Thursday, August 14, 2014
Brumbaugh Academic Center (BAC) C225

8:30-9:00 am  Registration and continental breakfast
BAC C225

9:00-9:10 am  Welcome, announcements, introductions, move to first session
-- Deb Roney, Director, Language in Motion, Juniata College
BAC C225

9:10-10:10 am  Concurrent Sessions:

A. Virtually Yours: The Use of On-Line Technology (at No Cost) to Aid in Teaching Culture [VoiceThread]

-- Kati Csoman, Acting Dean of International Education and Instructor in English as a Second Language, Juniata College, and Adjunct Professor in International Education Management, Monterey Institute of International Studies. This summer, Csoman was the coordinator of the Fulbright Group Project Abroad to Morocco; this presentation is an outgrowth of that experience.

9:10-10:10 am COMPUTER LAB: BAC C102

This session will begin with an overview of teaching pedagogy as it relates to using on-line learning tools and specifically asynchronous on-line technology that provides an ‘interactive’ communication experience – focusing on interpersonal and verbal linguistic learning styles. Csoman will then demonstrate the use of VoiceThread – to provide visual, auditory, interactive, and cross-cultural learning opportunities that assist the learners in acquiring experience and knowledge through observation, interview and interpretation with partners around the world.

B 1. Language and Culture: Is There an Identity Crisis in Contemporary Moroccan Literature?
-- Michael Henderson, Associate Professor of French and Chair of the Department of World Languages and Cultures, Juniata College. This summer, Henderson was the director of the Fulbright Group Project Abroad to Morocco; this presentation is an outgrowth of that experience.

9:10-9:40 am BAC C225
B 2. Teaching Culture Using Moroccan Language—Teaching Techniques
--Ganieyou Salamy, French and Chemistry Teacher, Tyrone Area High School. This summer, Salamy was a participant on the Fulbright Group Project Abroad to Morocco; this presentation is an outgrowth of that experience.

9:40-10:10 am BAC C225
This session will use the Arabic language to demonstrate the methods used to teach language and culture in language classes in Morocco. You will learn some Arabic words in the session along with some teaching ideas.

10:10-10:15 am Break: Move to next session

10:15-11:00 am Concurrent Sessions:

A. Collaborative Knowledge Building through Secondary-Postsecondary Partnerships: High Impact Fellows Program at Wofford College
--Beate Brunow, Assistant Professor of German and Program Coordinator for Gender Studies, Wofford College. Wofford College received a grant from the Arthur Vining Davis Foundations; this presentation discusses that grant project.

BAC C225
Educational research emphasizes collaboration in developing robust curricula and continuous reflection on the best pedagogy to deliver it, and this program brings high school teachers, successful college students, and college faculty together to create classroom-ready curriculum units and, more importantly, to build and share knowledge together. The presentation will give an overview of the program, its components (luncheons, work meetings, summit etc.), our preliminary data on dissemination, and feedback from teams.

B. Cool Tools for Foreign Language Teachers and Students
--Christine Maxwell, Spanish Teacher, Southern Huntingdon County High School. Maxwell received a Language-in-Motion scholarship to attend the AATSP conference in Panama this summer. This presentation is a result of that experience.

COMPUTER LAB: BAC C102
Participants may use their laptop or smartphone to use instead of the computers provided. This session is an overview of some “cool tools” for use by students and teachers, including the free tools Socrative, Duolingo, Quizlet, and more.

11:00-11:05 am Break: Move to next session
11:05 am-12:05 pm  Concurrent Sessions:

A. Stakeholders

--David Mann, 8th-grade Language Arts Teacher, Waldo Middle School, Salem-Keizer School District, Oregon. This summer, Mann was a participant on the Fulbright Group Project Abroad to Morocco; this presentation is an outgrowth of that experience.

BAC C225

Stakeholders is a set of tasks that require that students read, write, and use academic language. The goal of the activity is to use multiple perspectives on a controversial topic in order for students to think about that topic in many different ways. Islamophobia will be used an example. This activity can be used and modified for many sub-populations and for different content areas based on the choice of controversial topic.

B. Some Useful Online Tools for the World Language Teacher

--Mark Petrarca, German and Spanish Teacher, Altoona Area Senior High School.

COMPUTER LAB: BAC C102

Please bring with you some short (5 to 6 sentence) text samples from stories or dialogues from the textbooks of the language(s) you teach. You may attend without those samples, of course. This session considers the use of technology in the FL classroom: Online translators, language identifiers, Google searches for creating grammar and speaking activities, verb conjugators, and word searches.

12:05-1:00 pm  Lunch and Language Tables

C210

1:00-1:45 pm  Plenary Discussion:

Advocacy for Language Learning in K-12 and Postsecondary Education

--Beate Brunow, Assistant Professor of German and Program Coordinator for Gender Studies, Wofford College.

C225

In whatever capacity we interact with students, encouraging them to study another language should be part of what we do. In this session, participants will discuss the benefits and challenges of learning another language and will share ideas about how to encourage students and schools along this path. The session is based on a seminar Brunow attended as a trainer for the Goethe Institute.

1:45-1:50 pm  Break: Move to next session
1:50-2:35 pm  Concurrent Sessions:

A. Instant Messaging between Language Students in the U.S. and Native Speakers of Spanish: Unique Learning Opportunities
--Dana Webber, Spanish Teacher, State College Area School District

BAC C225
This session offers interactive, practical strategies for supporting teachers’ development of synthecultural competence for language education, which is application of integrated knowledge toward productive social fusion in learning communities. A current Juniata student who attended the presenter’s Advanced Placement Spanish class in high school last year will be present to answer questions from the students’ point of view.

B. Online and Traditional Classrooms: Challenges and Connections
--Laura Hanley, German Teacher (Independent Contractor), Blended Schools Network

COMPUTER LAB—BAC C102
As online learning becomes more common, how can we connect the online classroom with the traditional classroom? What are the challenges that teachers face in this process? If you were asked to teach an online course, what resources would you need?

2:35-2:45 pm  Break

2:45-4:00 pm  Roundtable Discussion on Curricular Differentiation and Multi-Level Classes
--Veronique Stern, French teacher, Hollidaysburg Area Senior High School. This year, Stern received a Language-in-Motion scholarship to attend the AATF national conference in New Orleans. This discussion comes out of that experience and some new initiatives in her school.

BAC C225
What do you do when you have multiple levels in one classroom, either because the enrollment numbers force that or because there are students in the same course level but with wildly different levels of prior knowledge and motivation? In this session, Stern will present ideas she gathered at the conference and then open the floor to discussion as so many face this situation.

TONIGHT  Homework:
1. Choose a sample activity you use successfully in your classes to teach language or culture to share; you will have 4-5 minutes. Give your handout to Maggie to have copies made.
2. Start the LCTI evaluation form included in your packet. Consider also: How can we make next year’s LCTI irresistible?

Juniata College
Friday, August 15, 2014
Von Liebig Center for Science (VLB), Sill Board Room (2075)

All sessions except that led by Henry Thurston-Griswold will be in English. Henry’s will be in Spanish.

8:30-9:00 am  Registration and continental breakfast
               VLB 2075 (Sill Board Room)

9:00-9:10 am  Welcome and announcements
               VLB 2075 (Sill Board Room)

9:10-10:10 am  Concurrent Sessions:

A.  Incorporating Travel Pictures to Identify Concepts of Cultural Geography

--Maylin Musser and Michelle Steward, both teachers of Social Studies (of various sorts) at Juniata Valley High School. This summer, Musser and Steward were participants on the Fulbright-Hays Group Project Abroad to Morocco; this presentation is an outgrowth of that experience.

9:10-10:10 am, VLB 2075 (Sill Board Room)

This session will be a cultural geography lesson to help students recognize and identify the culture components of region, landscape, diffusion, ecology, and interaction, using pictures and information gathered while traveling. The session will include one particular activity as well as discussing a few other possible activities, time permitting.
B 1. Peer Mentoring: The Power and the Potential
--Margaret Gonglewski, Associate Professor of German, George Washington University

9:10-9:40 am, VLB 1116 (Rockwell Seminar Room)

This session focuses on ways that upper-level students can support the learning of lower-level students, and how, through this work, these upper-level students learn as well. After a brief overview of the concept and benefits of peer mentoring, we will work together through several language and culture activities to explore the variety of roles a peer mentor can fulfill.

AND

B 2. Say What You Mean; Mean What You Say: Promoting Pragmatic Competence in the Language Classroom
--Leticia Temoltzin, Visiting Lecturer of Spanish, Juniata College; Teacher of English at the Benemérita Universidad Autónoma de Puebla (BUAP)

9:40-10:10 am, VLB 1116 (Rockwell Seminar Room)

In typical speaking activities, students interact with each other, but they may not practice different language functions. Thus, students increase their linguistic knowledge, but not their pragmatic competence. The objective of this demonstration is to present some speaking activities that have worked in the EFL classroom at university level. They seem to increase students’ pragmatic awareness as students use the language in different situations and with different participants. Examples and materials will be presented.

10:10-10:20 am Break: Move to next session
10:20-11:50 am Concurrent Sessions:

A 1. Classroom Activities for Teaching French
--Jessica Patton, French Teacher, Altoona Area Junior and Senior High Schools.
This year, Patton received a Language-in-Motion scholarship to attend the AATF national conference in New Orleans. This discussion comes out of that experience.

10:20-11:05 am, VLB 2075 (Sill Board Room)

AND

A 2. Technological Supports for Language Communities
--Eric Yoder, Instructional Technology Specialist, Tuscarora Intermediate Unit 11.
This summer, Yoder was a participant on the Fulbright-Hays Group Project Abroad to Morocco; this presentation is an outgrowth of that experience.

11:05-11:50 am, VLB 2075 (Sill Board Room)

B. Cortos para conversación y cultura: un ejemplo guatemalteco (Short Films for Conversation and Culture: A Guatemalan Example)
--Henry Thurston-Griswold, Professor of Spanish, Juniata College

10:20-11:50 am, VLB 1116 (Rockwell Seminar Room)

This session is entirely in Spanish (intermediate low proficiency is required to participate). This session presents briefly a methodology for utilizing short films and creating supporting material and activities that develop student proficiency in the target language and culture. We will then use the short film listed above as an illustration of the methodology, screening the film and engaging in activities and discussion surrounding this topic of human rights.
C 1. *The Quote Down: Tethering Students to the Text*
--Deb Roney, Director of Language in Motion and Assistant Professor of English, Juniata College. This summer, Roney was a participant on the Fulbright-Hays Group Project Abroad to Morocco; this presentation is an outgrowth of that experience.

10:20-10:50 am, VLB 2011

This session will introduce the Quote Down activity used in my sections of the College Writing Seminar and will use a short story from Morocco as a practical example. It can be used for any language if the reading level of the text is appropriate for the students.

AND

C 2. *Culture, Religion, and Human Rights: Some Teaching Strategies*
--Emil Nagengast, This summer, Nagengast was a participant on the Fulbright-Hays Group Project Abroad to Morocco; this presentation is an outgrowth of that experience.

10:50-11:50 am, VLB 2011

Despite the proclaimed universality of human rights, this concept is the greatest source of controversy and division in international relations. This session will address some strategies for addressing the questions below in the classroom in a way that does not come across as anti-Islamic, as anti-religion, or as pro-imperialist: How are human rights defined? How and why did Europe turn to secularism as the foundation of our emphasis on individual/civil rights? Is secularism a necessary foundation for the promotion of human rights? Why is there so much resistance to secularism in Islamic (and Christian) societies? Why is there so much resistance to individual rights around the world?

11:50 am-12:50 pm  *Lunch and Language Tables*
Concurrent Sessions:

A. Homemade Videos: Classroom Applications
--Angela Smith, Spanish Teacher, Bald Eagle Area High School

**VLB 2075 (Sill Board Room)**

In a world of YouTube sensations and technology applications, videos can be a useful tool. I share my experience of building an entire program out of nothing, using a video camera, two blocks of time, and a lot of creativity. The options to help students apply themselves in the classroom, out of the classroom, and into their future are limitless. This presentation stems from an out-of-the-box approach that can be applied to any class, regardless of subject matter.

B. Othello and the Arab Lover: Thoughts on Learning Outcomes and Teaching Arabic Literature
--Jim Roney, Professor of Russian and International Studies, Juniata College. This summer, Roney was a participant on the Fulbright-Hays Group Project Abroad to Morocco; this presentation is an outgrowth of that experience.

**VLB 1116 (Rockwell Seminar Room)**

How does study abroad change our perception of the books we teach? How can attention to learning outcomes shape the questions we ask our students and the answers we expect? This presentation, informed by study in Morocco, asks how we can teach different levels of students about the figure of the Arab lover in Shakespeare's play and *Season of Migration to the North*, one of the most important Arabic novels of the 20th century. The presentation will consider themes of love, violence, colonialism, and gender. Participants will have the opportunity to tailor the presentation content to the levels they teach.

C. Use of Advertising in the Foreign Language Classroom
--Amy Frazier-Yoder, Assistant Professor of Spanish, Juniata College

**VLB 2011**

This session will present diverse uses of advertising in the foreign language classroom. This presentation will explore how advertising can be an effective tool for teaching grammar, discussing its application for specific grammar points and giving examples. It will also speak to advertising’s use in exposing students to cultural content in short, easy-to-use segments. Examples are taken from Spanish-language ads.

1:35-1:50 p.m.  Break: Grab a snack for the session to come. Also, door prizes!!
1:50-3:50 p.m. You’re the Experts: Idea Exchange

--All participants

VLB 2075 (Sill Board Room)

Each participant will have about 4-5 minutes to showcase a sample activity for teaching language or culture.

3:50 p.m. Closing remarks, evaluations, and paperwork

4:00 p.m. Adjournment

Thank you for coming!