



Tennessee Foreign Language Teaching Association

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## Welcome from the President

Dear Colleagues,

Welcome to the 51st TFLTA Annual Conference! I am pleased to welcome you to another annual conference of our wonderful organization where we celebrate language learning, make connections, and collaborate with colleagues each November. TFLTA is the major organization in our state for world language teachers and professors at all levels of education. We hope you will be inspired and have an insightful weekend as we prepare our students to both learn a language and lead with heart.

Becky Peterson, First Vice-President and Conference Chair this year, has organized an exciting program for us that includes a variety of sessions and workshops addressing all levels and languages. She has put a lot of effort into maintaining the new conference schedule and recruiting dynamic keynote speakers and presenters to share their expertise. Many thanks to all those who have volunteered their time, efforts, and energy to offer presentations and share their enthusiasm and knowledge with our attendees.

It has been my great privilege to serve as TFLTA President this year. Through the years as a TFLTA Board member, liaison, and officer, I have gained much insight into what makes this organization special: its devoted members. Without you, our organization would not be able to provide the quality language programs and professional development our schools and students have come to expect. My outgoing wish is for even more world language teachers to become involved in the organization: submit a session proposal, attend a regional workshop, run for a Board position. We truly are an organization of teachers, by teachers, and for teachers!

I send my heartfelt thanks to the TFLTA Board members and appointed officers who work throughout the year to select award recipients and plan exciting opportunities for our members and students. I truly appreciate those who have volunteered to host or present at our regional conferences and summer workshop. We are extremely fortunate to have such amazing, dedicated colleagues from across this state and region who participate whole-heartedly in the work of TFLTA.

Once again, I'd like to thank you, our members, for your continued support of TFLTA. I know we will all enjoy this weekend together as we gather for professional development, reunite with friends, and share our commitment to this profession. Have a great conference!

Cordially,

A handwritten signature in black ink that reads "Kelly Scheetz". The signature is fluid and cursive, with a large, sweeping flourish at the end.

Kelly Scheetz  
TFLTA President

# Presidents

## Tennessee Foreign Language Teaching Association

Kelly Scheetz .....	2019
Daniel Paolicchi.....	2018
Julie Golden .....	2016 - 2017
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



Tennessee Foreign Language Teaching Association

## 2019 Conference Highlights

It is my pleasure to welcome you to the 51st Annual TFLTA Conference, Learn a Language - Lead with Heart. In creating this year's theme, I was reminded of the importance of connection and seeking wholeness. The connection of head and heart. The acts of learning and leading and the courage needed for both (derived from heart Latin cor, French coeur, Spanish corazón). What seems to be a simplistic theme, is anything but. The work we do daily in our classrooms, requires great heart, courage, bravery and leadership on both the part of the teacher and the student. It is through these endeavors, that we learn more about ourselves, our students and hopefully, our world. Our desire is that these two days will give you an opportunity to think intentionally about your classroom practices, gather some fresh ideas, (re)connect with friends and colleagues and reflect on what this type of learning and heart look like in the language classroom.

We begin our time together with pre-conference workshops Friday morning — French, Spanish and four general ones. The main conference kicks off after lunch and the schedule features a wide-variety of language specific sessions, varied target audiences and all sessions will offer practices appropriate for any classroom.

Friday evening festivities immediately follow the last session with a meet-and-greet cocktail hour — a time to (re)connect with friends and colleagues. The evening banquet honors the recipients of the Joyce Ward Teacher of the Year Award and the Jacqueline Elliott Award for Service in Higher Education, Friends of Foreign Languages and a new Hall of Fame Inductee. Juliana Ospino Cano, the newly appointed Executive Director of Conexión Américas, will be our speaker. It is truly a lovely celebration and recognition of the creative and engaging work of colleagues in the state.

Stacey Johnson, Ed.D. and L.J. Randolph, Ed.D. are the keynote speakers Saturday morning and will present on the topic of “Social Justice in the World Language Classroom: A Call to Action,” which will undoubtedly challenge each of us to think critically about what this means in our classroom spaces.

Our AAT-sponsored sessions on Saturday will share professional growth opportunities for teachers and their students throughout Tennessee. These will be followed by our language luncheons and AAT business meetings and promise to provide attendees with great professional development and various networking opportunities.

Please cast your vote for candidates for the TFLTA Board and turn in your ballot by 11:45 a.m. Saturday at the registration desk. New Board Members will be announced at the Raffle beginning at 3:30 p.m.

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 in their classrooms, with their students and who take time out to make our annual conference a success.

With gratitude,

Becky Peterson  
2019 TFLTA Conference Chair

# **Reserve the Date!**

## **TFLTA Conference 2020**



**TFLTA**

Tennessee Foreign Language Teaching Association

### ***Learning Language – Connecting Communities***

November 6 – 7, 2020

Franklin Marriott Cool Springs and Conference Center  
Franklin, Tennessee

Conference updates will be posted online at  
[www.tflta.org](http://www.tflta.org) and on Instagram, Twitter and Facebook!

## **Aliene Click Professional Development 2019 Scholarship Recipients**

Ayleem Betances	East High School	Shelby County
Rachel Cahill	Ravenwood High School	Williamson County
Tiffany Church	Shelbyville Central High School	Bedford County
Rebecca Hillebrand	White County High School	White County
Jennifer Livezey	Centennial High School	Williamson County
Amanda Roberts	RePublic High School	Davidson County
Rachel Smith	Ravenwood High School	Williamson County

## **Sabra Clayton Award Winner**

Barbara Quintard	Central High School	McMinn County
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## **TFLTA Hall of Fame**

The TFLTA Hall of Fame recognizes members who have contributed significantly to the mission of TFLTA.

We will induct a new member at our Friday night banquet.

You are invited to contribute to the Hall of Fame.

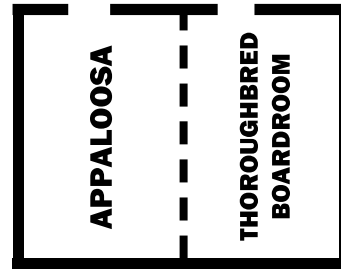
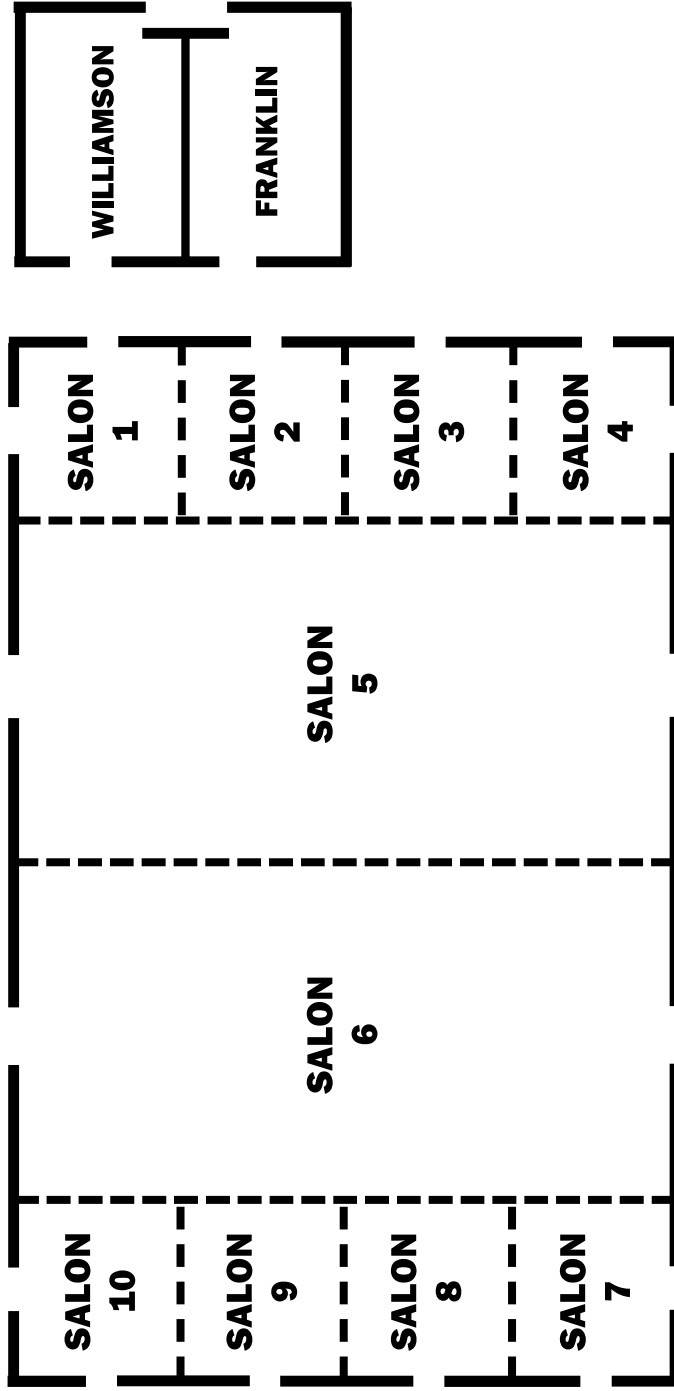
Please visit <http://www.tflta.org/awards> to submit your memories, photographs, or any other contributions.

## **World Language Contest Winners**

<b>1st Place:</b> Caroline Peterson	Central Magnet High School, Murfreesboro, TN
<b>2nd Place:</b> Thang Mung	Central Magnet High School, Murfreesboro, TN
<b>3rd Place:</b> Price Estes	Central Magnet High School, Murfreesboro, TN

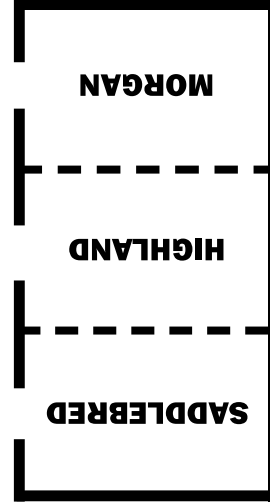
# Franklin Marriott Cool Springs - Conference Center

## CHAMPION BALLROOM



APPALOOSA

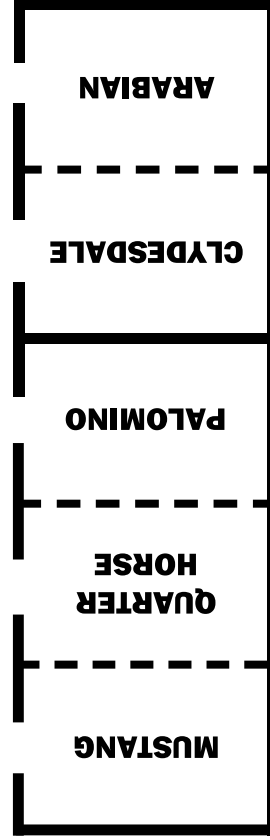
THOROUGHBRED  
BOARDROOM



SADDLEBRED

HIGHLAND

MORGAN



MUSTANG

QUARTER  
HORSE

PALOMINO

CLYDESDALE

ARABIAN

# 2019 TFLTA Conference at a Glance

## Friday, November 8, 2019

ROOM LOCATION	WORKSHOPS 8:30-11:30	CONCURRENT SESSIONS I 1:00-1:50	CONCURRENT SESSIONS II 2:00-2:50	CONCURRENT SESSIONS III 3:20-4:10	CONCURRENT SESSIONS IV 4:25-5:15	AWARDS DINNER 6:30
<b>SALON 6</b>	Collaboration and Game-Oriented Play for Language Acquisition <i>S Knight</i>	Switch it Up! <i>L Medina-Mendoza</i> <i>T Hernandez</i>	How to Personalize Language for All Grades and Levels <i>A Mitchell</i>	Engaging Lessons and Strategies (to save you time and to lower your stress.) <i>T Floch</i>	Best Practices of Teaching K-12 Students <i>K Bush</i>	<b>AWARDS DINNER</b>  <b>JOYCE WARD TEACHER OF THE YEAR AWARD</b>
<b>SALONS 9-10</b>	Design powerful input-based cultural units <i>C Lainé</i>	Fun with Flicks – How to do a Movie Talk <i>M Bertani</i>	Transitioning to Latin for the New Millennium: A Case Study and Roundtable Discussion <i>M Stewart</i>	Seal of Bilingualism From Legislation to Implementation <i>A DaSilva</i> <i>D Davenport</i> <i>G Keith</i> <i>S Singer</i>	Aeneas, Everywhere. <i>J Fields</i>	<b>JACQUELINE ELLIOTT AWARD</b>
<b>SALONS 7-8</b>	Increase Your Input to Increase Your Output <i>P Jennemann</i> <b>SPANISH IMMERSION</b>	Differentiation in the K-12 WL Classroom: 25+ Instructional Activities and Assessment Strategies <i>P Davis-Wiley</i>	Lead from behind: Let your students take the wheel <i>B Trotter</i>	Quizlet, Kahoot!, & Gimkit, Oh My! <i>B Quintard</i>	Teaching culture while helping students acquire language - made easy! <i>A Betances</i>	<b>FRIENDS OF FOREIGN LANGUAGES AWARD</b>
<b>ARABIAN</b>	Build Your Own Breakout <i>P Moffet</i> <i>E Valdés</i>	Creating a Student Focused Curriculum with Special Person Interviews <i>S Worsham</i>	Addressing Language Anxiety in the WL Classroom <i>T Valdés,</i> <i>D Young</i>	Softening Students' Anxiety from Speaking in the Target Language <i>W Mann</i> <i>K Hughes</i>	Promises and Challenges of the EdTPA for World Languages <i>M Olsen</i>	<b>TFLTA HALL OF FAME INDUCTEE RECOGNITION</b>
<b>APPALOOSA</b>	Qu'est-ce que ça veut dire, être français (e) en 2019? <i>A Headrick</i> <i>B Taylor</i> <b>FRENCH IMMERSION</b>	Tennessee Classical Road Trip <i>R Sellers</i>	Writing from the Heart: Engaging Gen Z Students with Pamphlet Journalism <i>J Ledford</i>	Find Your Best Fit: Advanced Placement or Dual Enrollment <i>C Childs</i> <i>R Keel</i>	Interactive Literacy: Social Reading and Digital Annotation Tools in the L2 Classroom <i>A Broughton</i>	<b>Speaker: Juliana Ospina Cano, Conexión Américas</b>  <b>Awards Dinner Saddlebred/ Highland/ Morgan</b>
<b>THOROUGHbred</b>	Multimodal Texts in the Classroom- Learning by Design for Teaching and Assessment <i>E Petit</i> <i>M McGinley</i>	Teaching More than Language: Enhancing the language classroom with your interests <i>B Griffin</i> <i>J Abell</i>	Anthems for Proficiency <i>H Kurz</i>	Preparing for the PRAXIS II exam <i>E Caceres</i> <i>A Wilkinson</i>	Migration and Otherness in Second Language Acquisition <i>C Uhuegbu</i>	<b>Unwind with an Aperitif and your colleagues at the cash bar 5:15 pm in the Convention Center Lobby</b>

# 2019 TFLTA Conference at a Glance

## Saturday, November 9, 2019

ROOM LOCATION	CONCURRENT SESSIONS V 8:30-9:20	KEYNOTE AND HONORS 9:30-10:40	CONCURRENT SESSIONS VI 10:55-11:45	CONCURRENT SESSIONS VII 11:55-12:25	CONCURRENT SESSIONS VIII 1:35-2:25	CONCURRENT SESSIONS IX 2:35-3:25
<b>SALON 6</b>	<b>Plenary Session:</b> Cohesion from Kindergarten to College: K-16 Articulation <i>Panel</i>	<b>SHOWCASE OF AWARD WINNERS</b>  —  <b>KEYNOTE ADDRESS</b>  <b>Social Justice in the World Language Classroom – A Call to Action</b>  <b>Stacey Margarita Johnson, Ed.D.</b> <b>L.J. Randolph, Ed.D.</b>  <b>Salon 6</b>  <i>Exhibit &amp; Beverage Break 10:40-10:55</i>	Activate Your Students’ Proficiency Through Story Listening! <i>M Bertani</i>	Professional growth opportunities in TN for Spanish teachers <i>L Stone</i>	Interpersonal Speaking, Not Interpersonal Copying <i>M White</i>	Teachers as Librarians: Guide Your Students to Become Independent Readers <i>C Lainé</i>
<b>SALONS 9-10</b>	French is Fun! Promoting your program through engaging activities outside of class <i>C Childs</i>		Many Languages, One Classroom: Supporting Children in Diverse Settings <i>J Zahuczky</i>	Professional opportunities in TN for French teachers <i>T Floch</i>	From the IEP/504 to the World Language Classroom: Strategies for Supporting Students with Disabilities <i>C Staten</i> <i>J Glosson</i>	Yes, and...! How improv comedy know-how can make your language classroom more engaging and student-centered <i>E Valdés</i>
<b>SALONS 7-8</b>	So I Bought a Class Set of Novels. Now What?: Designing a Cultural Unit around a CI Novel <i>E Segroves</i>		Does Latin Teacher Training Have a Future Tense? <i>K Kitchell</i>	Tennessee Classical Association Business Meeting <i>R Sellers</i>	Lead with Song - The Heart’s in Your Voice - Au Coeur du Vent <i>TN Bob et des amis</i>	Authentic Materials and Culture in the WL Classroom <i>J Navarrete</i> <i>C Adams</i> <i>J Franco</i>
<b>ARABIAN</b>			Relationships Matter - Lead with Heart in the World Language Classroom <i>A Young</i> <i>P Mulroy</i>	Professional growth opportunities in TN for Chinese teachers <i>Y Zhang</i>	Teaching with CI in a Hybrid-learning Classroom <i>H Coblenz</i>	Motivating the Less Than Motivated Student <i>L Helms</i>
<b>APPALOOSA</b>			The Power of a Pause: Mindfulness for Self-Care <i>M Agee</i>	Professional growth opportunities in TN for German teachers <i>R Apgar</i>	“Help! My WL Program is Disappearing!”— A Call for Immediate Action <i>N Jaekel</i> <i>P Davis-Wiley</i>	Preparing for Success on the AP World Language and AP Latin Exam <i>M Bartus</i> <i>J Weaver</i> <i>A Moctezuma-Baker</i> <i>L Cai</i> <i>M Marable</i>
<b>THOROUGHbred</b>			How and Why University Faculty Should Incorporate ACTFL Standards in Their Classes <i>E Stevens</i>	Professional growth opportunities in TN for WL K-8 teachers <i>M Frazier</i> <i>P Davis-Wiley</i>	Prepare AP Chinese from Level One by Communicative Activities <i>D Houston</i>	Languagepanda.org: A website for teaching, mentoring, and community building <i>M Forehand</i> <i>P Murphy</i> <i>N Dieu-Porter</i>

**7:30-8:15** — Breakfast & Business Meeting — Saddlebred / Highland / Morgan

**12:30-1:30** — Luncheons: TACT — Clydesdale | TCA — Williamson | AATG — Franklin | AATF — Morgan | AATSP — Saddlebred/Highland

**3:40-4:10** — Closing Session — Salon 6



## Awards Dinner Keynote Speaker

### Juliana Ospina Cano



A native of Colombia, Juliana Ospina Cano's own immigrant story has shaped her into a visionary with an ambitious goal of positively influencing the lives of immigrant families. Today, she serves as Executive Director of Conexión Américas, the leading Latino-serving non-profit in Tennessee whose mission is to build a welcoming community and create opportunities where Latino families can belong, contribute, and succeed. Every year, Conexión Américas assists more than 9,000 individuals and their families in their desire to start businesses, buy homes, improve their English, help their children succeed in school and go to college and become an integral part of Tennessee's social, cultural and economic vitality. Conexión Américas is the lead partner of Casa Azafrán, a nonprofit collaborative at the gateway to Nashville's International District that is home to Conexión Américas and nine partners.

Juliana returns to Nashville, and Conexión Américas, after a five-year tenure in Washington, D.C. at UnidosUS (formerly National Council of La Raza) where she shaped, accelerated, and broadened access to education for underserved students across the United States. To date, her bold approach to education programs touched the lives of over 2,000 students.

Before working at UnidosUS, Juliana held leadership positions in public schools in Tennessee and Georgia. Juliana was also part of the founding team of STEM Preparatory Academy, Nashville's first STEM-focused public charter school, where she developed systemic and sustainable practices which served to create a welcoming environment for all families and advanced student achievement. A former Conexión Américas staff member, Juliana was also part of the organization's highly successful family engagement program, which empowers parents to reclaim their role as their child's most important teacher.

Juliana holds a BA from Kennesaw State University, and a MS in Education from Johns Hopkins University where she is also pursuing a Doctoral degree in Education. Juliana's research focuses on the cognitive development of immigrant adolescent youth.

## Plenary Keynote Speakers

### Stacey Margarita Johnson

Stacey Margarita Johnson is the Assistant Director of the Center for Teaching, a Senior Lecturer in the Department of Spanish and Portuguese, and Adjunct Faculty in the English Language Learners Program at Vanderbilt University. She is also the Editor of the *Spanish and Portuguese Review* and the Producer and Host of the podcast “We Teach Languages”. Her research interests include postsecondary language classroom practices, hybrid/blended instruction, professional development, and adult learning including transformative learning and critical pedagogy. She is the author of several scholarly works, among them *Hybrid Language Teaching in Practice: Perceptions, Reactions, and Results*, co-authored with Berta Carrasco (2015), and *Adult Learning in the Language Classroom* (2015). She continues to publish and is currently working on an edited collection co-edited with Kelly Davidson and L.J. Randolph entitled *How We Take Action: Social Justice in K-16 Language Classrooms*.



### L. J. Randolph, Jr.

L. J. Randolph Jr., Ed.D., is an Associate Professor of Spanish and Education at the University of North Carolina, Wilmington. He is also the Associate Chair of the Department of World Languages and Cultures and Coordinator of the Foreign Language Teacher Education Program. L. J.’s teaching career has spanned 17 years, including a decade as a Spanish and ESOL teacher at the secondary level. At the university level, he teaches courses in Spanish language, contemporary Latina/o/x cultures, and second language teaching methods. L. J.’s research, publications, and professional engagement have focused on a variety of critical issues in language education, including the teaching of Spanish to heritage and native speakers and the incorporation of social justice-oriented pedagogies in the language classroom. In addition, throughout his career he has served in leadership roles in various language organizations, including president of the Foreign Language Association of North Carolina (FLANC), president of the North Carolina Chapter of the American Association of Teachers of Spanish and Portuguese (AATSP), coordinator of the Cape Fear Foreign Language Collaborative (CFFLC), and founding vice-chair of the American Council on the Teaching of Foreign Languages’ (ACTFL) recently formed special interest group for Critical and Social Justice approaches.



# Friday, November 8, 2019

Don't forget to share conference highlights

@tflta | #tflta19



**7:30 – 5:00**      **Registration desk open**

**10:00 – 6:15**      **Exhibit Hall open**

**8:30 – 11:30**      **Workshops (with purchased ticket)**

## **I.                      Workshop: *Build Your Own Breakout***

*Room:*                      Arabian

*Presenter:*                Paige Moffett, Emily Valdés, Language South

*Presider:*                    Thaddeus Bryan, John Trotwood Moore Middle School

This two-part workshop begins with an exciting breakout activity for participants, allowing you to see what it's like to experience a breakout activity from the perspective of how your students experience it. Then, you will work through the steps, with a guide and resources included, to create your own breakout for your classroom. If you do not have locks and boxes yet, that's ok! We will support teachers with minimal access to materials to create an awesome breakout activity, too.

## **II.                      Workshop: *Design Powerful, Input-based Cultural Units***

*Room:*                      Salons 9-10

*Presenter:*                Cécile Lainé

*Presider:*                    Julie Golden, Oak Ridge High School

Do you teach a Family, Food, or Love and Friendship unit? Do you wish your units were less vocabulary/grammar intensive and more proficiency-driven? Do you wish they were more cultural, with authentic tasks adapted to the level of your students? Whether you want to “upgrade” your textbook units, or start from scratch in designing rich input-based cultural units, this workshop will guide you step-by-step through this important ACTFL core practice. We will explore what makes a unit compelling and cultural, and we will use the Backward Design process to create or transform one of our current units into a cultural unit with an engaging theme, clear learning objectives, and proficiency-driven assessment, in-class input-based activities, and tasks. Participants will need a laptop.

## **III.                     Workshop: *Multimodal Texts in the Classroom-Learning by Design for Teaching and Assessment***

*Room:*                      Thoroughbred

*Presenters:*                Elyse Petit & Meghan McGinley, Vanderbilt University

*Presider:*                    Amélie Alizon, Ravenwood High School

Language has, and always will, go beyond the bounds of a textbook. This workshop for K-16 educators of any language level will allow participants to harness the power of authentic, multimodal texts by demonstrating best practices for activity design using the Multiliteracies framework. Interweaving theory and practice, this workshop will: 1) briefly present theoretical foundations of this approach; 2) engage participants with interpretive activities based on authentic texts; and 3) guide participants in the design of an instructional sequence for their own teaching context. Through the diverse themes usually offered in FL textbooks (family, food, hobbies, etc.), this workshop will demonstrate possibilities for orienting FL instruction to socially relevant issues, as well as assessing students through the use of creative artifacts. Participants will gain practical ideas for selecting and designing texts and activities that maximize textual engagement to develop culture-specific knowledge and foster students' agency and autonomy.

## **IV.                     Workshop: *Collaboration and Game-Oriented Play for Language Acquisition***

*Room:*                      Salon 6

*Presenter:*                Stephanie Knight, University of Oregon –  
Center for Applied Second Language Studies

*Presider:*                    Amélie Alizon, Ravenwood High School

In this workshop, participants will gain understanding about game-oriented play and its promotion of both content acquisition and the development of critical social and cognitive skills for language learners. Participants will work in teams to experience, unpack, and create their own mixed reality game-oriented experiences. These endeavors will be supported by free materials designed by the Center for Applied Second Language Studies.

**V. Workshop: Increase Your Input to Increase Your Output**

*Room:* Salons 7-8  
*Presenter:* Paul Jennemann, Memphis Academy of Health Sciences  
*Presider:* Eva Jones, Franklin Road Academy

How can I keep up my level of language if I'm only teaching Levels 1 and 2? Authentic resources are not just for use in our classes, but ways for us to increase our own input so we can, in turn, increase our level of input for our students in order to comfortably stay in the target language 90% of the class time. Increasing our input also helps keep us current in the target language, which helps us and our students be relevant to other native speakers. This session will provide specific resources for language teachers, how to curate those resources for use in class, and how to match the intercultural competencies standards with these resources.

**VI. Workshop: Qu'est-ce que ça veut dire, être français(e) en 2019?**

*Room:* Appaloosa  
*Presenters:* Ashlee Headrick & Betsy Taylor, Battle Ground Academy  
*Presider:* Melanie Taylor, Hume-Fogg Academic Magnet High School & Meigs Magnet Middle School

Lors de notre exploration du thème de la conférence de TFLTA pour 2019, "Learn a Language, Lead with Heart," nous considérerons un aspect essentiel des études de la langue française – l'identité française contemporaine. Nous avons posé la question "Qu'est-ce que ça veut dire, être français (e) en 2019?" aux français et aux françaises, et nous avons aussi considéré l'identité française exprimée dans des textes et contextes variés. L'atelier propose l'occasion de lire et d'entendre ces perspectives différentes, et il propose également des activités à faire avec vos apprenants de tout niveau du collège-débutant jusqu'au niveau AP, avec des feuilles imprimées que vous pouvez utiliser en classe.

**11:30 – 12:30 Lunch on your own**

**12:30 – 1:00 Exhibitors' Break**

**1:00 – 1:50 Concurrent Sessions I**

**1) Fun with Flicks – How to Do a Movie Talk**

*Language/Focus:* All languages *Level:* All levels  
*Room:* Salons 9-10  
*Presenter:* Michelle Bertani, St. Nicholas School  
*Presider:* Paul Jennemann, Memphis Academy of Health Sciences

Attendees will hear a brief explanation of what a Movie Talk is and then see a demonstration. They will also see how to create a Movie Talk from start to finish. They will receive tips for how to make a successful Movie Talk.

**2) Creating a Student Focused Curriculum with Special Person Interviews**

*Language/Focus:* All languages *Level:* Secondary  
*Room:* Arabian  
*Presenter:* Sally Worsham, John Overton High School  
*Presider:* Gibson Keith, Metro Nashville Public Schools

Looking for a proficiency-based strategy that provides personalized comprehensible input, and is easily adaptable to any level? Learn how to completely engage your students with *Personne Spéciale/Persona Especial* interviews. Originally developed by Bryce Hedstrom, a leader in teacher training in TPRS and Comprehensible Input, these interviews can be much more than just interpersonal communication tasks. At the end of the school year, your students will have mini-biographies of themselves and of each other to inspire them to continue their language studies.

**Don't forget to share conference highlights**

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## 2:00 – 2:50 Concurrent Sessions II

### **1) Addressing Language Anxiety in the WL Classroom**

*Language/Focus:* All languages                      *Level:* All levels  
*Room:* Arabian  
*Presenters:* Teo Valdés, Language South  
Dolly Young, The University of Tennessee-Knoxville  
*Presider:* Paige Moffett, Language South

In this session, teachers will reflect on the way anxiety affects language learners in their classrooms. Teo Valdés and Dolly Young will share research-based sources of Language Anxiety and strategies for addressing it inside and outside of the classroom environment. Teo will also share about some of the ways his team addresses affective factors in the language camp context. Teachers who attend this session should be prepared to share ideas and experiences within engaging small groups.

### **2) Lead from behind: Let your students take the wheel**

*Language/Focus:* All languages                      *Level:* Secondary  
*Room:* Salons 7-8  
*Presenter:* Ben Trotter, Montgomery Bell Academy  
*Presider:* Carole Begley, St. Cecilia Academy

In this session, we will explore activities where the traditional roles of teacher and student can be reversed with surprising benefits. Student-driven activities change classroom dynamics by promoting frequent student-student interactions, consequential talk and an atmosphere of shared purpose. Special consideration will be given to the ways in which student-driven vocabulary contests can be created and organized, while both maximizing student involvement and giving teachers the chance to sit back and enjoy.

### **3) Transitioning to Latin for the New Millennium: A Case Study and Roundtable Discussion**

*Language/Focus:* Latin                                      *Level:* All levels  
*Room:* Salons 9-10  
*Presenter:* Michael Stewart, Montgomery Bell Academy  
*Presider:* Scott Cochran, Siegel High School

Tennessee has recently approved Latin for the New Millennium for Latin classes and Montgomery Bell Academy has been using LNM for the past two years. This presentation will provide a forum for Tennessee Latin teachers to ask questions and share ideas as many are adopting this text for the first time.

### **4) Writing from the Heart: Engaging Gen Z Students with Pamphlet Journalism**

*Language/Focus:* French                                      *Level:* Secondary-Post-Secondary  
*Room:* Appaloosa  
*Presenter:* Julian Ledford, The University of the South  
*Presider:* Joshua Nave, The University of Memphis

Emerging scholarship on Generation Z college students reveals their preference for scrollable, itemized, image-rich texts on six-inch screens. This scholarship coincides with present struggles instructors face when including literary texts in upper-level, foreign language courses where traditional long-form writing assessments are included. This session presents a way of reconciling both realities by programming texts that immediately show writing as a powerful expression through which to advocate for social justice, a passionate topic for Generation Z students. By using the little-known pamphlet – the Chevalier de Saint-George’s masterful text *Nous sommes donc trois? ou le Provincial à Paris* (1790) – I will present ways to foster engaged reading and inspired writing among today’s foreign language students.

**Don't forget to share conference highlights**

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**2:00 – 2:50 Concurrent Sessions II (continued)**

**5) How to Personalize Language for All Grades and Levels**

*Language/Focus:* All languages *Level:* All levels  
*Room:* Salon 6  
*Presenter:* Anne Marie Mitchell, Berry College Elementary & Middle School  
*Presider:* Ayleem Betances, East High School

Personalized Questions & Answers (PQA) is about using students' interests and opinions to personalize second language acquisition. It builds community and makes the language compelling and purposeful. But how do you make time for it, set it up, how do you follow up and how do you assess?? PQA can work for ALL AGES (literate & pre-literate) and ALL LEVELS (exploratory to upper levels) whether you use a textbook, thematic units, storytelling or nontargeted instruction.

**6) Anthems for Proficiency**

*Language/Focus:* All languages *Level:* All levels  
*Room:* Thoroughbred  
*Presenter:* Horst Kurz, Georgia Southern University  
*Presider:* Ryan Linger, Farragut High School

(Dis)Like national anthems? Either way (or because?), come and hear (and discuss) how they can be deployed to further your student's linguistic and cultural competency (and critical thinking too).

**2:50 – 3:20 Exhibitors' Break**

**3:20 – 4:10 Concurrent Sessions III**

**1) Seal of Biliteracy from Legislation to Implementation**

*Language/Focus:* All languages *Level:* All levels  
*Room:* Salons 9-10  
*Presenters:* Angelica DaSilva, Central Magnet High School  
Darlene Davenport, Knoxville County Schools  
Gibson Keith, Metro Nashville Public Schools  
Samantha Singer, Volunteer State Seal of Biliteracy

This session aims to facilitate the implementation of the Seal of Biliteracy in secondary institutions by providing information, resources, and anticipating challenges. Participants will leave with contacts, editable material, and other valuable resources to help launch the program at their school. This session is particularly useful for high school staff interested in honoring their students with the Seal of Biliteracy; thus, the target audience includes not only Foreign Language teachers, but also English teachers, guidance counselors, advisors, and school principals.

**2) Find Your Best Fit: Advanced Placement or Dual Enrollment**

*Language/Focus:* All languages *Level:* Secondary  
*Room:* Appaloosa  
*Presenters:* Catherine Childs, Briarcrest Christian High School  
Rebecca Keel, Memphis University School  
*Presider:* Tim Russell, Hume Fogg Academic Magnet

Find the best fit for your students! There are great benefits and difficult challenges with both Advanced Placement courses and Dual Enrollment programs for language students. The presenters will share research and information on what type of credit your students can/will earn with each of these programs, and how to begin offering these programs at your school. Attendees with experience are encouraged to join in the discussion. Examples will be from experiences in French classes, but are applicable to other world language programs.

**3:20 – 4:10 Concurrent Sessions III (continued)**

**3) Engaging Lessons and Strategies (to save you time and to lower your stress.)**

*Language/Focus:* All languages *Level:* All levels  
*Room:* Salon 6  
*Presenter:* Teresa Floch, Middle College High School  
*Presenter:* Gloria Murff, Christian Academy of Knoxville

This session focuses on using tech tools and low-tech skills to engage your students while saving you time by streamlining checks for understanding, capturing students' interest and creating a supportive environment. These lessons are inspired by a variety of professionals and research via a hybrid approach to Comprehensible Input, Storytelling, Free Choice Reading and Homework Choice. Learn how to automate activities via Google Classroom and Google Forms, Nearpod, Classkick and a variety of other tools to keep you from getting stressed out! Examples in French, but applicable to all languages.

**4) Softening Students' Anxiety from Speaking in the Target Language**

*Language/Focus:* Spanish *Level:* All levels  
*Room:* Arabian  
*Presenters:* Katrina Hughes, Stewarts Creek High School  
William Mann, Oakland High School  
*Presenter:* Lisa Stone, Sevier County High School

In preparation for the new state standards focused on the 90/10 rule in regards to using the target language versus English language, our session will focus on implementation of strategies to utilize the target language more in the world language classroom, and more specifically, the Spanish classroom. This session will offer multiple speaking techniques and strategies that we, as Spanish teachers, have found helpful and have proven beneficial in our classrooms across multiple levels of students. Hopefully those in attendance will be able to take away something that they can easily recreate in their classrooms. The presenters will share Google voice activities, oral presentation ideas, various techniques, and speaking rubrics.

**5) Praxis II Preparation for New Teachers**

*Language/Focus:* All languages *Level:* All levels  
*Room:* Thoroughbred  
*Presenters:* Erin Cáceres, Williamson County Schools  
Amber Wilkinson, Williamson County Schools

Presenters will provide information to pre-service and in-service teachers about the Praxis II. We will discuss the format of the exam, scoring guidelines, and strategies for success for test takers. New test takers, potential test takers, returning test takers, and teacher education professionals are welcome.

**6) Quizlet, Kahoot & Gimkit, Oh My!**

*Language/Focus:* All languages *Level:* All levels  
*Room:* Salons 7-8  
*Presenter:* Barbara Quintard, Central High School of McMinn County  
*Presenter:* Sally Worsham, John Overton High School

Attendees will receive a thorough comparison of these 3 quiz platforms in order to make a more informed decision about which to use when and for what purpose in their world language classroom. They will also play a round on at least 2 of the platforms for hands on learning. Handouts of comparisons will be available and attendees will need to bring personal devices, cell phones, tablets, or laptops to be able to fully interact with the presentation.

**4:10 – 4:25 Exhibitors' Break**





## 4:25 – 5:15 Concurrent Sessions IV

### **1) Best Practices of Teaching K-12 students**

*Language/Focus:* All languages      *Level:* All levels  
*Room:* Salon 6  
*Presenter:* Kurstin Bush, Nashville State Community College  
*Presider:* Cécile Lainé

What are some general teaching practices that are proven effective for all subjects and relevant for teachers of world languages? What do we know about the biology and psychology of learning that should guide us in making planning decisions? Come see this presentation and find out how well you are applying current understandings of best practices.

### **2) Promises and Challenges of the EdTPA for World Languages**

*Language/Focus:* All languages      *Level:* Post-Secondary  
*Room:* Arabian  
*Presenter:* Michael Olsen, Tennessee Tech University  
*Presider:* Pattie Davis-Wiley, The University of Tennessee - Knoxville

This presentation will discuss how the edTPA affects foreign language education as a field and more specifically how it affects teacher candidates and their cooperating teachers. Research on the challenges that foreign language teacher candidates and cooperating teachers face during the completion of the edTPA will be shared along with suggestions on how to improve this experience.

### **3) Interactive Literacy: Social Reading and Digital Annotation Tools in the L2 Classroom**

*Language/Focus:* All languages      *Level:* All levels  
*Room:* Appaloosa  
*Presenter:* Abby Broughton, Vanderbilt University  
*Presider:* Ben Trotter, Montgomery Bell Academy

Social reading incorporates Internet technologies and traditional practices of literacy, which foster collaborative reading and interpretation of texts. Using a digital annotation tool reunites learners around authentic materials and provides a platform for discussion outside the classroom. This presentation presents social reading as it relates to second language acquisition, current platforms available, and practical applications as implemented in an intermediate-level French class where students read the novel *Kiffe kiffe demain* on the social reading platform SocialBook.

### **4) Teaching culture while helping students acquire language - made easy!**

*Language/Focus:* All languages      *Level:* All levels  
*Room:* Salons 7-8  
*Presenter:* Ayleem Betances, East High School - Memphis  
*Presider:* Mary Kroeger, MLK Jr Academic Magnet School

This workshop is designed for teachers of students from novice to intermediate. The presenter will share effective strategies that allow teachers to design lessons based on cultural studies of a specific country with comprehensible input. The facilitator will discuss different strategies, including picture talk, movie talk and authentic music, that allow teachers to immerse students in the language while providing compelling input. Activities for extended learning, assessment design and high order thinking strategies that reinforce specific language structures will also be shared.

### **5) Aeneas, Everywhere.**

*Language/Focus:* Latin      *Level:* All levels  
*Room:* Salons 9-10  
*Presenter:* Jenny Fields, Webb School of Knoxville  
*Presider:* Ryan Sellers, Memphis University School

This presentation aims to give examples to teachers of the AP Latin curriculum ways to make the primary character from Vergil's *Aeneid* relatable to today's high school students. The talk will include examples from popular culture such as movies and music, literary influences, and meaningful connections to one's own life.

**4:25 – 5:15      Concurrent Sessions IV (continued)**

**6) Migration and Otherness in Second Language Acquisition**

*Language/Focus:* All languages      *Level:* All levels  
*Room:* Thoroughbred  
*Presenter:* Chiedozie Uhuegbu, Vanderbilt University  
*Presider:* Melanie Forehand, Vanderbilt University

This session looks at second language learners (L2) as migrants since they cross linguistic borders of their first language to arrive at their target destination: the second language. By examining second language acquisition (SLA) concepts such as corrective feedback, I hope to unravel the socio-linguistic elements of Otherness as it pertains to migration. We will look at the role of corrective feedback (CF) and how it creates a distinct identity for the person to whom the feedback is given. This practice constructs the notion of difference between the native speaker and the language learner and ultimately calls on teachers to use more comprehensible and meaningful input and less focus on error correction to create an inclusive environment for all learners.

**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:* Saddlebred / Highland / Morgan  
*Dinner Speaker:* Juliana Ospina Cano — Conexión Américas  
Presentation of 2019 TFLTA Awards; Joyce Ward Teacher of the Year Award;  
Friends of Foreign Languages; Jacqueline Elliott Award; Hall of Fame

## Saturday, November 9, 2019

**7:30      Registration desk opens**

**7:30 – 8:15      Accolades Breakfast & Business Meeting**

*Rooms:* Saddlebred / Highland / Morgan  
Introduction of Board Candidates  
Recognition of ACPD Scholarship Winners  
Recognition of Outgoing Board Members  
Recognition of Member Achievement

**8:00 – 3:00      Exhibit Hall open**

**8:30 – 9:20      Concurrent Sessions V**

**1) Plenary Session: Cohesion from Kindergarten to College: K-16 Articulation Panel**

*Language/Focus:* All languages      *Level:* All levels  
*Room:* Salon 6  
*Presenters:* Karen Sorenson (moderator) Austin Peay State University  
Katherine Honea, Austin Peay State University; David Julseth, Belmont University  
Dolly Young, The University of Tennessee; Raluca Negrisanu, East Tennessee State University

Get at least two cups of coffee in you then join us for this fast-paced discussion of K-16 articulation issues viewed from the college/university perspective. Panelists will address a range of member-submitted questions and issues related to the cohesion of language teaching and learning across a student's 17-year arc from Kindergarten to college graduation. While this panel will give special attention to the transition to college-level language study, its content is designed to take into account K-12 World Language Standards and articulation matters specifically across post-secondary-level programs.

## 8:30 – 9:20 Concurrent Sessions V (continued)

### **2) So I Bought a Class Set of Novels. Now What?: Designing a Cultural Unit around a CI Novel**

*Language/Focus:* In English w/ Spanish examples      *Level:* Secondary  
*Room:* Salons 7-8  
*Presenter:* Erin Segroves, Girls Preparatory School  
*Presider:* Dara Rosenkrantz, Hume-Fogg Academic Magnet High School

There are many compelling and comprehensible novels available today, many of which are rich in authentic culture that teachers want to address as part of a formal unit. This session will explore how to “teach” a novel by using its themes and characters as a jumping-off point to engage students in authentic texts, music, film, and articles in order to generate meaningful interpersonal communication. We will also discuss ways to vary how the novel itself is presented in order to capture and maintain student interest.

### **3) French Is Fun! – Promoting Your Program through Engaging Activities Outside of Class**

*Language/Focus:* All languages      *Level:* Secondary  
*Room:* Salons 9-10  
*Presenter:* Catherine Childs, Briarcrest Christian High School  
*Presider:* Allison Nixon, Franklin High School

This session will explore predominantly outside-of-class activities that contribute to engaging students and promoting your French program around the school. These activities may be used for French club meetings, celebrating National French Week, French Honor Society projects, or advocating for your program with the goal of increasing enrollment numbers. Participants will leave with numerous ideas for ‘low-prep’ activities, and are encouraged to join the discussion and share their own ideas. Examples will be for French classes, but could be adapted to fit other language programs.

## 9:30 – 10:40 TFLTA ACCOLADES and KEYNOTE ADDRESS

### **Recognition of Joyce Ward Teacher of the Year**

#### **Keynote: Social Justice in the World Language Classroom – A Call to Action**

Stacey Margarita Johnson, Ed.D. – Vanderbilt University  
L.J. Randolph, Ed.D. – University of North Carolina - Wilmington  
*Rooms:* Salon 6

The intersection of social justice and critical pedagogy within the field of world language education has gained a lot of traction over the past several years. What is not as clear, however, is how these theories play out in the day-to-day learning experiences of the language classroom. L.J. and Stacey will walk participants through how and why to include social justice as a goal in the language classroom. Through big ideas, practical examples, and resources for ongoing support, explore how to take small, thoughtful steps toward leading with heart in your classroom.

## 10:40 – 10:55 Exhibitors’ Break

## 10:55 – 11:45 Concurrent Sessions VI

### **1) Many Languages, One Classroom: Supporting Children in Diverse Settings**

*Language/Focus:* All languages      *Level:* All levels  
*Room:* Salons 9-10  
*Presenter:* Janine Zahuczky, Mt. Juliet High School  
*Presider:* Kurstin Bush, Nashville State Community College

As more schools serve increasingly diverse children from all backgrounds, and as more people realize the benefits of retaining second languages and cultures, what specific strategies can be used to support dual language learners? What family dynamics are ideal? Which environmental support systems exist? We will explore strategies for fostering conversation and interaction with children who are dual language learners, as well as support traditional language students who strive to be more culturally aware.

## 10:55 – 11:45 Concurrent Sessions VI (continued)

### **2) The Power of a Pause: Mindfulness for Self-Care**

*Language/Focus:* All languages *Level:* All levels

*Room:* Salons 7-8

*Presenter:* Mary Agee, Mindfulness Consultant — University School of Nashville

*Presenter:* Joy Victoria, Montgomery Bell Academy

This session will be a mindfulness-based opportunity to enjoy some guided self-care. What can happen when we take the time to slow down, gather with a like-minded community and rise into the next breath with awareness and intention?

We will gather in a circle and practice mindfulness together, as we create a collective understanding of this very popular topic of mindfulness in education. This experiential session will offer insight while allowing for conversations with colleagues through deep listening practices that build bridges of empathy and connection. While we will have a conversation about what mindfulness can look like in a classroom, this session is focused more on self-care and direct experience than imparting content.

### **3) Does Latin Teacher Training Have a Future Tense?**

*Language/Focus:* Latin *Level:* All levels

*Room:* Appaloosa

*Presenter:* Dr. Kenneth Kitchell, University of Massachusetts (Emeritus)

*Presenter:* Chris Craig, The University of Tennessee - Knoxville

This illustrated talk will trace the history of the training of Latin teachers in America, stressing what forces have shaped it. It will then discuss the future of our field and threats to it as these influence this training. Will the field be sufficiently viable and unified to guarantee that these hypothetical future teachers have students to teach? Is, in fact, the pipeline in danger of going dry? Some suggestions for future action will be suggested which might help in this regard.

### **4) How and Why University Faculty Should Incorporate ACTFL Standards in Their Classes**

*Language/Focus:* All languages *Level:* Post-Secondary

*Room:* Thoroughbred

*Presenter:* Erika Stevens, Walters State Community College

*Presenter:* Raluca Negrisanu, East Tennessee State University

Research has found that very few higher education faculty members incorporate ACTFL standards in the classes that they teach. These standards can be helpful in improving the WL programs in higher education. They can also help prevent the disconnect that tends to happen between the high school programs and the higher education WL programs. Not only will you learn why you should incorporate these standards into your existing program, but you will also learn how to do it. Each participant will leave with ideas for incorporating these into your class without adding a lot of extra work.

### **5) Relationships Matter — Lead with Heart in the World Language Classroom**

*Language/Focus:* All languages *Level:* All levels

*Room:* Arabian

*Presenters:* Anita Young and Pat Mulroy, Appalachia IU08

*Presenter:* Nils Jaekel, The University of Tennessee - Knoxville

Being able to count on each other, starts with “hello”. The relationships we build with each other in the virtual community allow students to connect and learn. Using a strategic design, with COERLL and OER resources, we engage learners through interactions with teachers via Zoom and content that supports learning, anytime — anywhere. See how a virtual environment helps to build trustworthy relationships that lead to speaking in the target language and the joy of meeting new people and learning about new cultures.

### **6) Activate Your Students' Proficiency Through Story Listening**

*Language/Focus:* All languages – with Spanish examples *Level:* All levels

*Room:* Salon 6

*Presenter:* Michelle Bertani, St. Nicholas School

*Presenter:* Michael Bartus, Martin Luther King Jr. Academic Magnet School

Attendees will see a demonstration of Story Listening inspired by Dr. Beniko Mason and Dr. Stephen Krashen. They will also receive a list of resources to support this input-rich, low stress, low prep, budget friendly activity.

**11:55 – 12:55 Concurrent Sessions VII**

**Opportunities for Professional Growth and Student Recognition in Tennessee**

Participants in these sessions will learn of contests, scholarships, professional development opportunities available for teachers of their language or level in Tennessee. Sessions will be moderated by the Tennessee representatives or Tennessee-Chapter Presidents for national organizations.

**1) Spanish teachers**

*Room:* Salon 6  
*Moderator:* Lisa Stone, Sevier County High School

**2) French teachers**

*Room:* Salons 9-10  
*Moderator:* Teresa Floch, Middle College High School

**3) Chinese teachers**

*Room:* Arabian  
*Moderator:* Ying Zhang, Montgomery Bell Academy

**4) German teachers**

*Room:* Appaloosa  
*Moderator:* Richard Apgar, The University of the South

**5) WL K-8 teachers**

*Room:* Thoroughbred  
*Moderators:* Pattie Davis-Wiley, The University of Tennessee  
Monica Frazier, Battle Ground Academy

**6) Latin teachers**

*Room:* Salons 7-8  
*Moderators:* Ryan Sellers, Memphis University School

**12:30 – 1:30 LUNCHEONS**

**AATF Luncheon**

*Room:* Morgan

**AATG Luncheon**

*Room:* Franklin

**AATSP Luncheon**

*Room:* Saddlebred / Highland

**TACT Luncheon**

*Room:* Clydesdale

**TCA Luncheon**

*Room:* Williamson

**The Sensual Experience of the Graeco-Roman Sacrifice**

Dr. Theodora Kopestonsky

Sacrifice in the Graeco-Roman world was one of the most important ways to establish a reciprocal relationship with the gods. References, remnants, and depictions of sacrifice are sprinkled throughout the archaeological, epigraphic, and literary record. The act, however, was more than just a ritual to be seen (or written about). Instead, the full sacrificial process from selecting and preparing a victim to the procession, slaughter and consumption was a full-body experience affecting all the senses of the participants. Brilliant colors, echoing sounds, vocalizations, tantalizing and repulsive scents, special meals, and the emotional journey, all led to a memorable and sensual event for both individuals and the greater community.

**Don't forget to share conference highlights**

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## 1:35 – 2:25 Concurrent Sessions VIII

### **1) Interpersonal Speaking, Not Interpersonal Copying**

*Language/Focus:* All languages                      *Level:* All levels  
*Room:* Salon 6  
*Presenter:* Meredith White, Peachtree Ridge High School  
*Presider:* Meredith Peccolo, Webb School of Knoxville

In this session, Meredith will share some of her favorite high-leverage habits to get students speaking with purpose, not just going through a pre-determined, replicable conversation. As language teachers, we know the rest of the world doesn't have the workbook script: come see strategies to get students communicating more authentically on a daily basis toward their performances over time and overall proficiency. All files will be available during the session and after. Come, learn, take, modify, use!

### **2) From the IEP/504 to the World Language Classroom: Strategies for Supporting Students with Disabilities**

*Language/Focus:* All languages                      *Level:* All levels  
*Room:* Salons 9-10  
*Presenters:* Julie Glosson and Cheyenne Staten, Union University  
*Presider:* Janine Zahuczky, Mt. Juliet High School

In this session, we will provide strategies for accommodating and modifying for learners with ADD/ADHD, dyslexia, intellectual disabilities, and specific learning disabilities in the world language classroom. We will explore and demonstrate activities and methods that encourage inclusion in each and every classroom and will provide resources for attendees.

### **3) Teaching with Comprehensible Input in a Hybrid-Learning Classroom**

*Language/Focus:* All languages                      *Level:* Secondary  
*Room:* Arabian  
*Presenter:* Holly Coblentz, Renaissance High School  
*Presider:* Elyse Petit, Vanderbilt University

Have you ever felt like a large part of technology is just trying to replace you as the educator? Have you been curious about some different tech activities, but feel overwhelmed at the options that are out there? If you have, this is the session for you! This is going to be an interactive session to experience some lessons that bridge the different (but complementary!) worlds of CI and edtech, so bring your laptop and get ready to get busy!

### **4) Prepare AP Chinese from Level One by Communicative Activities**

*Language/Focus:* Chinese                              *Level:* Secondary  
*Room:* Thoroughbred  
*Presenter:* Danmei Houston, Brentwood High School  
*Presider:* Joan Li, Belmont University

This presentation will introduce how to prepare students for the AP Chinese Language and Culture Test beginning at a Level One class. It will describe briefly the curriculum used and will focus on how to build students' listening, reading, typing and speaking skills through communicative activities.

### **5) "Help! My WL Program is Disappearing!"—A Call for Immediate Action**

*Language/Focus:* All languages                      *Level:* All levels  
*Room:* Appaloosa  
*Presenters:* Nils Jaekel & Pattie Davis-Wiley, The University of Tennessee — Knoxville  
*Presider:* Erika Stevens, Walters State Community College

ACTFL's Core Principles cannot be implemented if there are no WL classrooms. Recently published research studies (*Foreign Language Annals*, *Modern Language Journal*) and popular media (*USA Today*, *The Chronicle of Higher Education*) have documented the shocking decline in K-16 WL enrollments and the continuing demise of WL Teacher Preparation programs across the U.S. This session will present the facts and stats about this phenomenon and challenge session participants to discuss what CAN be done to address this critical situation impacting all levels of WL Education.

## **1:35 – 2:25 Concurrent Sessions VIII (continued)**

### **6) Lead with Song - The Heart's in Your Voice**

*Language/Focus:* French *Level:* All levels

*Room:* Salons 7-8

*Presenters:* Bob Peckham, The University of Tennessee – Martin (Emeritus);  
Mike Ledgerwood, Samford University; Jason Davenport, Germantown Middle School;  
Karen Sorenson, Austin Peay State University

*Presider:* Ashlee Headrick, Battle Ground Academy

This session will convince teachers that singing French-language songs can play powerful roles in students' acquisition of the language. It can also be an effective vehicle of Francophone cultures. We will lay out the relevant research, as we present a sing-along program of North-American French-language songs. We are "Au Coeur du Vent", with collective experience in local to international conference venues, and individual experience as club, concert, festival, radio, television and recording artists.

## **2:35 – 3:25 Concurrent Sessions IX**

### **1) Teachers as Librarians: guide your students to become independent readers**

*Language/Focus:* All languages *Level:* All levels

*Room:* Salon 6

*Presenter:* Cécile Lainé

*Presider:* Teresa Floch, Middle College High School

You have stocked your classroom library with all kinds of interesting reading materials but you can't just tell your students: "Now go and read!" This session offers concrete strategies to help your students browse, select, get hooked on books, and most importantly read independently in the target language.

### **2) Motivating the Less Than Motivated Student**

*Language/Focus:* All languages *Level:* Secondary & Post-Secondary

*Room:* Arabian

*Presenter:* Lindsay Helms, The University of Memphis

*Presider:* Jules Harris, Halls High School

This presentation will offer teachers of post-secondary as well as secondary education strategies on how to motivate their students in the classroom. Many students are taking a language simply to fulfill a requirement and lack interest in the subject. Their lack of motivation can have a negative impact on their language acquisition. The presentation, with examples in Spanish, will include ways to support students in their discovery of language and will focus on ways to make language relatable regardless of their career goals, relying on teaching language for specific purposes (LSP). Teachers will leave with a tool box of techniques to make language more interesting and contextualized for their students.

### **3) Yes, and...! How improv comedy know-how can make your language classroom more engaging and student-centered**

*Language/Focus:* All languages *Level:* All levels

*Room:* Salons 9-10

*Presenter:* Emily Valdés, Language South

*Presider:* Beckie Gibson, Battle Ground Academy

In this session, Emily will share some skills inspired by her experiences in the Improv Chattanooga Improv troupe. You will be able to take these tricks and put them to work in your language classroom! Whether you love the spotlight, or the idea of a stage gives you the cold sweats, the concepts that keep audiences laughing can help you engage students with the target language! This session is ideal for teachers who already incorporate stories into their classes (though all are welcome!)

**2:35 – 3:25 Concurrent Sessions IX (continued)**

**4) Authentic materials and Culture in the WL classroom**

*Language/Focus:* All languages – examples in Spanish *Level:* All levels  
*Room:* Salons 7-8  
*Presenters:* Javiera Navarrete, University of Memphis & Immaculate  
Conception Cathedral School  
Catherine Adams, Hutchinson School  
José L. Franco, Ridgeway High School  
*Presider:* Christina Amézquita, Glendale Spanish Immersion School

Teaching culture through CULTURE. Students will be working with authentic materials then they will be able to learn culture and eliminate stereotypes. Our model removes the teacher as the “cultural authority” and is based on active learning, increasing motivation/engagement and promoting real intercultural awareness (understanding/competence). Our goal is to avoid unsuccessful models for teaching culture such as The 4 F Approach: Folk dances, festivals, fairs and foods or the Frankenstein Approach: A taco from here, a flamenco dancer from there, a bullfight from there.

**5) Languagepanda.org: A Website for Teaching, Mentoring, and Community Building**

*Language/Focus:* All languages *Level:* All levels  
*Room:* Thoroughbred  
*Presenters:* Melanie Forehand, Patrick Murphy  
and Nathalie Dieu-Porter, Vanderbilt University

Using our language center’s language-pedagogy website LanguagePanda.org as an example, this presentation will discuss how to use a large-scale digital project as a means for teaching language learners, professionalizing graduate students, creating teaching community, and modeling accessibility.

**6) Preparing for Success on the World Language and Latin AP Exams**

*Language/Focus:* All levels *Level:* Secondary  
*Room:* Appaloosa  
*Presenters:* Michael Bartus, Martin Luther King Jr. Academic Magnet School  
Maria Marable, Martin Luther King Jr. Academic Magnet School  
Lili Cai, Martin Luther King Jr. Academic Magnet School  
Anne Moctezuma-Baker, Martin Luther King Jr. Academic Magnet School  
Jane Weaver, Martin Luther King Jr. Academic Magnet School  
*Presider:* Patsy Lanigan, Montgomery Bell Academy

Presenters will provide session participants information about the AP World Language Exams and the AP Latin exam. We will discuss the format of the AP Exam, scoring guidelines, and strategies for success. Examples will be provided in French, German, Latin, Mandarin Chinese, and Spanish. Teachers new to AP and experienced teachers are welcome.

**3:40 – 4:10 Closing Assembly with Election Results and Exhibitors’ Raffle**

*Room:* Salon 6

**4:10 – 4:40 TFLTA Board Meeting (by invitation only)**

*Room:* Salons 9-10

**Don't forget to share conference highlights**

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# Joyce Ward Teacher of the Year Award 2019

## Jane Weaver



Jane Weaver is often described as an amazing teacher and unparalleled professional. Mrs. Weaver is the Chair of the World Languages Department at Martin Luther King Jr. Magnet School where she also teaches all of the French classes from 7th grade through AP French Language and Culture. Her students describe her as organized with all classes being interesting and positive. Jane is a very passionate, dedicated, and skilled educator. She goes above and beyond for her students and for other world language teachers.

Professionally, Jane Weaver supports World Language study at the Metro Nashville Schools level, at the state level, and especially in her own high school. She has served on the Foreign Language Standards Committee, nationally she has graded the Advanced Placement Exam, and she has served on the Metro Schools World Language Council since its inception. In addition, Mrs. Weaver has provided Professional Development Activities for Metro Nashville Public Schools. She has presented sessions at the TFLTA Conference as well as serving on the TFLTA Board of Directors. Within MLK she served on the National Blue Ribbon Application Committee and the SCORE prize team. Mrs. Weaver completed her Master of Arts in 2004 and earned National Board Certification in 2014. Although she maintains a professional expertise and presence, it is her work in the classroom that sets her apart.

Jane Weaver may first meet her students as early as seventh grade, thus becoming a part of their entire high school experience. Her students literally grow up with her throughout high school as they pursue their study of French and this relationship allows her to know her students well and truly become a mentor in their lives. According to one student, Jane truly creates magic in his classroom. He describes her as a “rare teacher” who does more than teach but also presents French in a manner to “invigorate interest” in the language and the culture. Further, he admits that he only took French initially because his friends were also taking the course. Today, he cannot say enough about how much his study of French and Mrs. Weaver’s class has changed his life. Another student praises Mrs. Weaver for her organization and obvious attention to each class no matter the level. However, to this young lady the atmosphere in the class was also very important. According to her, Madame Weaver creates a comfortable and positive environment which allows all students to do their best in French as well as enjoying such a positive experience during the academic day.

TFLTA is honored to present Jane Weaver as our 2019 State 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 2019

## Dr. David Sick



The TFLTA Jacqueline Elliott Award is presented annually to a foreign language educator at the post-secondary level for outstanding service to the profession. The award is named in honor of Jacqueline Elliott, the first recipient of this honor. This year's recipient, Dr. David Sick is a remarkable Latin and Greek professor at Rhodes College, as well as a role model of a life-long learner.

The breadth and depth of his career is almost limitless. His Department Chairperson states, "Throughout his career, he has researched and published 16 peer reviewed articles in 22 years, numerous book reviews, conference papers on a wide range of subject matters." She also notes and emphasizes his dedication, discipline, innovative teaching style, scholarship and connections to his

students. Another colleague, notes that, "Professor Sick has had a nationwide impact on the teaching of classics," and has served in various capacities of service to national classical honor societies, as well as contributing to the Greek and Roman Studies program at Rhodes, which he chaired from 2009 - 11, 2012 - 2017.

Dr. Sick's students describe him as, "fun, enthusiastic and inspiring!" "There is no topic that he won't discuss, no question he won't answer, though the answer may come with an armload of books!"

Besides the ancient languages of Latin, Greek, Sanskrit and Old Iranian, Dr. Sick also has reading knowledge in the modern languages of French, German and Italian. For his scholarly contributions, esteemed colleague and professor, David Sick is truly a classic himself!

**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.*

# Friends of Foreign Languages

## Sister Cities of Nashville

The mission of Sister Cities of Nashville is to foster cultural understanding, mutual respect, tolerance and peace — one individual, one community at a time. It is an active volunteer organization connecting Nashvillians with friends around the world through cultural exchange and community partnership.



Through Sister Cities of Nashville, hundreds of global citizens annually get to see and experience Nashville and to meet Nashvillians, and Nashvillians of all ages and walks of life get the chance to visit foreign countries and experience their cultures. This promotes a better appreciation of who Americans really are and helps to overcome stereotypes and hostilities caused by policy disagreement between our nations. In this way, Sister Cities of Nashville helps to promote world peace.

Heather Cunningham has served as Executive Director of Sister Cities of Nashville for 11 years. Under her leadership, hundreds of Nashville teens, college students and their families have participated in the Student Ambassador Program, either hosting an international student or traveling on an educational exchange. She also established the Youth Advisory Board in 2010, giving Nashville area high school students leadership and volunteer opportunities as they also work to expand their global mindset.

TFLTA is pleased to bestow this award on an organization that is focused on building bridges and opening conversations about what it means to live in community with one another.

# TFLTA Exhibitors 2019

## **AATF** (American Association of Teachers of French)

Contacts: Suzanne Lange & Teresa Floch  
Email: [suzannel@wcs.edu](mailto:suzannel@wcs.edu)  
Website: <https://www.aatf.org>

## **AATSP** (American Association of Teachers of Spanish and Portuguese)

Representative: Kelly Scheetz  
Email: [kscheetz.SHH@aatsp.org](mailto:kscheetz.SHH@aatsp.org)  
Website: <http://www.aatsp.org/>

## **ACL** (American Classical League)

Contact: Sherwin Little  
Email: [little@aclclassics.org](mailto:little@aclclassics.org)  
Website: <https://www.aclclassics.org/>

## **Cécile Lainé**

[cecilelaine@gmail.com](mailto:cecilelaine@gmail.com)

## **EMC**

Contacts: Jacqueline Osby & DeNitra Payne  
Phone: 617-595-9464  
Email: [josby@carnegielearning.com](mailto:josby@carnegielearning.com)

## **ETSU Literature and Language**

Contact: Raluca Negrisanu  
Phone: 423-439-4339  
Email: [negrisanu@etsu.edu](mailto:negrisanu@etsu.edu)

## **MTSU / World Languages**

Contact: Roger Pieroni  
Phone: 615-898-2982  
Email: [Roger.Pieroni@mtsu.edu](mailto:Roger.Pieroni@mtsu.edu)  
Website: <https://www.mtsu.edu/worldlang/>

## **Language and Friendship**

Contact: Rachel Aldrich  
Email: [conferences@languageandfriendship.com](mailto:conferences@languageandfriendship.com)

## **LTI / Exclusive Licensee of ACTFL Assessments**

Contact: Sandra Rodriguez  
Email: [sfodriguez@languagetesting.com](mailto:sfodriguez@languagetesting.com)  
Phone: 800-486-8444  
Website: <https://www.languagetesting.com/>

## **The Llama House**

Representative: Sandra Obando de Ring  
Phone: 253-777-9259  
Email: [sandra\\_ring2262@hotmail.com](mailto:sandra_ring2262@hotmail.com)

## **The Stories First Foundation**

Contact: Claire Walter  
Email: [cnwalter@outlook.com](mailto:cnwalter@outlook.com)  
Website: <https://storiesfirst.org/>

## **Vista Higher Learning**

Contact: Bella Moore  
Email: [bmoore@vistahigherlearning.com](mailto:bmoore@vistahigherlearning.com)  
Website: <https://vistahigherlearning.com/>

## **Yabla**

Contact: Haner Pimental  
Email: [hanser@yabla.com](mailto:hanser@yabla.com)

## **Master of Arts in Teaching** With concentration in French, German, or Spanish

### **Admission**

18 language credit hours  
GRE score of 291  
2 letters of recommendation

### **Curriculum**

33 credit hours of study  
Classes in late afternoon or evening  
Study abroad opportunities

### **Financial aid**

Graduate teaching assistantship: Full tuition waiver and stipend

### **Career path**

Teaching in public and private schools, and community colleges  
Continuing to Ph.D. programs



### **Contact**

Graduate Program Director  
Dept. of World Languages,  
Literatures, & Cultures  
Middle Tennessee State  
University  
Murfreesboro, TN 37132  
(615) 898-2981  
[forlang@mtsu.edu](mailto:forlang@mtsu.edu)  
[www.mtsu.edu/worldlang](http://www.mtsu.edu/worldlang)

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STATE UNIVERSITY.

## **We would like to thank our 2019 Conference Sponsors**

### **Coffee Breaks**

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### **Luncheon Subsidies**

Middle Tennessee State University Confucius Institute  
TN Chapter of AATG • TN Chapter of AATSP  
TN Chapter of AATF • TCA

These organizations have subsidized the taxes and service fees for the lunches so that we have not had to increase our meal prices the past few years.

### **Announcing the Ken Stewart Future Language Educator Scholarship**

This \$1,000 scholarship is intended for a high school senior who plans on a career as a world language educator. The scholarship is sponsored by Ken Stewart, Spanish teacher, former SCOLT Board member and 2006 ACTFL National Language Teacher of the Year.

**Applications are due January 31, 2020**

Visit the SCOLT website for the application and details: [www.scolt.org](http://www.scolt.org)

### **2020 Regional Mini-Conferences**

TFLTA will be offering two mini-conferences  
in East and West Tennessee in 2020.

Please visit [www.tflta.org](http://www.tflta.org) for more information in January.



# **TFLTA**

Tennessee Foreign Language Teaching Association

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