

MFLA 2021

NEW WAYS OF APPROACHING LANGUAGE TEACHING

NOV. 5-6
VIRTUAL CONFERENCE



Keynote Speaker



Elena Kamenetsky

ACTFL 2021
Teacher of the Year

REGISTRATION:

[HTTPS://WWW.MFLAMS.ORG/2021-CONFERENCE](https://www.mflams.org/2021-conference)

CEUS AVAILABLE



Thursday, Nov. 4

6:30 - 8:00 MFLA Board Meeting

A separate Zoom link will be emailed to board members.

Friday, Nov. 5

5:00 - 6:00 Keynote Speaker Elena Kamenetsky

Elena Kamenetzky began her teaching career as a participant in the JET (Japan Exchange and Teaching) Program, teaching English to elementary and middle school students in Shimoina County in southern Nagano Prefecture. After three years living and teaching in Japan, Elena returned to the United States and earned her Master of Arts in Teaching from Northern Kentucky University. She began her Japanese teaching career by splitting her day between Westport Middle School and Eastern High School in Louisville, Kentucky. After three years of madly dashing between schools during her lunch hour every day, Elena was lucky enough to be hired full-time at Eastern High School. She has been teaching Japanese 1 through Japanese 4 at Eastern ever since. Elena has previously served as president of the Kentucky Association of Japanese Language teachers, is currently serving as the organization's treasurer, and is also a member of the Bluegrass Area Japanese Speech Contest Committee. Elena is always looking for opportunities for her students to get involved in the language learning community, whether that's participating in classroom exchange programs, competing in state and national language events, or attending Japanese cultural events in Louisville and throughout Kentucky. Elena travels with her students to Japan during the summers of even-numbered years; although her planned 2020 trip had to be canceled, she hopes that she will be able to bring students to Japan again in 2022.

6:00 - 6:45 Virtual Happy Hour



Join us we rotate around in break out rooms for a variety of meet and greets to reconnect with our fellow World and Classical Language teachers!

6:50 - 8:00 Secondary and University Meetings

Option A

Option B

8:00 - 8:25 **Serie Leamos: Free online library to practice Spanish at all levels**

Dr. Victoria Rodrigo

This session shows how to access a free online library with books written by GSU intermediate Spanish students for beginning language learners. Participants will be introduced to the components of the digital library, how to navigate through it, and tips for teachers and students when using this library. The presentation will be in Spanish.

8:30 - 8:55 **How to incorporate written and oral critical thinking activities into a beginner language class**

Juliia Rychkova

This session is aimed to provide hands-on speaking and writing activities for developing critical thinking when teaching a beginner foreign/second language class. The selected teaching ideas are taken from prominent critical thinking researchers and adapted for a language classroom. The presenter's experience in implementing these activities in a college low-proficiency Russian class will be shared.

Project Based Learning in the World Language Classroom (PBL)

Kimberly Renée Watson

50-minute session

Are we giving our secondary world language learners the opportunity to explore, grow and get messy? The world language classroom should inspire our secondary learners to explore and experiment with their target language outside of our learning environments; as they make authentic real world applications. This session will address, discuss and present a secondary, world language classroom's project based learning (PBL) task and how flipping the classroom flipped learning. The task encouraged learners to get messy and unknowing become the teacher with an authentic eagerness to work for personal proficiency goals. It will offer strategies and present reflections on a secondary, student centered PBL task that extends beyond their learning community to a community at-large.

9:00 - 9:25 **Practical Business Spanish (pre-recorded)**

Marta Galindo

Can your Spanish students use their Spanish language skills in the job market? Are they able to demonstrate practical Spanish ability when applying for a position that requires Spanish language skills? This presentation covers three essential items necessary to apply for such a job. The presentation demonstrates teaching these skills using methods used in a university Business intermediate Spanish course.

It isn't Blue... It isn't White.... It's Teaching: Building a World Language Classroom for All

50-minute session

Kimberly Renée Watson

It's the broken record sung by many world language educators, as they address the frustration of student engagement and drive in the world language classroom. Rural world language educators are often faced with the challenging question from their learners, "Do I need this class to graduate?" This session will address and discuss the challenges of building and cultivating excitement for a proficiency based world language program in rural Mississippi. It will offer positive strategies to address realistic compromises between ACTFL's World Readiness Standards, an educator's goal of target language proficiency for learners and a student centered curriculum to appeal to rural learners.

9:30 - 9:55 **Using Language Learning Autobiographies to identify (T)EFL students' language attitudes**

Timur

This presentation focuses on the application of ethnographic research techniques to the discussion of future EFL teachers' language attitudes. A group of undergraduate TEFL-majoring EFL learners was asked to produce a Language Learning Autobiography essay focusing on their language acquisition experiences. A subsequent interpretation of the completed essays demonstrated the high applicability and epistemological potential of this qualitative research instrument.

10:00-10:25

Break and breakout room chats / sponsor breakout rooms

Sponsors are available during breaks. Please click on their logo for the Zoom link.



Option A

10:30 - 10:55 **One Beast of a Story!**
Nicole Verdin Fikes

AKA "How they learned to love a black and white film." Using 4 versions of the same movie sounds like it could get boring, but it's never failed to excite my high school students. Come see the cross curricular approach to language- and culture-oriented activities I use to engage students in an analysis of the 1939 film.

11:00 - 11:25 **(recording) How do individual needs and learning circumstances affect SLA, bilingualism, and identity?**
Maria Mulero

The conditions under which a student learns a second language play an important role not only in how said student learns, but also how they feel towards the second language, how it impacts their life, and language identity.

As instructors, we can not only teach and promote languages and their cultures, but we could also play a key role as pillars of our students' support system, helping them transition into their new lives and bringing them closer to succeed not only academically but personally in their new realities. The challenges they will have to face will not be limited to the classroom, making it crucial that we provide a safe environment where they can explore where their cultures, their languages, their identities, and their past and present realities converge and create the world they now find themselves living in, so they can in the future have access to the same possibilities their peers will. .

Option B

Online teaching: welcome to the challenge
Dr. Sol Pelaez
50-minute session

This session will explore the challenges of social presence in online teaching, and how to transform our technology in te(a)chnology. We propose to explore what social presence is in an online learning community and how to develop it so that your online/hybrid class is strong and promotes learners' engagement and participation. We also will demonstrate a few concrete example on how to use technology to support our learning goals.

11:30 - 12:20 **Transform Your Classroom with Kami**
Elizabeth Harrison
50-minute session

This presentation will focus on how Kami (an online digital tool) can be used to streamline how you teach, give feedback, and assess your students.

Maxing out engagement, language and culture through music videos
Nicole Verdin Fikes and Tiffany Wilson
50-minute session

Humans are wired for music, and I want to show you how to leverage that universal response to music to drive language acquisition and cultural competence. We'll look at multimodal activities aligned with state/national standards that use music videos, all while engaging learners and having fun! We'll also briefly explore sources for music, as well as technological implications of delivery.



Lunch meetings

12:30-1:25

AATF
AATG
AATSP

1:30-1:55

Open Zoom with sponsors

There will be separate breakout rooms for each of the sponsors.

Why do students take Korean?**Teresa Lee**

This presentation shares the biographical survey data from the students who enrolled in beginning-level Korean classes at OleMiss for the past two years. It discusses various reasons why students want to take Korean classes, which would likely help get a glimpse into student interests in the region for one and draw a comparison with other regions for another.

2:00 - 2:25

Clandestine Childhood, directed by Benjamín Ávila**Diane E. Marting, Past President MFLA**

Benjamín Avila is the child of disappeared parents. His baby brother was also stolen from his family by state terrorists. This director worked with the Grandmothers of the Plaza de Mayo to produce a documentary, "Nietos (Identidad y Memorial)," and a fiction film, "Infancia Clandestina." This presentation focuses on the latter movie and the human rights issues portrayed.

Building Proficiency Using Authentic Media**Natalie Ardagna****50-minute session**

In this session, World Language educators will discover that when the design and integration of technology is focused on culturally rich authentic sources and the development of the three modes of communication teachers can more effectively engage and meet students where they are at to facilitate their journey to language proficiency. Examples in Spanish will be sourced from Encuentros 2022, which builds intercultural communicative proficiency through an integrated storyline and engaging communicative, skill-oriented instruction and practice.

2:30 - 2:55

(recording) The impact of scenarios on second language speakers' fluency**Sara Arrutia**

In the following presentation I describe a research where I studied if second language learners improve their oral skills through the use of Di Pietro's scenarios. Also, I documented if they were able to acquire pragmatic features such as courtesy or indirectness when making requests in the target language.



Sponsors are available during breaks. Please click on their logo for the Zoom link.

Option A

Option B

3:00 - 3:25	Informing Inclusive Choices for Spanish Language Beginners <i>Felice Coles</i>	Classics Roundtable discussion 50-minute session <i>Beth Watts</i>
	<p>When allowing Spanish language learners to choose their self-referential pronouns (él, ella, elle) and to understand gender-neutral suffixation options (les muchaches), it is also beneficial to provide basic concepts from morphology and historical linguistics so that students have the tools to make informed decisions.</p>	<p>Join other Classics teachers for an open discussion about Latin teaching in Mississippi.</p>
3:30 - 3:55	Using the Lexical Approach in a reading lesson <i>Karina Zagitova</i>	
	<p>Reading passages are a fertile source of words and words combinations that are sometimes neglected by both students and instructors of a foreign language. The paper explores ways to develop vocabulary knowledge and contribute to improving students' proficiency during a reading lesson putting the Lexical Approach into practice.</p>	

4:00 - 4:25

Sponsor Break-out room sessions

4:30 - 5:30

MFLA 2021 Awards and Annual Business Meeting



**THE UNIVERSITY OF
SOUTHERN MISSISSIPPI**
Master of Arts in the Teaching of Languages

