3rd Annual LanguageFest

Time	Event
9:00-9:30	Registration and Breakfast
9:30-9:45	Welcome and Opening Session
9:50-10:40	Session 1
10:50-11:40	Session 2
12:00-12:50	Lunch
1:00-1:50	Session 3

Session 1	Session 2	Session 3
Using Online Corpora for Second Language Teaching/Learning Gonzalo Campos-Dintrans, *University of Mary Washington* **Room A**	**90% for the Other 99%: Increasing Meaningful Student Engagement with Comprehensible Input** Anna Gilcher, *Your Brain Can Learn French!* **Room A**	**Building Bridges from Teacher to Students** Jen Wang, *McKinley Technology High School* **Room A**
The Development of Activities that Encourage "Integrative Motivation" and the use of the Imperative in Spanish I Students (A1) in The Field School Adam Diaz, The Field School **Room B**	**Engaging Students with Technology** Amanda Trostle, Kirstin Riddick, *Northern Virginia Community College* **Room B**	**Brain-based Learning and Technology in the Foreign Language Classroom** Diana Meza, Diane Wilcox *James Madison University* **Room B**
Increasing Communication and Cultural Competency in the Classroom Through the Use of Infogap Activities Cybele Arnaud, Marilyn Matar *The Catholic University of America* **Room C**	**Planning Integrated Lessons Based on Authentic Resources** Domenick Chiddo, *Anne Arundel County Public Schools* **Room C**	**An Overview of Language Assessment Resources at the Assessment and Evaluation Language Resource Center (AELRC)** Yiran Xu, Mina Niu Georgetown University **Room C**
Meeting the Diverse Needs of Learners in the Foreign Language Classroom. An "un-session" About Differentiated Instruction. Karen Adamson, *Norwood School* **Room D**		

3rd Annual GWATFL LanguageFest- Session Descriptions

Session 1

Using Online Corpora for Second Language Teaching/Learning
Gonzalo Campos-Dintrans
University of Mary Washington

Learning the meaning of a words for second language speakers is not always a straightforward task, as many of our students have experienced when they realize that, more often than not, there is no one-to-one correspondence between a word in the target language and a word in their native language. Part of knowing what a word means involves information that might not necessarily be included in most dictionaries, either paper or online. One way to complement what our students learn is by using free online corpora, which show how words are used in naturalistic settings, offer numerous examples and, depending on the corpora available and the language in question, they also give information about where (country) these words are used, as well as the medium, and time (year) when certain words are used. These tools are relatively easy to use but students need to learn how they can maximize their usefulness. In this presentation, I intend to show how Spanish corpora can help students learn more about vocabulary and dialectal variation. I will also discuss the limitations that these tools have and discuss other ways to complement vocabulary learning.

The development of activities that encourage "integrative motivation" and the use of the imperative in Spanish I students (A1) in the Field School
Adam Diaz
The Field School

The presentation aims to expand on Gardner and Lambert's definition of integrative motivation and apply this in the introductory level Spanish classroom. I hope to offer specific strategies for developing activities that utilize the imperative, and foment integrative motivation while touching the "six linguistic abilities".

The development of activities that encourage "integrative motivation" and the use of the
 imperative in Spanish I students (A1) in the Field School

Over time, the learning of a foreign language has been marred as something that one can either do or not do. That is to say, one is "good" at language learning, or is not. This simple self-diagnosis gives insight into a key element for language acquisition: motivation. Gardner and Lambert (1972) distinguish between instrumental and integrative motivation. The latter being of interest in this study. Integral motivation generally describes those people who want to learn a language to be part of a linguistic community; that is, converse with the speakers of this language. Though the issue of motivation itself can seem vague, Lambert describes a series of elements that can concretize this feeling. Using Gardner and Lambert as a reference point, I have incorporated new research from the Institute of Cervantes, specifically with regards to the structure of in-class activities for Spanish I learners (A1 in the European System) , and have conducted qualitative research through a series of activities and questionnaires with students at the Field School. This study aims to corroborate new findings in the area of integrative motivation, and give concrete and applicable strategies for classroom activities in the first year of foreign language learning.

Motivation (Gardner and Lambert)
Distinguish two types of motivation in ELE (integral and instrumental)
Why are there 6 linguistic abilities (destrezas lingüísticas) and not 4
1. Oral comprehension, oral production, written comprehension, written production, cooperation,

movement

       C. How do we recreate linguistic communities with only one native speaker (how do we replicate this experience?)

         1. Authentic Materials (How do we define this?)

2. The creation of a new linguistic community in the classroom

       3. Notional-functional instruction within cultural competence

       4. Task-Based learning with clear communicative functions

  5. Repetition

   II. The Field School

Introduction to Field (logistics, student profiles, general philosophy)

Spanish I students

Research Methodology

The Activities ("Ayudar a la abuela poner la mesa"(help grandma to set the table) y "dar instrucciones al guiri perdido" (give directions to the lost tourist).

Results (Questionnaires and ratings)

    III. Conclusions

What worked

Unintended consequences

Deficiencies in the study/ Possible changes

Increasing Communication and Cultural Competency in the Classroom Through the Use of Infogap Exercises
Cybele Arnaud, Marilyn Matar
The Catholic University of America

We propose a half-presentation half-hands on session including an introduction of Infogap exercises and best practices associated with them, tips on how to increase cultural competency and communication between students, followed by a sample exercise in English that we will work through with the participants before reflecting on the experience together.

Meeting the diverse needs of learners in the foreign language classroom.   An "un-session" about Differentiated Instruction
Karen Adamson
Norwood School

Each year we are faced with the same dilemma. Our language students come with varying abilities and language and cultural knowledge. Is it possible to provide an inspiring and engaging experience to help them reach their highest potential?

Session 2

90% for the other 99%: Increasing Meaningful Student Engagement with Comprehensible Input
Anna Gilcher
Anna Gilcher, PhD - Your Brain Can Learn French!

Wondering how to achieve 90% use of the target language from day 1 of instruction? Concerned about the students that get left behind? Comprehensible Input (CI) enables target-language instruction for more than 90% of the time while reaching the other 99% of your students--not just the 1%. You CAN create meaningful experiences in the target language for all students in every one of your classes. This workshop will introduce teachers to some foundations in the brain research in Second Language Acquisition that supports the use of CI in the classroom. Teachers will leave with concrete, easy-to-implement strategies that will ensure real acquisition and create an empowering class culture.

Engaging Students with Technology
Amanda Trostle, Kirstin Riddick
Northern Virginia Community College

Learn about innovative websites, tech tools, games, and apps to fully engage your students! Session will focus on technological approaches that enhance instruction and engage learners. Please bring a tablet or smartphone in order to participate.

Planning Integrated Lessons Based on Authentic Resources
Domenick Chiddo
Anne Arundel County Public Schools

Attendees will learn how to plan a lesson that integrates all three modes of communication and includes a series of activities based on an authentic resource used as comprehensible input.

Session 3

Building Bridges from Teacher to Students
Jen Wang
McKinley Technology High School

Having a hard time relating to your students across racial and cultural difference? Then this session is for you! This session will focus on how to develop cultural and racial awareness in a Chinese learning classroom.

The presenter will bring her experiences of teaching in an D.C. Public School in which the majority of her students are African American to a session that will include specific strategies and hands-on activities to help participants build bridges with students whose identities are raciallyand culturally different from their own. Skills specific to helping manage a diverse classroom will also be discussed.

Brain-based Learning and Technology in the Foreign Language Classroom
Diana Meza, Diane Wilcox
James Madison University

This presentation will address the recent research in brain-based learning, will discuss best practices in designing brain-based instruction for the foreign language classroom, and will provide a review of technologies that facilitate second language learning using a brain-based learning approach.

An overview of Language Assessment Resources at the Assessment and Evaluation Language Resource Center (AELRC)
Yiran Xu, Mina Niu
Georgetown University

The presentation will offer an overview of available language assessment resources at the Assessment and Evaluation Language Resource Center (AELRC). In addition, two free resources for less commonly taught languages (the Foreign Language Assessment Directory (FLAD) and an AELRC online course) will be reviewed and discussed.