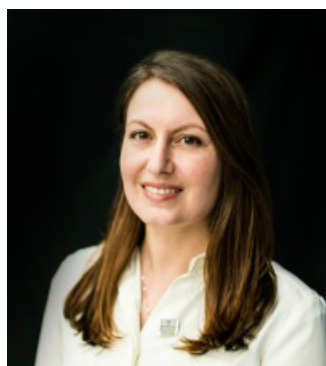


# UFLA

The Utah Foreign Language Association Newsletter

Volume 105, Issue 1  
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**Electra Fielding**  
**UFLA President**

Dear UFLA friends,

The UFLA Board is gearing up for our upcoming annual conference at UVU! In this Newsletter you will find descriptions of all the superb presentations that will take place in just a few weeks. Have you registered yet? If you haven't, do so as soon as possible... you don't want to miss out! This is my last message as President of UFLA, and I am going to make it short and sweet. It's been a year of growth and great opportunities, and I couldn't have asked for a better group of UFLA Board members to serve with. I have also enjoyed getting to know better the UFLA membership through workshops and conferences. I am very grateful to have had this opportunity to lead the Utah Foreign Language Association.

Last August, Dr. Tom Mathews informed me that he was retiring from his role on the UFLA Board as Executive Secretary/Treasurer. I must confess that my heart stopped for a moment (I started feeling better once Mike Wood asked to be considered for the position!). Tom, besides taking care of all things related to membership, registration for the annual conference and workshops, and budget, also has a vast knowledge of the workings of the organization. I feel confident in stating that the UFLA Board will not be the

same without him. Since he has served for many years in the UFLA Board, I asked him for a quick interview/conversation about UFLA that we could include in this Newsletter (see pages 4-5). I enjoyed very much talking to him and learning about how UFLA became what it is today, and the potential that our organization has for future endeavors.

Tom is a Professor of Spanish at Weber State University, and has trained many foreign language educators in our program (some of them are probably reading this Newsletter right now). He is a wonderful colleague: his door is always open and he's always willing to share his knowledge and give very sound advice. He also loves Pokémon.

Thank you, Tom for all your years of service... and I hope to see you all at UVU in a few weeks!

Best regards,

Electra Gamón Fielding  
UFLA President

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## *2020 UFLA Conference Schedule*

7:30 a.m.	Registration Desk Open
8:00 - 8:30 a.m.	Morning Exhibitor Break
8:30 - 9:20 a.m.	Session I
9:20 - 9:50 a.m.	Exhibitor Break
10:00 - 10:50 a.m.	Session II
10:50 - 11:30 a.m.	Exhibitor Break
11:30 a.m. - 12:50 p.m.	Awards Luncheon & Keynote Address (Ballrooms)
1:00 - 1:50 p.m.	Session III
2:00 - 2:50 p.m.	Session IV
3:00 - 4:00 p.m.	Language Specific (AAT) Meetings

### **UFLA 2020 Conference Keynote Speaker: Dr. Fernando Rubio**



Fernando Rubio, Ph.D.  
Professor of World Languages  
and Cultures,  
University of Utah  
Director, UOnline Curriculum  
Enhancement and Innovation  
Co-Director, Second Language  
Teaching and Research Center

Fernando Rubio is Professor of Spanish Linguistics at the University of Utah, where he is also Director of the Second Language Teaching and Research Center (a Title VI National Language Resource Center) and Director of Online Curriculum Enhancement and Innovation.

He serves or has served on a number of professional organizations for the past two decades including the Utah Foreign Language Association, The Modern Language Association, The College Board and ACTFL. He is currently President Elect of the National Federation of Modern Language Teachers Associations.

# *UFLA Conference - February 13th, 2020 - Utah Valley University*

## **Register online for UFLA 2020!**

### **Preregistration closes on Feb 3**

You can now register for the UFLA conference online and pay your registration and membership fees with your credit card. If you haven't yet registered, you can find the information on the UFLA website at [UFLA 2020 Registration](https://ufla.net/ConferenceInfo/2020/2020AnnualMeeting.html).

If you are registering an entire school or department, you may find instructions at the link above.

Online preregistration is only available through February 3rd and prices go up if you wait to register onsite.

We hope you will join us for the conference and even if you choose not to pay for the catered lunch, there will be tables in the back where you can bring a lunch and still participate in the keynote event.

Please contact Dr. Tom Mathews if you have any questions about registration. [tmathews@weber.edu](mailto:tmathews@weber.edu)

## **USBE Relicensure Information**

### **NEW THIS YEAR!!!**

If you wish to secure relicensure points through the USBE, you may register your attendance through [MIDAS](#). Use course #56573

Registration for USBE Relicensure Points is **NOT Automatic**. You must register for this credit in addition to registering for the conference. Contact Karl Bowman if you have any questions. [karl.bowman@schools.utah.gov](mailto:karl.bowman@schools.utah.gov)



Utah State  
Board of  
Education



## **Location & Parking Information**

The conference will be held in the Sorenson Student Center at Utah Valley University. The most convenient place to park is the parking garage. It is right next to the Student Center, and there will be signs leading from there to the registration table. The cost for parking in the garage is one dollar per hour and will be the responsibility of conference attendees.

Free Parking is available during the conference parking; attendees will be able to park in any of the lots outside of the parking garage (Northwest of campus) without getting a ticket. However, parking is always scarce at UVU. Attendees should come early if they want to avoid walking long distances.

From the north parking lots, attendees may enter the Liberal Arts Building (LA) and follow the main hall around until arriving at the Student Center for registration.

See <http://ufla.net/ConferenceInfo/2020/2020AnnualMeeting.html> for more information and a campus parking map.



# Interview with Tom Mathews, outgoing UFLA Executive Secretary



*UFLA President, Electra Fielding sat down with our UFLA outgoing Executive Secretary, Tom Mathews. Tom has been on the board longer than any currently serving board member and has been UFLA President twice. UFLA appreciates all the work he has done on behalf of our organization and we wish him well in his future endeavors.*

EF: How did you get involved with UFLA?

TM: I had never heard of UFLA until my first year as a professor at BYU. Jerry Larsen, who had been the BYU representative, talked to the department chair and they had me start doing it. So that was in ... 1991. I did that for the five years I was a professor at BYU. [...] I was not on the board for two years. Then here at Weber State University, I ran for President Elect, won and so I went through that period, three years. Then I wasn't on the board again. I was at ACTFL when it was in SLC, so that would've been 2001 when it was with the Olympics, and several people convinced me to run for SWCOLT board. At the time SWCOLT board members were elected by the entire membership of SWCOLT. It was kind of a silly way of doing the election, nobody knew anybody from out of their own state. It's changed now so that each state selects a person however they choose to do it, either they appoint or elect or whatever, to represent that state on the board. I was elected and served on SWCOLT for a three-year term, but then went into the officer rank there, so I was program chair, president-elect, president and past-president.

EF: And this was all in SWCOLT?

TM: Yes, but I was a member of the UFLA board because the SWCOLT rep is a member of the UFLA board. And just as that was going to end, the person who was president-elect of UFLA resigned; he decided he didn't want to do it. So, the board appointed me to be president that year just in a pinch.

EF: So, you've been president twice.

TM: I've been president twice; and then I volunteered to be executive secretary/treasurer.

EF: And you've been executive secretary/treasurer since then.

TM: Yes, it's been a while. But others have done it also. Before we invented that position, the money person was always handled by the State Board of Education appointee. And there was a time when that person had a part-time job at USBE, and didn't keep up with everything, and we lost our status with the IRS, and therefore our incorporation status with the state, and that cost us thousands of dollars to reinstate. We changed our by-laws and now we have this position. And I think Blair [Bateman] did it for a while, and then I've done it, and now Mike [Wood] will do it.

EF: What are the biggest changes you have seen in the organization since the time you started?

TM: [chuckles] Enormous. It was... when I first started, UFLA used to meet in conjunction with UEA, the Utah Educators Association on that October Friday. UEA doesn't do much anymore, but at the time we'd meet down at the Salt Palace. And then someone decided, let's not do it at the Salt Palace, so we'd usually meet at West High or somewhere for a morning, have a meeting, and a speech, and maybe a breakout session. There were never more than 30 or 40 people there. And the first actual meeting we had was here in... we'd have to look it up, it was at Weber State. Those of us who had been part of UFLA for very long, we were just amazed. June Phillips was the speaker. She was the dean here, but she was a big name in languages and people came to hear her speak. We served lunch, and we probably had 100, 150 people show up. It felt like a conference. And since then, we've been doing that. We've done it a couple of times, I think, at BYU. Mostly now we go back and forth between UVU and Weber State. But, yes, 300-400 people at a conference is a big difference from 30.

EF: Definitely! So, in your opinion, what's the biggest impact that UFLA has had in the State of Utah?

TM: I think there's two things. I think our meetings, our conferences, are meaningful for a lot of teachers. It's time to get to see and talk to teachers outside of your district or your school. I think... I've never been on the program committee, but they do a good job scheduling the sessions so that people can get the best out of the meeting. But I also think, and it was a lot of work for a lot of members of the board, but I think that we really helped legitimize proficiency by doing the language testing for the State Office. They've decided to go with the ACTFL OPI now, I think our test was as meaningful. It was an OPI basically, we couldn't call it that, but everybody who did it was trained and we could do it quickly. For the first few years we did it, we were doing 150-200 interviews a year to get teachers certified with advanced proficiency. That's had an impact. The ACTFL OPI can take over from now on, tradition has been started.

EF: What do you think the UFLA can do in the future for the teaching of foreign languages?

TM: I'm looking forward to our advocacy concerns getting bigger and more important. I'm not sure how to do it, but I think UFLA as an organization could come up with some position statements and publicize those with legislature and other stuff. The legislature I think did a pretty good job with the Bridge Program: Dual Language Immersion, I think, is a wonderful program, getting those students after the 6th grade still involved with languages until they can come to the university took a lot of imagination. I wish that this legislature had asked for more input, for example from UFLA, about where to find university faculty, that's what the law calls for to teach these bridge courses. How's that going to get funded? Are they really going to be university faculty or are they just that in name because they're getting paid by a university? Do they actually teach university students? What are the qualifications for the student to actually get into the class? It's growing much faster than any program has grown on any of our campuses, and just because a student qualifies for a class at BYU or UVU or WSU, doesn't mean they can get into it if they're a freshman. The sections might all be full, but that's not seeming to be the way people are reading the law about the Bridge Program, which means if there's 80 students in a district who want to take those classes, we have to offer enough sections for all the 80 to take it. And I think that might impact on quality, and finding faculty, and also keeping workload reasonable.

EF: To finish, do you have a best memory about UFLA that you want to share?

TM: I would really say that it's just been the growth. There have been a few times sitting in... I went to one of our meetings... I don't know, six or eight years ago at Utah Valley, and the food services at UVU could not keep up with us. They ran out of food; they were serving it late. And it was kind of like, 'Dang, this is too bad.' But at the same time, 'Goodness! We have more people here at UFLA than a university food service in this enormous ballroom can serve.' And that was kind of two feelings at once, but mostly, that we are a real organization.

EF: Yes, I remember when our dean, Scott Sprenger, gave the welcome to the conference a couple of years ago and I don't think he was expecting so many educators attending.

TM: Yes, we had the ACTFL president come out a few years ago and speak as our keynote speaker and she was similarly kind of amazed that a state organization in a big state with a relatively small population when compared with the Midwest and the East Coast had a real true professional meeting.

## NEW UFLA WEBSITE

The UFLA Website has now moved to

<http://ufla.net>

It's a new name, but with all the content we have always had on the site. If you only visit once a year to register for the conference, come see what else we have on ufla.net (including copies of the newsletters going back over twenty years.) We will also post handouts from presentations at our upcoming conference on the new UFLA website.

We also hope you will join [UFLA on Facebook](#) and on our new Instagram account (@ufla\_utah). Come participate in the conversation!



## 2020 UFLA Conference Preliminary Sessions

### ***Separating Content and Language Pedagogy: A Missionary Language Training Test***

*Jennifer Dobberfuhr Quinlan,  
David Macfarlane, Guin Deaver,  
Brigham Young University  
Missionary Training Center*

Content and language integrated learning (CLIL) classrooms have grown in popularity worldwide over the years, but some literature suggests this model results in sacrifices to both content expertise and language expertise. Global missionary training centers of the Church of Jesus Christ of Latter-day Saints have traditionally favored a CLIL pedagogy model. However, a recent baseline study revealed missionaries proficiency levels aren't sufficient for most daily linguistic tasks they encounter. In an effort to increase language proficiency, curriculum staff tested separating content and language pedagogy. This presentation shares aspects of the model, implementation considerations, and initial data on impact of the intervention.

**Language Focus:** French, Japanese, Spanish

**Presentation Language:** English

**Audience:** High School, College / University, Administrators or Supervisor

**Presentation Category:** Curriculum

### ***Juggling co-created stories for comprehensible input and student engagement***

*Elicia Cárdenas, McGillis School*

Co-creating stories is an engaging way to provide comprehensible input and whole class interaction, but juggling the demands of classroom management and differentiation is challenging. Participants will learn the basics of story creation, strategies for managing student responses, and practical ideas for how to differentiate for learner needs.

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** Elementary / Dual Immersion, Middle School / Jr. High, High School

**Presentation Category:** Methods / Techniques

### ***The End of the Proficiency Movement: Will History Repeat Itself?***

*Tom Mathews, Weber State University*

Over the past 150 years in the United States and Europe, world language teaching has moved several times between grammar-oriented classrooms and communicative or proficiency-based instruction. This pendulum has already started to swing back and our current emphasis on fluency and oral proficiency may soon be changing. This is most evident now at the college level, but will trickle down to the secondary schools soon enough. Foreign language courses as part of General Education requirements are on the decline. In order to survive, departments across the country are finding it necessary to include 'cultural studies' in their foreign language curriculum, to teach literature courses in translation, and to offer world language courses that are taught primarily in English. This session will provide a brief overview of the history of language teaching in Europe and the United States and will then present evidence of the growing movement away from proficiency.

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University, Administrators or Supervisor

**Presentation Category:** Curriculum

### ***Working on contemporary issues through film (Utah Bridge Program)***

*Juan Carlos Fernandez, University of Utah  
Chantal Esquivias, Weber State University*

Want to keep your students engaged in your language class? Introduce them to the world of film by making them become "the filmmakers." This presentation shows how Utah Bridge high school students were introduced to filmmaking and contemporary issues in their SPAN 3118 class, and how they produced a final project (short film) that was officially presented in the Utah Bridge Festival at Park City High School in May 2019.

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** High School, College / University

**Presentation Category:** Culture

## 2020 UFLA Conference Preliminary Sessions

### ***Miccailhuatl: honoring living Nahua culture during Dia de Muertos.***

*Luciano Marzulli, University of Utah*

This presentation explores popular iconography associated with Day of the Dead and zeroes in on the indigenous origins of this millennia old celebration as it continues to be celebrated today by the Nahua peoples in central Mexico. Este presentación explora el arte popular que se asocia con Día de Muertos y se enfoque en sus raíces indígenas de mas de mil años. También habrá un enfoque en como la gente Nahua, del centro de México, hoy día sigue celebrando Día de Muertos o Miccailhuatl.

**Language Focus:** Spanish

**Presentation Language:** Spanish

**Audience:** Elementary / Dual Immersion

**Presentation Category:** Materials

### ***Kinesthetic Strategies to Teach Languages***

*Priscila F Furlanetto, Surnise Elementary*

*Joicy Amaral Souza, Hillcrest Elementary*

In order to make the teaching process more effective to DLI students, two Portuguese teachers from Utah decided to implement kinesthetic learning strategies that could help them be more successful during their instructions in Portuguese Language, Math, and Science. This presentation aims to show the impact that the highlighted kinesthetic learning strategies have towards their Portuguese learners.

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** Elementary / Dual Immersion

**Presentation Category:** Methods / Techniques

### ***One-Way is not the Only Way: Challenges & Opportunities for Utah's 29 Two-Way DLI Programs***

*Jacob Broadhead, Martin Briggs, Vicky Rudolph  
Park City School District*

29 Utah schools have two-way DLI programs, which have approximately equal numbers of students dominant in English and the partner language. Two-way programs are important because they serve both populations as an additive language program. Everyone has the opportunity to acquire a second language at no cost to their home language. We will share differences between one-way and two-way immersion programs in theory and practice. We will discuss the challenges and opportunities of a two-way program by exploring topics such as racism, threats to the status of the target language, fostering biliteracy and sociocultural competence.

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** Elementary / Dual Immersion

**Presentation Category:** Policy / Issues

### ***Two Teachers in One: Creating Fun and Easy Videos to Target Specific Language Structures.***

*Jessica Bell'Aver, Bluffdale Elementary*

*Priscila Rebicki Prestes, Rocky Mountain Elementary*

Have you ever struggled to find video materials that provide comprehensible input using language forms that don't occur often in the context of classroom activities? In this presentation we will show fun examples of how to use teacher-made videos featuring dialogues between two people (you and yourself), especially for teaching first- and second-person verb forms. We will teach how to use PhotoBooth, QuickTime, and Adobe Sparks to create videos to serve as a springboard for listening and speaking practice and to share with the parents/guardians of your students, increasing students' exposure to the language. These strategies are good for Blended Learning and Flipped classes too.

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** Elementary / Dual Immersion

**Presentation Category:** Technology



## 2020 UFLA Conference Preliminary Sessions

### ***"You can be Carmen": Names and Naming in the FL classroom***

*Karin deJonge-Kannan, Utah State University*

While some foreign-language teachers invite students to choose target-language names, others oppose the practice, and still others are ambivalent. In this session, participants will share their own experiences with personal names in school environments. The presenter will add key findings from the research literature on names and naming. In our conversation, we will explore matters of identity, authenticity, and agency as they relate to the practice of choosing or assigning target-language names.

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** High School

**Presentation Category:** Professional Development

### ***The Effects of Dynamic Written Corrective Feedback in L2 Korean Learners***

*Teresa Bell, Brigham Young University*

*Subin Oh, Brigham Young University*

This study examined the effects of dynamic written corrective feedback (DWCF) in three Korean 302 classes at Brigham Young University. Participants wrote three paragraphs per week for 15 weeks. They received corrective feedback in the form of an error code as well as holistic feedback then were asked to revise and resubmit each paragraph until it is perfect. The researchers analyzed student writing in terms of fluency, accuracy, and sentence complexity. Results of this study indicate that DWCF can help students improve written language production in Korean at the intermediate level. Implications for teaching and future research will also be presented.

**Language Focus:** All Languages, Korean

**Presentation Language:** English

**Audience:** College / University

**Presentation Category:** Research

### ***Ideas on how to present to your students complex text in a simple way.***

*Paula Ward, Brigham Young University*

We all know authentic text are a method that has been tested to successfully engage students during a lesson! but do you need ideas and examples when presenting authentic text to students? Are you struggling with before and during reading activities ideas? I have prepared a great example on how to use an authentic text that contains complex topics starting on a very simple way for all students to understand. Is an excellent example on how to present a difficult concept in a simple way when we are using authentic texts.

**Language Focus:** Spanish, Or any other if same steps are apply

**Presentation Language:** Could also do English

**Audience:** Elementary / Dual Immersion, Middle School / Jr. High

**Presentation Category:** Methods / Techniques

### ***Roadmap to creating a successful exchange program.***

*Alondra Velez, Forum Language Experience*

A school exchange program is one of the most rewarding opportunities for students and teachers, yet the process of building partnerships and coordinating a group exchange can seem intimidating. Learn how to create a successful exchange program that empowers students to develop their language and cultural proficiency while transforming your school into a truly global campus. Participants will receive a step-by-step guide and walk away feeling confident and inspired to create their own exchange program.

**Language Focus:** French, Spanish

**Presentation Language:** English

**Audience:** Middle School / Jr. High, High School

**Presentation Category:** Culture



## 2020 UFLA Conference Preliminary Sessions

### ***Using strategic role-play to improve interpersonal communication***

*Isabel Asensio, Tom Mathews  
Weber State University*

This presentation will focus on Strategic Interaction. This technique promotes the creative use of language in open-ended interpersonal communication. Role-play scenarios contain a “hidden agenda” which introduces a problem that successful students need to resolve. Participants in this session will understand the interplay between strategic competence, linguistic protocols and cultural cues when encouraging their students to engage in interpersonal communication. The presentation will be particularly useful for teachers and students who participate in interpersonal or role-play competitions—such as the Weber State Spelling Bee or the Brigham Young University Language Fair.

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University

**Presentation Category:** Methods / Techniques

### ***Engaging Language Learners with Green Screen Videos***

*Fabiana Hansen, South Hills Middle School  
Andreia Bevilacqua, Rocky Mountain Elementary School*

This session is aimed at second language teachers that want to promote independent work in the classroom all while helping students improve all four skills of language learning. In this session you will learn how to implement green screen technology and transform student’s learning while integrating communication skills. Green screen is great digital tool not to replace but transform classroom presentations and to enable students to be creative. The implementation of this type of work also allows students to discuss, evaluate and reflect on their learning using their imagination and practicing digital skills.

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University

**Presentation Category:** Methods / Techniques

### ***A Look Inside the Classroom: High-Leverage Teaching Practices in Utah Portuguese Dual Language Immersion***

*Ingrid Braga, University of Utah*

High-Leverage Teaching Practices (HLTPs) are defined by Hlas & Hlas (2012) as teachable components that represent the core domain of teaching. According to Donato & Glisan (2017), HLTPs cannot be learned through observation alone and require explicit instruction and practice. In this session, participants will learn to identify, evaluate, and implement high-leverage teaching practices of the Utah dual language immersion program. Video samples of Portuguese immersion classrooms will be used to walk participants through the instructional moves that explain HOW to enact the practices. The highlighted HLTPs are applicable to all languages and at different levels of instruction.

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** Elementary / Dual Immersion

**Presentation Category:** Methods / Techniques

### ***The Pressing Problems of Practice***

*Cherice Montgomery, Brigham Young University*

Teaching, learning, and leading are complex tasks. Consequently, everyone’s got problems, no matter what your role, where you work, or how well prepared you are! This session will help connect you and your problems with practical solutions that free up physical, mental, and emotional energy so your experience, expertise, and enthusiasm can shine. Session facilitators will engage you in structured protocols that help you identify pressing problems and priorities, obtain practical solutions from others, and share what works for you. You’ll leave with ideas for engaging learners and strategies for caring for your own physical, mental, and emotional health.

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University, Administrators or Supervisor

**Presentation Category:** Professional Development

# 2020 UFLA Conference Preliminary Sessions

## ***Building language proficiency in content-driven classes***

*Craig Bergeson, Weber State University*

Many foreign language and DLI (dual language immersion) courses appear to emphasize content mastery over language proficiency development. DLI students learn math in the target language; Bridge students study particular aspects of the target culture; and university students enroll in business language courses. These courses may focus primarily on content; nevertheless, they need not neglect language. Although integrating the two may be challenging, a fruitful approach is to include aspects of proficiency development in the student learning outcomes and then design the course curriculum accordingly. In this presentation, I will expound on this approach and share examples.

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** Elementary / Dual Immersion, High School, College / University

**Presentation Category:** Methods / Techniques

## ***Moving from Intermediate to Advanced: Project-based Learning and IPA in the Chinese Bridge Classroom***

*Shin Chi Fame Kao, University of Utah*

*Dori Huang, Weber State University*

The teachers in the Chinese Bridge course utilize innovative project-based learning strategies to implement integrated performance assessments (IPA) in class. They aim to (1) personalize the learning, (2) contextualize it within real-world scenarios, (3) have the students develop and explain solutions to real-world problems, and (4) move students' proficiency from intermediate to advanced level. They guide students to interact with texts and ideas through multiple modes of communication including gallery walk with docents, publishing storybooks, a town hall meeting, Socratic Seminar, etc. These strategies provide students with opportunities to experience authenticity in learning and increase the quality of language production.

**Language Focus:** All Languages, Chinese

**Presentation Language:** English

**Audience:** Middle School / Jr. High, High School, College / University

**Presentation Category:** Assessment

## ***Fun with Finnish:***

## ***Making a difficult language comprehensible***

*Tiina Watts, Brigham Young University  
and Concordia Language Villages*

Teaching a language can be challenging, but teaching a lesser-known, complicated language such as Finnish is even more challenging. Come learn and practice some techniques used at Salolampi Finnish Language Village in Bemidji, Minnesota (part of Concordia Language Villages) with Salolampi Adult Programs director and Brigham Young University Second Language Teaching MA student, Tiina Watts. Tiina specializes in making learning fun through music, games, variety, and movement--just like they do in the highly acclaimed Finnish educational system. You will be amazed at how much Finnish you can learn in a few short, comprehensible lessons!

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** College / University

**Presentation Category:** Methods / Techniques

## ***Enhancing language proficiency through the literary***

*Anne V. Lair, PhD, University of Utah*

Literary refers to the plastics of language, and therefore allow learners to learn from them in multiple levels (vocabulary, grammar, culture, literature, visually). Following the Foreign Languages and the Literary In The Everyday (FLLITE) model, we will look at how literary texts should be used at the Intermediate and Advanced Proficiency levels in order to reinforce language and cultural proficiency.

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** High School, College / University

**Presentation Category:** Methods / Techniques

## 2020 UFLA Conference Preliminary Sessions

### ***A Discussion on the 把-sentence and the 被 sentence Structures in Chinese Teaching as a Second Language***

*Alex Yuan, Utah Valley University*

*Gloria Yang, Brigham Young University*

Due to its unique characteristics and properties of Chinese language, the 把 sentence structure and 被 sentence structure create challenges for English speaker learners. This research is, through years of empirical study, designed to analyze these challenges confronted by both students and teachers. Suggestions will be provided for both the learners and instructors in dealing with these grammatical points.

**Language Focus:** Chinese, English

**Presentation Language:** Chinese

**Audience:** Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University

**Presentation Category:** Materials

### ***You can you climb an inverted pyramid: Advancing through proficiency levels in all skills***

*Nieves Knapp, Brigham Young University*

*Carrie Sandholtz, Fernanda Zamora, Ana Victoria*

*Madrigal, Brigham Young University*

This presentation will provide strategies to help students increase functionality in oral and literacy proficiency skills from the novice to the superior levels. It will also offer suggestions and practical tips to instructors to promote proficiency at any level. Participants will leave with specific strategies to help students “climb” the proficiency pyramid in the four skills.

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** Middle School / Jr. High, High School, College / University

**Presentation Category:** Curriculum

### ***A Study on the Existential Sentences in Chinese***

*Gloria Yang, Brigham Young University*

*Alex Yuan, Utah Valley University*

The debate over whether Chinese grammar should be taught or not has been continuing for over 20 years. The focus of this debate is on “accuracy” or “fluency” and which should be first and which should be second. This research, through a detailed study of the existential sentences in Chinese teaching, argued that both “accuracy” and “fluency” are important and be able to realized through a balanced teaching strategy. Suggestions are provided for teachers how to balance these two goals in Chinese teaching.

**Language Focus:** Chinese, English

**Presentation Language:** Chinese

**Audience:** Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University

**Presentation Category:** Methods / Techniques

### ***Why are both Locally and Globally Published Textbooks Hard to Use in the Local Context? A Case Study of Japanese Language Education in South Korea, Russia and USA.***

*Tomono Adachi, Weber State University*

*Kaori Fukuda*

*Airi Nakagawa, Irkutsk State University*

We heard the globally published textbooks are hard to use overseas or specific countries in any language teaching. However even locally published textbooks are hard to use in the local area. Why? What do the localized textbooks have? What is the problem in locally and globally published textbooks? We compare the three Japanese textbooks for university students in South Korea, Russia and USA. Three teachers shows ideas of how to localize global materials for class/students in each countries.

**Language Focus:** Japanese

**Presentation Language:** English

**Audience:** College / University

**Presentation Category:** Materials

## 2020 UFLA Conference Preliminary Sessions

### ***Language to College: Empowering Language Students through Strategies for College Readiness***

*Maribel Luengo, University of Utah  
Katie Marin, Weber State University*

Get students on the path to university by integrating college readiness strategies into your curriculum. In this session you will take away ideas on how to introduce growth mindset to students as well as explicitly teaching learner strategies to enhance study skills. Start preparing students for university now!

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** Middle School / Jr. High, High School, College / University

**Presentation Category:** Methods / Techniques

### ***Building Cultural Competencies through Creative Projects.***

*Javier Berzal Rojo, North Davis Preparatory Academy*

Teaching a foreign language is much more than Grammar or Vocabulary. The real engagement comes together with a truly understanding of the culture. In this presentation we will think about strategies to generate creative guiding questions and project ideas. The audience will also get an opportunity to analyze authentic cultural products made by Spanish DLI students (Grades 7-9) and therefore will approach creative methods and techniques such as graphic design, visual thinking or podcasting.

**Language Focus:** All Languages, Spanish

**Presentation Language:** English

**Audience:** Elementary / Dual Immersion, Middle School / Jr. High, High School

**Presentation Category:** Culture / Creativity / Projects / DLI

### ***The Effect of Video Shadowing and Tracking Exercises on the Pronunciation of Beginning Mandarin Learners***

*Anna Chang, Dr. Rob Alan Martinsen,  
Brigham Young University*

Shadowing and tracking are activities and techniques in which a language learner imitates and produces what is being said simultaneously at a regular, manageable interval or phrasal break. In this presentation, we will share our design and methodology of using video shadowing activities in the university classroom for beginning Mandarin learners. As we explore the effects of these activities on the learners' pronunciation, we will also discuss how teachers can apply shadowing in their language classrooms to help improve students' pronunciation in the target language.

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** College / University

**Presentation Category:** Methods / Techniques

### ***Using Short Stories to Engage Foreign Language Learners with Literature and Culture***

*Joshua R. Lamping, Utah State University*

This presentation will look at the benefits afforded to L2 learners' foreign language acquisition and understanding of culture by the study of short stories. Building upon the work of Ghasemi and Hajizadeh (2011), the presenter will show that short stories are a particularly apt tool for engaging students in the study of culture through literature, initiating students' top-down processes, and providing students with a sense of accomplishment that fuels their desire to continue studying literature. Additionally, participants in the session will have the opportunity to share insights and experiences with short stories in their own classrooms.

**Language Focus:** Spanish

**Presentation Language:** English

**Audience:** High School, College / University

**Presentation Category:** Culture



## 2020 UFLA Conference Preliminary Sessions

### ***A Montessori Blended Learning Spanish Program***

*Dennis Sinisterra-Gonzalez*

*Dixie Montessori Academy*

This is a Montessori Blended Learning Spanish Program that ensures self-paced learning with the help of technology and hands-on materials. The program presents cross-curricular lessons and activities to encourage, reinforce and measure learning. It provides students with opportunities for independence, self-correction, self-direction, self-evaluation, and guidance to continue their endeavors to seek mastery. Students know what they “Can Do” with the language, as the curriculum is presented with attention to what the learner will be able to do (ACTFL Can Do Statements), and they are guided as they build their online portfolio where they upload different evidence of their performance.

**Language Focus:** Spanish

**Presentation Language:** English

**Audience:** Elementary / Dual Immersion, Middle School / Jr. High

**Presentation Category:** Technology

### ***How to Make Grammar Fun!***

*Kathy Davies, Brigham Young University*

This presentation is intended to explore various ways to make learning grammar more enjoyable for students who may not think they like “grammar”. The presentation will be in the form of a Powerpoint with visual examples of techniques and principles. For example we will be discussing how to include humor, music, visual representations and compelling activities (among other methods).

**Language Focus:** Spanish

**Presentation Language:** English

**Audience:** High School, College / University

**Presentation Category:** Methods / Techniques

### ***With Scaffolding, Culture CAN Be Taught in the Target Language***

*Anna Robison, Oak Canyon Junior High*

*Stephanie Reid, Lone Peak High School*

Traditional classrooms often teach culture in English to motivate students to continue learning a foreign language. However, culture can be taught in an engaging way in the TL for students to learn language and culture together! With the help of scaffolding and comprehensible input, we are demonstrating culture lessons in the TL. Come and see!

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** Elementary / Dual Immersion, Middle School / Jr. High, High School

**Presentation Category:** Staying in the Target Language

### ***Teaching Heritage/Native Spanish Speakers & Building a Robust AP Spanish Program: Instructional strategies that engage and empower Latino students***

*Ryan Wells, Taylorsville High School*

In this riveting presentation, participants will learn to incorporate powerful instructional strategies, academic language, text analysis, reading comprehension, excellent resources, project-based learning, constant conversation, essay writing, rubrics, Newsela, and more into their life-changing lessons with a special focus on teaching native and heritage Spanish speakers. Participants will also learn how to build a robust AP Spanish Program that seeks to empower students of historically marginalized backgrounds through equity.

**Language Focus:** English, Spanish

**Presentation Language:** English & Spanish

**Audience:** Middle School / Jr. High, High School

**Presentation Category:** Methods / Techniques

## 2020 UFLA Conference Preliminary Sessions

### ***"We are Family": Creating an Inclusive Class Environment***

*Lizzy Anderson, Hunter High School*

Recently, after running in to a former student (4 years after he was in my class), he told me he still remembered the names of all of his 20+ classmates! This presentation seeks to inform best teaching practices to create an inclusive classroom culture. Topics will include forming student relationships in the target language, mutual respect in a classroom setting, and approaching LGBTQ+ students learning gendered languages.

**Language Focus:** All Languages, Spanish

**Presentation Language:** English

**Audience:** Middle School / Jr. High, High School

**Presentation Category:** Culture

### ***Template for Language Course Curriculum Development***

*Jessica Bryan, Brigham Young University*

In this presentation, attendees will learn how to create a template for language course curriculum. These templates are built using ACTFL guidelines, standards, and 21st Century Skills. Using a template for language curriculum design is extremely valuable and helps ensure that courses across courses and even languages, learners can expect the same amount of rigor and content. Using a template will also help establish a brand that can be recognized and acknowledged. When students take your courses they will know what to expect and will know that they are set up for success.

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** College / University, Administrators or Supervisor

**Presentation Category:** Curriculum

### ***Using Task-based Interactive Videos to Increase L2 Students' Proficiency***

*Carl Gutke, Texas A&M*

One major problem in the teaching of a foreign language in a traditional face to face (F2F) learning environment is providing enough meaningful conversations between the learner and an advanced or native speaker. Most interpersonal activities are carried out between classmates generally at the same skill level. Through the creation and implementation of computer assisted interactive task-based videos (CAITV's) of multiple advanced/native Spanish speakers, a traditional F2F university student is exposed to authentic Spanish accents which gives them a chance to acclimate to various dialects and video content at the students' own pace.

**Language Focus:** All Languages, Spanish

**Presentation Language:** English

**Audience:** High School, College / University

**Presentation Category:** Technology

### ***Promoting Higher Levels of Proficiency Using Panels on Current Events***

*Laura Catharine Smith, Brigham Young University*

This session outlines steps to promote Advanced and Superior levels of proficiency using weekly proficiency activities to prepare students to ultimately present a panel on current events, e.g., climate change. On the panel, students present one aspect of the topic, building their presentation around the three superior-level functions, namely in depth discussion, supporting an opinion and hypothesising an outcome, while making use of transition and connector words to organise their prepared content. This presentation serves as a capstone activity for advanced level students to push their language skills to the next level.

**Language Focus:** All Languages, German

**Presentation Language:** English

**Audience:** High School, College / University, Administrators or Supervisor

**Presentation Category:** Proficiency

## 2020 UFLA Conference Preliminary Sessions

### ***El poder de la música: Enseñando las destrezas auditivas y la gramática por medio del contexto auténtico***

*Yvette Rivera, Jorri Johnson, Jailene Cardenas,  
Brigham Young University*

Brigham Young University pre-service teachers will offer engaging, comprehensible, and innovative ideas for teaching grammar and listening through culturally authentic music. Suggestions will be offered on how to draw out cultural themes through music. Inductive grammar teaching methods will be modeled. The importance of helping students reduce the normal anxieties related to listening comprehension will be addressed and a brief overview of research-based listening strategies will be shared.

**Language Focus:** Spanish

**Presentation Language:** Spanish

**Audience:** Elementary / Dual Immersion, Middle School / Jr. High, High School

**Presentation Category:** Methods / Techniques

### ***Improving Pronunciation through Animated Guides***

*Jessica Bryan, Brigham Young University*

In this presentation, attendees will see examples of animated pronunciation guides for several languages. These guides help students hear the particular sounds of a language, see how that sound is created, and then they can try saying words using those sounds. Attendees will learn how these pronunciation guides were created and used in both in person classes as well as online classes. These were originally created for online language learners to help improve oral proficiency. They were so successful that they have now been implemented into the in person classes as well.

**Language Focus:** All Languages, German, Russian, Spanish, Portuguese, Korean

**Presentation Language:** English

**Audience:** College / University

**Presentation Category:** Methods / Techniques

### ***The Representation of Black Hispanics in L2 Spanish Textbooks***

*Carl Gutke, Texas A&M University*

The Project on Ethnicity and Race in Latin America (PERLA) found that skin color is a more consistent but overlooked dimension of inequality, and that ethnoracial discrimination is commonly experienced and witnessed. In like manner, we seek to find the answer to how black skin color is represented in beginner and intermediate levels in second language (L2) Spanish textbooks published within the last 10 years in the United States.

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** College / University

**Presentation Category:** Research

### ***Hook Students With a Literature Trailer That Will Have Them Enthusiastically Diving Into Assigned Texts***

*Camellia Hill, Lourdes Vieira  
Brigham Young University*

When a new movie is about to be released it is often the trailer that motivates us to book our ticket to enjoy the full production. However, it is a rare occurrence to observe students who are enthusiastic to sit down to read a newly delivered classroom text. This session aims to provide instructors with ideas in the area of pre-reading, resulting in students yearning to get their hands on the literature you are about to deliver to them.

**Language Focus:** All Languages

**Presentation Language:** English

**Audience:** Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University, Administrators or Supervisor

**Presentation Category:** Methods / Techniques

# Language News

## BYU Language Fairs

For over 50 years, BYU's language departments have hosted annual language fairs for middle school and high school students\*. Students have the opportunity to put their hard-earned skills to work by participating in a variety of exciting language and cultural events on BYU's campus.

Fairs for each language are separate events with different events, rules, registration procedures and deadlines, but are all held on the same day, Thursday, April 16th 2020. Please see <http://languagefair.byu.edu/> for more details. We look forward to helping you and your students enjoy and improve their language skills this year.

\*Some languages' fairs may also accommodate elementary school students; please contact individual language departments for information.

## BYU Marriott 2020 High School Business Language Competition

The Marriott School of Business at BYU is proud to present the 9th High School Business Language Competition (HSBLC) taking place Friday, February 28, 2020. The HSBLC provides an opportunity for high school students to apply their business and language skills outside their school environment, develop their presentation abilities, and use their creativity all while developing a business plan.

Spanish, French, Chinese, and Arabic are all included as competition languages and cash prizes are awarded to winning teams.

For more information see <https://marriottschool.byu.edu/event/hsblc2020>



The Annual Sigma Delta Pi Spanish Spelling Bee and Language Talent Competition will be held on Thursday, April 9th,

2020 in the Shepherd Union Building on Weber State University campus from 8:00 to 2:30 pm. This competition is for students in grades 4th through 8th. For more information, or to sign up, visit <https://www.weber.edu/isabelasensio/spanishspellingbee.html> or contact **Isabel Asensio** (isabelasensio@weber.edu).

## UFLA Mission

The Utah Foreign Language Association exists to promote the learning of world languages and cultures in the state of Utah and beyond. Specifically, the mission of UFLA is to:

- Support world language teaching and acquisition at all academic levels, including traditional instruction and dual language immersion programs
- Disseminate information and provide opportunities for the exchange of ideas and resources to support language teaching and learning
- Offer professional development opportunities for language teachers
- Recognize excellence in language teaching and learning
- Collaborate with regional and national language teaching organizations
- Advocate for public policy that promotes language learning and supports the needs of language teachers and students



## ***Timpview German Teacher Presented with Award***

December 3rd, 2019 / Mikayla Tate

Reprinted from <https://provo.edu/news/timpview-german-teacher-presented-with-award/>

The American Association of Teachers of German (AATG) has selected Dr. Stephen Van Orden, German teacher at Timpview High School, as the recipient of the 2019 Checkpoint Charlie Foundation Teacher Award. AATG honors one secondary teacher and one university teacher each year with this award.

The Checkpoint Charlie Foundation in Berlin sponsors the award to recognize exceptional teachers who strengthen intercultural understanding and to commend them for long-term contributions to the German-teaching profession in the United States. The teaching practice of teachers receiving the award must demonstrate clear evidence of implementation of proficiency-based instruction and assessment, use of authentic resources in instruction, development of intercultural connections, contributions to the German-teaching profession, and community involvement. Dr. Van Orden received the award at the ACTFL Convention and World Languages Expo in Washington, DC on Saturday, November 23, 2019. The award includes a stipend for travel to Berlin to participate in the Checkpoint Charlie Foundation Enrichment Educational Program held in June.

The German program at Timpview High School led by Dr. Van Orden was also just named a German American Partnership Program (GAPP) School of Distinction in honor of Timpview's highly successful GAPP Exchange with the Franziskaner school in Meissen Germany. Students at Timpview expand their German learning beyond the classroom through a language and culture exchange with the Franziskaner. Students from Timpview visit the Franziskaner every other year in June, and students from the Franziskaner visit Timpview every other year in October. Hundreds of students on both sides have participated in the exchange since 2001. In 2011, Timpview was named an AATG Center of Excellence. The Timpview German program is one of only a handful of high schools in the USA that has received this distinction.

Each year, Dr. Van Orden collaborates with teachers in other disciplines to plan expansive projects that enable cross-curricular learning and cultural bridge building. Through these projects students are able to connect their German learning with music, art, science, history, geography, and language arts. Dr. Van Orden strives to provide a learning environment and high-quality instruction that will empower students individually to progress as much as they can in their German language skills.



## EXECUTIVE BOARD

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## Advertising Information

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Advertising rates are available at:  
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Contact Brandon Lansing at [blansing@dsdmail.net](mailto:blansing@dsdmail.net) with any questions or to place an ad.