

WSPRING WORKSHOP KWLA P

Getting them to stay beyond the requirement: tips for the wise

MAY 28 (09:00 AM – 04:00 PM)

Nationwide, more than 75% of foreign language students do not continue beyond the stated or perceived “requirement.” Do we, as a profession, ever stop to examine why that is and how satisfied - or not - we are with that figure? Whether we like it or not, the vast majority of our students are voting with their feet once the required amount of study is over and are telling us “no thanks” to our offers of more.

This workshop is designed to examine the possible reasons students are bailing out of foreign language courses and to identify likely solutions to the problem. Topics like motivation, engagement, choice theory and brain research will be the focus of this workshop that promises to “engage” participants with lively discussion and hands-on activities.

\$30 per workshop

\$75 for all three workshops

Includes all workshop materials, professional development credit*, lunch, and refreshments.

**All workshops are held at
St. Francis High School in Louisville.**

Talking Up a Storm! Getting Our Students to Intermediate Proficiency

MAY 29 (09:00 AM – 04:00 PM)

Most students enter a foreign language experience - whether by choice or requirement - wanting to learn to speak the language. But because they stay for such a short time (usually no longer than 2 years), they never really achieve a proficiency level that goes beyond Novice. Novices can't do much, and the students' lack of language ability feeds into negative feelings about the language experience.

Talking Up a Storm! is designed with the central idea that we can move our students along the proficiency continuum faster as long as we know where it is we want to go and strategies that will likely lead to the results we want. So, the focus of this workshop is how to get our students to intermediate proficiency faster (which will also help students feel a greater sense of accomplishment and might influence them to want to continue their language study!). We will get better acquainted with what it means to be an Intermediate speaker and will learn - and participate in - high-leverage pair and small-group activities that will move our students toward being Intermediate users of the language.

Performance-Based Assessment: Showing Them What They Can Do

MAY 30 (09:00 AM – 04:00 PM)

Good foreign language instruction in 2008 is performance-oriented. Class periods are full of activities in which students practice using the language in real-world scenarios. The focus of instruction - say our national and state standards - is on students using the language, not just learning about it. Many students experience performance-oriented classes but more traditional testing, and this mismatch of learning and assessing blocks the students from fully demonstrating what they can do with the language they have acquired.

During this workshop, we will (1) explore the need to make our assessment more performance-based; (2) discover the characteristics that all good performance assessment tasks have in common; (3) examine a variety of rubric options; (4) ground ourselves in an understanding of what kinds of performances are realistic to expect of learners after certain amounts of language study; and (5) actually try our hand at developing a good performance-based assessment task and rubric that can be used in our classrooms next year.

(*professional development credit depends on school district policy.)

WORKSHOP PRESENTER: *Greg Duncan*

For over 30 years, Greg Duncan has been a foreign language educator. Serving first as a high school teacher of Spanish for 12 years and then as a high school administrator for two years, he assumed the position of Coordinator for Foreign Languages and International Education in the Georgia Department of Education for nine years. Among his accomplishments during his tenure of service at the state level was the creation of the Elementary School Foreign Languages Model Program, which has been cited by the Center for Applied Linguistics as a national model.

Greg is a frequent keynote speaker and workshop presenter at state, regional and national foreign language conferences and among his consulting duties, he has worked with schools and school systems throughout the United States and abroad as well as with organizations such as the American Council on the Teaching of Foreign Languages, the American Association of Teachers of German, the American Association of Teachers of Spanish and Portuguese, The College Board, and The Carter Presidential Center of Emory University. In recent

years, Greg has partnered with Georgia Public Broadcasting in the development, production and dissemination of language and culture programs for high school Japanese and elementary school Spanish. Both series have been honored with multiple Emmy Awards for their outstanding educational programming contributions.



**To register for the workshops visit:
www.kwla-online.org**

Greg has held various leadership positions at state, regional and national levels including serving as Executive Council Member and Program Chair for ACTFL. In 1999, completed three years of service as Chair of the task force to create the new ACTFL Performance Guidelines for K-12 Learners, a set of descriptors defining "how well" students should perform the tasks and functions as outlined in the national foreign language standards. Among his honors was his designation as a recipient of the ACTFL / National Textbook Company Award for Building Community Interest in Foreign Language Education as well as the Federal Republic of Germany Friendship Award.