

# FLESFEST 2019 – RESOURCES

## ROUNDTABLES

### 1. Staying in the Target Language

[https://startalk.umd.edu/public/system/files/resources/al\\_targetlanguage\\_overview.pdf](https://startalk.umd.edu/public/system/files/resources/al_targetlanguage_overview.pdf)

OVERVIEW by Helena Curtain. If the central task for the language teacher is to create a climate focused on creating the context within which language acquisition can occur, then it is critical to infuse the learning environment with the target language. Below you will find an overview to “Using the Target Language and Providing Comprehensible Input”.

[https://www.actfl.org/sites/default/files/tle/TLE\\_MarApr17\\_Article.pdf](https://www.actfl.org/sites/default/files/tle/TLE_MarApr17_Article.pdf)

Research and theory indicate that effective language instruction must provide significant amounts of comprehensible, meaningful, and interesting talk and text in the target language for learners to develop language and cultural proficiency. Facilitating target language comprehensibility is one of the six High Leverage Teaching Practices identified by Glisan and Donato.

<https://worldlanguagecafe.com/20-ways-to-get-your-students-speaking-in-the-target-language-part-2/>

Welcome to the World Language Café (<https://worldlanguagecafe.com>) created by Sherry. Who is Sherry? She’s a veteran French and Spanish teacherpreneur, a mom to 2 kids that she’s raising bilingually, and a Fulbright-Hays scholar. Her passion is inventing new resources that get students reading, writing, and speaking in the target language with increased fluency.

### 2. Classroom Management

<https://www.whatihavelearnedteaching.com/teachers-favorite-classroom-management-strategies-that-work/>

From the author: “By far, the best classroom management tool is an ability to build trusting relationships with students. These relationships will go a long way in helping manage a classroom and are the most important thing in which to put time and effort. That said, there are a few classroom management strategies that are popularly used throughout elementary classrooms. I have used variations of all of these over the years, some more than others depending on the grade level.”

<https://www.centervention.com/classroom-management-plan/>

This article provides four components that contribute to successful classroom management: 1. Classroom Set-up and Organization; 2. Establishing Classroom Rules and Procedures; 3. Creating Classroom Rewards and Consequences; 4. Effective Classroom Management Throughout the Year. The strategies are grouped for elementary level and middle school level learners.

### 3. Managing Workloads

<https://www.scholastic.com/teachers/articles/teaching-content/100-classroom-organizing-tricks/>

This article is easy-to read: subheadings include Terrific Timesavers, Ingenious Organizing Tools, A More Peaceful Classroom, Free (or almost free) Supplies, Tame that Paperwork, Online Organization Tools, 100 teacher tips for creating a beautiful, organized, and efficient environment, from no-mess glitter shakers to one-minute dance party transitions.

<https://thesimplyorganizedteacher.com/manage-multiple-classes/>

This blog gives ideas for managing multiple classes based on the blogger's experiences teaching in a dual language classroom.

### 4. Authentic Resources and Activities

<http://nflrc.hawaii.edu/rfl/October2002/day/day.html>

This article puts forward ten principles for an extensive reading approach to teaching reading. They deal with the nature of extensive reading and the conditions and methodology necessary for its success. In the interests of professional development, the authors encourage teachers to use the principles as a tool to examine their beliefs about reading in general and extensive reading in particular, and the ways they teach reading.

<https://www.grahnforlang.com/authentic-resources.html>

Leslie Grahn shares a wealth of authentic resources in all languages. The website is especially rich for Spanish and French.

<https://www.grahnforlang.com/interpretive-mode.html>

Leslie Grahn shares a variety of activities for the Interpretive Mode of Communication

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## KEYNOTE AND BREAK-OUT SESSIONS

**Overview:** <https://www.professorjackrichards.com/wp-content/uploads/Creativity-in-Language-Teaching.pdf>

According to Professor Jack Richards, “Creative teaching is said to increase levels of motivation and self-esteem on the part of learners and to prepare them with the flexible skills they need for the future. Developing the capacity to be creative is believed to have the potential to enrich lives and help contribute to a better society.” In this article Richards shares the characteristics of a creative language teacher along with classroom examples.

### 1. Creativity in your Classroom – Keynote by Dr. Anne Hlas, UW-Eau Claire

*Practical Creativity: Activities and Ideas for Your Language Classroom* (2018) by Anne Cummings Hlas is an e-book published by Cognella Inc (<https://cognella.com>). The publication supplies world language, dual language, and English as a second language educators with a research-based model for using creativity to support language acquisition in the classroom. The book includes innovative learning exercises and teaching guidelines that are based on research of the cognitive sociocultural aspects of creativity and learning.

Part I of the text helps instructors understand the role of creativity in language learning and teaching. The chapters outline the characteristics of creativity, ways to nurture inherent creative potential, divergent and convergent thinking skills, and creative challenges that can connect language and play in the classroom.

Part II helps educators apply theory to practice by teaching them how to employ creative, multimodal learning experiences for their students. The chapters examine various strategies and specific activities to integrate multiple modes into the classroom. Examples include the use of gestural language to enrich spoken messages, the use of digital media in the classrooms, and the introduction of tactile materials to bolster learning.

### 2. Creativity and Language Learning

<http://www.carolread.com/wp-content/uploads/2015/01/Seven-Pillars-of-Creativity-in-the-Primary-Classroom.pdf>

Children who learn English as a foreign language at primary school may have limited language skills but they come to class full of creative potential. By establishing a classroom environment in which the development of creativity is fostered from the start, the experience of learning another language is considerably enhanced. Through the integration of creative thinking in English lessons, children develop relevant cognitive skills, such as observing, questioning, comparing, contrasting, imagining and hypothesising, that they need in all areas of the curriculum. They also develop

metacognitive skills, such as an ability to evaluate and reflect critically on their own performance and learning outcomes.

### **3. Making Learning Visible**

<https://www.weareteachers.com/make-learning-visible/>

“Visible learning” is a ground-breaking concept coined by education researcher [John Hattie](#). It establishes that learning must be seen and obvious, not assumed. “students [and adults] have to know what they are learning, why they are learning it, how they will know they have learned it, and what it means to have learned.”

### **4. Reading with Novice Learners**

<http://blog.helblingreaders.com/6-supported-strategies-for-reading-with-young-learners/>

This article shares six strategies for reading with young learners. Young learners love stories. Reading with young learners typically involves a wide range of activities along with the reading itself. We read the images, read the text aloud, retell the story with our own words, and carry out a series of playful activities based on the text.

<http://www.onestopenglish.com/children/skills-and-methodology/teaching-young-learners/teaching-young-learners-how-to-use-stories-in-the-classroom/556440.article>

*Teaching young learners: How to use stories in the classroom* presents practical tips for choosing, delivering and using stories for memorable and meaningful language learning.