

Welcome from the President

Dear TFLTA Members & Conference Attendees,

Welcome to the 2016 TFLTA Conference! I am delighted that you are joining us for a weekend of collaboration and fellowship with our colleagues around the state. It is my hope that you have an inspiring weekend that will reignite your passion for language teaching and learning!

Rob Nasatir, First Vice-President and Conference Chair this year, has worked tirelessly to create a program with a variety of sessions and workshops for each world language. I would like to express my sincere gratitude to Rob for the outstanding work that he has put in to make this professional development experience a success. Many thanks also to the TFLTA Board of Directors, who have greatly contributed to the conference program through their committee work. Lastly, I would like express my appreciation to those who have volunteered their time, energy, and efforts to serve as presenters for the conference and share their expertise with us.

It has been my great privilege to serve as your president this year. Over the past three years, I have come to realize just how much passion and heart goes into this organization each year. I truly thank you for your commitment to TFLTA and encourage you to continue to take advantage of all that the organization has to offer. Consider submitting a proposal for next year's conference, attend one of the regional mini-conferences or summer workshop, and run for a position on the TFLTA board. The future of the organization depends on the teacher leaders who serve!

Once again, I would like to thank you for your continued support of TFLTA. I hope that you enjoy this weekend of fellowship and learning!

Warmest Regards,

A handwritten signature in black ink that reads "Julie Golden". The signature is written in a cursive, flowing style.

Julie Golden
TFLTA President

Presidents

Tennessee Foreign Language Teaching Association

Julie Golden	2016
Meredith Peccolo	2015
Betsy Taylor	2014
Dolly Young	2013
Kris Climer	2012
David Julseth	2011
Chris Craig	2010
Deanna Kendall	2009
Patt Webb	2008
Sabra Clayton	2007
Eric Henager	2006
Patsy Lanigan	2005
Laura Beasley.....	2004
Jim Davidheiser	2003
Susan Martin	2002
Aliene Click	2001
Joy Maness	2000
Jean Marie Walls	1999
Karen Champion	1998
Alice Sanford	1997
Cindy Ridgway	1996
Dawn LaFon	1995
Juanita Shettlesworth	1994
Dorothy Winkles	1993
Pattie Davis-Wiley	1992
Beckie Gibson	1991
Jacqueline Elliott	1990
Jeff Mellor	1989
Sylvia Countess	1988
Joyce Ward	1987
Sue Lockett	1986
Marty Deschênes	1985
Ortrun Gilbert	1984
Barbara Carden	1983
Shirley Briggs	1982
Eduardo Zayas-Bazán	1981
Phillip Campana	1978 - 1980
Harry Rutledge	1976 - 1977
Sue Reynolds	1974 - 1975
Maxine Patterson	1972 - 1973
Jacqueline Elliott	1970 - 1971
Chair of Ad Hoc Committee	1968 - 1969

2016 Conference Highlights

It is a pleasure to welcome you to the 49th Annual TFLTA Conference, E Pluribus Unum. When I chose this year's conference theme back in the spring, the political season and the candidates' divisive rhetoric were just beginning to heat up. Now, a few days away from the election, we find ourselves in the midst of a national conversation that is often cruel, uninformed, or misinformed and, as world language professionals, the work that we do on a daily basis has never been more relevant. At this conference, we join together once again as a community of educators to celebrate how diverse backgrounds and beliefs form a powerful cohort strengthened by difference.

The 2016 program kicks off Friday morning at 9:00am with six pre-conference three-hour workshops—French, Latin, Spanish and three general workshops. The conference officially begins Friday afternoon at 1:30pm with concurrent sessions in French, Latin, Spanish, German, and Chinese (Saturday only), as well as general sessions. We are excited to offer a wide range of language-specific sessions for elementary through post-secondary educators, and a variety of general sessions for educators of all languages and levels.

Immediately following the final afternoon session, our Friday evening festivities begin with a meet-and-greet cocktail hour. The evening banquet will honor the recipients of the Joyce Ward Teacher of the Year Award and the Jacqueline Elliott Award for Service in Higher Education, as well as a Friend of Foreign Languages and the newest inductee into our Hall of Fame.

We also are excited to announce that Nicole Naditz is our keynote speaker this year and, in keeping with our conference theme, her title is, "From Many Big Ideas to One Goal: Proficiency." Nicole is a French Teacher at Bella Vista High School in Sacramento, California. Over the course of her 23-year career, she has taught French grades 3-12, as well as social science and adult ELD courses. She is very active professionally, and is a sought-after speaker and facilitator of professional learning. She is currently serving a term on the California Department of Education's Instructional Quality Commission as well as fulfilling roles as President and Advocacy Chair on the Board of the Foreign Language Association of Greater Sacramento. She has been honored by Hilton Hotels, PBS, Google, National Geographic and the GRAMMY Museum for her work with learners and is the 2015 American Council on the Teaching of Foreign Languages National Language Teacher of the Year. She was also the 2012 Sacramento County Teacher of the Year and a finalist for California State Teacher of the Year.

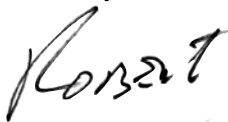
Following the keynote address, attendees can enjoy our AAT-sponsored sessions and language luncheons which are sure to provide professional development and networking opportunities with our colleagues from throughout the state.

Please be sure to place your vote for the TFLTA Board and turn in your ballot by 11:45am Saturday morning.

Finally, on behalf of the entire TFLTA board, I would like to express our sincere appreciation to all who have contributed to the organization of this year's conference. We truly value the commitment of our world language colleagues across the state who work tirelessly to make our annual conference a success.

E pluribus unum!

Sincerely,




Robert Nasatir
2016 TFLTA Program Chair

ACTFL in Music City!

TFLTA Conference 2017



TFLTA

Tennessee Foreign Language Teaching Association

ACTFL Annual Conference and World Languages Expo

November 17 – 19, 2017

Music City Center and Omni Nashville Hotel
Nashville, Tennessee

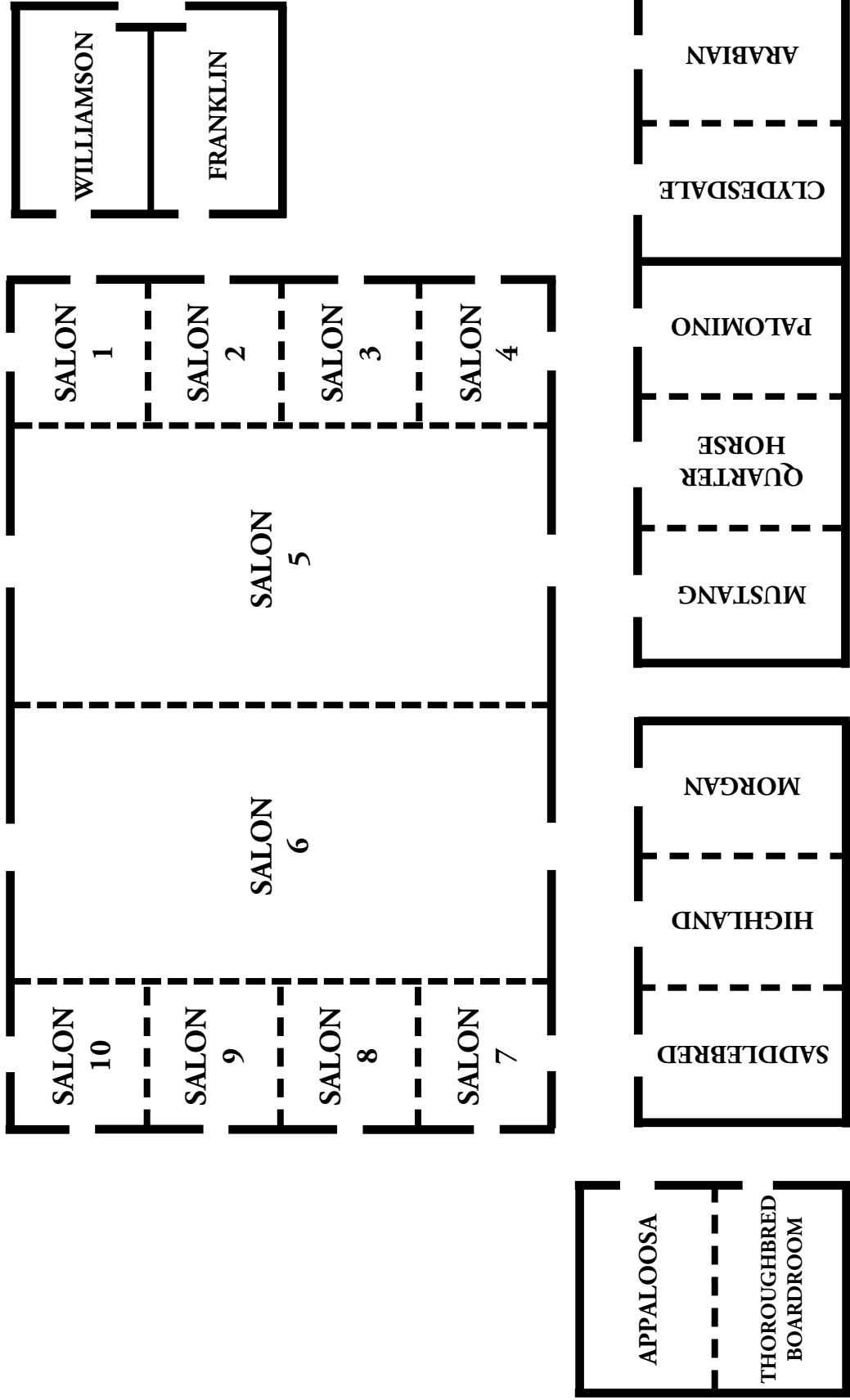
Conference updates will be posted online at
www.actfl.org, www.tflta.org and on Facebook!

2016 TFLTA Conference at a Glance

WORKSHOPS 9:00-12:00 Friday	I. 1:30-2:30 Friday	II. 3:00-4:00 Friday	III. 4:15-5:15 Friday	AWARDS DINNER 6:30 Friday	IV. 8:45-9:45 Saturday	KEYNOTE 10:00-11:00 Saturday	V. 11:15-12:15 Saturday	VI. 1:45-2:45 Saturday
French: Mapping La Princesse de Clèves - Virginia Scott	French: Technology Toolbox - Rebecca Keel & Catherine Childs	French: Everything but the Words: Introducing Students to Old Books - Bonnie Griffin	French: Liberate, egalite, actualite - Saralee Peccolo-Taylor/Betsy Taylor		French: IPA, Food and French Comedies Without Subtitles - Florence Abad Turner		French: AATF Sponsored Session: mélange des genres, crise d'identité et langue des « djeuns. » - Roger Pieroni	French: Curate the Web - Nicole Naditz
Latin: Pandens Domum Omnipotentis Olympi - Kevin Kile	Latin: Constructing a Self-Paced, Blended Learning Latin II Course - Brad Crattie & Chris Webb	Latin: Latin Inscriptions: Romans Really Used All That Grammar - Susan Hankins	Latin: Shaping the Linear Reader - Patrick McFadden	Meet and Greet Cocktail Hour begins immediately after the last afternoon session	Latin: Romans on the Rhine - Edward Gaffney		Latin: TCA Sponsored Session: The Herculeanum Graffiti Project: Using Graffiti in the Latin Classroom - Jacqueline DiBiasie Sammons, Grace Gibson	Latin: Roman Comedy in Modern Context: Presentations for Latin Classes - Nelson Berry
Thoroughbred	Clydesdale	Clydesdale	Arabic		Arabic		Clydesdale	Arabic
Spanish: Managing Your Interactive Classroom - Laura Medina-Mendoza	Spanish: Raising expectations [...] for heritage Spanish speakers - Erin Caceres	Spanish: Oral Projects for Hybrid and Online Classes - Lorena Gómez	Spanish: Raising expectations [...] for heritage Spanish speakers - Erin Caceres	AWARDS DINNER Mustang Quarter Horse Palomino	Spanish: What is it about the subjunctive? - Dolly Young	SHOWCASE OF AWARD WINNERS	Spanish: AATSP Sponsored Session: The ABCs of Rigorous World Language Education - William Mann	Spanish: Spanish for the Professions Round Table Panel - Rosa Toledo
German: Praxis II Preparation - Amber Wilkinson	German: Was darf's sein? Lebensmittel und Einkaufsdialoge spielerisch lernen - Raluca Negrisanu	German: From Foe to Friend: German POWs write letters back to American "friends" - Charlie McVey	German: Round Table Discussions in German - Maria Gallmeier	JOYCE WARD TEACHER OF THE YEAR AWARD	German: "Lola rennt" immer noch - Horst Kurz	KEYNOTE ADDRESS Salon 1-4 NICOLE NADITZ ACTFL TEACHER OF THE YEAR 2015	German: AATG sponsored session: Making the Case! How to make an effective argument using source materials - Kurstin Bush	German: "Geblendet von Worten:" Teaching Culture through Rap and Rap as Culture - Ted Dawson
Clydesdale	Thoroughbred	Thoroughbred	Clydesdale	JACQUELINE ELLIOTT AWARD	Thoroughbred		Thoroughbred	Clydesdale
General: Reading: What, why and how to do it and NOT to do it - Karolina Prasad	General: Breaking the Mold: Re-envisioning the WL Curriculum - Daniel Paolicchi	General: Writing Strategies 101 - Dustin Williams & Jennifer Johnston	General: FLES Roundtable - Monica Frazier		Chinese: Instructional Technology in Foreign Language Teaching - Yanyun Shi		Chinese: Using performance assessment to improve proficiency levels - Xiaohua Wei	Chinese: Round Robin Table Discussion - Josephine Huang-Yen
General: Cross-Curricular Tools to be TNReady - Andrew Jackson & Kelli Gibson	General: Digging into literature: Text Mining as a Pre-reading Activity - Melanie Forehand	General: Time Saving Apps / Online Translators and Dictionaries - Mary Reed & Errol O'Neill	General: Hot Seat with AP Readers - Amber Wilkinson, et al		General: Keep Tabs on Your Students - Paul Jennemann		General: Integrated Performance Assessment: A New Paradigm - Pattie Davis-Wiley	General: TPRS in the World Language Classroom - Erin Rife
Salon 1-4	Arabic	Williamson	Franklin		Salon 1-4		Arabic	Williamson

Franklin Marriott Cool Springs - Conference Center

CHAMPION BALLROOM



Plenary Keynote Speaker

Nicole Naditz



Nicole is a French Teacher at Bella Vista High School. Over the course of her 23-year career, she has taught French grades 3-12, as well as social science and adult ELD courses. She is very active professionally, and is a sought-after speaker and facilitator of professional learning. She is currently serving a term on the California Department of Education's Instructional Quality Commission as well as fulfilling roles as President and Advocacy Chair on the Board of the Foreign Language Association of Greater Sacramento.

She has been honored by Hilton Hotels, PBS, Google, National Geographic and the GRAMMY Museum for her work with learners and is the 2015 American Council on the Teaching of Foreign Languages National Language Teacher of the Year. She was also the 2012 Sacramento County Teacher of the Year and a finalist for California State Teacher of the Year.

On a personal note, she enjoys singing and photography. She cherishes her husband of 26 years, 19-year-old son, and all her rescued pets. And at 5:00 a.m., you can probably find her at the local ice rink preparing for an upcoming competition or show.

Friend of Foreign Languages

Sue Clark



Mary Sue Clark was educated in the Nashville School System. She had 15 years of formal ballet training, 10 years of classical piano, and 5 years of Opera at Blair.

Upon graduating from the University of Memphis, she pursued a career in musical theatre. From working in musicals in Memphis Parks and Theatre Memphis, a teaching career unfolded, which included drama, creative writing, and art. She taught for 5 years and then married and stayed home to raise her children. During this time, she was President of the Jackson Symphony League and directed two Children's concerts.

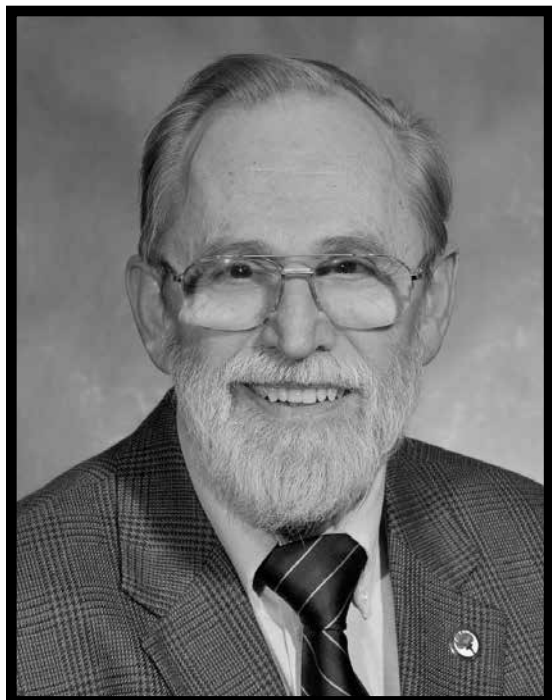
Her family moved back to Nashville in 1986, and she taught at Walter Stokes for seventeen years. Many of her assignments included Children's plays and musicals. She was also known for many Writer's Showcase winners.

After Stokes closed, she was asked by Dr. Pedro Garcia to open Glendale Spanish Immersion School. Mrs. Clark saw the need to partner with Vanderbilt Spanish studies, Belmont Spanish Department, Sister Cities, Hispanic Chamber of Commerce, and Tennessee Foreign Language Institute to help implement this program. All teachers had to be fluent in order to work there. She pursued her training at CARLA, ACTFUL, and many other global workshops to expand the immersion program. Using her artistic gifts, she not only sought to create an Immersion school, but also a school of the arts.

Glendale has been an Award school and number 1 academic school in Tennessee many times. Recently they have been chosen as the only Metro school to receive a Blue Ribbon award from the Federal government. Glendale also received National recognition for their Value Added Scores. She gives much of the success of this school to the dedicated teachers who translate and spend many extra hours to make this program a success. Mrs. Clark just recently retired leaving Glendale with 500 on their wait list. Her favorite quote is, "To whom much is given, much is expected." She has had a wonderful career promoting the love of the arts and helping to implement an elementary program where children could learn another language.

Hall of Fame

Jeff Mellor



Jeff Mellor attended Pittsburgh Public Schools until leaving for the University of Chicago in 1960, where he completed his Bachelors, Masters and PhD training. As an undergraduate, he studied as an exchange student at the Johann Wolfgang University in Frankfurt in 1963-64. Before leaving Chicago for Tennessee in 1970, he taught at the Illinois Institute of Technology and as an Instructor at the University of Chicago. He joined the faculty of the University of Tennessee in 1970 and attended his first TFLTA conference in the Fall of 1970, where he became a member and subsequently a life member of our organization. Over the years he served several terms as a TFLTA Board Member, both directly and as the Tennessee AATG representative to TFLTA. In 1988-89, he served as TFLTA President. Together with Nancy Lauckner, he was a founding co-editor of ECHO and edited this newsletter for a number of years. In 1991, he was honored to receive the

Jacqueline Elliott Award. In 1994-95, he taught in the Scholar in the Schools Program at Bearden High School in Knoxville in collaboration with the Bearden German teacher, Tom Dunne. In 1997-98, he was recognized for Extraordinary Public Service by the University and in 2004 was recipient of the Chancellor's Citation for Excellence in Teaching. Besides his work with TFLTA, he was very active in the AATG where he was a founding member of the Tennessee Chapter and, again with Nancy Lauckner, founded and co-edited its newsletter, Der Spottvogel, from 1971 to 1994. At the national level, he served two terms on the AATG Executive Council and edited its journal Die Unterrichtspraxis/Teaching German from 2001 to 2004. He served as Interim Department Head at UT of Modern Foreign Languages and Literatures from 2004 to 2007 and "retired" from UT in 2012, where he has continued enjoying to teach until this semester, having completed fifty years in the classroom.

Friday, November 4, 2016

7:30 – 5:00 Registration desk open

9:00 – 12:00 Workshops (with purchased ticket)

10:00 – 6:15 Exhibit Hall opens

I. French Workshop: *Mapping La Princesse de Clèves*

Room: Franklin

Presenters: Virginia Scott, Vanderbilt University
Cara Wilson, Vanderbilt University

Presider: Saralee Peccolo-Taylor, Pellissippi State Community College

La Carte de Tendre and La Princesse de Clèves – what is the connection between these two 17th century French texts? Presenters Virginia Scott and Cara Wilson will describe a task-based digital project to engage upper-level students of French in exploring this question. Participants will be involved actively during the session and will have opportunities to discuss the notion of a task-based approach to teaching literary texts. Participants do not need to be familiar with the texts in question. The presentation will be in English and French.

II. Latin Workshop: *Pandens Domum Omnipotentis Olympi: An Approach to the Teaching of Dactylic Hexameter and Scansion in the Latin Classroom*

Room: Thoroughbred

Presenter: Kevin Kile, Saint Cecilia Academy

Presider: Peggy Ross, Franklin Road Academy

Central to the appreciation of the beauty of Vergil's Aeneid is a fundamental understanding of dactylic hexameter. It has been my experience that students have responded exuberantly to meter and scansion to a degree far beyond my wildest hopes. My approach to the teaching of meter and scansion (particularly dactylic hexameter) will be simulated in this workshop. Beginning with the clear distinction between poetry and prose in Greco-Roman literature (i.e. meter), a concept which is generally foreign to most students, we discuss the fundamental distinction between classical Greco-Roman poetry (i.e. the interplay of long and short syllables) and English metrical and later Latin poetry (i.e. the interplay of stressed and unstressed syllables). Advancing to general principles of determining vowel length and scansion, the student is introduced to various metrical feet, culminating in dactylic hexameter –the heroic meter. English dactylic hexameter (e.g. Longfellow's Evangeline) is closely examined before beginning the scanning of passages from the Aeneid and the Metamorphoses (with long vowels marked). Once students have mastered scansion, they return to Evangeline and compose a coherent 8-12 line poem in dactylic hexameter in English. Finally, having mastered the fundamentals of dactylic hexameter, they scan unmarked passages of the Aeneid.

III. Spanish Workshop: *Managing Your Interactive Classroom*

Room: Williamson

Presenters: Laura Medina, Central High School of McMinn County
Stephanie Smith, Central High School of McMinn County

Presider: Erin Rife, Kenwood High School

This is an interactive session presenting hands-on activities, competitive gaming, and “all in” games designed for any language class! Some Materials and games will be distributed in Spanish only, but teachers of all languages are welcome. The purpose of this presentation will allow those in attendance to experience a wide variety of activities and games from the student's point of view. Games and activities will cover each of the ACTFL world readiness standards. The first half of the presentation will focus on games and activities that students can accomplish alone or in small groups in a class rotation or stations setting. The second half will focus on games and activities to be used in a whole class setting. After an introduction of each concept, activity and purpose, participants will be divided into groups to further explore activities and how they can fit into any language curriculum.

IV. General Workshop I: Praxis II Preparation

Room: Clydesdale
Presenter: Amber Wilkinson, Ravenwood High School
Presenter: Lisa Stone, Sevier County High School

This session is designed to assist both future teachers and new, practicing teachers in preparing for the Praxis II French and Spanish tests which are required for teacher certification. Presenters will outline the format of the Praxis II in French and Spanish, provide information on rubrics and grading, and discuss challenges and strategies. This workshop is designed to be informative and interactive. Presenters will describe the test formats. Participants and presenters will discuss challenges to the test and previous experience taking the test or preparation. Presenters will discuss rubrics and grading, with samples. Presenters and participants will discuss strategies for being successful on the exam.

V. General Workshop II: Reading: What, why and how to do it and NOT to do it

Room: Arabian
Presenter: Karolina Prasad, Tennessee Foreign Language Institute
Presenter: Ashlee Headrick, Battle Ground Academy

Although modern teaching methodologies insist that for best learning outcomes the in-class tasks should emulate natural, daily activities, the way the written text is used in most classrooms is very different from how we would process it in real life. There is a lot to be gained from working with a text for language analysis, and we do it to introduce vocabulary, present new function or provide context for a new grammar point. However, these strategies to work with text cannot obscure the main purpose of reading, in classroom or outside: to draw meaning. This workshop will show simple activities that bring the focus on text back to more natural-style reading. I will present interesting ways to work on meaning, reasons to encourage students to look for information in text without trying to understand individual words or grammar, and ways to engage authentic material even with low-proficiency levels. To conclude, we will discuss why natural reading in a foreign language must be encouraged among learners to reinforce the merits of reading in general, and promote good self-study habits.

VI. General Workshop III: Cross-Curricular Tools to be TNReady

Room: Salon 1 – 4
Presenters: Kelli Gibson, Seymour High School
Andrew Jackson, Seymour High School
Presenter: Mary Reed, St. George's Independent School

Many administrators across the state are faced with the ever-increasing reality that test scores are becoming the sole indicator of a school's level of success. This has resulted in an increasing need for teachers in non-tested subjects to devote their class time and resources to improving students' skills in other subject areas. As teachers of both Foreign Language and Social Studies, the presenters have a unique perspective how to bridge the gap between multiple subjects. Doing this allows teachers to not only meet the standards of these subjects, but truly add to the comprehension, skills, and ability of their students in multiple areas, including areas tested on TNReady examinations. Cross-curricular lessons add value to the students' Foreign Language education, as well as their success in other areas, making it a win-win for everyone involved. Not only will proven lesson plans be shared and demonstrated in this session, but a group discussion will allow best practices to be shared and new ideas to be created. Teachers will leave the session with tools to take back to their schools, improving their students' skills in Foreign Language and other areas of importance, increasing their value to their students and their administration.

12:00 – 1:00 Lunch on your own

1:00 – 1:30 Exhibitors' Break

1:30 – 2:30 Concurrent Sessions I

1) Technology Toolbox

Language/Focus: French *Language of Presentation:* English
Room: Franklin
Presenters: Catherine Childs, Briarcrest Christian High School
Rebecca Keel, Memphis University School
Presider: Leah Bailey, Oak Ridge High School

Do you need a few fresh, easy ideas to help motivate your students? Join us as we discuss and demonstrate how to use various online tools to increase student retention, comprehension, and enthusiasm. Examples will primarily be from our French classes, but the ideas will work for any language. We will share ways to incorporate Youtube clips into your everyday lesson plans, and then demonstrate how to use online apps such as Duolingo, Quizlet, LyricsTraining, EdPuzzle, Piktochart, and so much more!

2) Constructing a Self-Paced, Blended Learning Latin II Course

Language/Focus: Latin *Language of Presentation:* English
Room: Clydesdale
Presenters: Brad Crattie, L & N STEM Academy (Knoxville)
Chris Webb, L & N STEM Academy (Knoxville)
Presider: Kevin Kile, St. Cecilia Academy

Blended, self-paced learning has been recognized as being effective in producing independent, self-motivated, life-long learners. Using Web 2.0 technology — in the form of CANVAS — as a communication tool and a platform, we have constructed self-paced, blended Latin II and Latin III Honors courses that selected students are expected to complete with a high degree of independence. The courses employ the flipped and flex models of blended learning, and Honors students attend class at their discretion. Non-honors students work in a flipped classroom. Instructional aids such as videos, PowerPoints, Nearpods, and practice quizzes are uploaded to CANVAS for the students to work with at their own pace. If students complete the modules for Latin II before the end of the academic year, they can begin work on the self-paced modules for Latin III. We are also employing this model in a more limited way in Latin I Honors classes. We will discuss using CANVAS as our platform, the blended learning models that we selected, ‘clumping’ the curriculum into modules, using Facetime or Skype for individual tutoring, methods of assessment, and the potential advantages and disadvantages.

3) Writing, Comic Strips and Graphic Organizers

Language/Focus: Spanish / General *Language of Presentation:* English
Room: Salon 1 – 4
Presenters: Adoración Berry, University of Memphis
Melissa Newman, Carter High School
Presider: Jennifer Johnston, University of Memphis

The use of dialogues, incorporating vocabulary, grammar, and cultural aspects of language increases learning in a second language. Thus, the purpose of this presentation is to use comic scripts as the starting point to facilitate learners in determining and presenting their ideas about different subjects. Furthermore, learners will be able to create their own comic strips and at the same time learn to connect and create a sequence from the first strip to the last. Additionally, providing graphic organizers to organize their thoughts increases student success. They are able to think of what verbs and other vocabulary they will need before constructing sentences. This presentation will also provide examples of graphic organizers and various writing prompts for both Spanish I and II.

4) Was darf's sein? Lebensmittel und Einkaufsdialoge spielerisch lernen

Language/Focus: German *Language of Presentation:* German
Room: Thoroughbred
Presenter: Raluca Negrisanu, University of Tennessee
Presider: Richard Apgar, Sewanee: The University of the South

The presentation is aimed to help teachers introduce and practice food and shopping vocabulary and phrases in a fun and interactive way. The materials are designed for beginner German students. In the first part of the session food vocabulary and packaging types will be introduced, as well as writing a shopping list. The second part of the session will be dedicated to creating shopping dialogues and playing the different shopping scenarios using toy food items and other props to recreate specialty stores. All the scenes will be played during the session. The participants will use their created shopping lists to go shopping, use fake money to buy toy food and interact with the sellers. The teachers will receive copies of the materials used to create this session.

5) Breaking the Mold: Re-envisioning the Modern Language Curriculum

Language/Focus: General *Language of Presentation:* English
Room: Williamson
Presenter: Daniel Paolicchi, Montgomery Bell Academy
Presider: Erika Stevens, Walters State Community College

The presentation will be designed with the hopes of inspiring language teachers to think critically about the traditional modern language teaching model and their own curriculum, and whether it is helping students achieve the communicative goals and objectives set by national standards. A sample model will be presented to the delegates, but the ultimate focus is to get teachers to develop a model that will achieve the communicative goals within their own academic environment.

6) Digging into literature: Text Mining as a Pre-reading Activity

Language/Focus: General *Language of Presentation:* English
Room: Arabian
Presenter: Melanie Forehand, Vanderbilt University
Presider: Patricia Davis-Wiley, The University of Tennessee, Knoxville

“E pluribus unum” may be translated as “out of many, one.” In the spirit of this year’s theme, I would like to propose a regular session presentation that discusses how text-mining software can be used as a pre-reading activity to take the many words found in a literary text and concentrate on one. This presentation demonstrates how the text-mining program Voyant Tools (voyant-tools.org) can be used to analyze vocabulary, word patterns and word frequency in articles, short stories, and lengthy novels. Based on my experience in the classroom, I have found that this works particularly well as a pre-reading activity to help students sift through literary texts to discover major themes, key vocabulary terms, and textual patterns. As technology becomes an increasingly important element for teaching, this tool allows us to use computers in a meaningful and effective way in the language classroom.

2:30 – 3:00 Exhibitors’ Break and Coffee Break

3:00 – 4:00 Concurrent Sessions II

1) Everything but the Words: Introducing Students to Old Books

Language/Focus: French *Language of Presentation:* French
Room: Arabian
Presenter: Bonnie Griffin, Vanderbilt University
Presider: Virginia Scott, Vanderbilt University

What can advanced-level students of French learn from 17th and 18th century texts? In this presentation I will demonstrate how teachers can help students to temporarily suspend their understanding of what a book is and to explore the following questions: What was the early modern book like? How was it made and decorated? Who comprised a society of readers? This presentation, given in French, will describe my study of the leather bindings, marbled pages, and intricate printed decorations that graced the finest old French books. Participants will discover how students can be guided to appreciate the ways that seemingly unnecessary or frivolous embellishments in these old books can enhance their understanding and appreciation of a variety of societal nuances, including wealth disparities, social classes, readership, values, and behaviors of the time in which they were constructed.

6) Time Saving Apps / Online Translators and Dictionaries

Language/Focus: General *Language of Presentation:* English
Room: Williamson
Presenters: Mary Reed, St. George's Independent School
Errol M. O'Neill, University of Memphis
Presenter: Mary Kroeger, East Nashville Magnet School

This presentation looks at both sides of the technology debate. Teachers will come away having practiced using multiple apps that will save valuable time. Teachers will learn how to use Boomerang to schedule emails and to have emails returned after a certain period of time, Google Voice to receive transcribed voice mails during classes, Google drive for collaborative work with students and colleagues, LastPass to save all passwords in a secure location, Evernote to sync notes across various devices and to collaborate with others, Coachme to build routines and habits, Logmein to access computers remotely, and Pinterest to save ideas and collaborate with others across the web. These apps will save teachers time and allow them to spend more time on the "good stuff" in teaching like planning an amazing lesson, being more present with students and spend less time bogged down by all the "to do" stuff. On a related note, online translators (such as Google Translate) are widely used by students in spite of being banned by many instructors. The presenter ran a study in Fall 2015 to analyze and compare the reported and actual use of these two tools among third- and fourth-semester university students in French and Spanish. Participants completed two surveys about their use at the beginning and end of the study. They also wrote a series of compositions using Google Translate, WordReference or neither.

4:00 – 4:15 Exhibitors' Break

4:15 – 5:15 Concurrent Sessions III

1) Liberté, Egalité Actualité

Language/Focus: French *Language of Presentation:* English
Room: Williamson
Presenters: Saralee Peccolo-Taylor, Pellissippi State Community College
Betsy Taylor, Franklin High School
Presenter: Stephanie Clark, Karns High School of Knox County

France in 2016 is a growing mosaic of established "patrimoine" enriched by an ever-expanding immigrant population. This presence challenges us to embrace the vibrant diversity of "la nouvelle nouvelle France." Suggestions for how to teach this new France, using current media, will be shared. This session is inspired by ideas gleaned from the recent AATF national convention in Austin, TX.

2) Shaping the Linear Reader

Language/Focus: Latin *Language of Presentation:* English
Room: Arabian
Presenter: Patrick McFadden, St. Mary's Episcopal School
Presenter: Susan Hankins, Greeneville High School

The aim of this session is to cultivate the strategies which facilitate the reading of Latin from left to right. Many methods for teaching inadvertently lead students either to hunt and peck for words to fit together or to fashion meaning solely based on semantic reasonability. The basis for linear reading, on the other hand, is the development of morpho-syntactic expectations. After a brief overview of mainstream methodologies, attendees will learn the critical-thinking exercise of writing TCDR definitions (Topic, Class, Description, Relevance). This is a skill applicable to organizing information in any and all classes students take. This system for defining grammar enables teachers to present fewer categories of information, and puts grammar into a logical format. Using this organization of grammar attendees will learn to construct exercises for "metaphrasing." These are shorter and longer fragments of Latin sentences, which cultivate in students the ability to predict what is necessary for completeness in Latin sentence and to identify ambiguities along with the ways of resolving those ambiguities as they process the sentence literally.

4:15 – 5:15 Concurrent Sessions III (continued)

3) Oral Projects in the Teaching of Spanish in Hybrid and Online Classes at the College Level

Language/Focus: Spanish *Language of Presentation:* English
Room: Salon 1 – 4
Presenter: Lorena Gómez, Tennessee Wesleyan College
Presider: Erin Caceres, Centennial High School

In this presentation there will be a discussion of how oral group projects can be used in a language class at the college -level. Besides being a useful tool to motivate college students to produce and create their own stories or novels, oral projects can help students to create high expectations of themselves resulting in exemplary oral projects. In addition, oral projects have shown to be good academic tools to assess oral skills in online language classes. The presenter will share evidence of how oral projects have been used in the teaching of Spanish in hybrid and online classes at Tennessee Wesleyan College.

4) Round Robin Table Discussions in German

Language/Focus: German *Language of Presentation:* German
Room: Clydesdale
Presenters: Maria Gallmeier, University of Tennessee
Ulla Carr, West High School
Presider: Charlie McVey, Lipscomb University

This immersion round table focuses on building and/or refreshing German Language and Culture Skills: German 3 through AP. The interactive session offers teachers of all levels opportunities to discuss various themes from the German HS curriculum, including Science and Technology, Global Challenges, and Contemporary Life. The goals of these discussions are to expand participants' knowledge of the current German cultural topics and to foster exchange of pedagogical ideas. Attendees will participate in three 20 minutes round table discussions.

5) FLES Roundtable

Language/Focus: General *Language of Presentation:* English
Room: Thoroughbred
Presenter: Monica Frazier, Battle Ground Academy
Presider: Andy Jackson, Seymour High School

Are you a K-8 foreign language teacher? Let's discuss what works, what doesn't, and bring together some ideas for improving language learning for our students! Come prepared with an activity or an idea to share. A FLES roundtable discussion, open to all languages.

6) Hot Seat with AP Readers

Language/Focus: General *Language of Presentation:* English
Room: Franklin
Presenters: Amber Wilkinson, Ravenwood High School
Daniel Paolicchi, Montgomery Bell Academy
Presider: Joy Victoria, Montgomery Bell Academy

This session will be a question and answer style where participants may ask any question about the topic. The teachers in the "hot seat" are experienced AP teachers and readers of French and Spanish. Participants can ask a variety of questions, some may include questions about the AP grading process or strategies for teaching the courses. This session is participant driven, all questions are welcome!

5:15– 6:15 Exhibitors' Break

Room: Convention Center Lobby

Join us for an apéritif and meet our TFLTA Board candidates and Aliene Click Professional Development Scholarship recipients!

6:30 Awards Dinner
Rooms: Mustang - Quarter Horse - Palomino
Presentation of 2016 Joyce Ward Teacher of the Year Award
Presentation of 2016 Jacqueline Elliott Award for Service in Higher Education
Presentation of 2016 Hall of Fame Honorees
Presentation of Friends of Foreign Language Award

Saturday, November 5, 2016

7:30 Registration desk open

7:30 – 8:30 Accolades Breakfast & Business Meeting

Rooms: Mustang - Quarter Horse - Palomino

Introduction of Board Candidates
(Place your ballot in the ballot box at the registration desk by 11:45am!)
Recognition of ACPD Scholarship Winners
Recognition of Outgoing Board Members
Recognition of Member Achievement

8:00 – 3:00 Exhibit Hall opens
Visit Exhibitors throughout our Convention Space

8:30– 8:45 Exhibitors' Break

8:45 – 9:45 Concurrent Sessions IV

1) IPA, Food and French comedies without subtitles: Using Louis de Funès as a teaching tool

Language/Focus: French *Language of Presentation:* English
Room: Williamson
Presenter: Florence Abad Turner, University of Tennessee
Presider: Gloria Murff, Christian Academy of Knoxville

In this presentation, participants will explore a full unit taught at UTK in first semester classes using the integrated performance assessment format. Students explore and reflect on French and American cultures by viewing clips from famous comedies that are part of the French collective memory. By contrast, food revival activists in the States such as Alice Waters and Michael Pollan are discussed to counteract the negative perception of food that exists here. Using the integrated performance assessment (IPA), a thematic unit on food is taught. Students are provided several clips from emblematic French comedies without subtitles. They develop their perception of food here and in France. At the beginning of the unit, they have a negative perception of food in the States. To expand the discussion, food revival activists such as Alice Waters and Michael Pollan are discussed with multimedia materials. This unit covers both language and culture with 3 tasks: Interpretive, interpersonal and presentational.

2) Romans on the Rhine

Language/Focus: Latin *Language of Presentation:* English
Room: Arabian
Presenter: Edward Gaffney, Vanderbilt University
Presider: Sarah Ellery, Montgomery Bell Academy

With Julius Caesar's conquest of Gaul and the left bank of the Rhine in the first century BC, Romans established a number of colonies and military outposts that brought them into contact with native tribes. In the first three and half centuries of the imperial period, Roman influence was pervasive, resulting in settled cities and, by the early fourth century AD, the presence of imperial capitals at Lugdunum (Lyons) and Trier (Germany). This presentation will explore the degree to which Romans left permanent influences on the peoples of the Rhine.

9:45 – 10:00 Exhibitors' Break and Beverage Break

10:00 – 11:00 KEYNOTE ADDRESS

From Many Big Ideas to One Goal: Proficiency

Nicole Naditz, Bella Vista High School, Sacramento, California

ACTFL Teacher of the Year 2015

Rooms: Salon 1 – 4

11:00 – 11:15 Exhibitors' Break

11:15 – 12:15 Concurrent Sessions V

1) AATF Sponsored Session: *Faiza Guène: mélange des genres, crise d'identité et langue des «djeuns»*

Language/Focus: French

Language of Presentation: French

Room: Franklin

Presenter: Roger Pieroni, Middle Tennessee State University

Presider: Laurie Ramsey, Sewanee: The University of the South

Après un bref aperçu biographique de cette auteure qui a explosé sur la scène littéraire française des dix dernières années, j'aimerais discuter la forme des romans qui ne correspond pas précisément aux paramètres du roman traditionnel. Cette transgression s'accompagne de l'exploration du thème de l'hybridité culturelle, préoccupation centrale des écrivains qui discutent le déracinement et le tiraillement entre deux cultures. Une troisième dimension originale réside dans l'hybridité de la langue utilisée par Faiza Guène, langue profondément originale puisqu'elle puise dans des registres très divers, y compris celui des « djeuns. ». Pour cette troisième partie, le public participera activement à la conversation.

2) TCA Sponsored Session: *The Herculaneum Graffiti Project: Using Graffiti in the Latin Classroom*

Language/Focus: Latin

Language of Presentation: English

Room: Clydesdale

Presenters: Jacqueline DiBiasie Sammons, Sewanee: The University of the South

Grace Gibson, Sewanee: The University of the South

Presider: Nelson Berry, Montgomery Bell Academy

Ancient graffiti from Pompeii and Herculaneum provide a unique insight into the Roman world of the 1st century AD. Unfortunately, they are not easy to study or incorporate in the classroom since they are not widely available. Worse still, graffiti are scratched into friable wall plaster so preservation of these unique artifacts is difficult. The Ancient Graffiti Project seeks to solve both problems through the creation of a digital search engine. Now, researchers, students, and teachers from across the world can access these graffiti and study them. Through archaeological documentation work on site, the project seeks to digitally preserve these graffiti before they are lost forever. In this session, we introduce this unique artifact and the archaeological sites of Pompeii and Herculaneum. We explain the Ancient Graffiti Project search engine and discuss ways ancient graffiti can be incorporated into the classroom.

3) AATSP Sponsored Session: *The ABCs of Rigorous World Language Education*

Language/Focus: Spanish

Language of Presentation: English

Room: Salon 1 – 4

Presenters: William Mann, Nashville School of the Arts

Katrina Hughes, Antioch High School

Presider: Daniel Paolicchi, Montgomery Bell Academy

Strategies will be shared to help teachers increase the rigor in teaching Spanish (or any world language). Examples of these strategies include Vocabulary Flatlines/ Vocabulary 4 Squares (with varying degrees of difficulty per levels), Oral Presentations, Batallas (Battles), Writing Prompts, etc. Answering the basic challenge of adding bold curriculum to what many consider a boring concept beforehand. As teachers of all levels of world languages, we must try to help our students achieve bilingual communication skills. By increasing rigor in the world language classroom setting, teachers will learn that their students can acquire broader concepts like interpersonal and presentational speaking and writing to accelerate the best connection to real world language applications, beliefs, and communities. Although most of what we will share and discuss will be geared towards Spanish classrooms, it can be adapted to other world languages.

11:15 – 12:15 Concurrent Sessions V (continued)

4) AATG Sponsored Session: Making the Case! An Effective Argument

Using Source Materials

Language/Focus: German *Language of Presentation:* English
Room: Thoroughbred
Presenter: Kurstin Bush, Hume Fogg Academic High School
Presider: Ted Dawson, Vanderbilt University

Using the AP Language and Culture Persuasive Essay Guidelines as a starting point, participants will work with sample materials and learn how to teach students to write an effective argument that is supported by evidence from different sources. This presentation will identify how to organize an essay to best allow for the integration of sources in defense of an argument instead of mere summary, which is frequently the case. Strategies for identifying generalizations and finding supporting details will also be covered. The use of the AP Language and Culture Guidelines for Presentational Writing will be the source for assessing, whether students have succeeded in following the necessary principals of essay writing and a starting point for what to look for in student work.

5) Using performance assessment to improve students' proficiency levels

Language/Focus: Chinese *Language of Presentation:* English
Room: Arabian
Presenters: Xiaohua Wei, Franklin High School/Independence High School
Danmei Houston, Brentwood High School
Presider: Josephine Huang-Yeh, University School of Nashville

The presentation will touch the base of three modes of communication and performance assessment rubrics. Based on some specific topics in Chinese class, we will discuss how to plan lessons to encourage students perform the three modes in the class, and give feedback that help them grow up as reflective foreign language learners. This presentation will cover the following three topics: 1. What are the 3 modes of communication, proficiency levels and performance assessment? 2. Using sample lesson plans to explore how to improve students' proficiency levels with performance assessment rubrics. 3. Discuss how to help students prepare Chinese AAPPL test through performance assessment in a daily base.

6) Integrated Performance Assessment: A New Paradigm for the WL Classroom

Language/Focus: General *Language of Presentation:* English
Room: Williamson
Presenter: Pattie Davis-Wiley, University of Tennessee
Presider: Paulette Prinston, Johnson University

IPA (Integrated Language Performance) is not new; it first appeared in the WL arena in 1997 although it was an integral component of the Proficiency movement, born in the late '80s. ACTFL considers IPA to be a true KEY to opening the future for our students. Of particular import, IPA not only measures the three modes of language communication via both formative and summative means, but also can be effectively used to inform the dynamic design and implementation of 21st. century-skills-oriented classroom language instruction. The proposed session will briefly overview IPA and then demonstrate how WL teachers can re-think their current classroom assessment (formative and summative) methods and learn how to create and utilize a plethora of free and accessible digital resources (including web 2.0, and Google tools) to assess, practice and instruct language skills. This session is applicable to all languages.

1:45 – 2:45 Concurrent Sessions VI (continued)

3) Spanish for the Professions Round Table Panel

Language/Focus: Spanish / General *Language of Presentation:* English
Room: Franklin
Presenters: Rosa Toledo, University of Tennessee
Francisca Chaudhary, University of Tennessee
Jae Resendes, University of Tennessee
Presider: Patsy Lanigan, Montgomery Bell Academy

The current instructors of Spanish for the Business World (Francisca Chaudhary), Spanish for the Medical Professions (Jae Resendes) and Spanish for the Communication Majors: Advertising, Broadcasting, Journalism and New Media (Rosy Toledo), at the University of Tennessee will share their course objectives, format, strategies and outcomes, in order to open up the table to audience questions, thus allowing for extended discussion among the group. This session seeks to create an environment for giving and receiving targeted feedback on the subject of Language Learning (not only Spanish) for the Professions and its advantages and disadvantages, engaging in an in-depth discussion, and meeting colleagues with similar interests.

4) “Geblendet von Worten:” Teaching Culture through Rap and Rap as Culture

Language/Focus: German *Language of Presentation:* English
Room: Clydesdale
Presenter: Ted Dawson, Vanderbilt University
Presider: Phillip Easterly, Jefferson County High School

German rap songs address many of the most urgent issues of contemporary European society, from immigration and racism to class and gender conflicts. With their energizing music, these songs offer an attractive means of introducing crucial cultural topics to our students. However, rap songs challenge both teacher and student in a number of ways. Even the length of their lyrics can cause problems, and attempts to simplify extremely complex songs can result in misrepresenting rap – itself a significant cultural phenomenon – when using it to introduce other cultural phenomena. In this presentation, I will first briefly address the general theoretical issues of using rap music as authentic material. Then, I will present specific activities involving rap songs released in 2015 and 2016, showing how these can be used to introduce cultural topics while at the same time being taken seriously as poetic works.

5) A Chinese Round Robin Table Discussion

Language/Focus: Chinese *Language of Presentation:* Chinese
Room: Thoroughbred
Presenter: Josephine Huang-Yeh, University School of Nashville
Presider: Qingjun (Joan) Li, Belmont University

A Chinese Round Table Discussion Led by Josephine Huang-Yeh. Topics include: How to motivate and bring out the best from students; how to create immersion learning; classroom management; and how to connect Chinese with other subjects.

6) TPRS in the World Language Classroom

Language/Focus: General *Language of Presentation:* English
Room: Williamson
Presenter: Erin Rife, Kenwood High School
Presider: Daniel Paolicchi, Montgomery Bell Academy

Sharing TPRS strategies with teachers. It will be specific to Spanish and German classes, but can also be used in French and other languages.

3:00 – 3:30 Exhibitors’ Raffle and Election results

Room: Salon 1 – 4

3:30 – 3:45 TFLTA Board Meeting (by invitation only)

Room: Williamson

Joyce Ward Teacher of the Year Award 2016

Besty Taylor



Betsy Taylor is a French teacher at Franklin High School in Williamson County. Yet to those who know her or those who know of her, she is so much more. Betsy is a friend, a mentor, a leader, and a National Board Certified teacher of excellence. Her colleagues at Franklin High School recognized her gift for teaching and named her their Teacher of the Year in 2009. Betsy went on to become Teacher of the Year for Williamson County, and the Upper Cumberland Region. She has served in many leadership positions in professional organization such as Alpha Delta Kappa, her professional sorority, TN AATF, and TFLTA. She has held all of the offices from Board member to President. She is currently the appointed conference Secretary who negotiates the contracts for the TFLTA state conventions. She has presented at numerous conferences, winning Best of Tennessee twice, and she has coordinated media for the conference. Betsy has been working with us, among us, with such devotion and energy, that she has become a part of the soul of TFLTA.

It goes without saying that the essence of a teacher is the love of her subject and the love of her students. Betsy Taylor lives and breathes French. Her Advanced Placement and International Baccalaureate students always have top scores. She took the position as French teacher at Franklin High School in 1999 with only 6 sections of French; however, her enthusiasm and love of subject has built this program so that now there are two fulltime French teachers. Students writing in support of Mlle Taylor's nomination are grateful for their knowledge of French and French culture, but they also emphasize that Mlle Taylor taught them self-confidence and helped them to develop an open mind by taking students on trips to France and one other country during the summer each year. According to one of her former students "Mlle Taylor turned me into a lifelong learner and for that I will always be grateful." Betsy's high school teacher says that Betsy was a natural teacher even as a student at Karns High School. She was always helping other students in the class. Her mentor teacher during her student teaching lauded Betsy for her excellence at this early point in her career. Betsy's principal sites her enthusiasm; "she can be heard speaking French throughout the building." Betsy mentors colleagues. When a middle school lost its French teacher, Betsy took over until a new teacher could be found. Those of us who have the opportunity to work with Betsy certainly agree with Ms. Dickerson when she says that "she finds the positive in everybody and all situations." Mlle Taylor is certainly a teacher's teacher.

TFLTA is pleased to recognize this sparkling jewel in our midst. We proudly honor Betsy Taylor as the 2016 Joyce Ward Teacher of the Year.

About Joyce Ward: *A long-time teacher of Latin at the Harpeth Hall School in Nashville, she regularly took her students to Junior Classical League local, state, and national contests, in all of which her students distinguished themselves. She was an active learner throughout her career, keeping her teaching style fresh and innovative. She loved to take her students overseas to visit Rome, Greece, and Egypt. She served as President of the Tennessee Classical Association and of the Tennessee Foreign Language Teaching Association. Her reputation as one of Tennessee's best is a lasting testament to her love of teaching and her dedication to her discipline.*

Jacqueline Elliott Award for Service in Higher Education 2016

Daniel Solomon



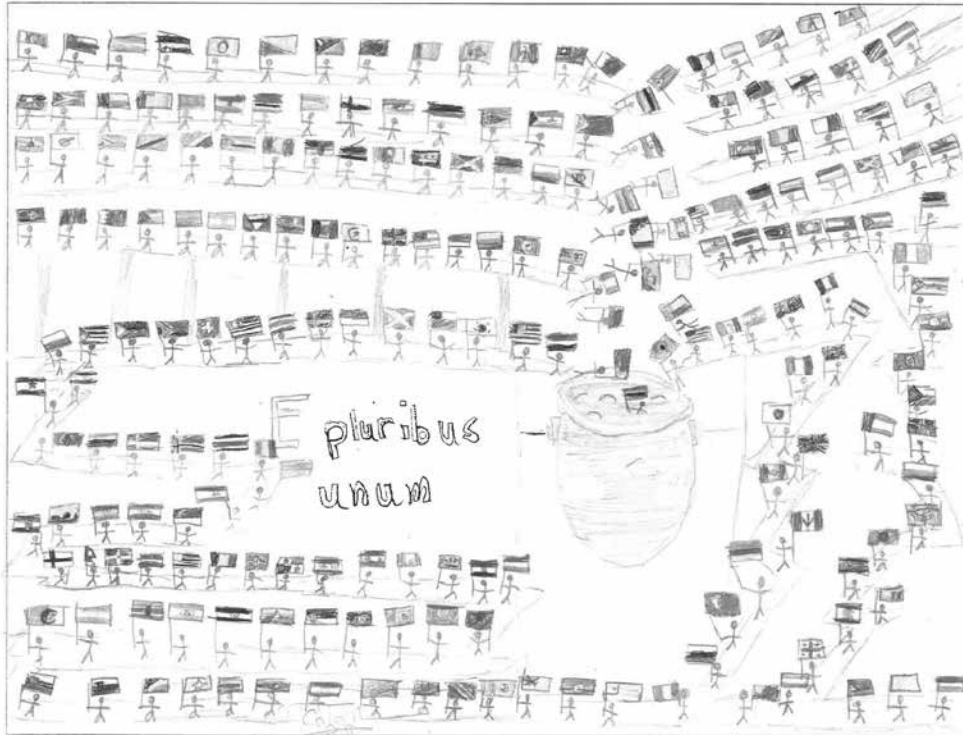
This year's recipient of the prestigious Jacqueline Elliott Award exemplifies the spirit and the principles that this honor represents for language education. Dr. Daniel Solomon's quest for excellence as a professional educator and lifelong learner is evident in the array of his academic experience and body of work at Vanderbilt University. He serves there as Director of Undergraduate Studies and manages the Latin program in the Department of Classical Studies.

Since 1998, Dr. Solomon's character, vigor, and availability have proven to be attributes that have esteemed him among students and colleagues alike. To quote a fellow professor testifying of Dr. Solomon's impact at the university, she states, "Daniel Solomon's service to the profession of Latin and the Classics embraces the best qualities of whom we are and aspire to be." Dr. Solomon's love for the language and creative teaching also inspires the graduate students he mentors, and his "open office door" policy symbolizes his warmth and genuine concern for his students and his pursuit of empowering them for success.

Congratulations, as TFLTA honors you, Dr. Daniel Solomon, for your tireless labor and commitment to language education.

About Jacqueline Elliott: *On April 30, 2003, TFLTA lost one of its founders, Madame Jacqueline Elliott. Her life was testimony to her belief that effective communication can peacefully bond people of different cultures, religions and backgrounds. After serving her country in the French Resistance during WWII, she married an American soldier and made this country her home. As a co-founder of TFLTA over 40 years ago, she set the stage to continue to promote and to advocate for foreign language education in the state, and to provide assistance and resources to those teaching foreign languages at all levels. Her smile always radiated encouragement. Her laughter sparked adventure. Her kindness touched us all.*

2016 Poster Contest Winners



**K - 6
Category**

First Place
Harding
Academy

Teacher:
Brigida Derrick

7 - 12 Category

First Place
Martin Luther King
High School
Teacher: Jane Weaver



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Please check www.tflta.org for more information.

EAST TENNESSEE TFLTA MINI CONFERENCE

Date: Saturday, April 1, 2017
Location: Webb School of Knoxville
Local Contact: Pattie Davis-Wiley
pdwiley@utk.edu

WEST TENNESSEE TFLTA MINI CONFERENCE

Date: Saturday, March 25, 2017
Location: Rhodes College
Local Contact: Eric Henager
henager@rhodes.edu



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Phone: 615-329-8400 x1110
Email: jane.weaver@mnps.org
Website: <http://tnaatf.weebly.com/>

AATSP (American Association of Teachers of Spanish and Portuguese)

Representative: Kelly Scheetz
320 Harvard Avenue
Nashville, TN 37205
Email: kellys@wcs.edu
Website: <http://www.aatasp.org/>

Avant Assessment

Representative: Joseph Goins
2400 Oxford Drive, Suite 313
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TFLTA 2016 ANNUAL CONFERENCE SESSION ATTENDANCE VERIFICATION

Name: _____

School: _____

Date: _____

This is to verify that the teacher named above attended the following sessions of the 2016 Tennessee Foreign Language Teaching Association Conference:

**Friday, November 4
Workshop (9am-noon)**

Workshop Title	Presider's Signature
_____	_____

Concurrent one-hour sessions:

Session Title	Presider's Signature
I. _____	_____
II. _____	_____
III. _____	_____

**Saturday, November 5
KEYNOTE SESSION**

_____	_____
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Concurrent one-hour sessions:

Session Title	Presider's Signature
IV. _____	_____
V. _____	_____
VI. _____	_____