

WAFLT Spring Regional
Saturday, April 10, 2010
University of Washington – HUB Building
“New Decade, Renewed Engagement in World Languages”
Co-sponsored by the Canadian Studies Center and AATF- Northwest

Conference Schedule

8: 15 am Registration Area open – HUB 106 B

9:00-10:00 am HUB Room 106 B

Welcome: Misa Bourdoiseau - AATF- Northwest President

WAFLT Spring Conference #2 Chair, Karen Williams, WAFLT – Past President



**Keynote: Yanick Godbout, Chargé d’Affaires,
Quebec Government Office, Los Angeles**
Title: Quebec’s Perspective on Teaching World Languages

"Quebec, a small nation with its own language and culture neighbouring the most powerful and influential country in the world, has a unique perspective on the importance of promoting the learning of languages and supporting cultures. During his presentation, the speaker will showcase Quebec’s reasons and ways to support the learning of languages, in Quebec and abroad."

Yanick Godbout is Chargé d’Affaires at the Quebec Government Office in Los Angeles. He was appointed in Los Angeles in 2007 as Director for Governmental Relations and Public Affairs. Yanick joined Quebec’s Department of International Relations in 2001. He successively worked as Advisor at the Policy branch, Assistant to the Associate Deputy Minister, and Manager of Academic Affairs of the North America Division.

He previously worked at the International sales division of the El Panamá Hotel and Conference Center, in Panama, and as promoter of special events in Montreal, Quebec. Yanick holds a Master degree in International Relations from the Université Laval, a Bachelor degree in Political Science and a Certificate in Administration, both from the Université du Québec à Montréal.

BREAKOUT SESSION #1: 10:00 -10:50

Presenters: Maria Gillman and Tim Stetter

Location: HUB- Room 106 B

Title: The Guatemala Experience: A UW Spanish Summer Institute

Language of presentation: English

Description: This WAFLT session will introduce participants to The Guatemala Experience and provide information on how to register for this year's program running July 12-28. The University of Washington Summer Intensive Spanish Institute offers Spanish teachers and enthusiasts a two and a half week immersion in La Antigua, Guatemala. This program includes instruction and activities both in the classroom and the community. Participants stay with a local family and study Spanish and Latin American culture one-on-one with Maria Gillman – a renowned UW instructor – as well as instructors at the Ixquic Spanish Academy, a local Spanish language school. For more information:

<http://www.pce.uw.edu/k12/spanish>

Presenter: Tami Wietfeldt

Location: HUB- Room 200 A

Title: Formative Assessment in the World Language Classroom

Language of presentation: English

Description: Ongoing formative assessment involves the collection of data during instruction in order to provide timely and effective feedback and to know how to adjust instruction. In this workshop, teachers will learn varied tools and strategies that help collect data about student progress, without lots of teacher preparation or grading. These tools are practical and can be used in any language and in many different scenarios, including grammar and vocabulary assessment.

Presenter: Misa Bourdoiseau

Location: HUB- Room 200 C

Title: Fun *Phonétique* pour mieux comprendre et mieux parler/Fun *Phonetics* to better understand and better speak.

Language of presentation: French

Description : Rébarbative la phonétique ? Oui bien sûr, produire des sons inhabituels dans une autre langue que la sienne peut créer une certaine peur de se rendre ridicule chez l'élève. Lire à haute voix, travailler la prononciation sont pourtant nécessaires pour améliorer son accent, et la phonétique peut au contraire être l'occasion de moments de détente où l'on peut jouer avec les mots, se défouler avec des vire-langues ou même des grimaces. Nous nous concentrerons ici sur quelques sons particulièrement difficiles pour les Anglophones: le "u" et le "ou" ainsi que le "r". De la détente, du rire et de la relaxation vous sont promis ainsi qu'une liste de vire-langues et d'activités pour tous niveaux.

Who said that Phonetics was boring? Of course, producing unfamiliar sounds in another language than one's own can create a certain apprehension in any learner who is afraid of making himself/herself ridiculous. Reading aloud, working on pronunciation, are however a must in order to improve one's accent, and Phonetics can, on the contrary, bring moments of relaxation when one can play with words, having fun with tongue-twisters, songs, and even making faces... We will focus today on some sounds particularly challenging for the Anglophone speaker: *le "u" et le "ou" as well as le "r"*. In this session, fun, laughter and relaxation are promised to you, as well as a list of tongue-twisters and activities for all levels. *La session sera bien sûr en français.*

Presenter: Paloma Martinez-Carbajo
Title: AATSP Book Club/Club Literario
Language of presentation: Spanish

Location: HUB- Room 200 B

Description: During our popular Book Club session, we will be discussing Carlos Ruiz Zafon's best-seller novel, El Juego del Angel. It is not required to have read the novel to come participate in this lively and informal, yet informative presentation. Come join the discussion and be ready to win a copy of our fall reading selection!

BREAKOUT SESSION #2: 11:00 -11:50 am

Presenter: Cara Anderson-Ahrens
Title: The Voice-It Program: Language Proficiency Through Critical Thinking
Language of presentation: English

Location: HUB- Room 200 A

Description: Studies indicate that children whose parents are college educated learn a substantially greater number of vocabulary words than do children of parents without post-secondary education. This discrepancy is even greater for children of families who speak a language other than English in the home. Students from ELL and low ses families have fewer opportunities to be part of programs in which they will learn to use and engage with ideas that require complex vocabulary. The problem is not exposure to the words themselves, but rather the lack of practice engaging in the kind of thinking that will force students to find the words they want in order to express their ideas. There is a substantial gap in scholastic achievement and job performance between students whose parents were able to engage them in high level verbal and thinking skills and those whose parents were not. The Voice-it Program was created to address this gap. The goal is to engage ELL children and youth from low ses backgrounds in activities that develop high level verbal, writing, and thinking skills. These skills are not optional for students who would like to have professional careers. The Voice-it model gives ELL students the opportunity to develop verbal and written skills in a safe environment where the object is not to be correct or provide a finished product, but to engage in and exchange ideas and opinions. These are the skills that they will take into the workplace someday; the ability to express them verbally, the confidence to know their opinion counts, the ability to think creatively about a problem, and to see ignorance as an opportunity not an obstacle. We hope that at the end of this workshop, participants will walk out the door thinking about creative ways in which to engage the youth with whom they work in critical thinking, verbal, and writing skills. We also hope to bring awareness to the lack of preparation students who are English language learners and/or low socioeconomic status have for pursuing professional opportunities and encourage ongoing discussion in the educational community around how to address these needs. Voice-it Workshop Outline: 1. Introduction: a. Presentation of the issue: Student self advocacy & literacy, how language and socioeconomic status affect the ability of youth to prepare themselves for the working world. 2. Presentation of the Voice-it Program: Using discussion and technology to craft critical thinking skills, build vocabulary, and create comfort ability with writing. 3. A walk through the Voice-it program: a. Participants will go through the same process in which students are engaged, a question on current events will be posed and participants will break into small groups to dialogue for a few minutes. b. At the end of discussion time, participants will use writing prompts to record their impressions or conclusions on paper. One participant will enter their thoughts on the Voice-it blog. 4. Debriefing: a. Teams come back into a large group and spend 15 min. giving feedback on the discussion and this approach to building critical thinking.

Language of presentation: English

Presenter: Thérèse Marie Mirande
Title: Engaging Limited English Speakers

Location: HUB- Room 200 B

Description: Participants will view "Childhood in Translation", a short video on the impact of the responsibility placed on children of limited English parents. This will be followed by a short presentation on the responsibility of schools to provide adequate language access to such parents. Finally, there will be an introduction to Pierce College's Language Interpreting Program.

Presenter : Michele Anciaux Aoki
Title: Our Time Has Come: World Language Learning Standards for Washington
Language of presentation: English

Location: HUB- Room 200 C

Description: After 17 years of being left behind by Education Reform efforts in our state, the moment has come for World Languages to be recognized as a content area worthy of having state standards. The best news is that we don't have to create new learning standards. Our standards ARE the national "Standards for Foreign Language Learning in the 21st Century" -- the 5 C's of Communication, Communities, Connections, Comparisons, and Communities. But, if we have standards, we need a standards booklet! Please come by this session to review the draft standards document (to be made available for download from the OSPI website in the future). We need a review committee with names of people to list in the booklet. We also need to recruit a cadre of world language teachers who incorporate the 5 C's in their classroom instruction to help present workshops on standards and assessment around the state.

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LUNCH 12: 12:50 pm -- in HUB Room106 B

Special presentation
By Maria Parker Pascua and her students
Makah (and other Tribal Languages)
Language of presentation: English/ Makah

Description: "Curriculum Design, Activities and Demonstrations from a Less Commonly Taught Language" Makah (Wakashan Language Family) is a language isolated in the U.S., but connects with First Nations languages in B.C., Canada. Focus will center on the following categories: 1) How Makah High School Levels I-III are organized, 2) Highlights from several language activities, 3) and Demonstration and Use of Student-made Projects contributing to the promotion of Makah cultural activities and language literacy on the Makah reservation in Neah Bay, Washington.

Note: Presentation may continue after 12:50 pm in same room

BREAKOUT SESSION #3: 1:00 -1:50

Presenter: Natalie Debray:
Title: "How French are the French Canadians? Using history to understand the unique language

Location: HUB- Room 200 A

and cultural diversity in Quebec"

Language of presentation: English and French

Description: Quebec has often been described as a "Distinct Society". What is it that makes it unique? In this talk, you will be introduced to the special Canadian province of Quebec, including its history, language, media, and relationship to France.

Presenter: Erin Johnson

Location: HUB- Room 200 B

Title: Using theater and film to teach political history and issues in propaganda

Language of presentation: English

Description: In Spain, the 19th century play La Locura de Amor intended to spread conservative-nationalist sentiments to its audiences. Later, during General Franco’s regime, the play and its propagandistic views were recycled into a motion picture. I propose using these works to teach students about the the social and political situations of the times with a focus on folklore and propaganda.

Presenters: All attendees

Location: HUB- Room 200 C

GENERAL IDEA SHARE / NETWORKING

1) Please come all and bring 40 copies of your favorite teaching resource (website, book title, game, address, "Récit de voyage", teaching activity or other innovative ideas to share with colleagues of your own language or that can also be used in any language classroom.

2) It will be an opportunity also to hear about :

Chinese Programs in Washington State and Beyond by Sun Burford

Description: The status of Chinese programs in Washington State The brand new Confucius Institute in Washington State: The Asia Society & Hanban, "20 Confucius Classrooms Network " in the U.S. Summer Opportunities for teacher and students of Mandarin Chinese and

The Memorandum of Understanding being signed between the State of Washington and the Academie of Nantes (France), providing more opportunities to students and teachers for exchange programs

BREAKOUT SESSION #4: 2:00 -3:50 pm

Presenters: Catherine Meissner (French teacher at Mount Vernon HS) and David Montero (Spanish teacher at The Northwest school) will team up for a 2 hour Workshop on technology in the classroom

Location: MARY GATES Hall- Computer Lab

Title: Thinking about Syncing? Connecting with 21st century World Language E-Learners Part 2

Language of presentation: English /French/Spanish

Description: Foster students’ linguistic creativity and production through easy-to-use online Web 2.0 tools and handheld devices such as Flip Cameras and MP3 players. Develop students’ written, oral, and listening comprehension skills through culturally meaningful and technology-enhanced activities. The presenter will demonstrate strategies for using free Web 2.0 sites, interactive white board activities, blogging and video embedding, and assist participants in creating easy to learn interactive experiences for learners. Electronic copies of flashcards, music, videos, and clipart files will be

distributed. Bring a memory stick , thumb drive and any media (video, pictures, documents) your wish to use! Basic knowledge of Internet is helpful.

David Montero (The Northwest School) will share his experience using Web 2.0 tools with his 6th, 7th and 8th grade Spanish students. He will show the animated movies, presentations and short videos his students were able to create all in Spanish and will demonstrate how web-based and interactive tools can foster the students' engagement and develop their writing skills in the target language.

Presenters: Participants who do not wish to attend the Technology workshop can continue networking among colleagues and share more ideas.

General idea share / networking – continued

Location: Room 106 B

Please come all and bring 40 copies of your favorite teaching resource (website, book title, game, address, "Récit de voyage", teaching activity or other innovative ideas to share with colleagues of your own language or that can also be used in any language classroom.

4:00--4:15 pm Evaluations and clock hours –

in HUB Room106 B

*Please note that the schedule may be subject to some changes depending on logistics.
Thank you for your comprehension.*