

UFLA

The Utah Foreign Language Association Newsletter

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Blair Bateman
UFLA President

To say that the past year has been a difficult one would be an understatement.

The pandemic has forced teachers to confront challenges that most of us have never faced before and has left us feeling frustrated and exhausted. Back in December, a survey by the Utah Education Association reported that 43% of teachers felt “overwhelmed” during the pandemic, and Education Week announced on Feb. 9 that at least 740 active and retired K-12 educators and personnel in the U.S. have died of COVID-19.

Fortunately, there’s a light at the end of the tunnel. This week the Biden administration announced plans to acquire an additional two million doses of the vaccine on top of the four million already ordered, and Gov. Spencer Cox expressed cautious optimism that Utah may be able to administer the vaccine to every adult who wants it by May, with plans for opening mass vaccination sites across the state. This week the Centers for Disease Control and Prevention also released the country’s first comprehensive plan for safely reopening schools, including a guide for teachers on arranging their classrooms--although unfortunately, many of Utah’s classrooms are too densely packed to fully meet the requirements. Still, we’re moving in the right direction.

The UFLA Executive Board has continued to meet virtually during the pandemic, and I’m happy to report that we’ve achieved a number of accomplishments. Last year the Board voted unanimously to approve a new mission statement for UFLA (see page 2). Incorporating this statement into our bylaws will require a vote by the general membership, so you’ll soon be receiving an email ballot.

Also on the ballot will be the candidates for the offices of UFLA president-elect and recording secretary. Stephen Van Orden, who teaches German at Timpview High School and served as UFLA president in 2011, has graciously agreed to run again for president-elect in 2021 and president in 2022. For recording secretary, we have two great candidates: Martin Briggs, the DLI and ESL coordinator for Park City School District; and Lisa Hancock, a Spanish teacher at Bonneville High School. Information about the candidates can be found on page 3.
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We've also been working hard to organize our first-ever online conference, to be held on Saturday, March 13. The conference sessions will be offered as individual Canvas courses and held via Zoom. Sessions will be facilitated by student marshals from universities throughout the state, who will also help provide tech support. Our general session at noon will feature our traditional pre-sentation of awards, as well as a message from our distinguished keynote speaker, Chantal Thompson. Information about registration can be found on our website. Watch your email for additional information on how to access the virtual sessions, as well as specific instructions for presenters.

Finally, we've initiated a dialogue about possibly coming up with a new name for UFLA. As many commentators have pointed out, the word "foreign" is becoming increasingly problematic in today's globalized society. Nearly every country on earth is home to people who speak multiple languages; and in the U.S., the Center for Immigration Studies reports that 67.3 million residents now speak a language other than English at home, which is not a "foreign" language to them. The Board's deliberations on this issue have just recently begun, so we welcome your input.

Despite the challenges of this past year, it's been a privilege to serve as UFLA president. Our president-elect, Mike Kraniski, will assume the role of president following the conference. I wish Mike and all of you the very best and hope to see you at the conference. Without a doubt, better days are ahead!

Proposed UFLA Mission Statement

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

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!



UFLA Elections

UFLA President



Steven Van Orden

I have been teaching German for the last 28 years, the last 24 at Timpview High School in Provo. I have been a member of UFLA since 1997, and I am committed to its mission of strengthening language instruction on all levels and in all languages in our great state of Utah. Our professional organization, UFLA, will be exactly as strong and effective as we, the members, make it. As president of UFLA, I will focus on strengthening our organization by encouraging more UFLA members to get involved in our leadership, continuing to improve our annual conference by inspiring more members to present, and advocating for quality language instruction on all levels by enabling cross-level and cross-language collaboration. I would be proud and honored to serve as your president.

UFLA Secretary



My name is **Lisa Hancock**, and I'm running for UFLA secretary. I've taught high school language classes for 19 years. My teaching experience includes beginning (1, 2) through advanced (AP) Spanish, concurrent enrollment at Weber State University, and high school English. I currently head the World Languages Department at Bonneville High School and advise the World Culture Club.

I've been an active UFLA member for 14 years. I enjoy attending the conference each year to learn from and get to know fellow teachers. I was honored to be chosen as the 2019-2020 UFLA Secondary Teacher of the Year.

I believe my teaching experience and connections would be valuable assets for the UFLA board. It would be an honor to serve as the UFLA secretary.

UFLA Elections and Awards

UFLA Secretary



My name is **Martin Briggs**, and I am the ELD and DLI Coordinator for Park City School District. Because of my role teaching Spanish and my passion for supporting our (often overlooked and underserved) multilingual learner students, I am excited for the chance to serve on the UFLA Board as Recording Secretary.

Like my fellow UFLA reps, teaching languages is my jam. I've taught Spanish at the elementary level (2nd grade DLI and later PE in Spanish grades 1-5), as well as the secondary and university levels. I've also taught English as a foreign language (EFL) in Argentina, Colombia and Mexico; and as a second language (ESL) in the US at the secondary, university, and adult education levels. The more I've taught, the more I realize the perceived power of languages, and the more passionate I've become for helping our multilingual learners to leverage their multilingual abilities to succeed academically and socially.

I earned a Bachelor's in Spanish Education with a minor in TESOL Education from Brigham Young University - Idaho, a Master of Second Language Teaching from Utah State University, and an Endorsement in Educational Leadership from Western Governors University. Using the expertise gained through these wonderful programs, I enjoy working with teachers, administrators and community members to empower all language teachers as well as improve the English language teaching in our district. I also enjoy working with my colleagues from other districts to improve how we serve our

students, and have presented our work at the annual UFLA conference.

Apart from my professional interests, I am an avid husband, father, runner and mountain biker, and you can find me exploring Utah trails with my wife and 3 boys. If given the opportunity, I'd love to help the UFLA board in our collective mission to support world language teaching and acquisition at all levels in order to ensure the academic and social success of Utah students.

UFLA TOY AWARDS



Mike Mudrow
Secondary Ed TOY
German
Logan High School



Juan Carlos Fernández
Higher Ed TOY
Spanish
University of Utah

UFLA Conference - March 13th, 2021 - Online via Canvas and Zoom

Register online for UFLA 2021!

**Early Bird registration closes on
March 7.**

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 2021 Registration](#).

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

Early bird registration for \$30 is only available **through March 7th** and prices go up if you wait to register late. You may register late for an **increased price of \$45 through March 12**. There will be no "day of conference" registration.

We hope you will join us for the conference this year.

USBE Relicensure Information

Up to 1.5 USBE Credits Available!

If you wish to secure USBE credits, you may register your attendance in [MIDAS](#) using Course ID 59107.

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



What Does A Virtual Conference Look Like?

With our annual conference being held virtually this year, there will be a few changes. Of course, one of the benefits is that you don't have to worry about parking or locating the presentation rooms. Long gone will be the worry of making it to the next session two buildings away in 5 minutes.

Instead, all sessions will be held remotely via Zoom. Each session will last 45 minutes including time for audience participation. To access each session, you will simply have to click on the link from a Canvas page. Technically, each session will be in its own Canvas course, making session navigation simple both during and after the conference.

Speaking of after the conference, many of the sessions will be recorded, meaning you will be able to watch them later. If you have ever struggled choosing between two different sessions that run at the same time, this added convenience will allow you to attend both sessions for the first time!

Look for more information about accessing the sessions coming your way after you register! Otherwise, take a look at the sessions on the following pages.

***UFLA Conference - March 13th, 2021
Online via Canvas and Zoom***

2021 UFLA Conference Schedule

7:30 a.m.	Log in and Test Settings
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 & Keynote Address
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 2021 Conference
Keynote Speaker: Chantal Thompson**



Chantal Thompson

Chantal P. Thompson, a native of France, recently retired after a distinguished career spanning many decades. She joined the faculty at Brigham Young University in 1973, where her activities included coordinating first-year French courses, serving as founding director of the Africana Studies program, teaching courses in Francophone African literature, and directing several study abroad programs in Senegal.

She is a nationally recognized leader in the proficiency movement and participated in the National Task Force that revised the ACTFL Proficiency Guidelines. Highly sought after as an ACTFL trainer and independent consultant, she has presented workshops worldwide on a wide range of topics related to language teaching and assessment. She has authored many teaching materials, including the French textbooks *Mais Oui!*, *Moments littéraires*, and *Ensuite*. As if all that weren't enough, she was the National Long Jump Champion of France at age 16! UFLA is honored to have Madame Thompson as our 2021 keynote speaker.

The Power of Data-Driven Teaching

Roger Burt

By utilizing test data, my teaching practice and career changed. I went from trying to survive the next day to leading my district's curriculum and assessment teams, and leading professional development to increase vertical and horizontal alignment district wide. The data that the STAMP test provided my students and me led to a focused vision of what I needed to do in my classes. Having caught the eye of district administrators, we then set out together to make district wide improvements in student outcomes, and best practices within classrooms.

Language Focus: All Languages

Presentation Language: English

Audience: Elem. / DLI, MS/JH, HS

Presentation Category: Assessment

IPA - What - Why - How

Jennifer Doyle, Cami Wilding

Integrated Performance Assessment - This presentation is an intro to IPAs. We will explain WHAT an IPA is and WHY it is such an amazing tool. We will also share with you some IPAs that we've created and show you HOW to prepare and assess your students.

Language Focus: ASL

Presentation Language: ASL - NO Interpreter required

Audience: HS

Presentation Category: Assessment

Using Canvas to Assess Student Learning in Distant Education

Elisha Jones

The topic of this research study came from the teacher/researcher's sign language class went online and wanted to further learn how distant students learn. The question for this research study focused on how using a face to face video interaction such as Zoom impacts learning American Sign Language as measured by pre- and post-rubric-based test. Thirty-two high school seniors in their second year of ASL and their parents consented to participate in this study. Learning material with simulated face-to-face video instruction, as well as assignments and assessments, were posted on Canvas, an online classroom platform. Zoom sessions were held for all students to support instruction and learning. Students took and were rated on a pretest, signing about events in one's life story, learned five language concepts and were assessed for proficiency, and finally took the posttest where they were again rated on language proficiency and understanding of the concepts.

Language Focus: All Languages

Presentation Language: English

Audience: MS/JH, HS, University

Presentation Category: Assessment

Fostering understanding about other cultures through computer assisted language learning

Jana Quadros

The presentation aims to discuss the different tools that a language teacher can use to foster understanding about the culture of the countries that speak the L2. Some technological tools will be presented and the pedagogical benefits of them. Being a DLI teacher, the presentation will also include examples of CALL (Computer Assisted Language Learning) in my classes, lesson plans and outcomes of applying those tools.

Language Focus: All Languages, Portuguese

Presentation Language: English

Audience: MS/JH, HS, University

Presentation Category: Culture

Social-Emotional Learning During the COVID-19 Pandemic

Lizzy Anderson

You've heard the adage "people won't care how much you know until they know how much you care." The same holds true for holding virtual language courses via Zoom. During dismissal in March and distance learning this year, I have seen high levels of engagement on Zoom. I will share tips and strategies that I have found effective to create connections and provide emotional supports to students in a language-centric setting.

Language Focus: All Languages, Spanish

Presentation Language: English

Audience: MS/JH, HS

Presentation Category: Culture

The Why and How of Grammar Instruction in the Foreign Language Classroom

Elodie Petelo

Proficiency focuses on functions and functions are best performed with a solid mastery of the structures of the language. Applying findings from current research on explicit grammar instruction, this hands-on session will present a variety of ways to teach grammar while still maintaining a focus on critical thinking, communication, proficiency, and content.

Language Focus: All Languages

Presentation Language: English

Audience: MS/JH, HS, University

Presentation Category: Methods / Techniques

Designing Projects for DLI courses: A Creative Approach.

Javier Berzal Rojo

The moment a teacher decides to develop a project in class, that is the moment when the teacher starts to think that worksheets are not that terrible. Because it is fine to find oneself disoriented when planning and designing class projects, this presentation is meant to work as a guide for teachers in the process of introducing projects in their DLI courses. During the presentation, the audience will get an opportunity to discover the essential elements of a class project, learn about creative methods and techniques, and analyze authentic products made by Jr. High Spanish DLI students.

Language Focus: All Languages, Spanish

Presentation Language: English

Audience: Elem. / DLI, MS/JH, HS

Presentation Category: DLI / Methods / Techniques / Culture

Better Online Course Materials: Motivational Design and Student Engagement

Elizabeth Moye-Weaver

How can your online course materials better motivate your students? How can you increase student engagement even if you don't see your students as often? This presentation will highlight recent research about motivation and student engagement in blended and online language classes, with an emphasis on designing courses with an eye towards motivating students. Learn about how to include more motivational strategies in your course materials, with insights from a current study of BYU's second-year blended German courses.

Language Focus: All Languages

Presentation Language: English

Audience: University

Presentation Category: Research

Leveraging Instructional Technology in the DLI Classroom

Michael D. Young

With digital learning on the rise, DLI teachers have a wonderful opportunity to incorporate instructional technology into their instruction in ways that allow their students to interact with their target languages in meaningful ways. Come learn how to leverage instructional technology, such as Flipgrid, Peardeck, Loom, Classkick, Bookwidgets, and more in your DLI classroom!

Language Focus: All Languages

Presentation Language: English

Audience: Elem. / DLI, MS/JH

Presentation Category: Technology

Fun with Finnish: Making a difficult language comprehensible through music

Tiina Watts

Tiina Watts, Concordia Language Villages Finnish adult camp director, Brigham Young University Second Language Teaching MA student, and newly-hired BYU Scandinavian Program Coordinator and Finnish adjunct instructor, will be teaching this workshop on teaching Finnish through songs. This workshop will give language teachers the reasons to use music in their language classrooms, as well as specific ways to do so, all while learning a little bit of Finnish.

Language Focus: Finnish

Presentation Language: English

Audience: University

Presentation Category: Methods / Techniques

Top Tech Tips for Teachers

Eliane (Lily) Bueno, Lilian Busto, Diego Cavazotti

One silver lining of the pandemic is that teachers are learning new technologies for engaging learners. This session will familiarize participants with five incredibly useful tech tools: Loom, Pear Deck, Padlet, NearPod, and Flipgrid. These tools can be used to engage language learners in multiple instructional settings, including face-to-face and online, synchronous and asynchronous, at all levels from kindergarten to higher education. Come see how we have applied these tools in our classes to engage students in learning languages both in class and at home.

Language Focus: All Languages

Presentation Language: English

Audience: Elem. / DLI, MS/JH, HS, University, Administrators

Presentation Category: Technology

Engaging Students in Online Classes

Wenjing Huang, Shujun Xiang

This presentation will discuss how the presenters engage students in online classes with middle and high school students through using different technologies such as Nearpod or Peardeck as the main synchronous lesson platform as well as integrating songs and brain breaks to interact with students especially in the long block schedule.

Language Focus: Chinese

Presentation Language: Chinese

Audience: MS/JH, HS

Presentation Category: Technology

Motivational Factors that Attract Students to German Courses

Melinda Wells, Teresa Bell

This presentation reports the results of a study that investigated reasons high school students enroll in a beginning German class and continue taking German upon completing scholarship and graduation requirements. Understanding the reasons students enroll in a certain language can provide rich information to teachers and help them design assignments and activities to further motivate their students to become proficient in the language. The results of this study have implications for language teachers, parents, and administrators.

Language Focus: All Languages, German

Presentation Language: English

Audience: MS/JH, HS, University

Presentation Category: Learner Variables

Are Your Wildflowers Wilting?: Strategies for Supporting Students with Special Needs

Cherice Montgomery

Supporting diverse learners who struggle due to unmet special needs is challenging. This session explores the unique strengths and challenges associated with different types of special needs (such as ADD/ADHD, anxiety and depression, giftedness, hearing impairments, and reading difficulties) and offers specific strategies for supporting these students in world language classes.

Language Focus: All Languages

Presentation Language: English

Audience: Elem. / DLI, MS/JH, HS, University, Administrators

Presentation Category: Learner Variables

Fun Ways to Use Cultural Differences to Your Teaching Advantage

Mikell Smith, Alan Heath

Which of the following is most correct? A. 闹棚犬脸殆 B. 闹棚犬敛程 C. Wo xiangyao shuijiao. Answer: D. All of the above. Let's talk about specific differences in how native Chinese teachers and American students approach learning the Chinese language, and how to USE those differences to teach effectively! Did you know that most American students and Chinese natives visualize the language differently? (Which leads to miscommunication.) Additionally, China and the U.S. have literal cultural opposites, that can be a chasm separating the teacher from his/her students, or a bridge that seamlessly connects both parties. Come bridge that gap with us!

Language Focus: Chinese

Presentation Language: English

Audience: MS/JH, HS

Presentation Category: Culture

Teaching languages in a pandemic

Lucia Taylor

2020 will be remembered as the Covid-19 year. Under these out of the ordinary circumstances, teachers and professors had to quickly adapt to finish the 2019-2020 academic year, and learn new techniques, and technologies to be ready for the 2020-2021 academic year. Different countries, states, or even institutions, had to make a choice about how we would return to the classrooms under this "new normal"; fully online, blended, or face to face (AKA mask to mask) were the main options across the globe. In this presentation, I will present my experience working with a hy-flex approach.

Language Focus: All Languages

Presentation Language: English

Audience: University, Administrators

Presentation Category: Methods / Techniques

Proficiency Self-Awareness: Helping students recognize their language proficiency to inspire them to improve.

Michael Child, Blair Bateman

This presentation will focus on strategies to help learners become aware of their strengths and weaknesses in the target language, with an emphasis on how this knowledge can be empowering rather than discouraging. We will also suggest some ways to adjust these strategies to meet the needs of learners of different ages and proficiency levels. Finally, we will discuss the importance of having an accurate awareness of one's target language proficiency and the relationship between this awareness and what Anders Ericsson has termed "deliberate practice".

Language Focus: All Languages

Presentation Language: English

Audience: MS/JH, HS, University

Presentation Category: Methods / Techniques

Useful and Fun Strategies For Dual Immersion Teachers

Larissa Collaco, Larissa Tessmann

Teaching has not been easy during this global pandemic. Teaching a foreign language through online or hybrid models and even in-person with social distancing have added up challenges for DLI teachers. In this presentation we will show and share useful and fun strategies that we have used both in online and in person classes. The strategies that will be presented are engaging, fun and can be used to enhance vocabulary, language structure, listening and speaking, as well as academic content in the target language. If you need some daily and practical ideas to use in your virtual or in-person classroom, come join us!

Language Focus: All Languages

Presentation Language: English

Audience: Elem. / DLI

Presentation Category: Methods / Techniques

Title: Kagan Strategy in elementary DLI Classrooms

Aline Lourenci

This presentation will focus on Kagan Cooperative learning, techniques designed to form teams and pairs to maximize and promote cooperation and communication, used in a First Grade DLI classroom. It will be provided a step-by-step for some of the most frequently used cooperative learning structures to engage students who are learning a second language. These strategies are a powerful tool to boost engagement and retain interest in the content, and it is widely used within any part of the lesson plan.

Language Focus: All Languages

Presentation Language: English

Audience: Elem. / DLI

Presentation Category: Methods / Techniques

Usages of Japanese textbooks in virtual classes

Tomono Adachi, Airi Nakagawa, Kaori Fukuda

The presenters will report on the results of a survey of college Japanese teachers who taught outside of Japan about changes before and after the pandemic in regard to what textbooks and supplemental materials they used in their online classes.

Language Focus: Japanese

Presentation Language: English

Audience: University

Presentation Category: Materials

Language Skit Video Creation

Amber Sidwell

In our classes, we often lack a variety of language samples that meet our students needs. In this workshop, we will actually work on brainstorming, creating, filming, editing, and sharing language samples in skit-like formation.

Language Focus: ASL

Presentation Language: ASL - NO Interpreter required

Audience: MS/JH, HS, University

Presentation Category: Materials

Frequent Trips to the Market: Spiraling Intercultural Communicative Competence Into Our Courses

Hyrum Boone Checketts, Joshua Lamping

We outline a multi-semester sequence of activities that we use to help students develop the intercultural communicative competence (ICC) necessary for effective buying and selling in the target culture. We discuss our approach and our experiences integrating ICC threads across language levels, as well as offer suggestions for implementing similar series of activities aimed at spiraling ICC themes into language programs.

Language Focus: Spanish

Presentation Language: English

Audience: HS, University

Presentation Category: Methods / Techniques

Enhancing Student Motivation, Engagement & Proficiency through the Applications of 6 Core Practices

Shin Chi Fame Kao, Patty Chung, Jing Zhao

In this presentation, presenters will demonstrate how to apply ACTFL 6 core practices to designing escape games and other interpersonal activities in Chinese Bridge classes in order to enhance student motivation, engagement and language proficiency. The applications will be demonstrated through the following 6 steps: (1) identify desired proficiency target and learning outcomes, (2) design interpersonal communication tasks as acceptable evidence, (3) guide learners through interpreting authentic resources, (4) create a context for target language using, (5) plan interactive learning experiences, and (6) provide a feedback cycle to mediate language development.

Language Focus: Chinese

Presentation Language: Chinese

Audience: Elem. / DLI, MS/JH, HS, University

Presentation Category: Methods / Techniques

Distance Learning From The Parent and Student Perspective

Jody Lynn Tolley

A stool has three legs. If we want students to be successful with distance learning, we need to consider the wants and needs of our teachers, students, and parents. Supporting only one group is sure to be a disaster, but supporting all three groups will allow for greater success and a more pleasant experience for everyone. Come learn a few key factors which can change the trajectory of the distance learning experience by hearing what successful and difficult distance learning experiences look like from the perspective of our parents and students. Note: This is not a how-to teach distance learning workshop nor is it a chance to learn the latest gadget/technology in teaching. This is a workshop on how to use technology to communicate effectively, understand what student's and parent's needs are, and how to problem-solve issues with distance learning.

Language Focus: All Languages, ASL

Presentation Language: ASL - Interpreter Required

Audience: HS

Presentation Category: Policy / Issues

Using “zoom” as a tool for interaction in DLI classes

Eleticia Podolak, Keila Machado

With the pandemic scenario that 2020 brought, many changes had to be made in the way we teach. Regardless of the necessity for social distancing, one fact stays the same: interaction is the key for learning (VYGOTSKY, 1978), specially a second language. With that in mind, us teachers of the DLI Portuguese program at Sunrise Elementary (Smithfield, Utah), decided to start using “zoom”, an online chat app, to enhance students interactions among different grade levels. We developed activities that bring opportunities, inside our curriculum, for our students to interact with each other through “zoom”, presenting science projects to a different class and grade, or even debating about a subject. This project has been providing amazing interaction and learning time to our students.

Language Focus: Portuguese

Presentation Language: English

Audience: Elem. / DLI

Presentation Category: Technology

“Are we gonna do this again next year?”: Planning Successful K-12 and University Collaborative Events

Jeff Packer, Stephen Van Orden

When K-12 schools and universities collaborate to hold multi-school cultural events, it creates greater enthusiasm for language learning in the students who participate, and it strengthens language programs on all levels. The presenters in this session will share their experiences planning and carrying out cultural events for K-12 students in collaboration with university language programs. The session will also include a brainstorming session for events that different languages could hold in the future.

Language Focus: All Languages

Presentation Language: German

Audience: Elem. / DLI, MS/JH, HS, University, Administrators

Presentation Category: Culture

ASL and ACTFL: Understanding how to recognize and apply the Guidelines

Janelle Bullock, Cami Wilding

This presentation will show how second language learners of ASL can be assessed using the ACTFL guidelines. We will explore what the major levels look like and if there is time we will also explore the sublevels.

Language Focus: ASL

Presentation Language: ASL - NO Interpreter required

Audience: MS/JH, HS, University

Presentation Category: Assessment

Building students’ accountability through flexible grouping in Chinese classroom

Wei Song

How do we foster students’s sense of accountability in the classroom?How do we build the students-centered classroom?Flexible grouping is a term covers a range of grouping students for delivering instruction,such as whole class,small group,and partner.It is the heart of differeiated instruction.Data shows using flexible grouping can effectively cultivate students’ engagement and accountably in learning.Students are highly enjoying this structure. In this section as a Chinese teacher from Utah dual immersions program I will introduce my experience using flexible grouping in my classrooms.Presenter will help the participants design the students’ accountability sheet and the activities can be used in flexible grouping engage advanced learners as well as learners who need additional support to meet different needs of the students based on their learning styles.The presenter will help the participants find the best flexible grouping structure apply to their teaching style.

Language Focus: Chinese

Presentation Language: English

Audience: Elem. / DLI

Presentation Category: Learner Variables

Distance Language Instruction: Resources for Honing Online Instruction.

Luciano Marzulli

This session will survey resources and online tools for creating dynamic learning experiences of world languages in an online setting. We will explore free resources including the distance language instruction website co-created by the University of Utah's Asia Center, Center for Latin American Studies and Second Language Teaching and Research Center (L2TReC). Participants will engage in a module designed to consider methods for reframing pedagogical practices that traditionally take place in person and how they can be accomplished online. Participants will also have an opportunity to share their own best practices and challenges of teaching world languages online.

Language Focus: All Languages

Presentation Language: English

Audience: MS/JH, HS, University

Presentation Category: Professional Development

Digital notebooks for online learners.

Ruben Nunez

In this session you will learn to create and design digital notebooks that you can use with your students online and with your face-to-face classes. These notebooks are valid for any language and are very attractive to students. These notebooks include a multitude of resources (photographs, videos, audios, tables, links to web pages) that help students meet their language and content objectives.

Language Focus: All Languages, Spanish

Presentation Language: English

Audience: Elem. / DLI, MS/JH, HS

Presentation Category: Materials

The “Flipped Classroom” for Teaching Math in a Dual Immersion Classroom

Amy Mason

Come see how to “flip” your elementary dual immersion math classroom! Get ideas about how improve instruction time and provide more opportunities for practice, intervention, and extension. Students receive initial instruction via teacher-prepared videos that they watch at home. Then they participate in teacher-directed/support-ed activities in class. Ideas will include the use of visuals, Loom videos, puppets, Padlet App, paper-and-pencil activities, and iPads.

Language Focus: All Languages

Presentation Language: English

Audience: Elem. / DLI

Presentation Category: Methods / Techniques

Sparking the passion: fun, engaging strategies to turn Second Language learners into passionate readers

Lina (Elinez) Figueiredo

Have you ever felt like getting your students to read independently and enthusiastically is a battle that we sometimes lose? As much as students might get excited about books at first, especially when it comes to lower levels, it's common for them to feel frustrated and give up on reading in a Second Language as vocabulary becomes a challenge. In this workshop, you will be presented with strategies, models (charts/printables), and examples of fun activities that will get students excited about reading and eager to take on this challenge.

Language Focus: All Languages, Portuguese

Presentation Language: English/Portuguese

Audience: Elem. / DLI

Presentation Category: Methods / Techniques

Get the Most out of Canvas: Features you may not know about

Mike Wood

Come see how you can take advantage of some of the hidden features of Canvas to make your workflow more simple and less complicated. Add tabs to your assignments to simplify things for your students. Use Canvas messaging to target students who are starting to fall behind. Create an easy to maintain home page in canvas. Templates will be shared. Canvas is often customized by districts and institutions, but most of what I share should work in any Canvas implementation.

Language Focus: All Languages

Presentation Language: English

Audience: MS/JH, HS, University

Presentation Category: Technology

Students with Disabilities in World Language Classes

Fernanda Zamora, Rob A. Martinsen

Research has been conducted on the topic of students with special educational needs (SEN) enrolled in world language (WL) classes at the secondary level in the state of Utah. The aim of this presentation is sharing relevant data resulting from this study, such as demographics of students with SEN in WL classes, experiences WL teachers have had, and techniques WL teachers have implemented in class. Attendees will be able to identify some techniques that may be helpful for them to implement in their own teaching, as well as share their own experiences in working with this population of students.

Language Focus: All Languages

Presentation Language: English

Audience: Elem. / DLI, MS/JH, HS, University, Administrators

Presentation Category: Research

A powerful ally to demonstrate and enhance learning

Jessica Bell'Aver, Leine Alberton Moratelli

In this presentation we will show how to create a digital portfolio of your students that enables teachers to save time, get data and use it during Parent Teacher Conferences. The audience will have the opportunity to learn how to use essential Seesaw tools, see examples of students' work and be ready to start using this engaging resource in the classroom. It'll be really meaningful for those who are seeking to create a consistent organization and flow to support students' navigation, autonomy and learning, especially when teaching a second language in a dual immersion classroom and in need to contemplate the learning of academic content and language skills.

Language Focus: All Languages

Presentation Language: English

Audience: Elem. / DLI

Presentation Category: Technology

Creating Space for Mental Well Being in the Time of Digital Learning

Yvette Rivera

Mental health among college students has taken its toll during this time of virtual learning, Zoom classes, and social isolation. Priorities have changed among college students with a focus on surviving physically, mentally, and financially. Come and get some practical pedagogical tips on connecting with students and creating space for mental well-being in your courses. Real student reactions to academic experiences during the COVID pandemic will be shared. Online mental health resources from BYU's Counseling and Psychological Services will be provided.

Language Focus: All Languages

Presentation Language: English

Audience: University, Administrators

Presentation Category: Social emotional health of learners

All about the Texts

Elicia Cárdenas

Comprehension-based teachers use a variety of texts in their classroom to further language acquisition. In this session, participants will learn what comprehensible really means when we talk about reading and different strategies that we can use to create class texts, as well as a brief introduction to working with whole class novels and creating a free choice reading program.

Language Focus: All Languages

Presentation Language: English

Audience: MS/JH, HS

Presentation Category: Curriculum

How to survive speaking activities in the classroom

Maria Luisa Vazquez Pestonit

When I started teaching, the idea of carrying out interpersonal communication activities in the classroom used to freak me out: “What is that really going to look like?” “How do I keep control, with everyone standing and talking?” How do I get the students to stick to the target language?” “How do I make everyone want to participate?” In this session, I will share with you some tips and strategies that have worked for me over the years, starting with the power of sentence frames.

Language Focus: All Languages, Spanish

Presentation Language: English

Audience: MS/JH, HS

Presentation Category: Methods / Techniques

Bringing conversation and culture to the classroom in pandemic times

Nieves Knapp

This session will present ideas and materials that are ready for teachers to use in their classrooms independently of their curriculum. Activities are organized by proficiency level (from novice to advanced) and can be adapted to different levels (DLI to College) and programs. They reflect the three modes of communication.

Language Focus: All Languages

Presentation Language: Spanish

Audience: Elem. / DLI, MS/JH, HS, University

Presentation Category: Materials

The TPR - Total Physical Response and Cueing in the Classroom

Joicy Amaral Souza

We know about 60% of us are visual learners, about 30% are Auditory learners and around 10% are Kinesthetic learners. But the question is how to make sure that we are giving the same opportunity to all the students to learn if they learn in different ways? To help us to scaffold the students and give to them the chance to understand better what we are teaching to them we have to plan the classes in a way that we can make the differentiation to all types of students, so that's why TPR techniques are so important during the classes, these techniques are designed for all the classrooms and subjects and it's a really important of human resource that we need to apply every day in Dual Language Programs. Cueing aligned to the Positive feedback is other tool really effective when we want to make sure the students are understanding the expectations and instructions provided by the teacher. Those two resources can make the difference during the instruction time and during the intervention time as well.

Language Focus: All Languages

Presentation Language: English

Audience: Elem. / DLI

Presentation Category: Methods / Techniques

A Study on the Suffixes in the Formation of Modern Chinese Nouns

Alex Yuan

Different from English language in which the smallest unit can be phoneme, the smallest lexicological unit in Chinese language can be the “syllable”, the “Han character”, or the “sonogram”. The understanding is this difference is essential for English-speaking learners in Chinese language studies. This research was designed to introduce the major suffixes in the formation of those commonly used Chinese nouns, with an analysis of these suffixes and the corresponding words from morphological, lexicological and semantical perspectives.

Language Focus: Chinese, English

Presentation Language: Chinese

Audience: Elem. / DLI, MS/JH, HS, University

Presentation Category: Methods / Techniques

Dealing with distraction: Attention and engagement in the World Language classroom

Karin deJonge-Kannan

Students constantly distracted? Having a hard time with distractions yourself? It's time to become familiar with the cognitive science of distraction and its implications for better engaging students' attention. In this session, you will learn why humans constantly switch focus and how you can counteract your students' distraction. You will be invited to share your own examples of success in cultivating attention and fostering engagement in the World Language classroom. Together, we will enhance our capacity to keep students moving toward accomplishment of learning objectives.

Language Focus: All Languages

Presentation Language: English

Audience: HS, University

Presentation Category: Professional Development

Games as an effective tool in L2 classes

Jana Quadros

The presentation will mainly focus on the use of games, both electronic or not, in language classrooms. Although games may be used for many different reasons, in the presentation I would like to approach the use of games to introduce a new topic, as class breakers and as reviews. I have been working as a language teacher for many years and games have always played a big role in my classes, therefore, I intend to share a little of the experience and results I have in this area.

Language Focus: Portuguese

Presentation Language: English

Audience: Elem. / DLI, MS/JH, HS

Presentation Category: Methods / Techniques

Promoting Higher Levels of Proficiency Using Current Event Panels

Laura Catharine Smith

This session outlines steps to promote Advanced and Superior level of proficiency using weekly proficiency activities to prepare students to present a panel on current events, e.g., climate change. 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, and making use of transition and connector words to organise their prepared content. This panel presentation serves as a capstone activity for advanced level students to push their language skills to the next level that can be implemented virtually or in-person.

Language Focus: All Languages

Presentation Language: English

Audience: HS, University

Presentation Category: Proficiency

Game Changers: How Gamification in Online Instruction Can Motivate Language Learners

Alex Gatica

Online language instruction provides many opportunities and challenges. One of those challenges is keeping language learners motivated. One thing few students need motivation to do is play games. Instructors can use this to their advantage by incorporating more gamification into online instruction. This session will explore the benefits of gamification, specific activities and programs that use gamification to help language learners maintain motivation, and how to incorporate this into online instruction.

Language Focus: All Languages

Presentation Language: English

Audience: MS/JH, HS, University

Presentation Category: Technology

ASL classroom online: Idea sharing session

Amy Walker

Teaching ASL online has challenges that are unique to a visual language. Join this session prepared to share and discuss your successes and setbacks, and get ideas and suggestions from other ASL teachers.

Language Focus: ASL

Presentation Language: ASL - NO Interpreter required

Audience: MS/JH, HS, University

Presentation Category: Technology

Teaching Culture through the IMAGE Model

Jacob Wright, Teresa Reber Bell

We will be describing the IMAGE model and models of intercultural communication to explain processes of integrating culture in a deeper sense into the classroom. We will discuss various examples of activities at different levels of language learning and will explain the benefits of the various methods used by teachers to incorporate meaningful opportunities to learn about culture in a guided classroom setting. All levels of teachers are welcome to participate in our discussion of culture!

Language Focus: All Languages, ASL

Presentation Language: English

Audience: MS/JH, HS, University

Presentation Category: Culture

Language News

UT- ASLTA

UT-ASLTA Business Meeting and Elections -- The Utah ASL Teachers Association will plan to hold a business meeting in June to elect new officers. We are still seeking nominations for those who would be interested in serving on the board. Please email utaslta@aslta.org for more information.

ASL Professional Development-- ASL educators at all levels of instruction are invited to join ASLTA for the 2021 National Professional Development Conference. All workshop sessions, the General Business meeting, and social events will be conducted entirely online. Mark your calendars and don't be left out! JULY 29 – AUGUST 1, 2021. LINK: <https://www.aslta.org/2021-conference/>

ASL Competition for High School Students

Who: All ASL 1, 2, 3, and 4 students.

Theme: Survivor. Can you think of a more appropriate theme?

What is Going to be Different: Everything will be online.

Events: ABC Story - Art - Cinema - Deaf Culture/History - Debate -Expressive Story - Fingerspelling - Handshape Story- Number Story - Receptive -

Where: Skyline will host again, but everything will be done virtually. Because everything is going to be done online, please pay special attention to the due dates. **Registration Due: March 4**

For more information, contact Jody Lynn Tolley (jtolley@graniteschools.org) or check out the website at: <https://aslcomp.wordpress.com/>

AAT Meetings at the end of the Conference

Don't forget to join your language-specific AAT meeting at the conclusion of the conference. There will be special sessions for each language organization. This is a great opportunity to connect with language colleagues throughout the state. We are all better when we learn and teach together.

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

EXECUTIVE BOARD

President	Blair Bateman	blair_bateman@byu.edu
Past President	Electra Fielding	electrafielding@weber.edu
President Elect	Mike Kraniski	mckraniski1@graniteschools.org
Secretary	Melanie Malan	memalan@wsd.net
Executive Secretary / Treasurer	Mike Wood	mwood@alpinedistrict.org
USOE Liaison	Karl Bowman	karl.bowman@schools.utah.gov
UFLA Historian	Stephan Van Orden	stephenv@provo.edu
Newsletter Editor	Branden Lansing	blansing@dsdmail.net

LANGUAGE ASSOCIATION REPRESENTATIVES

Arabic: Utah Arabic Teachers Assn	Shereen Salah	shereen.salah@gmail.com
ASL: Utah ASL Teachers Assn	Lori Zaremba	lori.zaremba@nebo.edu
Chinese: Utah Assn of Chinese Teachers	Dori Huang	chinese.dori@gmail.com
DLI: Dual Language Immersion Group	Lidia Ordaz	lidia_ordaz.email@yahoo.com
French: American Assn of Teachers of French	Whitney Krahm	wkrahm@pcschoos.us
German: American Assn of Teachers of German	Kacy Peckenpaugh	kacypeckenpaugh@weber.edu
Japanese: Utah Assn of Teachers of Japanese	Tomono Adachi	tomonoadachi@weber.edu
Spanish & Portuguese: AATSP	Mike Kraniski	mckraniski1@graniteschools.org

UNIVERSITY REPRESENTATIVES

BYU	Rob Martinsen	rob.martinsen@byu.edu
Dixie State University	Lucia Taylor	lucia.taylor@dixie.edu
University of Utah	Tim Cannon	tim.cannon@utah.edu
Utah Valley University	Jeff Packer	packerje@uvu.edu
Weber State University	Diego Batista	diegobatistarey@weber.edu

DELEGATES

ACTFL	Lucia Taylor	lucia.taylor@dixie.edu
SWCOLT	Jill Landes-Lee	jill.landes-lee@utah.edu
JNCL-NCLIS	Gregg Roberts	gregg84121@gmail.com
LILL (Leadership Initiative for Language Learning)	Mike Kraniski	mckraniski1@graniteschools.org

Advertising Information

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Advertising rates are available at: [UFLA Sponsorship Opportunities](#)

Contact Branden Lansing at blansing@dsdmail.net with any questions or to place an ad.