NC AATF / AATSP
Bringing Together K–20 Language Learning
Joint Spring conference

8:30
Registration opens

9:00 - 9:20
Breakfast and Welcome

9:20 - 10:00
Keynote Address:  Dr. Mary Lynn Redmond

10:00 -- 10:10
Break and transition. Sessions for each Chapter are listed below.

10:10 - 12:30
Chapter Sessions

12:30 - 1:20
K-20 French, Spanish and Portuguese Teacher Luncheon.

1:30 - 2:30
Chapter Sessions and CEU’s distributed.

AATF Sessions

10:10-10:55  Stéphanie Pellet,
Wake Forest University
“Got a minute? Investigating socio-cultural messages in French and in Spanish”
While the shared meanings of ‘ça va?’ , ‘¿Qué tal?’ and ‘What’s up?’ seem fairly straightforward, teaching appropriate usage of such expressions can prove challenging: both form and sociocultural meaning are often language specific. In fact, in the three language examples above, each question elicits different response forms. Why, your student might wonder, would it be so wrong to say ‘À plus, Professeur’, or ‘So long, Professor’? This hands-on session offers an engaging and practical toolkit, using authentic materials to investigate cultural messages encoded in language forms. Linguistic interculturality is first discussed in the native language to activate the concept in a familiar context. Next, a structured analysis using a set of charts supports students’ observation of language forms such as sentence structure, pronoun form, or word choice, and their contextual meaning. The objective is for students to develop awareness of social appropriateness in language use across genres and formality levels. Participants will replicate the analytical process, recording observations and hypotheses in small groups. These student-centered activities for developing intercultural competence are particularly suitable for high school and college students.
Judy Kem,
Wake Forest University
“Exploring the Cultural Value of Music Videos in the Francophone Classroom”
Recently, online music videos have allowed artists to bypass the arbiters of cultural production in the music industry and appeal directly to a consuming public. Often our students know of musical innovations and emerging artists long before we do. It is the aim of this workshop/conference session to provide ideas and a framework for examining music videos in the francophone classroom. We will examine not only the lyrics but also the music – even for those students who have very little musical background – of French music videos as well as performance elements, the means of cultural production, and the cultural/historical background of the artists. In this session, I will present the findings of undergraduates and graduate students at Wake Forest University on various singer-songwriters that stem from a recent senior seminar on French and francophone singer-songwriters. For example, one student presented on Stromae, a popular Belgian singer-songwriter, and pointed out that he began his career by posting musical “lessons” on YouTube; he is now an international media star who recently completed a tour of the United States this past fall. In his videos, Stromae explores father/son relationships (“Papaoutai”), male/female differences (“Tous les mêmes”), and even mimics public drunkenness to play a hoax on the Belgian public (“Formidable”). Other francophone artists use music videos to convey messages about the environment, overpopulation, racism, homophobia, genocide, bourgeois values, and even apathy, as well as about daily life. Many also shed light on French and francophone cultural values that differ from those of their American counterparts, such as public securalism. Although some music videos may be inappropriate for high school students, many are both accessible and appropriate. Participants will receive rubrics for class discussion and resources for personal exploration as well as a sample list of music videos to be used as small cultural units in secondary and university classrooms.

Mary LaMarca,
UNC Charlotte
“The Hunger Games: Using co-curricular activities to increase French enrollments”
Every French Department faces the same dilemma: how do we attract students, and more importantly, retain them, when other languages can tout a greater number of native speakers and thus the “practicality” of their languages? We cannot hope to win the numbers game, but we can compete in the culture game. In this presentation, I will focus on developing and using co-curricular activities in order to increase participation in French and maintain student enrollments. French and Francophone cultures offer a vast array of possibilities, from food to fashion, art to music, history to pop culture. On a du pain sur la planche! On y va!
AATSP Sessions

10:10-10:55  
**Leslie Baldwin**  
Foreign Language Program Specialist.  
Winston Salem Forsyth County Schools  
*Will you marry me? Engage in interpersonal communication!*  
Helping students build interpersonal communication skills is crucial to their language learning, but can be challenging. Learn strategies and activities for engaging students in interpersonal communication at various proficiency levels. Explore possibilities for assessing the interpersonal mode of communication. Develop activities for use with your students to engage them in interpersonal communication, using language for a meaningful purpose.

11:00-11:45  
**Irma Alarcón**  
Wake Forest University  
"On the linguistic competence of heritage language learners: what foreign language teachers need to be aware of"  
This is an overview of the growing field of heritage languages (HL). I’ll cover key questions for understanding current issues in HL learning, including who are HL speakers?, what do HL grammars look like?, and how does HL acquisition compare to first and second language acquisition? With some preliminary answers to these questions, we can better address issues concerning the specific language needs of HL learners, and therefore design curricula more appropriate for them.

11:50-12:30  
**Jerid Francom**  
Wake Forest University  
The 'What, When, and Why' of Teaching Spanish Pronunciation in the Classroom  
Do your students have trouble with the trill? Do you still find English sounds creeping into their Spanish despite explicit repetition exercises? Do your students show anxiety in taking courses from instructors who speak an unfamiliar dialect? These are common issues that the Spanish language instructor often encounters. In this talk I aim to motivate the case to incorporate explicit teaching of pronunciation that highlights articulatory skills and L1/L2 phonological awareness from the beginning of language instruction, through advanced levels to stem these and other typical pronunciation issues. To get you started I outline the level of linguistic knowledge an instructor needs to implement this approach at each of three general levels, resources for instructors to fill in knowledge gaps, and provide example materials for use in the classroom.

1:30-2:15  
**Thomas Soth**  
AP Spanish Consultant. NBCT  
*Getting to know the AP Spanish Language and Culture Course.*  
This session is designed to familiarize teachers with the AP Spanish Language & Culture Course and Exam. Participants will learn how the course integrates the three modes of communication into instruction (Interpretive, Interpersonal and Presentational). There will also be an overview of teaching the themes of the AP* Spanish Language and Culture course through the use of authentic materials. A unit model will then be presented to illustrate how a teacher might approach teaching the course.