



2020 ANNUAL CONFERENCE



Sessions at a Glance

	SC 206b	SC 206a	SC 206c	SC 206gh	SC 213a	SC 213b	SL 101
8:30	Nieves Knapp, Carrie Sandholtz, Fernanda Zamora, & Ana Victoria Madrigal You Can Climb an Inverted Pyramid: Advancing Through Proficiency Levels	Maribel Luengo & Katie Marin Language to College: Empowering Language Students Through Strategies for College Readiness	Tom Mathews The End of the Proficiency Movement: Will History Repeat Itself?	Alondra Velez Road Map to Creating a Successful Exchange Program	Camellia Hill & Lourdes Vieira Hook Students with a Literature Trailer That Will Have Them Enthusiastically Diving into Assigned Tasks	Carl Gutke Using Task-Based Interactive Videos to Increase L2 Students' Proficiency	Shin Chi Fame Kao & Dori Huang Moving From Intermediate to Advanced: Project-Based Learning and IPA in the Chinese Bridge Classroom
10:00	Lizzy Anderson "We Are Family": Creating an Inclusive Class Environment	Elicia Cárdenas Juggling Co-created Stories for Comprehensible Input and Student Engagement	Craig Bergeson Building Language Proficiency in Content-Driven Classes	Laura Catharine Smith Promoting Higher Levels of Proficiency Using Panels on Current Events	Jessica Bryan Improving Pronunciation Through Animated Guides	Kathy Davies How to Make Grammar Fun!	Gloria Yang & Alex Yuan A Study on the Existential Sentences in Chinese
Exhibitor Break (10:50 – 11:30 a.m.) & Awards Luncheon (11:30 – 12:50 p.m.)							
1:00	Fabiana Hansen & Andrea Bevilacqua Engaging Language Learners with Green Screen Videos	Anna Robison With Scaffolding, Culture CAN Be Taught in the Target Language	Isabel Asensio & Tom Mathews Using Strategic Role-Play to Improve Interpersonal Communication	Karin de Jonge-Kannan "You Can Be Carmen": Names and Naming in the FL Classroom	Jessica Bryan Template for Language Course Curriculum Development	Ryan Wells Teaching Heritage/Native Spanish-Speakers and Building a Robust AP Program: Instructional Strategies That Engage and Empower Latino Students	Alex Yuan & Gloria Yang A Discussion on the 把-sentence and the 被-sentence Structures in Chinese Teaching as a Second Language
2:00	Cherice Montgomery The Pressing Problems of Practice	Juan Carlos Fernandez & Chantal Esquivias Working on Contemporary Issues Through Film (Utah Bridge Program)	Jacob Broadhead, Martin Briggs, & Vicky Rudolph One-Way is not the Only Way: Challenges and Opportunities for Utah's 29 Two-Way DLL Programs	Jennifer D. Quinlan Separating Content and Language Pedagogy: A Missionary Language Training Test	Anne V. Lair Enhancing Language Proficiency Through the Literary	Paula Ward Ideas on How to Present to Your Students Complex Concepts in a Simple Way	Anna Chang & Rob Alan Martinsen The Effect of Video Shadowing and Tracking Exercises on the Pronunciation of Beginning Mandarin Learners

	LA 003H	LA 021	LA 023	LA 025	LA 110	LA Various Rooms
8:30	Luciano Marzulli <i>Miccaihuiti: Honoring Living Nahua Culture During Día de Muertos</i> Spanish				Tomono Adachi, Kaori Fukuda, & Airi Nakagawa <i>Localization in Japanese Teaching Material</i> Japanese	LA 101 Tiina Watts <i>Fun with Finnish: Making a Difficult Language Comprehensible</i> All Languages / Finnish
10:00			Jessica Bell'Aver & Priscila Rebicki Prestes <i>Two Teachers in One: Creating Fun and Easy Videos to Target Specific Language Structures</i> All Languages/ Portuguese	Javier Berzal Rojo <i>Building Cultural Competencies Through Creative Projects</i> All Languages/ Spanish	Teresa Bell & Subin Oh <i>The Effects of Dynamic Written Corrective Feedback in L2 Korean Learners</i> All Languages/ Korean	
1:00		Joshua R. Lamping <i>Using Short Stories to Engage Foreign Language Learners with Literature and Culture</i> Spanish	Ingrid Braga <i>A Look Inside the Classroom: High-Leverage Teaching Practices in Utah Portuguese DLI</i> All Languages/ Portuguese			LA 106 Yvette Rivera, Jorri Johnson, & Jailene Cardenas <i>El poder de la música: Enseñando las destrezas auditivas y la gramática por medio del contexto auténtico</i> Spanish
2:00	Priscila Furlanetto & Joicy Amaral Souza <i>Kinesthetic Strategies to Teach Languages</i> All Languages/ Portuguese	Dennis Sinisterra-Gonzalez <i>A Montessori Blended Learning Spanish Program</i> Spanish				LA 024 Carl Gutke <i>The Representation of Black Hispanics in L2 Spanish Textbooks</i> All Languages/ Spanish
3:00	Association Business Meetings – See page 20 for your group's room location					

Exhibitor's Breaks

8:00 – 8:30 a.m.
9:20 – 9:50 a.m.
10:50 – 11:30 a.m.

Language Association Business Meetings

3:00 – 4:00 p.m.

Sessions at a Glance



2020 Conference Schedule

7:30 a.m.	Registration Desk Open
8:00 - 8:30 a.m.	Exhibitor Break
8:30 - 9:20 a.m.	Session I
9:20 - 9:50	Exhibitor Break
10:00 - 10:50 a.m.	Session II
10:50 - 11:30 a.m.	Exhibitor Break
11:30 a.m. - 12:50 p.m.	Awards Luncheon & Keynote Address (Ballrooms)
1:00 - 1:50 p.m.	Session III
2:00 - 2:50 p.m.	Session IV
3:00 - 4:00 p.m.	Language Specific (AAT) Meetings

Utah Foreign Language Association Executive Board

President	Electra Fielding
Past President	Jared Nebeker
President Elect	Blair Bateman
Recording Secretary	Melanie Malan
Executive Secretary / Treasurer	Mike Wood
UBOE Liaison	Karl Bowman
Newsletter Editor	Branden Lansing
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Language Association Representatives

Arabic	Laila Lamani
ASL	Lori Zaremba
Chinese	Dori Huang
DLI	Lidia Ordaz
French	Branden Lansing
German	Kacy Peckenpaugh
Japanese	Tomono Adachi
Spanish & Portuguese	Mike Kraniski

University Representatives

BYU	Rob Martinsen
University of Utah	Tim Cannon
Dixie State University	Lucia Taylor
Utah Valley University	Jeff Packer
Weber State University	Diego Batista

Delegates

SWCOLT	Jill Landes-Lee
ACTFL	Arron Wheeler
JNCL-NCLIS	Gregg Roberts
LILL	Jared Nebeker

Session 1 - 8:30 - 9:20 am

SC 206B

Language to College: Empowering Language Students through Strategies for College Readiness

Maribel Luengo, University of Utah
Katie Marin, Weber State University

Get students on the path to university by integrating college readiness strategies into your curriculum. In this session you will take away ideas on how to introduce growth mindset to students as well as explicitly teaching learner strategies to enhance study skills. Start preparing students for university now!

Language Focus: All Languages

Presentation Language: English

Audience: Middle School / Jr. High, High School, College / University

Presentation Category: Methods / Techniques

SC 206C

The End of the Proficiency Movement: Will History Repeat Itself?

Tom Mathews, Weber State University

Over the past 150 years in the United States and Europe, world language teaching has moved several times between grammar-oriented classrooms and communicative or proficiency-based instruction. This pendulum has started to swing back and our current emphasis on fluency and oral proficiency may soon be changing. This is most evident now at the college level, but will trickle down to the secondary schools soon enough. Foreign language courses as part of General Education requirements are on the decline. In order to survive, departments across the country are finding it necessary to include 'cultural studies' in their foreign language curriculum, to teach literature courses in translation, and to offer world language courses that are taught primarily in English. This session will provide a brief overview of the history of language teaching in Europe and the United States and will then present evidence of the growing movement away from proficiency.

Language Focus: All Languages

Presentation Language: English

Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University, Administrators or Supervisor

Presentation Category: Curriculum

SC 206A

You can you climb an inverted pyramid: Advancing through proficiency levels in all skills

Nieves Knapp, Carrie Sandholtz, Fernanda Zamora,
Ana Victoria Madrigal, Brigham Young University

This presentation will provide strategies to help students increase functionality in oral and literacy proficiency skills from the novice to the superior levels. It will also offer suggestions and practical tips to instructors to promote proficiency at any level. Participants will leave with specific strategies to help students "climb" the proficiency pyramid in the four skills.

Language Focus: All Languages

Presentation Language: English

Audience: Middle School / Jr. High, High School, College / University

Presentation Category: Curriculum

SC 206GH

Roadmap to creating a successful exchange program.

Alondra Velez, Forum Language Experience

A school exchange program is one of the most rewarding opportunities for students and teachers, yet the process of building partnerships and coordinating a group exchange can seem intimidating. Learn how to create a successful exchange program that empowers students to develop their language and cultural proficiency while transforming your school into a truly global campus. Participants will receive a step-by-step guide and walk away feeling confident and inspired to create their own exchange program.

Language Focus: French, Spanish

Presentation Language: English

Audience: Middle School / Jr. High, High School

Presentation Category: Culture

Session 1 - 8:30 - 9:20 am

SC 213A

Hook Students With a Literature Trailer That Will Have Them Enthusiastically Diving Into Assigned Texts

Camellia Hill, Lourdes Vieira, BYU

When a new movie is about to be released it is often the trailer that motivates us to book our ticket to enjoy the full production. However, it is a rare occurrence to observe students who are enthusiastic to sit down to read a newly delivered classroom text. This session aims to provide instructors with ideas in the area of pre-reading, resulting in students yearning to get their hands on the literature you are about to deliver to them.

Language Focus: All Languages

Presentation Language: English

Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University, Administrators or Supervisor

Presentation Category: Methods / Techniques

USBE Credit

If you wish to receive USBE credit, you may register your attendance through MIDAS at <http://bit.ly/usbeufla2020>

If you have not yet registered and do not register by **10:00 a.m. this morning**, you will not receive credit.

Contact Karl Bowman with USBE if you have any questions.

karl.bowman@schools.utah.gov

SC 213B

Using Task-based Interactive Videos to Increase L2 Students' Proficiency

Carl Gutke, Texas A&M

One major problem in the teaching of a foreign language in a traditional face to face (F2F) learning environment is providing enough meaningful conversations between the learner and an advanced or native speaker. Most interpersonal activities are carried out between classmates generally at the same skill level. Through the creation and implementation of computer assisted interactive task-based videos (CAITV's) of multiple advanced/native Spanish speakers, a traditional F2F university student is exposed to authentic Spanish accents which gives them a chance to acclimate to various dialects and video content at the students' own pace.

Language Focus: All Languages, Spanish

Presentation Language: English

Audience: High School, College / University

Presentation Category: Technology

SL 101

Moving from Intermediate to Advanced: Project-based Learning and IPA in the Chinese Bridge Classroom

Shin Chi Fame Kao, University of Utah

Dori Huang, Weber State University

The teachers in the Chinese Bridge course utilize innovative project-based learning strategies to implement integrated performance assessments (IPA) in class. They aim to (1) personalize the learning, (2) contextualize it within real-world scenarios, (3) have the students develop and explain solutions to real-world problems, and (4) move students' proficiency from intermediate to advanced level. They guide students to interact with texts and ideas through multiple modes of communication including gallery walk with docents, publishing storybooks, a town hall meeting, Socratic Seminar, etc. These strategies provide students with opportunities to experience authenticity in learning and increase the quality of language production.

Language Focus: All Languages, Chinese

Presentation Language: English

Audience: Middle School / Jr. High, High School, College / University

Presentation Category: Assessment

Session 1 - 8:30 - 9:20 am

LA 003H

Miccailhuil: honoring living Nahua culture during Dia de Muertos.

Luciano Marzulli, University of Utah

This presentation explores popular iconography associated with Day of the Dead and zeroes in on the indigenous origins of this millennia old celebration as it continues to be celebrated today by the Nahua peoples in central Mexico.

Este presentación explora el arte popular que se asocia con Día de Muertos y se enfoque en sus raíces indígenas de mas de mil años. También habrá un enfoque en como la gente Nahua, del centro de México, hoy día sigue celebrando Día de Muertos o Miccailhuil.

Language Focus: Spanish

Presentation Language: Spanish

Audience: Elementary / Dual Immersion

Presentation Category: Materials

LA 110

Why are both Locally and Globally Published Textbooks Hard to Use in the Local Context? A Case Study of Japanese Language Education in South Korea, Russia and USA.

Tomono Adachi, Weber State University

Kaori Fukuda

Airi Nakagawa, Irkutsk State University

Textbooks published overseas are seen as hard to use in language teaching. However, even locally published textbooks are hard to use. Why? What are the problems with locally and globally published textbooks? We compare three Japanese textbooks for university students in South Korea, Russia and the USA. Three teachers show ideas of how to localize global materials for class/students in various countries.

Language Focus: Japanese

Presentation Language: English

Audience: College / University

Presentation Category: Materials

LA 101

Fun with Finnish:

Making a difficult language comprehensible

Tiina Watts, Brigham Young University and Concordia Language Villages

Teaching a language can be challenging, but teaching a lesser-known, complicated language such as Finnish is even more challenging. Come learn and practice some techniques used at Salolampi Finnish Language Village in Bemidji, Minnesota (part of Concordia Language Villages) with Salolampi Adult Programs director and Brigham Young University Second Language Teaching MA student, Tiina Watts. Tiina specializes in making learning fun through music, games, variety, and movement--just like they do in the highly acclaimed Finnish educational system. You will be amazed at how much Finnish you can learn in a few short, comprehensible lessons!

Language Focus: All Languages

Presentation Language: English

Audience: College / University

Presentation Category: Methods / Techniques



The Annual Sigma Delta Pi Spanish Spelling Bee and Language Talent Competition will be held on April 9th, 2020 in the Shepherd Union Building on Weber State University campus from 8:00 to 2:30 pm. This competition is for students in grades 4th through 8th. For more information, or to sign up, visit <https://www.weber.edu/isabelasensio/spanishspellingbee.html> or contact **Isabel Asensio** (isabelasensio@weber.edu).

Session 2 - 10:00 - 10:50 am

SC 206B

***"We are Family":
Creating an Inclusive Class Environment***
Lizzy Anderson, Hunter High School

Recently, after running in to a former student (4 years after he was in my class), he told me he still remembered the names of all of his 20+ classmates! This presentation seeks to inform best teaching practiced to create an inclusive classroom culture. Topics will include forming student relationships in the target language, mutual respect in a classroom setting, and approaching LGBTQ+ students learning gendered languages.

Language Focus: All Languages, Spanish
Presentation Language: English
Audience: Middle School / Jr. High, High School
Presentation Category: Culture

SC 206C

***Building language proficiency
in content-driven classes***
Craig Bergeson, Weber State University

Many foreign language and DLI (dual language immersion) courses appear to emphasize content mastery over language proficiency development. DLI students learn math in the target language; Bridge students study particular aspects of the target culture; and university students enroll in business language courses. These courses may focus primarily on content; nevertheless, they need not neglect language. Although integrating the two may be challenging, a fruitful approach is to include aspects of proficiency development in the student learning outcomes and then design the course curriculum accordingly. In this presentation, I will expound on this approach and share examples.

Language Focus: All Languages
Presentation Language: English
Audience: Elementary / Dual Immersion, High School, College / University
Presentation Category: Methods / Techniques

SC 206A

***Juggling co-created stories for Comprehensible
Input and student engagement***
Elicia Cárdenas, McGillis School

Co-creating stories is an engaging way to provide comprehensible input and whole class interaction, but juggling the demands of classroom management and differentiation is challenging. Participants will learn the basics of story creation, strategies for managing student responses, and practical ideas for how to differentiate for learner needs.

Language Focus: All Languages
Presentation Language: English
Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School
Presentation Category: Methods / Techniques

SC 206GH

***Promoting Higher Levels of Proficiency
Using Panels on Current Events***
Laura Catharine Smith, Brigham Young University

This session outlines steps to promote Advanced and Superior levels of proficiency using weekly proficiency activities to prepare students to ultimately present a panel on current events, e.g., climate change. On the panel, students present one aspect of the topic, building their presentation around the three superior-level functions, namely in depth discussion, supporting an opinion and hypothesising an outcome, while making use of transition and connector words to organise their prepared content. This presentation serves as a capstone activity for advanced level students to push their language skills to the next level.

Language Focus: All Languages, German
Presentation Language: English
Audience: High School, College / University, Administrators or Supervisor
Presentation Category: Proficiency

Session 2 - 10:00 - 10:50 am

SC 213A

Improving Pronunciation through Animated Guides

Jessica Bryan, Brigham Young University

In this presentation, attendees will see examples of animated pronunciation guides for several languages. These guides help students hear the particular sounds of a language, see how that sound is created, and then they can try saying words using those sounds. Attendees will learn how these pronunciation guides were created and used in both in person classes as well as online classes. These were originally created for online language learners to help improve oral proficiency. They were so successful that they have now been implemented into the in person classes as well.

Language Focus: All Languages, German, Russian, Spanish, Portuguese, Korean

Presentation Language: English

Audience: College / University

Presentation Category: Methods / Techniques

SL 101

A Study on the Existential Sentences in Chinese

Gloria Yang, Brigham Young University

Alex Yuan, Utah Valley University

The debate over whether Chinese grammar should be taught or not has been continuing for over 20 years. The focus of this debate is on “accuracy” or “fluency” and which should be first and which should be second. This research, through a detailed study of the existential sentences in Chinese teaching, argued that both “accuracy” and “fluency” are important and be able to realized through a balanced teaching strategy. Suggestions are provided for teachers how to balance these two goals in Chinese teaching.

Language Focus: Chinese, English

Presentation Language: Chinese

Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University

Presentation Category: Methods / Techniques

SC 213B

How to Make Grammar Fun!

Kathy Davies, Brigham Young University

This presentation is intended to explore various ways to make learning grammar more enjoyable for students who may not think they like “grammar”. The presentation will be in the form of a Powerpoint with visual examples of techniques and principles. For example we will be discussing how to include humor, music, visual representations and compelling activities (among other methods).

Language Focus: Spanish

Presentation Language: English

Audience: High School, College / University

Presentation Category: Methods / Techniques

LA 023

Two Teachers in One: Creating Fun and Easy Videos to Target Specific Language Structures

Jessica Bell'Aver, Bluffdale Elementary

Priscila Rebicki Prestes, Rocky Mountain Elementary

Have you ever struggled to find video materials that provide Comprehensible Input using language forms that don't occur often in the context of classroom activities? In this presentation we will show fun examples of how to use teacher-made videos featuring dialogues between two people (you and yourself), especially for teaching first- and second-person verb forms. We will teach how to use PhotoBooth, QuickTime, and Adobe Spark to create videos to serve as a springboard for listening and speaking practice and to share with the parents/guardians of your students, increasing students' exposure to the language. These strategies are good for Blended Learning and Flipped classes too.

Language Focus: All Languages

Presentation Language: English

Audience: Elementary / Dual Immersion

Presentation Category: Technology

Session 2 - 10:00 - 10:50 am

LA 025

Building Cultural Competencies through Creative Projects.

Javier Berzal Rojo, North Davis Preparatory Academy

Teaching a foreign language is much more than Grammar or Vocabulary. The real engagement comes together with a true understanding of the culture. In this presentation we will think about strategies to generate creative guiding questions and project ideas. The audience will also get an opportunity to analyze authentic cultural products made by Spanish DLI students (Grades 7-9) and therefore will learn to use creative methods and techniques such as graphic design, visual thinking and podcasting.

Language Focus: All Languages, Spanish

Presentation Language: English

Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School

Presentation Category: Culture / Creativity / Projects / DLI

LA 110

The Effects of Dynamic Written Corrective Feedback in L2 Korean Learners

*Teresa Bell, Brigham Young University
Subin Oh, Brigham Young University*

This study examined the effects of dynamic written corrective feedback (DWCF) in three Korean 302 classes at Brigham Young University. Participants wrote three paragraphs per week for 15 weeks. They received corrective feedback in the form of an error code as well as holistic feedback then were asked to revise and resubmit each paragraph until it is perfect. The researchers analyzed student writing in terms of fluency, accuracy, and sentence complexity. Results of this study indicate that DWCF can help students improve written language production in Korean at the intermediate level. Implications for teaching and future research will also be presented.

Language Focus: All Languages, Korean

Presentation Language: English

Audience: College / University

Presentation Category: Research

UFLA Grant Opportunities

Each year, UFLA offers Vitality Awards for the purpose of research, study, workshops, or projects for improving the quality of teaching. Award amounts will typically range from \$500 to \$1000.

In the past, successful proposals have received funding for language maintenance programs, curriculum enhancement or course development and activities, travel to conferences or workshops, travel to collect language resource materials or to do research in teaching methods or language acquisition and more.

The Pat Buckner Collaboration Grant of up to \$1000 is given annually to facilitate collaboration between two or more language teachers in the same department, school, or in different schools, districts or across the state.

Applications are considered twice annually. The spring deadline for both grants is March 15 and winners will be announced in Mid-April. For more information, see pages 22-23 or visit the UFLA website at:

<http://ufla.net/Awards/Grants.html>

Awards Luncheon & Keynote

Exhibitor Break - 10:50 - 11:30 am

The support of our exhibitors helps to make our conference possible. Please take your time to see what they may have to offer you in your program before the ballroom opens for lunch.

11:30 AM - 12:50 PM

Awards Luncheon & Keynote Speaker

Fernando Rubio

Fernando Rubio is Professor of Spanish Linguistics at the University of Utah, where he is also Director of the Second Language Teaching and Research Center (a Title VI National Language Resource Center) and Director of Online Curriculum Enhancement and Innovation.

He serves or has served on a number of professional organizations for the past two decades including the Utah Foreign Language Association, The Modern Language Association, The College Board and ACTFL. He is currently President Elect of the National Federation of Modern Language Teachers Associations.



Kathy Taylor Lifetime Achievement Award

Daughter, sister, friend, teacher, favorite aunt, storyteller, puzzle master, traveler, braider of hair, baker of pies, Ranger of the North, temple worker, reader, brainstormer, mentor, seamstress, fighter, counselor, confidant, rescuer of German shepherds, player of French horns, collector of cow jokes, singer of Spanish pop songs, giver of a thousand gifts, score-keeper,

biggest fan, Tiger, Cougar, 49er, KC Royal, and Knight, A long time member of UFLA, Kathy passed away in January of 2019.

Born in Ohio and raised in Utah as the 4th child in a family of nine children, Kathy supported and doted on her siblings, their children, and their pets. At a very young age she developed a brilliant sense of humor. Sarcasm was her second language. She lived passionately and touched many lives. She graduated from Orem High and earned BA and MA degrees from BYU. Kathy served an LDS mission in Paraguay. For 22 years, she taught at Lone Peak High, where she shared her love of Spanish and developed lasting relationships with hundreds of students. She taught with tremendous enthusiasm, dedication, creativity, and love. Señorita Taylor's classroom was a safe space where students would come to get advice and encouragement, hug a bear, work on a puzzle, and eat warm oatmeal or popcorn. She lived her motto, "I don't teach Spanish, I teach kids." Kathy's lifetime achievement award will be received by her mother, Deanna Taylor.

UFLA Awards



June Phillips
Lifetime Achievement Award

June K. Phillips, (Ph.D. The Ohio State University), is Professor and Dean Emerita of Arts and Humanities at Weber State University (UT). She has taught French at the junior high through college levels as well as methods of foreign language teaching. She served as President of the American Council on the Teaching of Foreign Languages in 2001, chaired the Northeast Conference on the Teaching of Foreign Languages in 1984, and was a trustee for the Center for Applied Linguistics. She received the Palmès Académiques from the French government and the Nelson Brooks Award of the Northeast Conference. She was co-director of the Foreign Language Standards project and directed a federal project for post-review of them. She co-chaired the development Standards for FL Teacher Education Programs under NCATE (now CAEP). She directed a federal grant for a collaboration of ACTFL and Weber State to create online course that is still active. She has published extensively on pedagogical topics and edited research volumes for ACTFL and Northeast. She has participated in curriculum and testing projects including MLA Summer Institutes, PRAXIS and the Annenberg/WGBH video library. Since her retirement, she has consulted in Viet Nam, Oman, and the People's Republic of China.



Lisa Hancock
Secondary
Teacher of the Year

Lisa Hancock is an educator with 25 years of experience teaching Spanish, physical education, and English. She graduated from Southern Utah University with a teaching certificate and a double major in Spanish and Physical Education and later earned an English minor from Weber State University. Lisa's love of language and culture is apparent both inside and outside the classroom, specifically in her work with the Multicultural Center Committee and the World Culture Crew at Bonneville High School as well as in her position as chair of the Foreign Language Department. She encourages her students to share their language skills with others by helping them participate in and run language fairs and cultural experiences, including a yearly Cinco de Mayo event for local elementary-aged students. Before becoming a teacher, Lisa spent time living in Mexico, Guatemala, and Spain. More recently, she traveled with students to Peru and Costa Rica to guide them in applying their language skills and to experience different cultures. Lisa is an active member of her community. She won the Governor's Point of Light award in 2003 for her service to the city and local schools. She has also shared her experiences as a student athlete, both during college and high school, by coaching many other athletes in basketball, volleyball, softball, and track.



John Trimble
Higher Education
Teacher of the Year

Dr. John C Trimble is Associate Professor of Spanish in the Department of Foreign Languages at Weber State University. He teaches Spanish language, composition, phonetics, linguistics, and pedagogy for teachers of foreign languages. He holds a Ph.D. from the University of Minnesota in Hispanic Linguistics. Within linguistics, John is most interested in the intersection of second language acquisition, sociolinguistics, and phonetics/phonology. His research has examined the effects of regional variation on the intelligibility of Spanish, the acquisition of regionally indexed intonational features, and the use of technologically-enhanced phonetics instruction in beginning Spanish courses. Outside of teaching and linguistics, John loves spending time with his family, traveling and gardening. Having lived in many different areas and cultures growing up, his interests in travel and culture started at a young age. He believes traveling provides opportunities to see amazing places and opens gateways to understanding culture. When he's not teaching in the University, John's passion for gardening has him in the community teaching classes on growing fruits and vegetables. A dedicated educator, John is passionate about helping people learn how to learn so that they can become lifelong learners of whatever their own passions may be.

UFLA Awards



John Rosenberg
Friend of the Profession

Dr. John R. Rosenberg has been a professor of Spanish Literature at Brigham Young University since 1985. He earned his PhD at Cornell University and has taught and written primarily on Spanish letters and art from 1800 to the present.

For two decades Dr. Rosenberg has worked with the BYU-Public School Partnerships where he currently serves as a Senior Fellow. From 1995-2010 Dr. Rosenberg collaborated with the Institute for Educational Inquiry (Seattle) in promoting the democratic purposes of public education, and served as a Leadership Associate and as an Agenda for Education in a Democracy Scholar.

Dr. Rosenberg has received nine juried grants from the National Endowment for the Humanities (totaling nearly one million dollars) to direct intensive summer seminars for school teachers, the last five in Madrid.

Dr. Rosenberg chaired the BYU Department of Spanish and Portuguese from 1993-1997, was associate dean in the College of Humanities from 1997-2005, and served as dean from 2005-2015.

In 2011, Dr. Rosenberg was decorated with the Officer's Cross of the Order of Civil Merit from Spain. He also holds BYU's Washington Irving Professorship of Spanish and American Relations. Rosenberg is married to Gaylamarie Green Rosenberg and they are the parents of two daughters.



James Burton
Friend of the Profession

Mr. James Burton is an attorney with Kirton McConkie in Salt Lake. He has extensive experience litigating intellectual property matters. Acting as lead counsel, Mr. Burton has handled intellectual property cases in federal courts throughout the United States.

Mr. Burton also leads the Firm's health-care litigation practice, defending hospitals, healthcare facilities, and healthcare providers, including the nation's largest not-for-profit hospital company. In 2014, Mr. Burton was appointed by Joachim Gauck, former President of the Federal Republic of Germany, and approved by the United States Department of State, to serve as the German Honorary Consul to Utah. He also currently serves as the Vice President of the Utah Consular Corps.

The Honorary Consul is the official representative of Germany in Utah with responsibility for facilitating strategic economic and social relationships, including meetings with local community and business leaders to facilitate trade and other exchanges. The Honorary Consul also provides services to German citizens living in or visiting the state, which includes passport and document verification services.



Ana Sanz Llorens
Friend of the Profession

Ana graduated from the University of Valencia with a degree in English Language and Literature. She was a High School teacher for more than 30 years in Spain, vice principal for 3 years and visiting teacher in Los Angeles.

She took part in several European Comenius Projects including transnational mobilities to Romania, Italy, Germany and Polonia.

Since 2016, she has been working as an Education Advisor at the Education Office of the Embassy of Spain in Utah. She is also the director of the Spanish Resource Center at Brigham Young University.

She is also an accomplished photographer and has exhibited in Valencia, Madrid, Barcelona, Amsterdam, Shanghai, Miami and in Utah at the Utah Arts Festival, the Kimball Arts Festival (Park City), Utah Valley University, Jewish Community Center (Salt Lake City), Good Old Broads in Pilar Pobil's Garden, and Salt Lake Institute of Culinary Education.

Congratulations to all of our well deserving award winners this year! Thank you for your service to our community.

Session 3 - 1:00 - 1:50 pm

SC 206B

Engaging Language Learners with Green Screen Videos

Fabiana Hansen, South Hills Middle School

Andreia Bevilacqua, Rocky Mountain Elementary

This session is aimed at second language teachers that want to promote independent work in the classroom all while helping students improve all four skills of language learning. In this session you will learn how to implement green screen technology and transform student's learning while integrating communication skills. Green screen is great digital tool not to replace but transform classroom presentations and to enable students to be creative. The implementation of this type of work also allows students to discuss, evaluate and reflect on their learning using their imagination and practicing digital skills.

Language Focus: All Languages

Presentation Language: English

Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University

Presentation Category: Methods / Techniques

SC 206C

Using strategic role-play to improve interpersonal communication

Isabel Asensio, Tom Mathews, Weber State University

This presentation will focus on Strategic Interaction. This technique promotes the creative use of language in open-ended interpersonal communication. Role-play scenarios contain a "hidden agenda" which introduces a problem that successful students need to resolve. Participants in this session will understand the interplay between strategic competence, linguistic protocols and cultural cues when encouraging their students to engage in interpersonal communication. The presentation will be particularly useful for teachers and students who participate in interpersonal or role-play competitions—such as the Weber State Spelling Bee or the Brigham Young University Language Fair.

Language Focus: All Languages

Presentation Language: English

Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University

Presentation Category: Methods / Techniques

SC 206A

With Scaffolding, Culture CAN Be Taught in the Target Language

Anna Robison, Oak Canyon Junior High

Stephanie Reid, Lone Peak High School

Traditional classrooms often teach culture in English to motivate students to continue learning a foreign language. However, culture can be taught in an engaging way in the TL for students to learn language and culture together! With the help of scaffolding and comprehensible input, we are demonstrating culture lessons in the TL. Come and see!

Language Focus: All Languages

Presentation Language: English

Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School

Presentation Category: Staying in the Target Language

SC 206GH

"You can be Carmen": Names and Naming in the FL classroom

Karin deJonge-Kannan, Utah State University

While some foreign-language teachers invite students to choose target-language names, others oppose the practice, and still others are ambivalent. In this session, participants will share their own experiences with personal names in school environments. The presenter will add key findings from the research literature on names and naming. In our conversation, we will explore matters of identity, authenticity, and agency as they relate to the practice of choosing or assigning target-language names.

Language Focus: All Languages

Presentation Language: English

Audience: High School

Presentation Category: Professional Development

Session 3 - 1:00 - 1:50 pm

SC 213A

Template for Language Course Curriculum Development

Jessica Bryan, Brigham Young University

In this presentation, attendees will learn how to create a template for language course curriculum. These templates are built using ACTFL guidelines, standards, and 21st Century Skills. Using a template for language curriculum design is extremely valuable and helps ensure that courses across courses and even languages, learners can expect the same amount of rigor and content. Using a template will also help establish a brand that can be recognized and acknowledged. When students take your courses they will know what to expect and will know that they are set up for success.

Language Focus: All Languages

Presentation Language: English

Audience: College / University, Administrators or Supervisor

Presentation Category: Curriculum

SL 101

A Discussion on the 把-sentence and the 被-sentence Structures in Chinese Teaching as a Second Language

Alex Yuan, Utah Valley University

Gloria Yang, Brigham Young University

Due to its unique characteristics and properties of Chinese language, the 把 sentence structure and 被 sentence structure create challenges for English speaker learners. This research is, through years of empirical study, designed to analyze these challenges confronted by both students and teachers. Suggestions will be provided for both the learners and instructors in dealing with these grammatical points.

Language Focus: Chinese, English

Presentation Language: Chinese

Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University

Presentation Category: Materials

SC 213B

Teaching Heritage/Native Spanish Speakers & Building a Robust AP Spanish Program: Instructional strategies that engage and empower Latino students

Ryan Wells, Taylorsville High School

In this riveting presentation, participants will learn to incorporate powerful instructional strategies, academic language, text analysis, reading comprehension, excellent resources, project-based learning, constant conversation, essay writing, rubrics, Newsela, and more into their life-changing lessons with a special focus on teaching native and heritage Spanish speakers. Participants will also learn how to build a robust AP Spanish Program that seeks to empower students of historically marginalized backgrounds through equity.

Language Focus: English, Spanish

Presentation Language: English & Spanish

Audience: Middle School / Jr. High, High School

Presentation Category: Methods / Techniques

LA 021

Using Short Stories to Engage Foreign Language Learners with Literature and Culture

Joshua R. Lamping, Utah State University

This presentation will look at the benefits afforded to L2 learners' foreign language acquisition and understanding of culture by the study of short stories. Building upon the work of Ghasemi and Hajizadeh (2011), the presenter will show that short stories are a particularly apt tool for engaging students in the study of culture through literature, initiating students' top-down processes, and providing students with a sense of accomplishment that fuels their desire to continue studying literature. Additionally, participants in the session will have the opportunity to share insights and experiences with short stories in their own classrooms.

Language Focus: Spanish

Presentation Language: English

Audience: High School, College / University

Presentation Category: Culture

Session 3 - 1:00 - 1:50 pm

LA 023

A Look Inside the Classroom: High-Leverage Teaching Practices in Utah Portuguese Dual Language Immersion

Ingrid Braga, University of Utah

High-Leverage Teaching Practices (HLTPs) are defined by Hlas & Hlas (2012) as teachable components that represent the core domain of teaching. According to Donato & Glisan (2017), HLTPs cannot be learned through observation alone and require explicit instruction and practice. In this session, participants will learn to identify, evaluate, and implement high-leverage teaching practices of the Utah dual language immersion program. Video samples of Portuguese immersion classrooms will be used to walk participants through the instructional moves that explain HOW to enact the practices. The highlighted HLTPs are applicable to all languages and at different levels of instruction.

Language Focus: All Languages

Presentation Language: English

Audience: Elementary / Dual Immersion

Presentation Category: Methods / Techniques

LA 106

El poder de la música: Enseñando las destrezas auditivas y la gramática por medio del contexto auténtico

Yvette Rivera, Jorri Johnson, Jailene Cardenas, Brigham Young University

Brigham Young University pre-service teachers will offer engaging, comprehensible, and innovative ideas for teaching grammar and listening through culturally authentic music. Suggestions will be offered on how to draw out cultural themes through music. Inductive grammar teaching methods will be modeled. The importance of helping students reduce the normal anxieties related to listening comprehension will be addressed and a brief overview of research-based listening strategies will be shared.

Language Focus: Spanish

Presentation Language: Spanish

Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School

Presentation Category: Methods / Techniques



Session 4 - 2:00 - 2:50 pm

SC Center Stage

The Pressing Problems of Practice

Cherice Montgomery, Brigham Young University

Teaching, learning, and leading are complex tasks. Consequently, everyone's got problems, no matter what your role, where you work, or how well prepared you are! This session will help connect you and your problems with practical solutions that free up physical, mental, and emotional energy so your experience, expertise, and enthusiasm can shine. Session facilitators will engage you in structured protocols that help you identify pressing problems and priorities, obtain practical solutions from others, and share what works for you. You'll leave with ideas for engaging learners and strategies for caring for your own physical, mental, and emotional health.

Language Focus: All Languages

Presentation Language: English

Audience: Elementary / Dual Immersion, Middle School / Jr. High, High School, College / University, Administrators or Supervisor

Presentation Category: Professional Development

SC 206C

One-Way is not the Only Way: Challenges & Opportunities for Utah's 29 Two-Way DLI Programs

*Jacob Broadhead, Martin Briggs, Vicky Rudolph
Park City School District*

29 Utah schools have two-way DLI programs, which have approximately equal numbers of students dominant in English and the partner language. Two-way programs are important because they serve both populations as an additive language program. Everyone has the opportunity to acquire a second language at no cost to their home language. We will share differences between one-way and two-way immersion programs in theory and practice. We will discuss the challenges and opportunities of a two-way program by exploring topics such as racism, threats to the status of the target language, fostering biliteracy and sociocultural competence.

Language Focus: All Languages

Presentation Language: English

Audience: Elementary / Dual Immersion

Presentation Category: Policy / Issues

SC Ragan Theater

Working on contemporary issues through film (Utah Bridge Program)

*Juan Carlos Fernandez, University of Utah
Chantal Esquivias, Weber State University*

Want to keep your students engaged in your language class? Introduce them to the world of film by making them become "the filmmakers." This presentation shows how Utah Bridge high school students were introduced to filmmaking and contemporary issues in their SPAN 3118 class, and how they produced a final project (short film) that was officially presented in the Utah Bridge Festival at Park City High School in May 2019.

Language Focus: All Languages

Presentation Language: English

Audience: High School, College / University

Presentation Category: Culture

SC 206GH

Separating Content and Language Pedagogy: A Missionary Language Training Test

*Jennifer Dobberfuhr Quinlan, David Macfarlane,
Guin Deaver, Brigham Young University
Missionary Training Center*

Content and language integrated learning (CLIL) classrooms have grown in popularity worldwide over the years, but some literature suggests this model results in sacrifices to both content expertise and language expertise. Global missionary training centers of the Church of Jesus Christ of Latter-day Saints have traditionally favored a CLIL pedagogy model. However, a recent baseline study revealed missionaries proficiency levels aren't sufficient for most daily linguistic tasks they encounter. In an effort to increase language proficiency, curriculum staff tested separating content and language pedagogy. This presentation shares aspects of the model, implementation considerations, and initial data on impact of the intervention.

Language Focus: French, Japanese, Spanish

Presentation Language: English

Audience: High School, College / University, Administrators or Supervisor

Presentation Category: Curriculum

Session 4 - 2:00 - 2:50 pm

SC 213A

Enhancing language proficiency through the literary

Anne V. Lair, PhD, University of Utah

Literary refers to the plastics of language, and therefore allow learners to learn from them in multiple levels (vocabulary, grammar, culture, literature, visually). Following the Foreign Languages and the Literary In The Everyday (FLLITE) model, we will look at how literary texts should be used at the Intermediate and Advanced Proficiency levels in order to reinforce language and cultural proficiency.

Language Focus: All Languages

Presentation Language: English

Audience: High School, College / University

Presentation Category: Methods / Techniques

SL 101

The Effect of Video Shadowing and Tracking Exercises on the Pronunciation of Beginning Mandarin Learners

Anna Chang, Dr. Rob Alan Martinsen, Brigham Young University

Shadowing and tracking are activities and techniques in which a language learner imitates and produces what is being said simultaneously at a regular, manageable interval or phrasal break. In this presentation, we will share our design and methodology of using video shadowing activities in the university classroom for beginning Mandarin learners. As we explore the effects of these activities on the learners' pronunciation, we will also discuss how teachers can apply shadowing in their language classrooms to help improve students' pronunciation in the target language.

Language Focus: All Languages

Presentation Language: English

Audience: College / University

Presentation Category: Methods / Techniques

SC 213B

Ideas on how to present to your students complex text in a simple way.

Paula Ward, Brigham Young University

We all know authentic text is a method that has been tested to successfully engage students during a lesson! but do you need ideas and examples when presenting authentic text to students? Are you struggling with pre and during reading activities ideas? I have prepared a great example on how to use an authentic text that contains complex topics starting with a very simple way for all students to understand. It is an excellent example on how to present a difficult concept in a simple way when we are using authentic texts.

Language Focus: Spanish, Any

Presentation Language: Spanish / English

Audience: Elementary / Dual Immersion, Middle School / Jr. High

Presentation Category: Methods / Techniques

LA 003H

Kinesthetic Strategies to Teach Languages

*Priscila F Furlanetto, Sunrise Elementary
Joicy Amaral, Hillcrest Elementary*

In order to make the teaching process more effective to DLI students, two Portuguese teachers from Utah decided to implement kinesthetic learning strategies that could help them be more successful during their instructions in Portuguese Language, Math, and Science. This presentation aims to show the impact that the highlighted kinesthetic learning strategies have towards their Portuguese learners.

Language Focus: All Languages

Presentation Language: English

Audience: Elementary / Dual Immersion

Presentation Category: Methods / Techniques

Session 4 - 2:00 - 2:50 pm

LA 021

A Montessori Blended Learning Spanish Program

Dennis Sinisterra-Gonzalez

Dixie Montessori Academy

This is a Montessori Blended Learning Spanish Program that ensures self-paced learning with the help of technology and hands-on materials. The program presents cross-curricular lessons and activities to encourage, reinforce and measure learning. It provides students with opportunities for independence, self-correction, self-direction, self-evaluation, and guidance to continue their endeavors to seek mastery. Students know what they “Can Do” with the language, as the curriculum is presented with attention to what the learner will be able to do (ACTFL Can Do Statements), and they are guided as they build their online portfolio where they upload different evidence of their performance.

Language Focus: Spanish

Presentation Language: English

Audience: Elementary / Dual Immersion, Middle School / Jr. High

Presentation Category: Technology

LA 024

The Representation of Black Hispanics in L2 Spanish Textbooks

Carl Gutke, Texas A&M University

The Project on Ethnicity and Race in Latin America (PER-LA) found that skin color is a more consistent but overlooked dimension of inequality, and that ethnoracial discrimination is commonly experienced and witnessed. In like manner, we seek to find the answer to how black skin color is represented in beginner and intermediate levels in second language (L2) Spanish textbooks published within the last 10 years in the United States.

Language Focus: All Languages

Presentation Language: English

Audience: College / University

Presentation Category: Research

THANK YOU!

We would like to thank the administration, faculty, staff and students of Utah Valley University who have hosted us today at our UFLA conference. We would also like to thank the presenters for sharing their skills and ideas with us and the UFLA board for their hours of work in putting together today's conference.



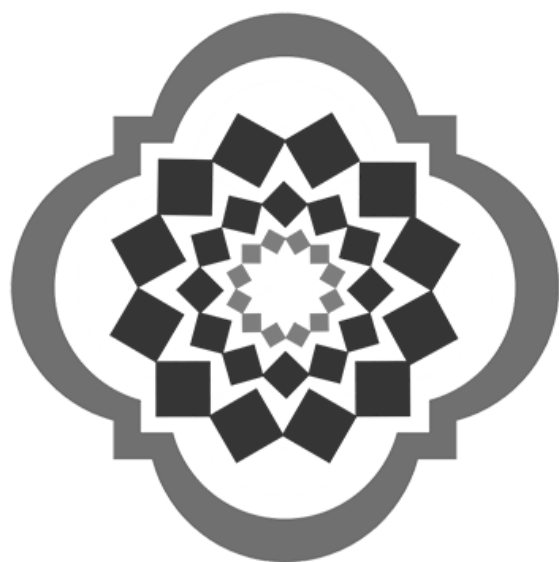
Information and dates for future conferences will be announced in future newsletters and/or through e-mail. Thank you for your attendance today and we hope you travel safely as you return home.

Language Organization Meetings

3:00 - 4:00 pm

Between 3:00 and 4:00 p.m., each of the Language Organizations will hold business meetings. We encourage you to support your specific language organization. The rooms are scheduled as follows:

Language Organization	President / Facilitator	Room
Utah Arabic Teachers Association	Laila Lamani	LA 021
Utah ASL Teachers Association	Lori Zarembo	LA 023
Utah Association of Chinese Teachers	Dori Huang	SL 101
Dual Language Immersion Teachers	Lidia Ordaz	SC 206C
AATF - Utah Chapter	Branden Lansing	SC 213A
AATG - Utah Chapter	Stephen Van Orden	SC 206GH
Utah Association of Teachers of Japanese	Tomono Adachi	LA 025
AATSP - Utah Chapter	Mike Kraniski	SC 213B



ACTFL 2020

SAN ANTONIO

NOVEMBER 20-22

UFLA Exhibitors

The following Exhibitors will have booths at our conference today. We encourage you to visit them and see what they may offer to meet the needs of your program.

Avant Assessment
BYU Independent Study
EF Educational Tours
Embassy of Spain
Forum Language Experience
Tapas
Vista Higher Learning
Yabla

**UFLA Thanks the Exhibitors
for their support of UFLA**





UFLA Vitality Award • Application & Information

Awards are available for the purpose of research, study, workshops or projects for improving the quality of teaching. Award amounts will typically range from \$500 to \$1000.

Eligible teachers must:

1. be current members of UFLA.
2. be contracted to teach in a public or private school, elementary through university level, during the present year.
3. intend to teach this language for at least three more years.
4. be willing to report and share their experience with the UFLA membership.

In the past, successful proposals have received funding for:

- Language maintenance programs
- Curriculum enhancement or course development
- Collaborative teaching projects
- Development of on-line courses and activities
- Travel to conferences or special seminars and workshops
- Travel to collect cultural and language resource materials or to do research in teaching methods or language acquisition
- Expenses to give a presentation or read a paper at a regional or national conference

UFLA will not fund tuition, travel or costs associated with graduate-level work or study abroad programs offered by Utah institutions.

Include the following information in your proposal:

Name: _____

Home Address: _____

School Name: _____

School Address: _____

Home Phone: _____ School Phone: _____

Classes taught this year: _____

Documentation: Descriptive documentation, including a budget for all expected expenses, must be included with your proposal. Successful proposals will be funded up to \$1000.

Describe experience in country or immersion experience in the U.S.: (Include dates of undergraduate, graduate study, personal, school-affiliated travel, and/or work.) Please attach one typed page with this information.

Recommendation: Please include a recommendation from a supervisor, administrator, or a department chair. (Include information verifying your employment for the next year).

Proposal: Please include maximum 500-word proposal describing what you will do and the benefits for you and your students, if you were to receive the award. This should include an estimated budget describing how much money you are asking for and how it will be spent.

Dissemination: Indicate how you will share your experience with the UFLA membership (a session at the annual UFLA conference, an article in the UFLA Newsletter, an Ed-Net workshop, school district workshop, or video, etc.).

Deadline: Applications are accepted twice each year. The Fall Semester deadline is December 10th. The Spring/Winter Semester Deadline is March 15th. Announcement of the winners will be made in January and April.

Questions can be addressed to Mike Kraniski at mckraniski1@graniteschools.org

Send application and supporting documents via email to mckraniski1@graniteschools.org or by mail to:

Mike Kraniski, Awards Chair
 Olympus High School
 4055 S 2300 E
 Holladay, UT, 84124



The Pat Buckner Award Collaboration in Teaching Project

Two grants of up to \$1000 may be awarded annually.

Proposals for the Pat Buckner Awarded will be accepted from teachers who:

1. are current members of U.F.L.A.
2. are contracted to teach in a public or private school, elementary through university level, during the present academic year.
3. intend to teach this language for at least three more years.
4. are willing to report and share their experience with the UFLA membership.

Proposals for funding must:

Facilitate collaboration between two or more language teachers in the same department, school, or in different schools, districts or across the state.

Result in a product (curriculum, video, technology, text, workshop, etc.) that can be shared with the membership of UFLA.

Include the following information in your proposal:

Name: _____

Home Address: _____

School Name: _____

School Address: _____

Home Phone: _____ School Phone: _____

Classes taught this year: _____

Documentation: Descriptive documentation is needed, including a budget for all expected expenses.

Describe experience in country or immersion experience in the U.S.: (Include dates of undergraduate, graduate study, personal, school-affiliated travel, and/or work.) Please attach one typed page with this information.

Recommendation: Please include a recommendation from a supervisor, administrator, or a department chair. (Include information verifying your employment for the next year).

Proposal: Please include maximum 500-word proposal describing what you will do and the benefits for you and your students, if you were to receive the award.

Dissemination: Indicate how you will share your experience with the UFLA membership (a session at the annual U.F.L.A. conference, an article in the UFLA Newsletter, an Ed-net workshop, school district workshop, or video, etc.).

Deadline: Applications are accepted twice each year. The Fall Semester deadline is December 10th. The Spring/Winter Semester Deadline is March 15th. Announcement of the winners will be made in January and April.

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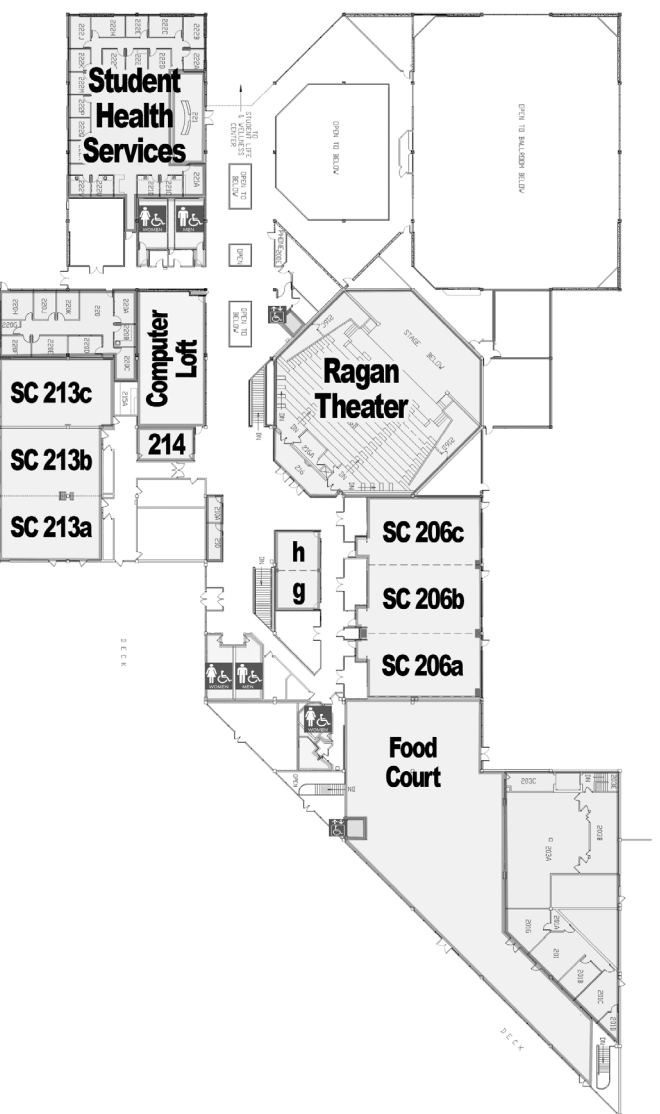
Mike Kraniski, Awards Chair
Olympus High School
4055 S 2300 E
Holladay, UT, 84124

UVU Maps

The registration desk is on the first floor of the Sorensen Student Union Center (SC) in front of the ballrooms.

Most conference rooms are on the 2nd floor (See map on right). Center stage is on the first floor just past the Ragan theater.

To access the Student Life Building and the Liberal Arts Building, head north from the registration desk and follow the hallways. (see map below).

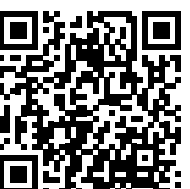
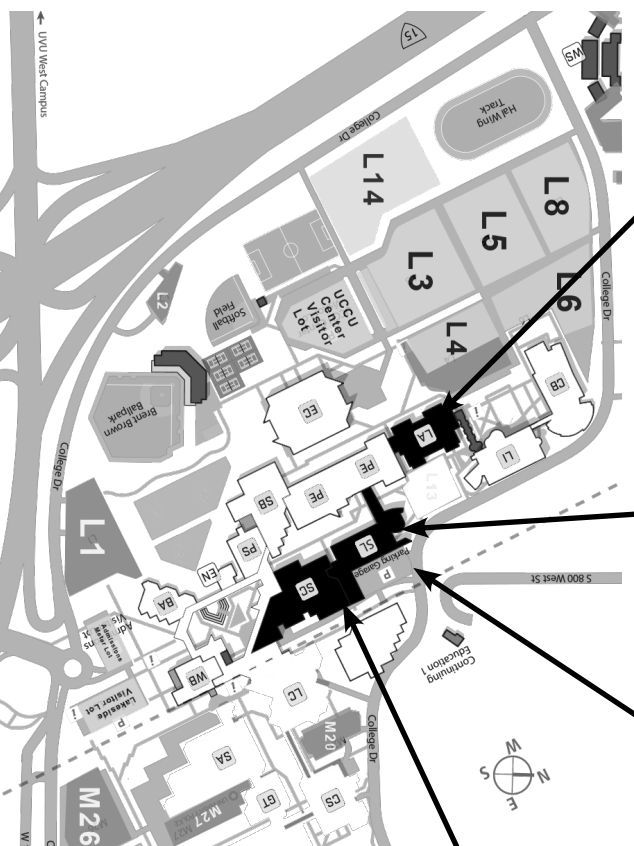


Liberal Arts (LA)

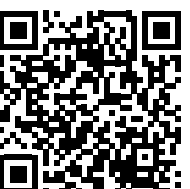
Student Life & Wellness Center (SL)

Parking Garage

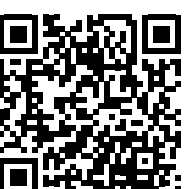
Sorensen Student Center (SC)



Interactive Map of Sorensen Building (SC)



Interactive Map of LA building



Interactive Map of SL building