give more members the ability to serve and to provide a pool of future leaders.

We next began development of a program to advocate for the expansion of foreign language education programs in our state. The very name “Alabama World Language Association” was chosen first and foremost to expand our reach, and the purposes and goals expressed in our new by-laws and strategic plan call for us to expand our influence by reaching out to our kindred souls in foreign language professions outside of the classroom. We appointed an advocacy committee headed by Nick Gossett from the University of South Alabama, and we have been reaching out to various government officials across our State. One of these outreach efforts has been the adoption of the Seal of Biliteracy. In the Fall of 2016 Vestavia Hills High School, in Vestavia Hills, Alabama became the first school system in the state to begin the program. AWLA is currently working with three other school systems on the implementation of the Seal of Biliteracy. If you are interested in beginning this program please contact us at www.theawla.org.

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We then began aggressive plan to recruit new members. In both 2015 and 2016, we partnered with ACTFL on a joint membership drive. Our Membership Director, Rhea Grate, has been diligently working on recruiting strategies as well. In addition, we embarked on a program to expand membership benefits. After only 2 years, I am happy to announce as of New Year’s Day we officially have the largest membership in our history at 312 members! But I implore you not to be satisfied at having reached this milestone. The simple truth is there is strength in numbers. The more we grow, the more influence we will be able to wield. Our members are still the best recruiting tool we have. If you know a foreign language professional who is not a member, tell them about AWLA!

Finally, as I say farewell, I want to wish our new President Dr. Malinda O’Leary, the AWLA Board, our Executive Director, Dr. Sheri Spaine Long, and our Executive Staff best wishes as they work to build on this legacy of success.

Sincerely yours,

Krista S. Chambless, Ph.D.
AWLA President
Welcome to our annual conference of the Alabama World Languages Association on the beautiful campus of Auburn University, Auburn, Alabama. We have planned this 2017 conference around the theme of Strengthening Your Core with World Languages. So we have incorporated a number of sessions focused on our core practices into the conference.

Along with our partners for this event, AU's Department of Foreign Languages and Literatures and the Southeast Association for Language Learning Technology (SEALLT), we hope that this conference with more than 65 presentations, sessions, and workshops will provide you with the information you need to expand your content knowledge and advance your teaching practices.

This year we are fortunate to have three nationally recognized speakers.

- Our plenary speaker on Friday evening is Dr. Jean W. LeLoup of the United States Air Force Academy and FLTeach. She will speak on teaching in the target language. Jean developed and delivered ACTFL’s instructional webinar on teaching in the target language that has been viewed by thousands of language educators.

- On Saturday morning, our keynote speaker is Dr. Pete Swanson of Georgia State University and the Immediate Past President of ACTFL. He will speak on ACTFL’s Core Practices. Pete’s latest book focuses on beginning teacher performance assessment with the edTPA. On Friday, Pete will also deliver an information session about the new edTPA.

- On Saturday at lunch, our speaker is Dr. Bill Rivers, Executive Director of the Joint National Committee for Languages-National Council for Languages and International Studies (JNCL-NCLIS), who joins us from the Washington, DC. With over twenty years of expertise in culture and language for economic development, national security, policy development and advocacy, he will speak to us on promoting public awareness of language issues.

Members of AWLA’s Board of Directors will host a Friday mini-session: Advocate With AWLA—please attend! At this session you can learn more about AWLA programs, committees, and how to participate in our many activities. I highly recommend that you to attend our reception on Friday evening, the Awards Luncheon, and the language-specific breakfast meetings. Take time to enjoy social time and catch up with friends and colleagues that you have met at previous conferences and meet new ones.

As I complete my first year as AWLA’s Executive Director, I want to acknowledge the stellar work of AWLA’s outgoing President Krista Chambless (UAB) and welcome our talented incoming President Malinda O’Leary (UAB). Members of the AWLA Board of Directors are committed educators who work enthusiastically on your behalf—bravo and thank you!

I hope that you enjoy this unique professional development opportunity in Auburn, Alabama. In closing, I would like to thank each of you for supporting AWLA and our annual conference.

Sheri Spaine Long
Executive Director, AWLA
Global citizenship begins in Alabama

For over 50 years EF has been working toward one global mission: Opening the World Through Education. Together with educators worldwide, we provide experiential learning opportunities that promote critical thinking, problem solving, collaboration, and global competence. Teaching these skills is essential—teaching them in London, Paris, or Beijing is transformative.

Visit our breakout session: Join EF’s Robert Guarnera for his session, “The Impact of Foreign Travel on Program Growth.”

Connect with us at our welcome reception: Meet with members of the EF team on Friday, February 3, and learn how you can open your students’ eyes to new cultures and experiences.

And make sure to visit us at our booth!

BUILD YOUR INTERNATIONAL PROGRAM

Amanda Taitel
Tour Consultant
amanda.taitel@ef.com
205-638-2944

LANGUAGE IMMERSION TOURS
To learn a new language, it helps to fall in love with where it’s from. Our Language Immersion Tours combine authentic cultural experiences with lessons taught at EF International Language Schools or out on the road. Each day’s theme connects the day’s lessons to hands-on activities and conversations with locals.

EDUCATIONAL TOURS
Take students out of their comfort zones and into an experience that makes them more open-minded and confident. Your Tour Director will be with you every step of the way and expert local guides will explain the significance of the world’s most amazing locations.

GLOBAL LEADERSHIP SUMMITS
These extraordinary events combine educational tours and a two-day leadership conference, tackling significant global issues in places where they come to life. Students learn from experts such as Sir Ken Robinson and Jane Goodall, and work together to design solutions to a pressing global issue.

SERVICE LEARNING TOURS
Work side by side with locals on community-driven projects in Africa, Asia, or the Americas. EF partners with established non-profits and NGOs to make sure your contributions are both meaningful and sustainable.
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**Free** parking available on site at The Hotel at Auburn University and Dixon Conference Center.

**Free** WiFi available by connecting to the AU_Guest account in your device settings.

**Ariccia Trattoria** offers fresh pizzas, pastas and grill entrees for dinner seven nights a week in addition to a daily breakfast buffet and lunch buffet (M-F). The jazz lounge, **Piccolo**, offers specialty cocktails and small bites perfect for an after work gathering, pre-dinner cocktail or nightcap listening to live Jazz on the weekends in Auburn, Alabama. The lobby bar, **Caffé Siena**, offers a daily selection of freshly baked breakfast, lunch and snack items along with a full selection of specialty café drinks. Perfect for those “On The Run.” Other dining options available within the blocks around conference site.
World Languages Program
Mobile Technology: 1 to 1 and BYOD
SANSSpace™ LIVE Instructional Language Learning Platform

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We need you!

ACCESS is currently seeking certified World Language teachers.

If interested, please go to [http://accessdl.state.al.us](http://accessdl.state.al.us) and select Educators for information and application materials.

Questions? Call one of our 3 support centers in your region:
- Madison Support Center - North Alabama: 256-774-4609
- UA Support Center - Central Alabama: 205-348-2647
- Troy Support Center - South Alabama: 334-670-5878

ACCESS offers educational courses and teachers via technology to create equality for all Alabama public and private high school students.

We welcome teachers with a passion for education, open to new perspectives and a genuine commitment to putting students first. We look forward to talking with you and thank you for your interest in ACCESS Virtual Learning.

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Alabama World Languages Association  
Annual Conference at Auburn University
February 3-4, 2017

Workshop/Conference Session Attendance Verification

(Please print and complete all information)

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Address  __________________________________________________________________

School  __________________________________________________________________

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Validating Signature, AWLA President

The AWLA cannot guarantee that the teachers will receive professional development credits. It is the individual teacher’s responsibility to comply with state, district and local guidelines for obtaining such credit.
Join, Renew and Manage Your Member Account Online

Need a few reasons to get involved?

AWLA works on the local, regional and national level to advocate the teaching of foreign languages.

AWLA offers leadership opportunities in the profession.

AWLA recognizes dedicated teachers through its awards program.

AWLA disseminates information on scholarship and study abroad opportunities.

AWLA facilitates communication among all the stakeholders in education – educators, parents, administrators and policy makers.

AWLA membership dues fund the operating expenses of the organization that tirelessly promotes study of foreign language.

Membership in your professional organization may be used to meet your desired level of performance under EDUCATEAlabama, Standard 5, Indicators 5.1, 5.2, and 5.3.

Presenting workshops at the annual conference may be used to meet your desired level of performance under EDUCATEAlabama, Standard 5, Indicators 5.1, 5.2, and 5.3.

Professional development hours through attendance at the annual conference may be used to fulfill the requirement of obtaining professional development hours needed for renewal of your Alabama Professional Educator Certificate.

Visit us online at theawla.org

Glossary of Abbreviations

ACA  American Classical Association
ACLTA  Alabama Chinese Language Teachers Association
ACTFL  American Council on the Teaching of Foreign Languages
AATF  Alabama Association of Teachers of French
AATG  Alabama Association of Teachers of German
AATSP  Alabama Association of Teachers of Spanish and Portuguese
AATSP  American Association of Teachers of Spanish and Portuguese
AJCL  Alabama Junior Classical League
AMTESOL  Alabama-Mississippi Teachers of English to Speakers of Other Languages
AWLA  Alabama World Languages Association
GCA  Georgia Classical Association
IALLT  International Association for Language Learning Technology
JNCL-NCLIS  Joint National Committee for Languages-National Council for Language and International Studies
NCSSFL  National Council of State Supervisors
SCOLT  Southern Conference on Language Teaching
SEALLT  Southeast Association for Language Learning Technology
## Conference At-A-Glance

### Friday, February 3, 2017 | Schedule of Events

<table>
<thead>
<tr>
<th>Time</th>
<th>General Interest</th>
<th>SEALLT</th>
<th>Other</th>
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<tbody>
<tr>
<td>9:30-10:00 AM</td>
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<td>AWLA Board Meeting (Meeting Room C)</td>
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<td>12:00-6:00 PM</td>
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<td>Registration Open (Pre-Function Foyer)</td>
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<td>3:00-6:15 PM</td>
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<td>Exhibits Open (Pre-Function Foyer)</td>
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<tr>
<td><strong>Pre-Conference Workshops: 1:00-3:50 PM</strong></td>
<td>Comprehensible Student Input: Simplified Teacher Output (Terrace Room)</td>
<td>Tech Tools for Language Learning (Meeting Room A)</td>
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<td>Common Formative Assessment: A Tool For Teaching (Meeting Room B)</td>
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<td>Leveraging Technology for Professional Development (Meeting Room H)</td>
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### Friday, February 3, 2017 | Concurrent Sessions

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<tr>
<th>Time</th>
<th>ACA</th>
<th>ACLTA</th>
<th>AATF</th>
<th>AATG</th>
<th>AATSP</th>
<th>General Interest</th>
<th>Technology</th>
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<tbody>
<tr>
<td><strong>Round 1 4:00-4:50 PM</strong></td>
<td>AJCL Academic Olympiad (Meeting Room B)</td>
<td>Breakout Session Workshop (Terrace Room)</td>
<td>Savez-vous parler cuisine? (Ballroom B Left)</td>
<td>Communicative Activities and the Typical College Textbook: Guidelines for Success (Meeting Room H)</td>
<td>Further Your Professional Growth Through the American Association of Teachers of Spanish and Portuguese (Ballroom B Right)</td>
<td>Breakout EDU: Unlock the Excitement in Your Classroom! (Meeting Room A)</td>
<td>The Impact of Foreign Travel on Program Growth (Meeting Room D)</td>
</tr>
<tr>
<td>5:00-5:25 PM</td>
<td>Music in the Chinese Classroom (Meeting Room A)</td>
<td>Teaching die Wende: Bringing Culture into the Foreign Language Classroom (Ballroom B Right)</td>
<td>Don’t Hide Your Smartphone! We Can Use it in Class (Meeting Room H)</td>
<td>Embracing Confusion in the FL Classroom (Meeting Room B)</td>
<td>World Language edTPA: Critical Information for the Profession (Governor’s Room)</td>
<td>Advocate With AWLA (Ballroom B Left)</td>
<td>Blogs as Pedagogical Tools in the Foreign Language Classroom (Meeting Room D)</td>
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| Round 2 5:30-6:10 PM |                                |                              |                               |                               |                                | Opening Reception Sponsored by EF Tours & Exhibits (Pre-Function Foyer) |                                |
| 6:15-7:15 PM         |                                |                              |                               |                               |                                | Welcome & Plenary Language and Culture in the Classroom: Are You on Target? (Auditorium) |                                |

### Saturday, February 4, 2017 | Chapter Breakfast Meetings & Invited Speakers

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<th>Time</th>
<th>ACA</th>
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<th>General Interest</th>
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<td>7:00 AM -Noon</td>
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<td>Registration Open (Pre-Function Foyer)</td>
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<td>7:45-9:00 AM</td>
<td>Meeting Room H</td>
<td>Terrace Room</td>
<td>Ballroom B Left</td>
<td>Ballroom B Right</td>
<td>Governor’s Room</td>
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<td>Time</td>
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<td>9:15-9:40 AM</td>
<td>How to Utilize Quizlet &amp; Quizlet Live in a World Language Classroom (Meeting Room A)</td>
<td>Breakout Session Workshop (Terrace Room)</td>
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<td>Strengthening Cultural Awareness by Integrating Business Insights Into the Curriculum (Meeting Room B)</td>
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<td>Online Professional Development (Governor’s Room)</td>
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<td>Round 4</td>
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<td>11:10-Noon</td>
<td>Mythic Authority Behind the Disenfranchisement of Women in Ancient Athens (Ballroom B Right)</td>
<td>Breakout Session Workshop (Terrace Room)</td>
<td>Reaching the 50’s Target (Meeting Room H)</td>
<td>The Story-Based Approach in German K-12 &amp; Higher Education Classrooms (Meeting Room B)</td>
<td>Active Learning, Active Students (Ballroom B Left)</td>
<td>Interculturality: Where Language and Culture Meet (Meeting Room A)</td>
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<tr>
<td>2:00-2:50 PM</td>
<td>GCA: Teaching With Comprehensible Input (Assessments): What Understandable Messages Produce (Governor’s Room)</td>
<td>Breakout Session Workshop (Terrace Room)</td>
<td>Using SCOLA Authentic International News, Radio and Television Programming as a Source of Activities in the World Languages Classroom (Meeting Room A)</td>
<td>Best Way to a Student’s Mind: Through Their Stomach (Meeting Room H)</td>
<td>Fun with “Fotos”: Using Authentic Pictures in the Foreign Language Classroom (Meeting Room B)</td>
<td>AMTESOL: The Cultural Honeycomb Effect: Opening Mental Doors, Affecting Cultural Diversity (Auditorium)</td>
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<td>Round 6</td>
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<td>3:00-3:50 PM</td>
<td>Teaching Latin Grammar as a Concept (Meeting Room H)</td>
<td>Breakout Session Workshop (Terrace Room)</td>
<td>“L’IMMEUBLE” comme outil pédagogique (Meeting Room D)</td>
<td>Standards-Based Grading to Support Student Proficiency (Ballroom B Left)</td>
<td>Active Kids Equals Sneaky Learning (Meeting Room A)</td>
<td>What’s New in Language Programs in Birmingham (BSC &amp; UAB) (Governor’s Room)</td>
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<td>Round 7</td>
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<td>4:00-4:50 PM</td>
<td>GCA: Comprehensible Input (Listening): Delivering Understandable Messages (Meeting Room A)</td>
<td>Breakout Session Workshop (Terrace Room)</td>
<td>Language Learning as Storytelling: Students’ Stories Matter (Governor’s Room)</td>
<td>Reading Authentic Cultural Texts With the Cornell Note-Taking System (Meeting Room H)</td>
<td>Strengthening the Core Through a Healthy Conversation (Meeting Room B)</td>
<td>Creating a Video Spanish Course for Beginners (Ballroom B Left)</td>
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<tr>
<td>5:00-6:16 PM</td>
<td>GCA: Comprehensible Input (Reading): Delivering Understandable Messages (Ballroom B Right)</td>
<td>Breakout Session Workshop (Terrace Room)</td>
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<td>10:15-11:00 AM</td>
<td>Keynote: Our Core Practices (Auditorium)</td>
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Looking for handouts or a presentation from a session? Visit the theawla.org Members-Only forum to find, upload, share and catch-up with colleagues from AWLA 2017.

AWLA 2017 Session Schedule

Friday | February 3, 2017

Pre-Conference Activities

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<tr>
<td>9:30-10:00 AM</td>
<td>AWLA Board Meeting</td>
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<td>10:00 AM-Noon</td>
<td>Set-Up</td>
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<td>Noon-6:00 PM</td>
<td>Registration Open</td>
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<tr>
<td>1:00-3:00 PM</td>
<td>Exhibits Set-Up</td>
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<tr>
<td>3:00-6:15 PM</td>
<td>Exhibits Open</td>
<td>Pre-Function Foyer</td>
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Pre-Conference Workshops | 1:00-3:50 PM

GENERAL INTEREST: Comprehensible Student Input: Simplified Teacher Output
Meredith White and Yohanna Jimenez (SCOLT). This workshop will explain and exemplify the tools needed for a Comprehensible Input (CI)/Teaching Proficiency through Reading and Storytelling (TPRS) novice teacher. Build your CI/TPRS toolkit and learn the pacing, techniques, and questioning that make CI/TPRS effective while incorporating stories, grammar, props, games, music, and more, toward student success. Whether one is looking to stray from the textbook, firm up his/her management and routines, merge into TPRS and/or CI, or all of the above, s/he will leave with concrete, practical ideas for immediate use in lesson planning. This engaging, fast-paced workshop includes activities (to take and use), student feedback, student samples, and activity simulations. Participants will experience and learn the pacing, techniques, and questioning that make CI/TPRS effective while incorporating stories, grammar, props, games, music, and more. Audience: All levels / Keywords: Comprehensible Input, Teaching Proficiency Through Reading and Storytelling, Novice, Language(s): English. Location: Terrace Room

SEALLT: Tech Tools for Language Learning
Raegan Lemmond (The University of Alabama), Kristy Britt  and Jenny Faile (The University of South Alabama). Using the wealth of resources on the internet to foster language learning with learner-centered activities. The internet is a wealth of resources. Join us in this workshop to explore various free resources on the World Wide Web that can be used to foster language learning. Participants will discuss, create, and evaluate learner-centered activities using these resources as both resources and production tools. In addition to learner-centered activities, we will also discuss resources useful for teachers. For a hands-on experience, participants should bring their own devices, but it is not a requirement. Participants will gain knowledge of online resources available to them to enhance language learning. Participants will take part in discussion as well as hands-on work. Audience: All levels / Keywords: Technology, Culture, Authentic Texts / Language(s): English. Location: Meeting Room A

SEALLT, IALLT: Common Formative Assessment: A Tool for Teaching
Nick Gossett (The University of South Alabama). In the classroom, on-going formative assessment is imperative for student and teacher success. Formative assessment is assessment for learning and can help guide teaching. Participants will create tasks and see how to use their curriculum to create on-going formative assessment for language courses. The presenter will provide a definition of Common Formative Assessment and discuss its application in the world language classroom. Using the World Readiness Standards and the NCSSFL-ACTFL Can-do statements, attendees will unwrap standards and work individually and in small groups to create proficiency-based tasks. Attendees will be given the Can-do statements as well as documentation to assist in the creation and organization of CFA tasks. Participants will gain knowledge of the NCSSFL-ACTFL Can-Do Statements, the ability to unwrap the standards, and the ability to create proficiency-based tasks. Audience: All levels / Language(s): English Keywords: Assessment. Location: Meeting Room B

SEALLT: Leveraging Technology for Professional Development
Patricia Nolde (Georgia State University) and Stacey L. Powell (Auburn University). Participants will identify opportunities for professional development, develop professional learning networks, leverage social media for creating community, create their own online professional identity, and assemble a network of resources. The purpose of this workshop is to explore technology-mediated channels and methods for engaging in robust and meaningful professional development. Workshop leaders will demonstrate various resources, including podcasts, websites, and discussion forums. Shared strategies will include how to evaluate professional development tools, and yet avoid being overwhelmed by the sheer quantity of available resources. Participants will be guided through the creation of their own online professional identity and begin to assemble a network of resources. Participants will gain knowledge of online resources and best practices for professional development, and will be able to develop an effective online professional identity and assemble a network of resources. This workshop will combine discussion, guided technology exploration, and hands-on development. Participants are encouraged to bring their own laptop or tablet device. Audience: All levels / Language(s): English / Keywords: Technology, Professional Development, Community, Networking. Location: Meeting Room B
Friday | February 3, 2017

Round One: Concurrent Sessions | 4:00-4:50PM

ACLT A: Breakout Session/Workshop
Program organized by the Alabama Chinese Language Teachers Association. **Location: Terrace Room**

AWLA: Breakout Edu: Unlock the Excitement in Your Classroom!
Chrsissy Roe and Hannah Joseph (Spain Park High School). Rethink the way your students interact with language! Breakout EDU brings today's popular escape room phenomenon to the classroom. These interactive activities reinforce critical thinking, teamwork, complex problem solving and can easily be adapted for use in any language, at any level. Learn what the excitement is about, receive ready to use activities, and learn how to create your own. **Audience: All levels / Language(s): English / Keywords: Games, Critical Thinking, Problem-Solving. Location: Meeting Room A**

ACA: AJCL Academic Olympiad
Doug Clapp (Samford University) offers a session on effective questions for the Latin classroom. Participants will review a variety of targeted questions about the Latin language and Roman culture and will consider what makes a question a successful tool for assessment. Participants will be able to identify the characteristics of effective and ineffective questions utilized for assessment purposes. **Audience: All levels / Language(s): Latin, English / Keywords: Assessment, Latin. Location: Meeting Room B**

GENERAL INTEREST: The Impact of Foreign Travel on Program Growth
Robert ( Bobby ) Guarnella (EF Tours) presents his personal experience of program growth in the target language from traveling abroad as well as evidence of students following up initial travel experience with an enhanced desire for fluency both within the secondary school environment and with university Study Abroad Programs. The presentation includes an introduction to EF Tours. EF is accredited and is currently the leading provider of unique travel opportunities ranging from tours to foreign countries, immersion programs, international conferences and accredited schools for language study. Session content includes data regarding enhanced academic performance by students who have traveled abroad; foreign travel's influence in university admissions; advantages in the marketplace that a second language gives to an individual. Presenter will conduct an upbeat lecture and discussion of his 26 years as a group leader and provide brochures describing EF's diverse and unparalleled travel opportunities. **Audience: All levels / Language(s): English / Keywords: Experience, Cultural Exposure, Empirical/Anecdotal Assessment Location: Meeting Room D**

AATG: Communicative Activities and the (Typical) College Textbook: “Guidelines” for Success
Traci S. O'Brien (Auburn University). Facility with the ACTFL Guidelines is perhaps the single most useful tool for beginning teachers to be able to work with the average college textbook and devise communicative activities that are both challenging and productively limiting for learners. Using examples from first- and second-year textbooks, I will first discuss the material as presented and contrast that with how an FL teacher, well-armed with effective pedagogical training in the Guidelines, would revise those activities to foster optimum student learning. Facility with the ACTFL Guidelines is perhaps the single most useful tool for beginning teachers to be able to work with the average college textbook and devise communicative activities that are both challenging and productively limiting for learners. Using examples from first- and second-year textbooks, I will first discuss the material as presented and contrast that with how an FL teacher, well-armed with effective pedagogical training in the Guidelines, would revise those activities to foster optimum student learning. Participants will identify the language level of typical textbook activities in order to decide whether they are appropriate for a particular group of learners. Participants will also be exposed to ways of adapting textbook activities to be more appropriate for the different levels. **Audience: All levels / Language(s): English / Keywords: ACTFL Guidelines; Communicative Activities; Critical Thinking. Location: Meeting Room H**

AATSP: Further Your Professional Growth Through the American Association of Teachers of Spanish and Portuguese
Kelly Sheeetz (Director, Sociedad Honoraria Hispánica, American Association of Teachers of Spanish and Portuguese). Participants will learn about the numerous programs of the AATSP with details about the National Spanish and Portuguese Exams, the Sociedad Honoraria Hispánica, and the Poster Contest. The session will also highlight faculty opportunities including scholarship programs, webinars, and more. The American Association of Spanish and Portuguese (AATSP) is a professional teaching organization for teachers and professors of all languages. This session will present all of the programs, resources, and opportunities available through the AATSP, with a focus on K-12 programs. Participants will leave the session enabled to further their professional endeavors through both what they do with their students and what they do as a professional. This will primarily be a presentation with slides but allowing time for those with experience in the various programs to participate and share their experiences. **All levels / Language(s): English, Spanish / Keywords: Learning Resources. Location: Ballroom B (Right)**

AATF: Savez-vous parler cuisine?
Margaret Bond (The University of Alabama at Birmingham). Les étudiants (et souvent les profs!) ont hâte de parler de la cuisine. C'est un sujet assez facile à aborder avec eux. Cependant, le vocabulaire dans les livres de texte n'est pas suffisant pour encourager une vraie discussion. Dans cette présentation, je vous propose plusieurs activités pour faire parler vos étudiants sur les sujets tels que les produits régionaux et le bio en tenant compte des "Core Practices" de l'enseignement FLE. Everyone enjoys the "Food Chapter" when teaching and learning French. However, the long lists of vocabulary and the basic activities of ordering at a restaurant can become stagnant. What about present day issues surrounding food such organics, GMOs, and no time to cook? How can we present these important present-day topics to students? The Core Practices will be touched upon during this presentation as well. Activities presented can be adjusted to meet the needs of different levels. Participants will gain ideas and materials to expand upon Food-related activities they are already doing in the classroom. Attendees will actually participate in learning activities (videos, listening comprehension, written activities, etc.). Resources will be given after the presentation. **Audience: All levels / Language(s): English, French / Keywords: Food, Authentic Materials. Location: Ballroom B (Left)**

Location: Ballroom B (Left)
Friday | February 3, 2017

Round One: Concurrent Sessions | 4:00-4:50PM

GENERAL INTEREST: The Seal of Biliteracy
Lisa Garrison, Laura Buder and Sara Means (Vestavia Hills High School). In this session, we will discuss the ACTFL Seal of Biliteracy Program and how Vestavia Hills City Schools is working to implement this program in their school system. The Seal of Biliteracy is awarded by states or local school districts to recognize a student who has attained proficiency in English and one or more other world languages by high school graduation. The recognition of attaining biliteracy becomes part of the high school transcript and diploma for these students. Audience: All levels / Language(s): English / Keywords: Biliteracy, Proficiency, Graduation. Location: Governor’s Room

AACLTA: Music in the Chinese Classroom
Carolyn FitzGerald (Auburn University). In this presentation, I will give examples of different songs that I incorporate into my Chinese language classes and explain how I use them to achieve different learning objectives. I will discuss include the pinyin song, renditions of classical poems, such as Li Bai’s “In the Quiet Night” 静夜思, “The Zodiac Song” 龍相歌, “Where is Spring” 春天在哪里, “Beijing Welcomes You,” 北京欢迎你, “Up Down Left Right” 上下左右, and “Girls Look Over Here” 面对的女孩子看过来. Participants will gain knowledge about Chinese music and about using music to teach new vocabulary and grammar. The presentation will include lecture, discussion, slides and some songs from YouTube. Audience: All levels / Language(s): Chinese, English / Keywords: Chinese Language, Music. Location: Meeting Room A

GENERAL INTEREST: Embracing Confusion in the FL Classroom
Rachel Perry (Auburn University). This program will be a 25-minute presentation discussing the results of a research project conducted in a beginner language class. The study explores strategies and benefits of embracing confusion and mistake-making in the foreign language classroom. Errors and starting from scratch are natural parts of the language-learning process, but many students are nervous about revealing their confusion. This presentation will offer the results of a research project focused on encouraging mistake-making and expression of confusion in the classroom and the benefits it can have for students both mentally and academically. Several case studies will be presented along with strategies for embracing error and creating comfortable dialogue in the FL classroom. Participants will gain a better understanding of the benefits of confusion and error in the foreign language classroom, and will learn about tips and strategies to embrace them. Audience: All levels / Language(s): English / Keywords: Mistake-making, Classroom Atmosphere, Error Correction. Location: Meeting Room B

TECHNOLOGY: Blogs as Pedagogical Tools in the Foreign Language Classroom
Jana Thomas Coffman (University of Alabama). This session reviews the literature related to blogs and FL pedagogy; how to get you and your students started blogging; and provides lesson plans and examples. Information on how to incorporate blogs into foreign-language lessons will be provided. Participants will learn how to find, evaluate, and select a blogging tool most appropriate to their teaching goals. Participants will leave the session with lesson ideas and templates for using blogs. Audience: All levels / Language(s): English / Keywords: Technology, Interaction, Blogs. Location: Meeting Room D

AATG: Teaching die Wende: Bringing Culture Into the Foreign Language Classroom
William Robertson, Linda Manthei (University of Alabama). Far too many students are not introduced to relevant cultural topics in the foreign language classroom. This is a missed opportunity. Culture is an incredibly powerful tool by which teachers can facilitate students building meaningful connections to a foreign culture. We present an easily assembled teaching lesson that satisfies ACTFL Guidelines and integrates an important German cultural theme into the classroom. Teaching modules include individual student presentations/group projects, communicative classroom exercises, grammar instruction, vocabulary exercises, art projects, and discussion/presentation of films. We aim to provide an interdisciplinary approach by combining culture and history with foreign language instruction to fully engage students of various competency levels and to raise motivation for learning a foreign language. Participants will learn simple methodology to integrate culture and history in the foreign language classroom. This will reach each student in a relevant and meaningful way and facilitate lifelong connections. Audience: All levels / Language(s): English, German / Keywords: Culture, Connection, Comparison, Communication. Location: Ballroom B (Right)

GENERAL INTEREST: Advocate With AWLA
This session is presented by AWLA Board of Directors. Are you new to the Alabama World Languages Association or would like to become more involved? Come hear about organization. Presenters will highlight our upcoming programs and resources. This session is especially recommended for new members and emerging teacher-leaders in Alabama. Audience: All levels / Languages: English / Keywords: Professional Development, Service, Resources. Location: Ballroom B (Left)

Round Two: Concurrent (Mini) Sessions | 5:00-5:25 PM

TECHNOLOGY: Don’t Hide Your Smartphone! We Can Use it in Class
Giovanni, Zimotti (University of Alabama). This presentation shows how to integrate the usage of the smartphones in a language classroom. This lesson plan immerses the students in a Spanish-speaking city with the use of authentic websites and apps such as WhatsApp and Google Slides. This presentation shows how to integrate the usage of the smartphones in a Spanish as a Second Language classroom. This lesson plan will lead the class in a virtual tour of a Spanish-speaking city with the use of authentic websites and apps such as WhatsApp and Google Slides. The lesson plan can be easily be adapted to different levels and to others languages. Participants will learn how to integrate the usage of the smartphone in a second language classroom. Audience: All levels Language(s): English, Spanish / Keywords: WhatsApp, Teaching With a Smartphone, Google Slides. Location: Meeting Room H

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### Friday | February 3, 2017

**Round Two: Concurrent (Mini) Sessions | 5:00-5:25 PM**

**GENERAL INTEREST: World Language edTPA: Critical Information for the Profession**

Pete Swanson (Past President, ACTFL) The new, high-stakes teacher performance assessment, edTPA, is currently in place in 38 states and the District of Columbia in more than 750 teacher education programs. Attendees learn about the World Language edTPA and its place in teacher education curricula. Audience: All levels / Languages: English / Keywords: Professional Development, Service, Resources. **Location:** Governor’s Room

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<th>Time</th>
<th>Session</th>
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| 5:30-6:10 PM | Opening Reception Sponsored by EF Tours & Exhibits Open **Pre-Function Foyer**  
Come meet and greet fellow educators at an informal reception with light appetizers and a cash bar sponsored by EF Tours and AWLA. |
| 6:15-7:15 PM | Welcome & Plenary **Auditorium**  
Language and Culture in the Classroom: Are YOU on Target?  
Jean W. LeLoup (United States Air Force Academy). For world language teachers, using the target language in the classroom is key to their students’ success in learning to communicate. Combining this strategy with an infusion of as much cultural information/knowledge as possible is a powerful recipe for “turning out proficient L2 users.” Dr. LeLoup will talk about how she has tried to “stay on target” throughout her decades of language learning and teaching and where this has led her. |

**Dinner On Your Own**  
Ariccia Trattoria, Piccolo and Caffè Siena are available on site. Please visit the Auburn and Opelika Tourism Bureau online at aotourism.com for their recommendations for “Best Bites”.

### Saturday | February 4, 2017

**7:00 AM-Noon Registration Open ** **Pre-Function Foyer**

**7:45-9:00 AM Chapter Breakfast Meetings & Invited Speakers ** **Pre-Function Foyer**

- **AATSP**  
The Desayuno Literario will feature Dr. William Worden (The University of Alabama) speaking on Golden Age literature. This presentation coincides with the worldwide celebration of 400 year anniversary of the death of Cervantes and his literature. Kelly Scheetz (Director, Sociedad Honoraria Hispánica, AATSP National Office) will also provide a brief overview of opportunities with the Spanish Honor Society as well as highlight upcoming national and international conferences.

- **AATG**  
Featured Guest will be Dr. Richard Thames (University of Montevallo) who will speak on “The History of German in the State of Alabama.” Dr. Thames is a founding member of AWLA.

- **AATF**  
Featured Guest will be Thomas Tugulescu, Conseiller Culturel Adjoint, French Consulate, Atlanta, Georgia with Chapter Keynote by Bernard Cerquiglini, Host of “Merci Professeur” TV5MONDE.

- **ACA**  
Featured Guest will be Dr. Peter N. Howard of Troy University. He will share details of the 2017 National Junior Classical League convention.

**5:30-6:10 PM Opening Reception Sponsored by EF Tours & Exhibits Open ** **Pre-Function Foyer**

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Round Three: Concurrent (Mini) Sessions | 9:15-9:40 AM

FLTEACH: Online Professional Development
Jean LeLoup (Professor Emerita of Spanish, Co-Owner & Moderator FLTEACH) Come learn about FLTEACH and celebrate its 23rd anniversary! FLTEACH (Foreign Language Teaching Forum) is a free online discussion group for collaborative professional development of language teachers at all levels. Since 1994, the group has supported the FL teaching community through its bottom-up approach. This session will briefly explore the FLTEACH forum and website with all its utilities for FL teachers. Audience: All levels / Languages: English / Keywords: Professional Development, Service, Resources. Location: Governor’s Room

ACLT: Breakout Session/Workshop
Program organized by the Alabama Chinese Language Teachers Association. Location: Terrace Room

ACA: How to Utilize Quizlet & Quizlet Live in a World Language Classroom
Raymond Congo (Bob Jones High School) A walk-through on how to use Quizlet & Quizlet Live and how it can benefit the language classroom. Attendees will need to have either a smartphone or a net-capable device to fully participate. This session will be a walk-through on how to use Quizlet & Quizlet Live. Session will illustrate how to set up a class, search for vocabulary sets, add sets to a class, track student progress, and use Quizlet Live. Participants will gain an understanding of how Quizlet & Quizlet Live can benefit their classrooms. Audience: K-12 / Language(s): English / Keywords: Vocabulary, Technology, Assessment. Location: Meeting Room A

AATG: Strengthening Cultural Awareness by Integrating Business Insights Into the Curriculum
Regina Range and Samantha Wetzel (University of Alabama). Currently, there are 1200 German businesses in Alabama. A research project by the two presenters clearly indicates a high demand for culturally-competent employees. To effectively prepare students for the global market, these needs should be integrated into German curricula. The presentation offers insight into an ongoing study at the University of Alabama. The presenters interviewer German businesses represented in Alabama to identify key cultural differences between German and American business cultures. The results are reworked into teachable units designed to better prepare students for their future interactions with Germany. Bringing attention to these vital, yet often overlooked aspects, benefits students, as it prepares them for future careers in the increasingly global marketplace. In this hands-on presentation, we will provide concrete examples of ways to integrate cultural awareness into existing K-12 and higher education curricula. The presenters will have a slideshow and materials to discuss with the audience. Audience: All levels / Language(s): English / Keywords: Cross-cultural Awareness, Business German, Global Marketplace. Location: Meeting Room B

AATSP: Developing Listening Comprehension Through Music Videos for K-12 & Higher Education
Chase Trautwein (The University of Alabama). The presentation provides hands-on examples of how music videos can aid in the development of listening comprehension in the foreign language classroom. The proposed activities provide instructors with opportunities to teach grammatical concepts in a communicative manner. The presentation provides ideas for using music videos in the foreign language classroom. As complex symbol systems made up of images, words, and sounds, they are useful for implicit grammar instruction. Triggering students’ curiosity for the target culture, they provide a change of pace and help with vocabulary acquisition and pronunciation. Participants are given concrete examples of pre-, during, and post listening activities that they then can implement in their beginner and intermediate foreign language classrooms. Participants will gain insight into how they can incorporate music videos as a tool for implicit grammar instruction through a 3-part lesson plan, consisting of pre-, during, and post listening comprehension. Audience: All levels / Language(s): English / Keywords: Music Videos, Listening Activity, Implicit Grammar Instruction, Authentic Cultural Material. Location: Meeting Room H

IALLT: Developing an Assessment Program
Nick Gossett (University of South Alabama). Assessment is an important component of any language program. However, assessment is the most misunderstood component of a language program. This presentation will use the University of South Alabama as a case study for developing a robust and useful assessment program. The presenter will discuss how to develop an assessment program. Specifically, the presenter will discuss the following: selecting the proper assessment tool, making sure proper resources are allocated for testing, scheduling and executing testing, understanding results, and presenting results to stakeholders. Participants will gain knowledge of developing an assessment program. Audience: All levels / Language(s): English / Keywords: Assessment, Technology. Location: Ballroom B (Right)
Round Three: Concurrent (Mini) Sessions | 9:15-9:40 AM

AATSP: Integrating Culture Meaningfully in the Spanish Class
Lourdes Sánchez-López (University of Alabama at Birmingham). The World-Readiness Standards for Learning Languages establish an inextricable link between communication and culture, principal goal for language students. Session presents a framework for the study of intercultural competency designed around authentic cultural products with examples related to the Hispanic youth. Participants will gain knowledge of how to incorporate culture in a meaningful way in the Spanish class using a balanced combination of authentic materials (films, songs, literature). Audience: All levels / Language(s): Spanish / Keywords: Culture, Intercultural Competency, Authentic Texts, World-Readiness Standards for Learning Languages. Location: Ballroom B (Left)

9:45-10:15 AM Exhibits Break Pre-Function Foyer
Come visit and say hello to our Conference 2017 Sponsors and stay for exciting raffles! You must be present to win!

Round Four: Concurrent Sessions | 11:10-Noon

ACLTA: Breakout Session/Workshop
Program organized by the Alabama Chinese Language Teachers Association. Location: Terrace Room

GENERAL INTEREST: Interculturality: Where Language and Culture Meet
Ken Stewart (Chapel Hill High School, Vista Higher Learning & ACTFL Teacher of the Year 2006) How do we get our students to internalize intercultural competence? Let's go beyond products, practices and perspectives. Proficiency-based learning strategies showcasing culture at multiple levels will be demonstrated in this interactive Vista Higher Learning session. Language and culture go hand-in-hand as we know; however, this session focuses on the “how-to” of scaffolding culture and bringing it to life in the classroom. This session will highlight proficiency-based instructional strategies to address the Core Practice of Authentic Cultural Texts. Audience: All levels / Languages: English / Keywords: Professional Development, Service, Resources, Culture, Core Practice Location: Meeting Room A

AATG: The Story-Based Approach in German K-12 & Higher Education Classrooms
Diane Beer, Katarzyna Domagalska (University of Alabama). This presentation provides the basic principles of story-based teaching to grammar instruction. The presenters will share hands-on examples of a variety of PACE models for German classrooms. The PACE model developed by Adair-Hauck and Donato (2002) allows for teaching of grammar within a communicative framework. It foreshadows the grammar explanation through integrated discourse that highlights the critical grammar structures to be thought. This model also emphasizes the functional significance of the grammatical structure in question before the learners’ attention is actually drawn to form. Throughout the lesson the teacher and learners are engaged in a constant dialogue while using authentic language and developing story comprehension. Constant dialogue between students and instructor, facilitates comprehension of a story. The PACE model therefore stresses natural discourse and encourages students to negotiate meaning in the target language. Audience: All levels / Language(s): English / Keywords: PACE Model, Authentic Discourse, Grammar Teaching. Location: Meeting Room B

10:15-11:00 AM Keynote Auditorium
Our Core Practices
Pete Swanson (Past President, American Council on the Teaching of Foreign Languages & Georgia State University) Within the notion of communicative language teaching are a set of teaching practices that support second language learning and development. Dr. Swanson unpacks six core practices that are essential for novice and veteran teachers alike.
Saturday | February 4, 2017

Round Four: Concurrent Sessions | 11:10-Noon

GENERAL INTEREST: Formative Assessment Using Plickers
Chris Eubanks (Hewitt-Trussville High School). *Plickers* uses the website plickers.com and an app to instantly scan and record student responses to multiple choice questions. *Plickers* is a formative assessment system that coordinates between the *Plickers* app and the website to quickly and efficiently assess student knowledge. First, the teacher creates classes and multiple choice questions on the website. Each student is then assigned a card number which they use to respond A,B,C, or D to multiple choice questions. The teachers scan the cards using the *Plickers* app and each student's response is recorded and cataloged on the website. The teacher can use the Live View feature to show the questions during the process and can look at the results in the Results section in order to inform future instruction. The cards can be printed from the website and then laminated. The cards are all different so the students can't get the answer from someone else's card. The best thing is it's all free. Participants will gain knowledge of the *Plickers* formative assessment system and its application in the classroom. Lecture with demonstration from the website and the app using questions formulated for the audience. Audience: All levels / Language(s): English / Keywords: Technology, Formative Assessment. Location: Meeting Room D

AATF: Reaching the 90% Target
Sandrine Hope (The University of Alabama). In this session, presenter shows how to use 90% or more target language in the classroom, even with true beginners. In its core practices, ACTFL suggests that language specialists use 90% or more target language in the classroom. This is often difficult for teachers to achieve, especially with beginners who feel completely lost. Presenter will show videos of her students from the first class on, to share student reactions and her techniques. Audience: All levels / Language(s): English, French / Keywords: Core Practices. Location: Meeting Room H

ACA: Mythic Authority Behind the Disenfranchisement of Women in Ancient Athens
Tatiana Tsakirionpoulos-Summers (The University of Alabama). Analysis of the mythological contest between Athena and Poseidon for ownership of the city. St. Augustine's version associates it with women's disenfranchisement and exclusion from political processes. St. Augustine in his City of God, narrates the contest between Athena and Poseidon about Athens adding that all the men and women of Athens cast their vote in choosing their patron god. When Athena won due to the women’s support, Poseidon started destroying the city with floods. King Cecrops, forced to appease Poseidon, promised to punish the women who offended him: “No woman would ever have the vote; no children would be named after their mother; and no one would ever call the women ‘Athenians’.” In this paper, I will discuss the significance of these penalties and their etiological relation to women's disenfranchisement in democratic Athens. Participants will gain knowledge of myths relevant to mythology classes and will understand how they were used for political purposes. Audience: All levels / Language(s): English / Latin / Keywords: Myth, Culture, Latin, St. Augustine, Women. Location: Ballroom B (Right)

AATSP: Active Learning, Active Students
Laura Rojas (The University of Alabama) and Laura Rubio (The University of Alabama) Based on active learning as an instructional tool for students, this presentation proposes several ideas on how to incorporate it in FL classes: using activities where students come up with their own explanations about different grammar structures, and incorporating the practice of self-assessment. This presentation focuses on the idea of active learning as an instructional tool for students. The term was first coined in the 1990s and is still relevant because the current teaching methodology approach relies on students’ involvement. We propose two possible ideas on how to incorporate active learning in a Spanish as a second language class: using activities where students come up with their own explanations about different grammar aspects, and incorporating the practice of self-assessment. To provide instructors with ideas to promote active learning in class. To involve students in their own learning process. To foster a better understanding of the foreign language. Audience: All levels / Language(s): Spanish / Keywords: Active learning, Self-Involvement, Deep Learning. Location: Ballroom B (Left)

GCA: Comprehensible Input (Assessments): What Understandable Messages Produce
Miriam Patrick (Gwinnett County Public Schools) What comes after students receive understandable messages in the target language? This presentation will give examples and show what teachers can expect from students in a CI classroom at various levels and how output can be handled in various ways. Assessment is a large part of the classroom and teachers use it daily to assess what needs to be taught, retaught, or formally tested. Too often assessment has focused on getting specific data rather than using what students know to show what they can do and how classrooms should move forward. Participants will gain knowledge of ways to use assessment in a Comprehensible Input classroom and will walk away with ideas and examples for their classrooms. Audience: All levels / Language(s): English, Latin / Keywords: Comprehensible Input, Assessment. Location: Governor’s Room

Noon-1:45 PM Awards & AWLA Business Meeting Luncheon

Spotlight on Advocacy with Bill Rivers, JNCL-NCLIS
Making the Case for Languages in 2017
William P. Rivers, Ph.D. (Executive Director Joint National Committee for Languages – National Council for Language and International Studies). 2017 promises to be eventful for language advocates! The elections will have changed Washington, DC, and the Commission on Language Learning is due to release its report. Dr. Bill Rivers will discuss the impact of these events, looking forward to help us position ourselves for making the case in 2017 and beyond.
Saturday | February 4, 2017

Round Five: Concurrent Sessions | 2:00-2:50 PM

ACDLTA: Breakout Session/Workshop
Program organized by the Alabama Chinese Language Teachers Association. Location: Terrace Room

AATF: Using SCOLA Authentic International News, Radio, and Television Programming as a Source of Activities in the World Languages Classroom
Heather A. West (Samford University). SCOLA's mission is “to help the people of the world learn about one another, their cultures, their languages and their ideologies.” To this end, the service not only provides authentic materials in 141 languages, but also provides ready-to-use lessons for teachers and students alike with additional support for self-study. In this session, the presenter will demonstrate the various types of these lessons and will propose further activities based on the media in SCOLA. The presenter will explain how the materials can be used either as a supplement to a course text or alone as an instructional tool. A code for a free trial of SCOLA will be provided. Audience: Middle and High School通过 University / Language(s): Presented in English with examples in French, Spanish, German, and Less Commonly Taught Languages / Keywords: Technology, Authentic Materials
Location: Meeting Room A

AATSP: Fun with "Fotos": Using Authentic Pictures in the Foreign Language Classroom
Emily Montgomery (Westminster Christian Academy). A picture is worth a thousand words, but did you know a picture is also a window to a culture’s products, practices, and perspectives? Believe it or not, a picture can even be a tool for teaching vocabulary and grammar! Our students live in a world where they take and see an abundance of pictures in their everyday lives. Let’s teach them to not just “like” or “dislike” a picture, but to use pictures to discover the target culture and language. In this workshop, the presenter will walk through three detailed lessons she designed for students using pictures taken in Spanish-speaking countries that allow students to learn about culture, vocabulary, and even grammar. Participants will not only obtain three ready-to-use lessons, but they will also be challenged to use the knowledge gained in the workshop to create picture lessons of their own. The presenter will use a combination of slides and lecture/explanation as well as inviting attendees to participate in discussion. Audience: All levels / Language(s): English / Keywords: Culture, Authentic, Pictures. Location: Meeting Room B

AATF: Les Chenilles et Les Papillons: Teaching With Multiple Texts
Peggy Boynton and Mary Crouch (James Clemens High School). In this presentation you will see how multiple texts inspired by the process of metamorphosis keep kids engaged and learning! Many different teaching practices will be explored such as comprehensible input, creating reading/writing lessons, and organizing thematic units. Presentation will be in English, but materials will be provided in French. If you don’t speak French, you could still benefit from the ideas! This presentation will be centered around a thematic unit that I created on metamorphosis. Teachers will see how to incorporate a variety of different types of texts, using whole, authentic, and contextual language to construct lessons that maximize student learning and interest. The purpose of the presentation is to introduce teachers to new ideas and practices, and inspire creativity in the classroom. Participants will gain knowledge of comprehensible input techniques, the process behind sequencing and scaffolding lessons, whole language teaching, choosing appropriate texts, creating reading/writing lessons, creating activities that serve all eight of Gardner’s intelligences, and receive links to the thematic unit, as well as scientific articles that address current language processing strategies. Interactive CI, presentation of created materials, brainstorming of ideas, games, slides etc. Audience: All levels / Language(s): English, French / Keywords: Communicative, Technical, Interactive, Creative. Location: Meeting Room D

AATG / AATSP: Best Way to a Student’s Mind: Through Their Stomach
Robert Patrick (Parkview High School, Gwinnett County Public Schools) As one of four in a series on Comprehensible Input, this session can be thought of as an introduction to or review of the basic principles of CI with examples of what they look like in a World Language Classroom. The presenter has been working with Comprehensible Input for the last 15 years. Over that time he has seen it move from an unheard of approach to a buzz-word that has entered common professional conversations among WL teachers. CI work is both difficult and dramatically effective. He will focus on helping teachers understand the principles of CI and how those principles can be turned into an almost limitless number of communicative workings in the classroom. Participants will know the working principles of CI with examples of what each in a WL classroom. Each will have continuing access to the presentation as a resource. Google presentation, discussion, brief demos, and Q and A. Audience: All levels / Language(s): English, Latin / Keywords: Comprehensible Input, Equity in the Classroom. Location: Ballroom B (Right)
Saturday | February 4, 2017

Round Five: Concurrent Sessions | 2:00-2:50 PM

AATSP: Engage Your Students Beyond the Classroom With Sociedad Honoraria Hispánica
Kelly Scheetz (Director, Sociedad Honoraria Hispánica) and Patricia O’Farrill-Donalson (Alabama School of Math and Sciences). This session will discuss beginning and maintaining a chapter of the SHH, an honor society for high school Spanish and Portuguese students. SHH activities can encourage them to use Spanish beyond the classroom. Learn about SHH awards and scholarship programs. The session will explain the various aspects of the Sociedad Honoraria Hispánica including the steps for chartering a chapter of the organization, steps to maintain an active chapter, suggestions for activities to keep students involved, scholarships for which students can apply, awards for chapters and sponsors, and more. Participants will be inspired to start new chapters or engage their existing chapters even more. Audience: K-12 / Language(s): English, Spanish / Keywords: Student Resources. Location: Ballroom B (Left)

SEALLT: For the Love of Music
Raegan Lemmond (SEALLT, The University of Alabama). Music is an international language which evokes emotion without understanding the lyrics. In this session we will take a look at various ways to incorporate music in the target language. Music is an international language which evokes emotion without understanding the lyrics. In this session we will take a look at various ways to incorporate music in the target language. This can be done in various ways to promote a grammar or culture topic as well as simply enjoy current pop culture. Examples will be given to express a wide variety of activities. Participants will gain knowledge of using songs in the target language to reinforce language learning. I will be using slides and audio to present the topic but will also leave time for discussion among the participants. Audience: All levels / Language(s): English / Keywords: Technology, Culture. Location: Governor’s Room

AMTESOL: The Cultural Honeycomb Effect: Opening Mental Doors, Affecting Cultural Diversity
Kiffany Gee-Rueda (ESL, Shelby County Schools) Through using the bee’s honeycomb as an analogy for the global community, this presentation is designed to provide participants with a bilingual/multicultural experience intended to provide reasons for opening our minds to travel, world language acquisition, or simply cultural acceptance. This interactive PowerPoint presentation is accompanied by various activities that involve the participant in reflecting on their own cultural awareness and responsibility for creating a global community. Participants will think about personal choices and being positive linguistic/cultural influences in their community. Audience: All levels / Languages: English, Spanish / Keywords: Culture, Diversity, Education. Location: Auditorium

Round Six: Concurrent Sessions | 3:00-3:50 PM

ACLT: Breakout Session/Workshop
Program organized by the Alabama Chinese Language Teachers Association. Location: Terrace Room

GENERAL INTEREST: Active Kids Equals Sneaky Learning
Joelle Jones and Bethany Powell (Madison City Schools). Embracing the theory that people learn best by doing this presentation will actively engage participants. Take part in activities and strategies you can take back to your school and use on Monday morning. Participants will take part in activities that will actively engage their students while maintaining the goal of 90% target language usage. Activities will include the use of motions, pictures, props, games, videos, and songs. These strategies are aimed at helping all types of learners internalize vocabulary at the novice level of proficiency. Participants will gain knowledge of strategies and activities that will engage their students while learning new vocabulary in the target language. Audience: Pre-K, K-12 / Language(s): English, Spanish / Keywords: Vocabulary Acquisition. Location: Meeting Room A

AATSP: Maximizing Technology in the Foreign Language Classroom
Brittany Bankston (James Clemens High School). Integrating technology into your classroom structure and practice will maximize your time and efforts and is the only way to encompass everything FL teachers are responsible for with our students. Presenter will show Google Classroom implemented as well as other apps and websites with all communicative modes in a way that is practical and promising. Session will demonstrate how to take advantage of different apps and websites so that can touch on all of the modes of communication in every lesson. Session includes information and a short tutorial on programs such as Google Classroom. and all things Google as well as useful apps for both distributing and receiving content. The goal is to create a blended learning environment in the classroom. Participants will leave with an example of a plan to start organizing their own flipped classroom/lesson plans as well as a list of specific apps and websites that are practical and helpful for each of the modes of communication. This technique can be successful with other platforms as well. Audience: All levels / Language(s): English, Spanish / Keywords: Technology, Assessment, Organization. Location: Meeting Room B

ACA: Teaching Latin Grammar as a Concept
Elizabeth Conner (Saint James School) Latin pedagogy is often viewed as a binary choice, either a grammar/translation approach or a reading approach. How can we repurpose our instruction using the ACTFL core practices? This session will focus on the fifth principle, Teach Grammar as a Concept. The session will teach Latin teachers about the ACTFL core practices, their role in classical languages, and how they can be effectively implemented. Particular focus will be on teaching grammar as a concept, rather than via memorized paradigms. Participants will gain knowledge of the ACTFL core practices and receive ideas on how to implement the fifth principle in the Latin classroom. Audience: All Levels / Language(s): English, Latin / Keywords: Grammar, Core Practices. Location: Meeting Room H
Saturday | February 4, 2017

Round Six: Concurrent Sessions | 3:00-3:50 PM

AATF: “L’IMMEUBLE” comme outil pédagogique
Mêlka Zupančić, (The University of Alabama). After a brief presentation of the activities that took place in a 3rd year French course, the participants will have an opportunity to test the modalities of this approach in a short hands-on workshop portion of the session. The goal of this hands-on experience is to foster participants’ creativity, so that they will be able to use it with their own students (at various levels of learning, as the approach is easily modified for a variety of audiences). The anticipated written and oral activities will easily be adapted to particular needs of students at various levels. Based on a semester-long experience, in a 300-level college course, the session will present various learner-centered modalities of continuous interaction and mutual support that enhance learning of French in a creative and innovative setting. The pedagogical model of constructing a virtual “building” with the students aims at strengthening all the core aspects of language learning. As it is based on interaction among the participants, it promotes confidence and encourages mutual support among learners of French (but can be replicated in any other language). Each student is involved in role-playing and carries the new “identity” throughout the project. Participants will be able to experience for themselves the teaching model and foster their own creativity, in order to replicate the process in their own interaction with students (either in a short workshop setting or as a longer in-class activity). Audience: All levels / Language(s): French / Keyword: Developing Writing-Speaking Skills, Interaction. Location: Meeting Room D

TECHNOLOGY: Using Smartphones in the Classroom
Anja Werth (Auburn University) Smartphones, an integral part of life today especially for students, cannot be disregarded as a valuable teaching tool in the classroom anymore. Their many functions make them ideal instruments to learn, explore, and apply one’s knowledge of a foreign language. This session will focus less on the ongoing debate of whether or not to allow smartphones in the classroom, but more on practical ways to integrate their many functions in the learning and teaching process. Background information on some functions and applications will be given as well as examples of and ideas for their usage in the classroom to motivate students to interact in and use the foreign language in meaningful ways. Participants will gain knowledge of smartphone functions useful to enhance student interaction and foreign language usage. Time permitting participants will also be able to try out some of these ideas. The session is planned as a lecture with a Q&A and possibly a practical segment. Examples of implementation and student productions will be in German. Audience: Higher Ed / Language(s): English, German / Keywords: Technology, Culture, Communication Activities. Location: Ballroom B (Left)

AATG: Standards-Based Grading to Support Student Proficiency
Laura Buder (Vestavia Hills High School) This session will discuss creating and scoring speaking, writing, reading, and listening assessments with rubrics to focus on mastery of communicative skills and relate to ACTFL proficiency levels. Student samples will be displayed. Discussion and new ideas will be welcomed! I will share what I have learned through trial and error over the past year of rewriting my German 1 curriculum and changing many of my grading policies to be learner-centered and proficiency focused. I hope to help others to improve their teaching and avoid some of the mistakes that I have made. I will provide practical steps for moving in the direction of standards-based grading based on proficiency levels. Participants will hear new ideas about assessing and grading students, will receive examples of assessments and rubrics, and will have the opportunity to ask questions, share concerns, and discuss their opinions. Audience: All levels / Language(s): English, German / Keywords: Assessment, Proficiency, Policies, Methods. Location: Ballroom B (Left)

AATSP: What’s New in Language Programs in Birmingham (BSC and UAB)
Julián Arribas (The University of Alabama at Birmingham), Barbara Domeckova and Janie Spencer (Birmingham Southern College). The leaders of the language departments at BSC and UAB will make a brief presentation on the curricular changes and trends at their own institutions and then will lead an open forum for a conversation with the audience on the subject. Two Alabama institutions of higher education are moving more deliberately toward language programs focusing on applied language in the workplace. We will give an overview of what we’re doing, its relevance to today’s students, and how high schools can help their students consider more carefully how to work foreign language ability into their career plans. Participants will gain knowledge of how two Alabama programs can help students continue their language studies with a concrete plan for how to incorporate language ability into a career. Audience: All levels / Language(s): English, German / Keywords: Curriculum, Workplace, LSP. Location: Governor’s Room

Round Seven: Concurrent Sessions | 4:00-4:50 PM

ACLTA: Breakout Session/Workshop
Program organized by the Alabama Chinese Language Teachers Association. Location: Terrace Room

GCA: Comprehensible Input (Listening): Delivering Understandable Messages
Keith Toda (Parkview High School). As listening comprehension is an important skill for language learners, how can we as language teachers deliver understandable messages for the development of listening comprehension and of language acquisition? Come learn and experience Comprehensible Input listening activities which will both engage students and develop their listening skills. This presentation is designed to teach language teachers the importance of listening comprehension as part of Comprehensible Input second language acquisition. The presentation will begin with a short overview of Comprehensible Input theory and how listening comprehension plays a role in developing language skills. Following this, participants will take part in a number of listening comprehension activities which they can take back to their classrooms. Participants will gain knowledge of listening comprehension activities by taking part in them and experiencing them first hand like a student. Audience: K-12 comprehensible input, communication. Location: Meeting Room A
Saturday | February 4, 2017

Round Seven: Concurrent Sessions | 4:00-4:50 PM

AATSP: Strengthening the core Through a Healthy Conversation
Gilda Socarras (Auburn University). Presentation aims to open the discussion on how a content specific course (Spanish for Health Professionals) might serve to strengthen the core linguistically by targeting different ACTFL proficiency levels, as well as culturally by addressing issues that might hinder healthcare. Presentation explores how talking about healthcare in Spanish serves to strengthen the core in terms of: Language proficiency (ACTFL), Cultural awareness and Critical thinking. Language instructors today face the challenge of teaching learners with different proficiency levels within one classroom; this presentation presents practical applications to address this issue. Talking about healthcare in Spanish also opens the dialogue about cultural differences that might hinder medical treatment and in doing so, promotes learners’ critical thinking. Participants will gain awareness of how to address different proficiency levels in a content specific course as well as promoting critical thinking through cultural awareness. Audience: All levels / Language(s): English / Keywords: Proficiency, Culture, Healthcare, Assessment. Location: Meeting Room B

SEALLT / IAALT: Online Language Classes: The Development, Delivery, and Diagnosis of Distance Language Learning
Ekaterina Zakharova and Nick Gossett (University of South Alabama). The presenters will discuss the development, delivery, and assessment of their online language courses at the University of South Alabama. Special attention will be paid to the specific resources needed to develop online language courses for all levels of learners. Online education is a major issue in all levels of education in the 21st century. Pressure by administration, parents, and students has led to the development of online language courses in K-16. At the same time, academic institutions are uneducated about the resources needed to develop, deliver, and assess these online courses. Attendees will learn about what it takes to develop, deliver, and assess online language courses. Online Russian classes at South Alabama will be used as a case study. Participants will gain knowledge of the best practices for online language course development, delivery, and assessment. Audience: All levels / Language(s): English / Keywords: Technology, Online, Distance Learning. Location: Meeting Room D

AATG: Creating a Video Spanish Course for Beginners
Bill Worden (University of Alabama). In this session I will discuss the development of the “Learning Spanish” class (released in December, 2015) that I developed for The Teaching Company, the organization that produces college courses (known as The Great Courses). The presentation includes a discussion of the course development and taping process along with video clips from Lectures to beginners to a language and perhaps learn some ideas and approaches that could be useful in their own introductory language classes. The presentation includes a discussion of the course development and taping process along with video clips from Lectures and promotional materials as well as audio clips from the Audio Glossaries and Speaking Activities. Audience: All levels / Language(s): English, Spanish / Keywords: Video, Distance Learning, Introductory Spanish. Location: Ballroom B (Left)

AATG: Reading Authentic Cultural Texts with the Cornell Note-Taking System
Adam Martin (Auburn High School). Using the Cornell Note-Taking Method in the World Languages Classroom can transform how students understand and comprehend authentic cultural texts. Students gather an increased understanding of the author's intent, all the while strengthening their reading and vocabulary skills and learning to pose essential questions in the target language. The Cornell Note-Taking System, as introduced by Robert Marzano in his book, Classroom Instruction that Works, has become an excellent tool for increasing reading and study skills which students can cultivate throughout their learning careers. It especially has a place in the World Languages Classroom in numerous applications, particularly in the reading of culturally authentic texts, ranging from news articles to short stories or plays. Participants will become better acquainted with the Cornell Note-Taking System as well as the research behind its methodology. Attendees will receive note-taking templates for the use in their own language classroom, with examples drawn from different languages. Audience: All levels / Language(s): English, German / Keywords: Reading Skills, Note-Taking System. Location: Meeting Room H

GCA: Comprehensible Input (Reading): Delivering Understandable Messages
Rachel Ash (Parkview High School). Keeping readings understandable, yet still interesting and compelling to students, is a goal of Comprehensible Input. In this presentation, attendees will experience multiple reading activities that engage learners and reinforce readings, and leave with ready-to-use materials for their own classes. One of the most difficult aspects of teaching language with Comprehensible Input theory is creating meaningful repetition that is compelling and interesting to students. This presentation seeks to help teachers utilize activities that assess reading comprehension and create meaningful repetition without frustrating and boring students. Multiple reading activities will be demonstrated, and discussion of their purpose in class and within Comprehensible Input theory will help attendees gain better familiarity with CI and its application. Attendees will leave both with a better understanding of CI theory, and with multiple activities they will be able to use in their own classes immediately after the conference. Audience: All levels / Language(s): English, Latin / Keywords: Comprehensible Input, Reading, Variety. Location: Ballroom B (Right)

AATG: Language Learning as Storytelling: Students’ Stories Matter
Barbara Brousseau and Kristyna Orth (University of Mobile). Session features a dialog between an experienced teacher and a current world language-learning student to illustrate how student stories are shared and to point toward the value of differentiated instruction/learning and the relevance of 21st Century Skills for many learners. Session content is for all languages and can be adapted to beginning, intermediate and advanced levels. Concrete examples and strategies from these different language levels are shared to encourage differentiated learning and encourage students to tell their unique stories in the language classroom. In an age of Twitter and Snapchat, students constantly create personal stories and adapt them in digital formats. By telling student stories in the language classroom, teachers can personalize and differentiate instruction to capitalize on learners’ needs, interests and goals. Students need instructors who give them the freedom and flexibility that learners experience beyond the classroom. Presenters will provide and demonstrate practical examples from experiences with classroom activities, social media, and academic trips. Presenters will encourage participant questions and brainstorming to add useful examples. Paper and electronic sources will be made available. Audience: All levels / Language(s): English / Keywords: Differentiated Instruction, Learning Communities. Location: Governor’s Room

5:00-6:15 PM
AWLA Board Meeting
Meeting Room C
Congratulations AWLA 2017 Award Winners!

We are excited to recognize our 2017 AWLA award winners at the AWLA Annual Conference Awards Luncheon at Auburn University.

Visit us online at theawla.org to learn about AWLA Awards, nominate a colleague and view all past award winner. Nominations will open online spring 2017.

2017 Alabama Teacher of the Year
Top Elementary/Secondary Educator & Alabama’s Nominee for the SCOLT Teacher of the Year
Awarded by the Board of Directors of The Alabama World Languages Association

Laura Buder
Vestavia Hills High School, Vestavia Hills, Alabama

2017 German Teacher of the Year
Awarded by the Alabama Chapter of the American Association of Teachers of German

2017 Alabama Educator of Excellence
Top Post-Secondary Educator & Alabama’s Nominee for the SCOLT Educator of the Year
Awarded by the Board of Directors of The Alabama World Languages Association

Dr. Isabelle Drewelow
University of Alabama, Tuscaloosa, Alabama

2017 French Teacher of the Year
Awarded by the Alabama Chapter of The American Association of Teachers of French (AATF)

Silvana Cureton
Prattville High School, Prattville, Alabama

2017 Latin Teacher of the Year
Awarded by the Alabama Chapter of The American Classical Association

Raymond LeThomas Congo
Bob Jones High School, Huntsville, Alabama
Congratulations AWLA 2017 Award Winners!

2017 Spanish Teacher of the Year
Awarded by the Alabama Chapter of The American Association of Teachers of Spanish and Portuguese (AATSP)

Emily Montgomery
Westminster Christian Academy, Huntsville, Alabama

2017 Promising New Foreign Language Teacher
Awarded by the Board of Directors of The Alabama World Languages Association

Allison Ramey
The Altamont School, Birmingham, Alabama

2017 Outstanding Administrator of the Year
Awarded by the Board of Directors of The Alabama World Languages Association

Dr. Tyler Neil Burgess
Vestavia Hills High School, Vestavia Hills, Alabama

Marlin Harris Award for Outstanding Service to the World Languages Profession
This award recognizes an individual who has rendered extraordinary service over time to the world language profession and to Alabama World Languages Association (AWLA).

Dr. Heather A. West
Samford University, Birmingham, Alabama

AWLA 2017 Award Special Recognition

“Best of Alabama” Presentation, AWLA 2016
Creating a Test for the Beginning Learner Using the Communicative Language Teaching Approach
Presenters: Paula Renzi-Callaghan, Martha Barthès and Kelilah Anders, The University of Alabama

First Time Attendee Stipend, AWLA 2017
Heather Summey-Ricci, Alma Bryant High School, Irvington, Alabama
AWLA Founders’ Award Recipient

Dr. Richard Thames (Ph.D.) Florida State University served the University of Montevallo for 34 years where he rose through the ranks to become Professor of German. In addition to teaching courses in German language, literature, and culture, Professor Thames also served as chairman of the Department of Foreign Languages for some fifteen years. Upon retirement he was recognized as Emeritus Professor of German. His leadership in foreign languages in the State of Alabama and in the region was exemplary. Professor Thames was at the helm (and in many cases participated in the founding) of every major foreign language organization in the state prior to his retirement in 2001. He held such positions as President of the Alabama Association of Foreign Language Teachers in early nineties, President of the Alabama Association of the Teachers of German, and the Chair of the Alabama Consortium for the Advancement of Foreign Language Education in Alabama.

Highlights of his many accolades include being awarded a Fulbright (1968) to study in Germany. In 1990, he received a fellowship to study at the prestigious Wiesneck Institute near Freiburg im Breisgau, Germany. And, in 1997, Professor Thames was awarded the Outstanding Teaching Award—Post Secondary by the Southern Conference on Language Teaching. Since retiring, he continues to live in Montevallo, along with his American Bulldog, Winston. Professor Thames travels annually to Europe and enjoys his retirement.

A Few Words From Dr. Thames: When I think back over the nearly four decades that I was involved in helping to promote the study of foreign languages in Alabama, I cannot believe just how far we have come. As I recall those early years, when our little group met in conjunction with the annual AEA Meeting, and compare those times with today, it seems impossible to imagine. Much of the success for the organization of what became the AAFLT (Alabama Association of Foreign Language Teachers) was due, in large measure, to the work of Joanna Breedlove (later known as Crane). Joanna had a bully pulpit from her office as Foreign Language Coordinator in the State Department of Education, and she worked tirelessly as an advocate for foreign languages in our state’s schools. Early on Joanna also recognized the importance of involving members of college and university faculty members in this endeavor. And, consequently, I was among that group who was called upon to join in these efforts.

By 1969, we had formed a relationship with ACTFL, and later an even closer relationship with the Southern Conference on Language Teaching (SCOLT). And, over the next thirty-five years, I never stopped advocating for the study of foreign languages, at all levels, in our state. In addition to working to promote German, my own linguistic field, through helping to organize the Alabama Chapter of the AATG, I also had the privilege of serving as vice-president/president elect of the AAFLT. And it was during my tenure as president of the AAFLT that the decision was made to move our annual meeting to other locations in the state. Up till that time, our meetings, which mainly consisted of a general session with a speaker, and individual language chapter meetings, culminated with a luncheon. These meetings always took place at Samford University, in Birmingham. At this same time, we also began to have two-day meetings, with workshops and speaker presentations.

The study of foreign languages, and the enhancement of teacher education, particularly excelled following the establishment of the ACHE Consortium for the Advancement of Foreign Language Education. Through the work of the ACHE Consortium, foreign language teachers from throughout Alabama were able to improve their language knowledge and skills at language institutes, held at various universities across the state. And, later on, when foreign language study was threatened at our state universities, the work of the Consortium helped to save many foreign language majors in Alabama’s universities. As the president of the Consortium, I, in collaboration with colleagues from other foreign language departments, worked tirelessly on behalf of our foreign language programs. And, while there will always be new challenges, I am very proud to have played a part in promoting and advocating for foreign language study in Alabama. Finally, I wish for you all much success, now and in the future.

--Richard Thames
Alabama World Languages Association
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