

A Preview of Workshops

Full Day (6-Hour) Workshops

Assessing Language Performance: Measuring Student Progress

Paul Sandrock, American Council on the Teaching of Foreign Languages, Alexandria, VA

Basing assessment on the standards provides a road map for teaching and learning. Learn basic principles and experience step-by-step processes for designing tasks to evaluate interpretive, presentational, and interpersonal communication. Build a repertoire for implementing formative and summative assessments. Practice creating feedback instruments, including rubrics.

The Basics of TPRS & Comprehensible Input

Kelly Ferguson, LaFollette High School, Madison, WI

In this session, participants will learn the rationale for using a comprehensible input-based teaching method like TPRS®. The presenter will model (and participants will practice) techniques that make classes more comprehensible, communicative, and personalized. These techniques include, but are not limited to, “circling” (repetitive questioning), personalization, contrastive grammar, and class reading. This workshop will provide participants skills that can be used in class immediately.

Half Day (3-Hour) Workshops

A Framework for Foreign Language Teacher Effectiveness: The TEFL Project

Thomas M. Sauer, Jefferson County Public Schools, Louisville, KY; Sharon Deering, Arlington ISD, Arlington, TX; Greg Duncan, Interprep, Atlanta, GA; Alyssa Villarreal, Memphis City Schools, Memphis, TN

This workshop will focus on indicators of teacher effectiveness. Participants will explore the indicators, negotiate for understanding, examine the supporting walk-through observation documents, and explore opportunities for application in the participant’s departments/districts. Participants will leave with access to electronic documents and a draft plan for possible implementation within their departments/districts.

African diaspora in the Americas: Touch the drum. Feel the energy. Connect culturally.

Pablo Muirhead, Milwaukee Area Technical College, Milwaukee, WI

Learn about the African diaspora in the Americas. Play the “Peruvian” cajón and learn how to build your own classroom set. Engage with the concept of culture by exploring its multiple layers

in order to make the relationship between products, practices, power, and most importantly, perspectives, come alive in your classroom. The inextricable nature of language and culture beckons us to rethink how we integrate the two in order to reach intercultural, communicative competency.

ALL STAR: Strategies for Staying in the Target Language

Sharon B. Rapp, World Languages Consultant, Conway, AR; Patricia H. Carlin, University of Central Arkansas, Conway, AR

Although research supports the value of exclusive target language use in the classroom, teachers often struggle with ways to accomplish this while still managing behavior, meeting state standards, and being evaluated. This interactive workshop focuses on strategies for staying in, and keeping students in, the target language. Attendees will view, analyze and discuss video clips; learn tips for making target language use clearer to the non-speaker teacher evaluator; and share strategies for student participation and assessment.

Autonomous Language-learning Activities: Increasing Proficiency Through Student-directed Learning

Jason Jolley, Missouri State University, Springfield, MO

This presentation focuses on the relationships between choice, motivation, and proficiency and will show attendees how to expose their language students to a virtually limitless range of activities. After exploring some basic theoretical foundations behind this approach, the presenter will model examples of successful, autonomous activity design, and attendees will get a chance to create and complete an activity on their own.

BEST OF TENNESSEE: Neues aus Deutschland: Was interessiert die Lerner? Wie profitieren die Lerner davon?

Jeff Mellor, University of Tennessee, Knoxville, TN

This is a two-part workshop: (1) Images of public texts motivate and help learners orient to the target culture. Participants will receive numerous examples of texts (street signs, billboards, warnings, packaging, shop windows, supermarkets) and work on suggested presentation techniques. (2) Defining concepts is a critical step at intermediate and advanced proficiency levels. Participants will practice basic ways to use definitions to sharpen listening comprehension skills.

Chinese Folk Arts for your classroom

Tianya Zhao, Milwaukee School of Languages, Milwaukee, WI; Yang Qiong, MMCS, Milwaukee, WI

Chinese folk art reflects the long history of popular customs and traditions in Chinese culture. The handicrafts and objects created by the common folks for everyday use are thus a

combination of practicality and local customs, traditions and beliefs. Teaching Chinese Folk arts in your classroom is a good way for students to understand Chinese culture and enhance their learning. In this workshop , we will focus on papercuts, paper folding and New Year woodcut prints.

De-Boggling Culture: Interactive Intercultural Experiences

Jim Laden, AFS Intercultural Programs, Portland, OR; Chan MacDonald, AFS Intercultural Programs, Portland, OR

Preparing students to appreciate and interact with other cultures can be as challenging as it is essential. In this workshop, we will draw on our experience with international exchange students and present several fun and engaging activities that can build intercultural competency among students from middle school through university. You will personally experience games, videos, music, taste tests, and more, as well as learn how to facilitate these activities effectively.

Der Hühnerdieb - und andere Bildergeschichten im Unterricht

Bettina L. Hoops, Saline HS, Saline, MI; Sue Marshall, Phillips HS, Phillips, WI; Monika Gerstenlauer, Edmond North HS, Edmond, OK

In the workshop "Der Hühnerdieb und andere Bilderbücher im Deutschunterricht" (The chicken thief and other picture books in German instruction), participants will practice working with pictures and picture books in German as a second language. Examples of exciting activities will be provided. Participants will also have time to develop their own class material. Teachers of all school types are invited to take part.

Global Wisconsin - Educating Globally Competent Students One School at a Time

Gerhard Fischer, Wisconsin Department of Public Instruction, Madison, WI; Kurt Griesmer, Wisconsin Educational Educations Board, Madison, WI

World language programs thrive best in a school environment that welcomes interaction with the world. This session will show and discuss professional video recordings of ten excellent international education programs in Wisconsin schools, ranging from K-12 world language programs to art exchanges with Cuban elementary schools. Come be energized and take suggestions back to your school administration.

Lire, Lesen, Leer! Practical Reading Strategies for the World Language Classroom

Cathy Stresing, Mequon-Thiensville School District, Mequon, WI; Linda Havas, Greendale High School, Greendale, WI

"Do I really get to teach reading?" The answer is "Yes!" This session will change the way you and your students approach reading. Both presenters have received post-graduate training in reading strategies and have successfully implemented many of these tools and techniques in their own classrooms. Join your colleagues in bringing the written word to life while decreasing

everyone's frustration and anxiety levels. Participants are asked to bring a reading passage from their curriculum.

Ni arrogants ni soumis: Rappeurs africains francophones et révolte populaire

Kirsten Halling and Pascale Abadie, Wright State University, Dayton, OH

Une introduction aux rappeurs africains d'expression française avec accent sur leur biographie, évolution, et activisme politique. Une analyse des thèmes principaux de corruption, pauvreté, identité africaine, francophonie, et émancipation du peuple. Matériel pédagogique compris. // An introduction to French-speaking African rappers with an emphasis on their biography, evolution, and political activism. An analysis of the principal themes of corruption, poverty, African identity, colonial language, and popular emancipation. Pedagogical materials included.

Punto com: What the Internet can do for us now

Anne Hlas, University of Wisconsin Eau Claire, Eau Claire, WI; Trisha Koch, Middleton HS, Middleton, WI; Pamela Larson, North HS, Eau Claire, WI

The Punto com group is back this year to share valuable Internet resources and tools, including some of their favorite websites and recent finds. The group's own improved website will help participants locate new and useful websites and provide several ways to use these sites in a Spanish classroom. Participants will walk away with activity ideas and well-developed materials that can be used immediately to help students improve communication skills.

Sing, dance, eat and play games with the Camp OFLA staff!

Lucas Hoffman, Sylvania Schools, Sylvania, OH; Lori Winne, Grove Patterson Academy, Toledo, OH

Come sing, dance, eat and play games with the Camp OFLA staff! We will share activities that you can use in any language classroom, any foreign language club or for an immersion day. Materials will be made available to participants. Participants will also develop a game to take back to their own classrooms.

Stationenlernen am Beispiel des Buches Kleiner König Dezember

Sigurd Piwek, Milwaukee German Immersion School, Milwaukee, WI

The objective of this workshop is to demonstrate how learning stations can be used as a pre-reading strategy and to promote creative use of German in oral and written communication. Participants will understand the advantages and challenges of this open and product-oriented type of learning by being engaged in oral and written activities at learning stations related to the book, *Kleiner König Dezember*. All participants will receive a CD with instructional materials.

Still Standards after All These Years

Lisa Hendrickson, Monroe HS, Monroe, WI; Karen Luond Fowdy, Monroe HS, Monroe, WI

Fifteen years ago the ACTFL Standards for Foreign Language Learning re-defined our profession. How have the Standards revolutionized what we teach, how we teach and how we assess student progress? Participants and presenters will celebrate past successes and apply them to the challenges of the future. Experience how a standards-based, thematic curriculum grounds instruction by emphasizing what students will be able to do as we navigate the challenges of the 21st century.

Thematic Planning: Responding to the Diverse Needs of the Learner

Helena Curtain, University of Wisconsin-Milwaukee, Milwaukee, WI

Well-planned, standards-based thematic units can be the basis for a powerful and meaningful curriculum through motivating experiences that will respond to the diverse needs of our learners. Thematic planning can free language teachers from the limitations of existing materials and lead to lessons that are more cognitively challenging and emotionally engaging for their students. This workshop will focus on how to plan units centered on meaningful themes using a basic adaptable template.

TPRS: Powerful Strategies for Reaching 21st Century Learners

Carol J. Gaab, TPRS Publishing, Inc., Chandler, AZ

This interactive workshop will demonstrate the power of TPRS (Teaching Proficiency through Reading and Storytelling) and other proven comprehension-based strategies. Get an accurate picture and current perspective of TPRS and learn powerful strategies that can be implemented immediately in your own classroom. Participants will learn how to differentiate instruction, elicit critical and creative thinking, and facilitate spontaneous and sustained interaction in the target language, thus achieving communicative competence for ALL learners.

Using French Films in the Classroom

Judith M. Michaels, Consultant, Green Bay, WI; Julia Price, Central HS, District of Westosha, Salem, WI

Promoting language acquisition and broadening students' knowledge of France's cultural heritage through the ages using French films in the classroom is this workshop's focus. To encourage the watching of French films dealing with cultural, historical, or literary (arts) approaches, we will offer a unit of study, teaching strategies, and assignments stressing language, grammar, and learning methods. Film clips will be shown.