

The Fourth OFLA Retreat: Affirming our Mission, Refining our Strategies, Moving Forward!

by Philippa Piper Brown Yin

This year's OFLA Board Retreat and meeting were held on August 15 & 16, 2002, at the Renaissance Hotel in Cleveland so the Board members could familiarize themselves with the April 2003 Conference site. The committee chairs, the Executive officers and the ODE World Language Consultant did considerable work toward articulating the year's goals.

The Board, under the capable leadership of President Judi Fowlkes, first reviewed the structural changes the organization has undertaken during the last three years. Bob Ballinger was lauded for his vision of the future and Mike Hauber was commended for his hard work over the past year. We now are a group of almost 2000 members who are working to make changes for a better future for all of Ohio's language programs by contributing time, energy and expertise to many committees and projects. We then took up topics involving our present organization and some perceived structural concerns related to both our functions and the ways in which we are planning for the future.

Judi suggested that we look at attainable goals, such as where we should be in two years. First, she asked us to consider the role of the affiliate organizations. This was a very relevant issue, especially since most of the representatives of the various affiliate organizations were noticeably absent, though we were pleased to greet Lillian Acker, liaison to the Ohio ESL organization. After thorough discussion, we decided to send the Framework to each of the affiliate organizations and ask them to let us know more about the role the representatives might play in order to be making useful contributions to both OFLA and their own organizations. We may also plan a

special board meeting later in this year to bring the delegates and the presidents of each organization into a dialog with the board. We are optimistic that this process will present many windows of opportunity for mutual benefit.

Our second major discussion centered directly on our organization's role as the state's major advocate for world language teaching. By way of context and background for the discussion, Judi reviewed the focus meeting the executive officers held with Don Van Meter, our consultant in Columbus, to explore the climate in the educational field and what we should be doing in the immediate future so that our organization acts on its advocacy mission in the most effective ways. The results showed us that our plate was full with actual and future challenges. The major ones we discussed involve our role, perceptions, politics, funding and the impact of 9/11/01.

Don asked us a number of questions to help us clarify our situation, such as who are our advocates, our allies outside of our profession? It became apparent to us that since the state's major emphasis right now is to raise the core proficiency levels, foreign languages may be viewed as a frill. Realistically, we can't count on too much support from government, since this effort will be the highest priority for some time. On top of that, schools have a funding shortage and politicians are busy telling us how much more we have to do while systematically withdrawing funds. Van Meter suggested looking not only at the ESL teachers as allies in related

fields, but also investigating linkages with arts programs and those for the gifted and talented students. Among the populations we have traditionally served well, they could provide friends, they are already doing a lot of advocacy and, like us, they are also not seen as part of the basic proficiency movement, but rather an enrichment program. While we want to serve all learners, we also need to recognize friends who can help us with certain aspects of our mission.

We also realized that we do not present ourselves in a way that serves us as well as it might. After

(Continued on page 7)

In This Issue.

| | |
|---|-------|
| Fourth OFLA Retreat: Advocacy Through Visibility | 1 |
| Letter from the President | 4 |
| OFLA Welcomes New Board Members | 6 |
| Around the State | 8 |
| <i>Teacher Exchanges: A Powerful Learning Tool</i> ... | 10 |
| <i>Proficiency Test Mania. Where is it Taking Us?</i> ... | 12 |
| <i>Citizens of the World? You Bet!</i> | 14 |
| Dues Increase and OFLA Foundation | 16 |
| AATF Grand Concours | 17 |
| <i>The World Has Many Voices</i> video | 17 |
| Professional Development Opportunities | 18 |
| Alliance Grants | 18 |
| OFLA Fall Workshop | 19 |
| AATG News | 20 |
| The Ohio Classical Conference | 22-23 |
| OFLA Teacher Grants | 24-25 |
| The Cardinal Notebook | 26 |
| TESOL Liaison to OFLA | 27 |
| OFLA Awards Nomination Form | 30-31 |
| 2003 OFLA Conference Information | 32-33 |
| OFLA Design Contest for Students | 34 |
| OFLA Membership form | 35 |
| Calendar of Events..... | 36 |

Executive Board

President

Judith Fowlkes

Columbus Public Schools
Northgate Staff Development Center
6655 Sharon Woods Boulevard
Columbus, OH 43229
jfowlkes@columbus.k12.oh.us

President Elect

Philippa Brown Yin

Department of Modern Languages
Rhodes Tower #1619
Cleveland State University
Cleveland, OH 44114
p.yin@popmail.csuohio.edu

Executive Vice President

Barbara Andrews

1518 Charmaine Drive
Toledo, OH 43614
barbiesa@buckeye-express.com

Immediate Past President

Michael Hauber

Akron Staff Development Center
65 Steiner Avenue
Akron, OH 44301
mhauber@akron.k12.oh.us

Executive Recorder

Carol Eiber

2988 Silverview Drive
Silver Lake, OH 44224
chimena@aol.com

Executive Treasurer

Davara Potel

34316 Blue Heron Drive
Solon, OH 44139
letop123@en.com

Vice President of Public Relations

Carmel Oberdorfer

3569 South Hametown Rd.
Norton, OH 44203
coberdor@yahoo.com

Vice President of Membership

Debbie Sehlmeier

14590 Thistledown Lane
Perrysburg, OH 43551
dsehlme@hotmail.com

Vice President of Publications

Andrea Bradd Laggan

2636 South Taylor Rd.
Cleveland Hts, OH 44118
abl@bw.beachwood.k12.oh.us

Ohio Foreign Language Association

The OFLA Vision

Every Ohio student will be proficient in a second language, which is essential to a world-class education.

The OFLA Mission

The Ohio Foreign Language Association is committed to making foreign languages an essential part of every school's core curriculum, beginning in the primary grades, so that every Ohio student graduates from high school proficient in a second language.

The OFLA Strategic Plan

1. Establish clear expectations for foreign language learners.
2. Build the capacity of foreign language teachers to prepare learners to demonstrate their proficiency.
3. Build support for foreign language instruction among parents, policy leaders, the business community and opinion leaders in the media.



The Ohio Foreign Language Association is a member of the Central States Conference (CSC), the American Council on the Teaching of Foreign Languages (ACTFL), and the Joint National Committee for Languages (JNCL).

Committee

Articulation & Curriculum Committee

Lee Wilberschied

University of Cincinnati,
Cincinnati, OH 45221-0002
Lee.Wilberschied@uc.edu

Awards Committee

Marian Walters

5159 Sandra Drive
Toledo, OH 43613
babamasha@aol.com

College Committee

J. Christopher Eustis

Olin Hall 304
University of Akron
Akron, OH 44325-1907
eustis@uakron.edu

By-Laws Committee

Lori Winne

6238 Summit Street
Erie, MI 48133
lwinne@accesstoledo.com

Promotional Educational Activities Committee

Sandra Murray

726 Lauby Avenue
Akron, OH 44306
smurray3@neo.rr.com

Committee on Early Language Learning

Charlene Tabata

130 North Pershing Avenue
Akron, OH 44313
ctabata@akron.k12.oh.us

Committee on Secondary Language Learning

Donald M. Henry

451 East Streicher Street
Toledo, OH 43608
dhenry@pop3.utoledo.edu

Visit the OFLA
Website:

www.ofla-online.com

- ¥ register your membership and pay with a credit card
- ¥ read The Cardinal online
- ¥ download forms and applications
- ¥ register for the conference and pay with a credit card
- ¥ submit a conference proposal on line.

Chairs

Nominating Committee

Michael Hauber
Akron Staff Development Center
65 Steiner Avenue
Akron, OH 44301
mhauber@akron.k12.oh.us

Political Advocacy Committee

Kathryn Lorenz
1228 Retswood
Loveland, OH 45140
kathryn.lorenz@uc.edu

Scholarship Committee

Mary Goodwin
34 Walnut Creek Drive
Holland, OH 43528
mgoodwin@buckeye-express.com

Teacher Education & Licensure Committee

Susan Colville-Hall
3454 Edgewood Drive
Stow, OH 44224
colvill@uakron.edu

Professional Development Committee

Patrice Castillo
44 Delaware Street
Lexington, OH 44904
CastilloPBC@aol.com

State World Language Consultant

Deborah Wilburn Robinson
Ohio Department of Education
25 South Front St. #509
Columbus, OH 43215
debbie.robinson@ode.state.oh.us

The Cardinal

The Cardinal is published four times per year (October, December, February, and June) by the Ohio Foreign Language Association.

Comments, suggestions, opinions, reviews, and classroom tips are welcomed. Send to:

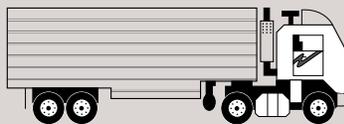
The Cardinal
Andrea Bradd Laggan, Editor
2636 South Taylor Rd.
Cleveland Hts, OH 44118
(216) 831-1891(fax)
abl@bw.beachwood.k12.oh.us

Deadlines for each issue are:

August 1 (October issue)
October 1 (December issue)
December 15 (February issue)
April 1 (June issue)

Keep in mind that space limitations may make it impossible to publish all submissions, and that submissions may be edited for the purpose of brevity and clarity.

Moving?



Send notice of your change of address to:

Debbie Sehlmeier
Vice President for
Membership

14590 Thistledown Lane
Perrysburg, OH 43551
dsehlme@hotmail.com

Affiliate Organizations

American Association of Teachers of French (AATF)
Guy Imhoff
11720 Edgewater Drive, Apt.618
Lakewood, OH 44107
gimhoff@bw.edu

American Association of Teachers of German (AATG)
Deborah Page
Raymond Walters College
9555 Plainfield Road
Cincinnati, OH 45236
deborah.page@uc.edu

American Association of Teachers of Slavic and Eastern European Languages (AATSEEL)
Open

American Association of Teachers of Spanish and Portuguese (AATSP), Buckeye Chapter
Denise Lepe-Perkins
Middletown High School
601 North Breiel Blvd.
Middletown, OH 45042
drlepe@infinet.com

American Association of Teachers of Spanish and Portuguese (AATSP), Northern Chapter
Open

Ohio Association of Teachers of Japanese (OATJ)
Lee Link
1623 Elaine Road, Apartment C
Columbus, OH 43227
Link.55@osu.edu

Ohio Classical Conference

Sherwin D. Little
Indian Hill High School
6845 Drake Road
Cincinnati, OH 45243
[littles@ih.k12.oh.us](mailto:little@ih.k12.oh.us)

Retired Teachers Committee

Carolyn Ummel
Valley View High School
6027 Farmersville German Pike
Germantown, OH 45327
cummel@gte.net

Teaching English to Speakers of Other Languages (TESOL)
Lillian Acker
1081 Arcaro Court
Gahanna, OH 43230
ackerlil@aol.com

Letter from the President

Judith Fowlkes

#1

Greetings Fellow Foreign Language Teachers!

I hope that your summer was relaxing, carefree, and personally rewarding! I trust that you have started the school year rejuvenated and excited about the teaching and learning possibilities that lie ahead . . . !

The OFLA Board met in Cleveland in August to assess our organization's progress over the last three years since the VISION, MISSION, and STRATEGIC PLAN were developed and implemented and to reflect upon and chart our future course of action. We confirmed our commitment to update and refine the three-part OFLA FRAMEWORK and we mapped out concrete ideas of how OFLA can become increasingly more responsive to the needs of our members and our profession.

In the spirit of fostering teamwork and mutual support between the OFLA leadership and members, I would like to extend several invitations to you:

First, I invite you to support the OFLA drive to significantly increase our membership to two thousand active members and thereby to *significantly* increase the volume and impact of our voices of advocacy for foreign language proficiency at all levels of education. I challenge you to encourage a colleague to join OFLA for the very first time in their career, to rejoin for the umpteenth time in your career, and to bring into our fold the pre-service or novice teacher whom you are mentoring this school year. Remember that joining OFLA is easy. Simply visit our website www.ofla-online.com, click on membership, and follow the easy instructions to join and update the contact information.

Second, I invite you to turn to page 2 in this issue of *The Cardinal*, where the OFLA VISION, MISSION, and STRATEGIC PLAN are outlined and to read each one carefully. I am confident that you will agree that the single most influential force that will assure the success of all three components of the OFLA action plan is YOU, the TEACHER! OFLA needs you to be a vocal and visible cheerleader for our profession.

I challenge you to encourage a colleague to join OFLA for the very first time in their career, to rejoin for the umpteenth time in your career, and to bring into our fold the pre-service or novice teacher whom you are mentoring this school year.

I am confident that you will agree that the single most influential force that will assure the success of all three components of the OFLA action plan is YOU, the TEACHER! OFLA needs you to be a vocal and visible cheerleader for our profession.

Third, I invite you to Visit Cleveland! It ll Rock You! Cleveland is celebrated as the home of the world s only Rock and Roll Hall of Fame and Museum, but for OFLA, Cleveland will delight our conference attendees with its colorful tapestry of ethnic cultures, diverse languages, and distinct neighborhoods. For OFLA, Cleveland is the site of the 41st Annual Spring Conference, April 3-5, 2003, at the Renaissance Cleveland Hotel. The theme of the conference focuses attention on the foreign language teacher with the accent on YOU:

Revisiting the 3 R s of Teacher Professionalism:
Recruitment Retention Revitalization!

Plan *now* to join us there and experience a great networking and learning adventure. Please consider sharing your expertise and promising practices by presenting a workshop or session at the conference. Look for the session proposal on page 33 of this issue or contact me at jfowlkes@columbus.k12.oh.us for more information.

Now that I have extended the invitations, I hope that you will RSVP affirmatively!

Have a wonderful school year!

Judi Fowlkes

Prentice Hall Ad
#2

Welcome Aboard!

#3

**Barbara Andrews
Executive Vice President**

Barbara S. Andrews currently serves as webmaster for the OFLA website. She served two terms as Vice-President of Publications (1995-2001), at which time she was editor of *The Cardinal* and *Cardinal Points*. She was Program Chair for the OFLA Conferences in 2000 and 2001 and has presented workshops and sessions on such topics as HyperStudio, the Internet, and studying abroad at OFLA, CSC, ACTFL, NWOET, and MACUL. She has a B.A., B.S., and M.Ed from Bowling Green State University. She has studied in Spain, France, and Mexico and is currently working on an M.A. in Spanish from the University of Northern Iowa. She teaches an exploratory foreign language course at Gateway Middle School in Maumee where she also serves as newspaper and computer club advisor. She says:

The most gratifying part of studying abroad is getting to know people from another country. For the past three years I have had the privilege of living with the same family while studying Spanish in Santiago de Compostela, Spain during the summer. This past

summer I was able to spend considerably more time with them and their extended family members, and learned so much about them and how they think that I have made up a long list of ideas and topics for future articles. I wish everyone could have this type of opportunity, and not just because of the language benefit. It's fascinating to see firsthand how people from other countries see us and to observe them and participate in their culture.

#4

**Davara Potel
Executive Treasurer**

Davara Potel currently teaches French at Solon High School, Solon, Ohio. A graduate of Agnes Scott College, with an MA in French from Kent State University, Davara worked in France as a corporate language trainer for 10 years.

Davara has worked at Solon High School for 15 years. She chairs the Foreign Language Department, has served as a mentor-at-large for new teachers, and has initiated professional development programs for the school's faculty. She has also served as a reader, table leader, and consultant for the

Advanced Placement French Language program for The College Board and has carried out test development work for the SAT II French, the AATF Grand Concours and the Test de Français International.

Davara started conducting professional workshops around the country in 1995. She has shared innovative classroom practices at ACTFL, Central States, AATF and OFLA conventions, distributing volumes of materials with detailed lesson plans, activities and references. One of the principal programs that she has brought to teachers is a collaborative class she initiated at Solon High School in 1994. Combining Home Economics and French students, the program entails five one-week interdisciplinary units on French-speaking areas around the world. She has also carried out interdisciplinary projects in art and physical education. The U.S. Department of Education has recognized this work in interdisciplinary approaches to teaching about the world. At the 2002 OFLA conference in Columbus, Davara co-facilitated a session with H I ne Sanko (*Am Stram Gram...What a Teacher I Am!*). This session was named Best in Ohio.

Davara was also the recipient of the AATF Dorothy S. Ludwig Excellence in Teaching Award for the secondary level in 2001.

(Fourth OFLA Retreat, cont d from page 1)

last September's tragedy, we had expected to see a new focus on languages and culture, which seemed both natural and productive from our point of view. But that hasn't happened. Many Americans are reacting by building walls rather than by becoming more engaged with world cultures and languages. That attitude makes it more difficult for our teachers to do their work effectively. We are critical to national security and we need to be perceived as part of the response system. Coca-Cola recreated their Classic Coke as a deliberate response to their public and we are surely more relevant than a soft drink! We need local public service announcements, input to national campaigns that would stress the benefits of studying world languages (case studies of national leaders, business advantages, etc.), media kits, press releases ready to go on our website, and a much stronger advocacy stance that tells people why we are a crucial element of the national security framework and of good global education. Connections with ACTFL work also came up; for example, why don't we see stars doing spots for foreign languages? Although we're talking about \$100,000 for a national spot, if all the organizations get together and give something, we could have the \$100,000! All in all, we were energized by this discussion and we communicated our renewed sense of focus at the board meeting. There, though, we also determined that we need to involve our members and make sure that we are heading up efforts they want us to champion.

On the positive side, we can count on some solid structures. We know that our membership is up;

our fall workshops and annual conferences have been very well attended and they get good feedback. We have good reason to believe that our work in outreach is getting better, and the Alliances and the CORE-FLs are growing steadily, bringing our teachers together on a regional basis. Many of these ideas were made more concrete on Saturday, and you will receive information regarding conferences, grants, and other initiatives in the coming months.

We also have a good resource base for our work (computers, budget, meeting place), and we are turning out a really good *Cardinal*. However, Van Meter felt our message needed to be heard more frequently and more pointedly. He also questioned whether administrators and officials read the *Cardinal* easily, or is it too chatty for their purposes? Perhaps we need to do more e-mails, develop a better web site, shorten and/or reorganize our publication. Or we might create more publication diversity, with one set of messages for the web site, one for administrators and then another for our teacher members in the *Cardinal*. It was pointed out that the conference booklet was shorter, and we may be able to put some of the savings into other efforts.

healthy (as opposed to change for the sake of change), as it provides both direction and focus. We discussed a survey to poll our members,



Members of the Board discuss the OFLA mission and strategies during the Friday Retreat at Renaissance Cleveland.

probably timed to go with the conference, and possibly even providing a conference-related reward for returning the survey. It seems apparent that the foundation will provide us an important tool to request funding from businesses and organizations on an entirely new scale, since we'll have procedures that provide mutual benefits...

We also concluded that we need to be more persistent in our advocacy at the state level, to make sure that the Department of Education knows that we want to be involved in every aspect of curriculum, in everything coming down the road. We also need to reinforce our regional efforts through the Alliances and the CORE-FLs. And, perhaps most importantly, we need to speak up more as a board, as a group. Advocacy may be the single most important activity we can do!

The board was in agreement that professional development is another key element of our association that needs attention. It is Strategy 2 of our Mission, to build the capacity of foreign language teachers. And Deborah Wilburn-Robinson reminded us that professional development standards will be discussed this year in the Governor's Commission on Teaching Success. We know that travel is a legitimate activity, when done correctly, since every foreign country is a laboratory for us! We must make others see it as essential for foreign language

To build on our perceived strengths, Van Meter suggested that we should find out from our membership what else they want in the next 2-3 yrs. To continue to turn our maturing organization into the jewel we want it to be will require a lot of dialog with our members, and focused energy so we don't waste opportunities to be responsive. Don reminded us that large companies have changed their whole focus based on what they've heard from constituents. Change for this reason is



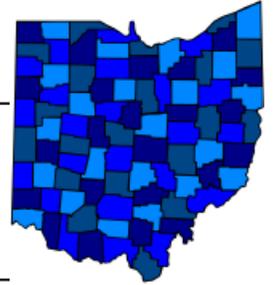
Clockwise from left: Carol Eiber, Deborah Wilburn Robinson, Debbie Sehlmeier, Judith Fowlkes and Davarah Potel sit at a round table discussion to brainstorm attainable goals for the upcoming year.

Continued on page 16

Around the State

Deborah Wilburn Robinson
World Language Consultant,
Ohio Department of Education

#5



News Flash: The Ohio Department of Education Hires Second World Languages Consultant!

While other states across the nation are cutting content-area specialists, the Ohio Department of Education is pleased to announce the hiring of a second consultant for World Languages. Charles Conway joined the Office of Curriculum and Instruction on September 9th.

Why are two consultants needed?

There is much to be done! The focus of our work until December 2003 will be the Academic Content Standards for Foreign Language. The standards are comprised of the overarching goal areas, benchmarks at grades 4, 8, and 12, and K-12 grade-level indicators. Consultants

- organize meetings (e.g. contracts with hotels, dealing with internal accounts)
- provide resources to the team (e.g. comparison charts of what other states are doing, guest speakers)
- suggest edits
- analyze and report on the feedback from focus groups and the web that the Writing Team should consider in arriving at the next draft
- manage the whole writing process on e-mail between meetings
- report to the State Board of Education
- participate in Regional meetings around the state focused on standards.

In late 2003, a second team of writers will be convened to develop a new curriculum model. This resource will serve as a tool to help align programs with Ohio's state-adopted standards.

Consultants also

- answer daily requests for information
- develop and deliver workshops to districts and regional consortia

- respond to requests for tools and products both within and outside ODE
- keep abreast of research to inform policy, products, and tools
- participate in interoffice dialogues (e.g. Center for the Teaching Profession, Praxis, licensure, ESL, ASL).

Although, by law, we are not allowed to have mandatory, state-level assessments in Foreign Language, we do facilitate the development of sample items and pass on information about other assessment systems. (See assessment section below for why this is so necessary at this time.)

Please don't hesitate to contact us with questions or concerns. There are only two of us to serve you (some content areas have five or six consultants) but we enjoy doing so!

Ohio's K-12 Foreign Language Academic Content Standards

The first draft of Ohio's Foreign Language Academic Content Standards was posted on the ODE web site from July 10-September 10. Seven focus groups were also held around the state to provide comments on the draft. Many thanks to all of the K-postsecondary Foreign Language educators who took the time this summer to participate in focus groups. Thanks, also, to all of you who navigated through the ODE web site to comment on the standards on line. The Writing Team will be meeting in October to revise the first draft based on these comments from the field. Stay tuned for opportunities to review the second draft!

OFLA/ODE Model Assessments.

Enfin! The French Model Assessments are now available on the ODE web site. The home page for the project is located at the following url: www.ode.state.oh.us/curriculum-assessment/ci/model_assessments/. Model assessments in German, Latin, and Spanish may be accessed at this same site.

Why are assessments important?

Senate Bill 55 legislates end-of-course exams in all content areas. The 2001 Operating Standards for Ohio schools, Section 3301-35-04, D calls for a systematic approach to assessment:

Districts shall provide for an assessment system that aligns with their courses of study and includes:

1. regular assessment of student performance
2. guidelines for using assessment results for instruction, evaluation, intervention, guidance, and grade-promotion decisions
3. written policies and procedures regarding the participation of students with disabilities
4. ongoing professional staff development that teaches accepted standards of practice in the selection, administration, interpretation, and use of assessments
5. multiple and appropriate assessments that shall be used to measure student progress
6. assessment practices that, when used to qualify students for graduation, promotion or special programs or services, conform to current professional standards for validity and reliability
7. sharing information with parents, students, and the community regarding assessment purposes and results.

The intent of the model assessments is to provide K-12 teachers with many item types across the modes of communication (interpersonal, interpretive, presentational) that may serve as a basis for developing a district-level system of assessment that aligns with standards-based curricula.

For other reasons why assessment is important and for other assessment instruments, please see the October, 2001 Cardinal.

ACTFL s Program Standards for Foreign Language Teacher Preparation Programs for NCATE (National Council for Accreditation of Teacher Education) and Ohio approval.

The final draft of the ACTFL Foreign Language Teacher Preparation Program Standards were adopted by NCATE in September, 2002. Within 18 months of adoption, post-secondary programs in Ohio that prepare foreign language teacher candidates will need to submit programs to the Ohio Department of Education for review based on these new standards (March, 2004).

****Special note:** If your post-secondary teacher preparation program is scheduled to submit programs to ODE during fall 2002, spring 2003, or fall 2003 for on-site visit in fall 2003, spring 2004, or fall 2004 respectively, you have a waiver on the above until March, 2005.**

If you are interested in becoming a program reviewer, please contact :

Debra G. Mallonee, Office of Educator Preparation, 614.466.4231, debra.mallonee@ode.state.oh.us. Kindergarten-post-secondary Foreign Language educators are encouraged to become reviewers.

Professional Development

If you are interested in pursuing National Board Certification during the 2003-2004 academic year, please contact:

Jeanine Ellis, Ohio National Board Coordinator at 614-466-1788, Jeanine.ellis@ode.state.oh.us or Kim Kehl, Administrator, at 614-466-5619, Kim.kehl@ode.state.oh.us.

Good News on FLAP

Rafeal Nevarez, of the U.S. Department of Education, forwarded the following update about the Foreign Language Assistance Program provided by the Coalition for International Education on July 23, 2002:

(continued on page 17)

Teacher Exchanges: A Powerful Learning Tool

by Susan Colville-Hall

Learning about learning in other cultures is an empowering experience. There are numerous reasons to encourage teachers to

As few Tico teachers spoke English, it was an excellent opportunity for teachers in the Akron area to practice their Spanish as well as learn about Tico culture and the meaning of pura vida.

travel abroad, including personal and academic benefits (Byram, 1988; Coleman, 1997). Last year, participants of the University of Akron's Fulbright-Hayes Summer Seminar to Costa Rica testified to

Rica to bring more teachers from the two cultures together for an interesting, fun and exciting learning experience. As coordinator, Susan Colville-Hall arranged for homestays for 25 Ticos with American educators, primarily Spanish teachers. As few Tico teachers spoke English, it was an excellent opportunity for teachers in the Akron area to practice their Spanish as well as learn about Tico culture and the meaning of pura vida (Life's great). American families were soon taking more time from their busy schedules to enjoy interacting with these interesting and fun loving people. Tico teachers were from various fields: math, computer science, social studies, family and consumer science, English, elementary levels, and

and just plain fun. An overnight to Niagara Falls, Canada, made the visit truly international with a ride on the Maid of the Mist as a highlight. The tour of the City of Akron (Quaker Square, Stan Hywet, and Akron Art Museum) brought into focus the art and history of the city. Cleveland's landmarks were also included: Great Lakes Science Center, Rock and Roll Hall of

American families were soon taking more time from their busy schedules to enjoy interacting with these interesting and fun loving people.

Fame, and Tower City. A ride on the train at Sugarcreek (there are no trains in Costa Rica) and lunch with tour at an Amish farm near Charm demonstrated the diversity of local cultures and our rural, historical past. Sea World and Seven Flags were a favorite for the younger set, and all enjoyed the Aeros baseball game, family barbeques, and the 4th of July parades. In all, the Ticos had a great time, despite the 90+ degree weather (which they found hot) and an overnight in a youth hostel with no air conditioning where the rooms felt like an oven. Their response to the apology was: Hoy es otro día.

One of the greatest advantages of hosting teachers from Costa Rica was their eagerness to share their culture with Americans. Chris Eustis made the Ticos an integral part of the summer Spanish immersion workshop offered at the



personal gain in getting to know one's self better and to gaining greater insight about the culture and people there.

This year the University of Akron collaborated with Intercambios Culturales Internacionales in Costa

special education. One group came from San José, capital of Costa Rica; the other from Heredia, home of La Universidad Nacional.

Susan also established an activities program that balanced cultural learning, pedagogical experiences

Univeristy of Akron. Students interviewed the Ticos about a diversity of topics and reported their findings to the class. A rich cultural discussion between both groups followed.

In addition to learning how Americans learn Spanish, the Ticos visited a Curriculum and Instruction Seminar in which they discussed curriculum, inclusion and classroom management with Akron elementary and secondary teachers. A visit to one of the technology labs and a mini-seminar on the use of technology in the classroom gave the Ticos some insight into ways they can advance the use of technology in their schools. The Ticos learned that American schools first had computer labs but because they were ineffective, schools redistributed computers to each classroom which increased the amount of technology integrated into daily learning. Ticos were also amazed with the amount of materials available to teachers such as prepared tests, workbooks and other ancillary sources. The number of students in each class was also a surprise for the Ticos. Their classes range easily from 35-45 students at all levels and subjects. The Tico school calendar runs from mid-February to mid-December with two weeks off in July for

winter vacation — the time they were spending in Ohio.

The host families enjoyed learning about the Ticos. They were just so much fun and so interested in everything....especially shopping. Eight area teachers who spent a month last summer in Costa Rica with the Fulbright-Hayes Summer Abroad Program from UA had the opportunity to show the Ticos how Americans do things: Fran Coast, St. Hilliard School; Terry Wood, Akron Public Schools; Kate Lutz,

The number of students in each class was also a surprise for the Ticos. Their classes range easily from 35-45 students at all levels and subjects.

Revere High School; Carol Clifford, Columbia Station Schools; Soledad Cruz-Larry, South Euclid Schools; Emily Martin, Defiance High School; Paula Christensen, Essex Elementary; Jinny Gerber, Fairless High School. Other OFLA members and local teachers also shared the responsibility of teaching about the American culture by hosting: Tracy Schumann, St. Sebastian School;

Louise Weinman, Cambridge High School; Carmel and Carl Oberdorfer, Akron Public Schools; Jean Keener, West Salem High School; and Carol Theis, Solon

They were just so much fun and so interested in everything... especially shopping.

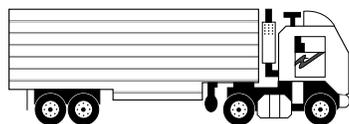
High School. To demonstrate support for intercultural programs, two Board of Education members of Columbia Station, Patrick Palmer and Harry Bigler, also learned the art of hosting members from different cultures.

As the Tico friends departed with their photos, souvenirs and overloaded luggage, there was a strong sense of mission accomplished in terms of exchanges of ideas, broadened horizons and an American appreciation of the Ticos for their philosophy of life - Pura Vida.

For more information contact Susan Colville-Hall at colvill@uakron.edu or Chris Eustis at eustis@uakron.edu.

Byram, M. (1988). *A Year in France*. Durham University.

Coleman, J.A. (1995). *Residence Abroad within Language Study*. *Language Teaching*, 30, 1: 1-20.



**Have you moved? Changed schools?
Changed your phone number?**

Please be sure to update all information when your membership invoice arrives! If we don't know your new address you will miss an issue of *The Cardinal* and it will cost us money for returned postage. Help keep us informed!

Proficiency Test Mania: Where Is It Taking Us?

One Teacher's Perspective

by Barbara S. Andrews

Proficiency tests. At first I thought they were just another series of tests that kids had to take. Another interruption in the school day, but relatively harmless.

Then I noticed that the proficiency-tested areas math, reading, writing, citizenship, and science were getting more scrutiny than the other areas. That seemed like a good thing, since nobody was trying to interfere in my foreign language classes. But it wasn't long before I noticed how foreign language and other elective courses were being given short shrift as far as money, time, and attention were concerned.

Then the Ohio Department of Education started issuing report cards for schools. These report cards show the overall test scores achieved by students in each public school district, as well as the state average and the average for comparable schools. Nearly all of the 28 criteria used to evaluate the schools are related to proficiency tests.

But I started getting really annoyed when we were told that *all* teachers had to fill out proficiency intervention forms. In other words, we have to document how we are helping our students prepare for their proficiency tests. It doesn't matter that my subject area is not included on the test. I still have to fill out these ridiculous forms showing how I teach math, science, etc. in French and Spanish. Nobody cares that this is a huge waste of time for me. More bureaucratic red tape.

I later discovered that it could be worse. A Spanish teacher in Texas told me that she has to spend time in class actually teaching math instead of Spanish, even though she is not a math teacher!

We were told this year that professional development money money used to defray expenses for conferences would only be approved if we could document that it would help us prepare students for the proficiency tests. What that boils down to is that if you don't teach a proficiency-tested area, you have to pay your own way.

That, too, could be worse. I've heard of some schools where the administration refused to let anyone other than teachers of the core areas attend any conferences, even if they are willing to foot the bill themselves, and even if the conference is being held in their backyard. Apparently it's not important for teachers of elective courses to seek to improve their skills.

But it wasn't until I started doing research for this article that I discovered how grim this situation is and not just in Ohio either. That was when my annoyance and anger turned into real fear for the future of our educational system. . . and our kids. Why?

The whole idea of judging either a student or an institution solely on the basis of test scores is absurd.

Even if you discount the test bias factor, no test measures everything a student knows. Students do not get credit for knowing things that are not covered on the test. That is why teachers are obligated to teach to the test. If they teach too many things that are not on the test, their students might not know the important stuff well enough, and the teacher will be labeled ineffective because too many students didn't pass.

Standardized tests primarily assess information learned through rote memory. They do not do a good job of measuring such things as creativity, problem solving, and higher-level thinking skills, all of which are essential to a student's academic career and success in life. Studies show that courses such as foreign language, the arts, and music promote the development of these critical skills. And that leads to my next point:

The obsession with proficiency test scores is undermining elective areas that are essential to a good education.

Simply stated, schools pay more attention to the proficiency-tested areas because that's what they're being graded on. My students always want to know exactly what's on the test because they don't want to bother studying the unimportant stuff.

Elective areas are being reduced and even squeezed out of the curriculum in many schools. The superintendent

of a rural school district near Toledo wants to eliminate all elective courses from the middle school in an attempt to improve test scores. Apparently the community is in an uproar over this, but I have to wonder why I haven't seen the local newspaper or TV stations talking about this radical proposal. Will more and more schools find themselves following suit in a desperate attempt to improve test scores?

Consequences of the Proficiency Test Craze

So you have to wonder, where is this proficiency test mania taking us? Are students really making significant progress in the core areas? And what will happen if the core areas are allowed to keep squeezing out the rest of the curriculum?

A college professor friend of mine says, If anything these tests are encouraging students to think more narrowly, to think that the test is the most important aspect of their education and to focus less on the future and more on the minutes spent in class so they can regurgitate what they are hearing. . . .

Another colleague at the college level says, I do not think we have seen any improvement in core knowledge/learning skills. To the contrary, it seems to be generally felt that these skills are less in evidence today than in the. . . past.

What might be some of the long-term consequences if this national obsession with proficiency tests goes on unchecked?

The United States will continue to be plagued with monolingual

citizens who are ignorant of other cultures and incapable of understanding the complexities of world affairs.

The politicians that they elect to lead us will have the same inadequacies. The ever-decreasing pool of potential employees with proficiency in a foreign language will prove to be a severe handicap in the global marketplace and in the area of diplomacy. Bigotry and distrust against ethnic groups and nationalities will thrive as communities remain segregated from each other.

It has been suggested that the 9/11 disaster could have been prevented if our security forces had been well-enough trained in Arabic to decipher the clues that were left behind by terrorists.¹

Former Senator Paul Simon, writing in *The Washington Post*, concludes:

In every national crisis from the Cold War through Vietnam, Desert Storm, Bosnia and Kosovo, our nation has lamented its foreign language shortfalls. But then the crisis goes away, and we return to business as usual. One of the messages of Sept. 11 is that business as usual is no longer an acceptable option.²

Without a thorough grounding in elective courses, many of our children may never discover their innate talents and realize their full potential.

Americans will continue to go to museums like the Louvre in Paris and be incapable of appreciating

anything but the Mona Lisa. The term cultural wasteland will be truly deserved. But to my mind, the greatest tragedy will be the large numbers of children who will never discover the joys of music, art, and speaking foreign languages, who will never understand that learning is more than rote memory, or that a test is simply a tool not the premise of a good education.

Colleges and universities will be pressured to reduce elective requirements in favor of more major-related courses.

My eighth graders already know which courses are important and which are not. The other day someone said, Why do we have to take stuff like foreign language in college anyway? Why can't they just teach us what we want to learn?

A college education used to be equivalent to a well-rounded education. If this proficiency-test craze continues, I foresee colleges becoming more and more like technical schools. Pull 'em in, teach 'em just enough so that they can get a good job, and hand 'em their diploma. After all, the only reason to get a college education is to help you make more money, right?

Frankly, I took a lot of courses in high school and college that I don't use at all in my job, courses like geology, music appreciation, biology, and trigonometry. Some of them I really sweated blood to get through. But I don't regret any of them. For one thing, I learned the value of perseverance. For another, I feel I have a better understanding of the world around me. I can better appreciate world affairs, the arts,

(continued on page 28)

Citizens of the World? YOU BET! by Philippa Brown-Yin

Fulbright-Hays teams with Cleveland State for a unique experience.

At the end of June, 18 Northeast Ohio teachers and pre-service teacher candidates (and one from Omaha, Nebraska!), flew to Mexico City and then traveled by bus to Cuernavaca, Morelos, about an hour Southwest of the capital city. For the next month these teachers lived Mexican culture and studied Spanish language as participants in the Fulbright-Hays Group Study Abroad Mexican Cultural Perspectives on Community and Self project. They have now returned to prepare teaching projects that will enhance the lives of their students. The teacher participants

learned a great deal about Mexican culture from the coursework, from organized site visits and from the total immersion situation provided by living with Mexican families. One teacher commented that he benefited directly from being able to observe real people working in a wide variety of situations, from large concerns to women's cooperatives. Another especially appreciated the sense of public art in Mexico and hoped to incorporate this in her teaching units. Several returned with a renewed sense of urgency to examine history as an element in current problems, such as migration, local economic issues and family dynamics.

The CSU Fulbright-Hays program responds directly to the national need to develop and improve foreign language and area studies in the elementary and secondary schools by providing a situation-specific group study program in Mexico. The teachers, including the several pre-

service teacher candidates, were selected on the basis of need statements; they were also supported by their school districts. All of the participants specifically indicated that they

shared among the teachers of the districts, will promote an even greater impact in terms of the awareness and study of Hispanic culture. The bringing alive of concepts and ideas for area students will allow teachers across the discipline to communicate and teach more effectively. Teachers are now engaged in the process of developing curriculum units on city life, national, religious and popular holidays, family dynamics, art and artists, archeological sites and the changing roles of women and men, just to name a few. Some of these projects will be showcased in OFLA conference sessions next spring, others will be shared locally. We also

hope to develop funding to package at least 20 curriculum units for use by other teachers.

This program has been unique in the Cleveland region; however, we hope to be able to replicate it in future years as funding is available. Ohio teachers have amply demonstrated that they want to participate in programs which are designed to further their specific interests, which have a funded component to assist the participants, and which will produce greater expertise in teaching as a result. OFLA members are encouraged to let the Strategy 2 (building the capacity of teachers) Committees know of their interests for the coming summer. The sooner the committees know of your interests, the better grants we can write, the better funding we can secure, and the better our students are served.



The CSU/Fulbright-Hays teachers gathered for a group picture in front of the fountain in Puebla, Mexico.

wanted to develop cultural teaching units based on their study of Mexican culture. Several also expressed a desire to improve their Spanish language skills. Many of the participants enrolled in a CSU Field Studies course, which will earn them credits toward the M.A. in Spanish or the M.Ed. in Curriculum and Instruction. The project director for the Fulbright-Hays 2002 group is Dr. Philippa (Piper) Brown Yin, who is currently Chair of the Modern Language Department at Cleveland State and President-Elect of OFLA.

The effect of the CSU/Fulbright-Hays project will be an increase in the teacher participants skill and confidence as a result of 1) greater cultural knowledge; 2) development of teaching units based on first-hand knowledge of the culture; and 3) quantifiable increased proficiency in Spanish language skills for those teachers whose level of Spanish made this goal worthwhile. At the same time, the development of the new teaching materials,

ACTFL Full
Page Ad
6

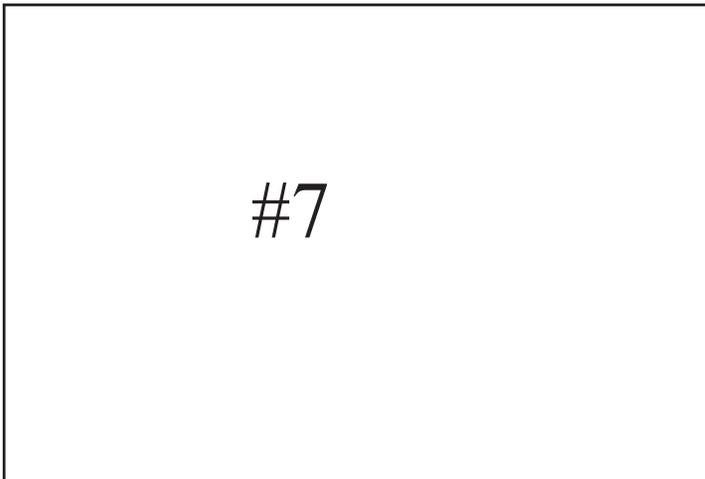
Scholarships, Dues increase and OFLA Foundation to cover expansion of outreach and development goals

by Michael Hauber
Immediate Past President

Some forty-six students both high school and foreign language teacher candidates from colleges and universities throughout Ohio were on hand at the 2002 OFLA Conference in Columbus to enjoy valuable staff development opportunities, a fine collection of materials in the exhibit hall and to network with professionals in their areas of interest.

The students were given a conference stipend that allowed them to attend the conference as well as the Keynote and Awards luncheons where they learned about our professional organization and saw outstanding community leaders and educators recognized by OFLA.

The OFLA Board hopes to double the number of stipends this year to these students and to eventually fund all foreign language teacher candidates in Ohio along with those high school students who have shown a strong interest in becoming foreign language teachers. The OFLA board plans to network with teacher trainers in Ohio and OFLA members who are recruiting students to fill our professional ranks with the best and brightest.



Past president, Michael Hauber and Ohio State University professor, Dr. Virginia Ballinger with a few of the forty-six students who were awarded stipends to attend the OFLA Conference 2002.

The Board decided, after considerable discussion, to raise our membership dues by \$5.00 annually for most membership categories, though not for students or lifetime members. The comments that persuaded the Board to vote for this change addressed the need to continue upgrading our technology: membership database and more specificity; website enhancements, and better communication with our members. We also need to respond to members professional development concerns with pre-service scholarships, study abroad and conference funding and several other projects of this nature. We did look at comparable organizations and we fall comfortably in the upper mid-range of peer professional societies.

Besides this modest \$5.00 additional for annual dues, the OFLA Board has established the OFLA Foundation that is accepting memorial gifts, bequests and transfers in order to fund other grants, scholarships and study abroad programs as a service to our members.

Contributions to the OFLA Foundation can be sent to:

Davara Potel, Treasurer
34316 Blue Heron Drive
Solon, OH 44139

Fourth OFLA Retreat, cont d from page 7

teachers. We must demand involvement in the standards development and make sure that travel and study abroad are written into the standards. As an organization we should be articulating the ideal for all Ohio world language teachers. Then local systems will set theirs based on the state standards. We must provide the government commission with specific guidelines or they will simply leave our organization and foreign language teachers out! We should also look at other curriculum areas that, surprisingly, sometimes have more active study/travel programs for students than we do! Look at parent groups for band, for example, to see how they have presented the benefits.

The last major topic we tackled had to do with our newly created foundation. Thanks to generous gifts from many members this year, it's getting off the ground, and we are in a position to begin looking at the management, legal and financial structures, and then at how it can best benefit the association mission and members. It seems apparent that the foundation will provide us an important tool to request funding from businesses and organizations on an entirely new scale, since we'll have procedures that provide mutual benefits (tax write-offs, for example). We decided to ask some other non-profits for advice and to check with friends of our organization. Perhaps more interesting, we asked ourselves, planning for the future when we have significant funds, what we would want to do with the money. Not surprising, the discussion groups all had many areas in common. Key among these, but not ranked (we didn't get that far!) were Advocacy, Professional Development (Attending Conferences and Study Abroad), Future Teacher Recruitment and Assistance, Special Projects (e.g., FLES program assistance), and Research Projects (e.g., L2 Acquisition Factors).

On this optimistic note, our board meeting ran out of time and we disbanded, each of us newly recharged (Judi reviewed these for our divisions and committees), and ready to meet the future head-on. We have lots of work to do, and with the enthusiastic and constructive participation of all our members, we will have a very productive year!

AATF Sponsors National French Contest

The National French Contest, sponsored annually by the American Association of Teachers of French, is open to all students of French from the elementary grades through high school. **Le Grand Concours** testing dates for 2003 are:

February 26 - March 3, FLES Contest
March 3-22, Levels 01-5

In addition to state and national winners, Ohio will be awarding prizes to the highest scoring students in each school. Every school will have winners.

If you are interested in participating or receiving more information, please contact the Ohio Coordinator:

Every
School
will
have
winners!

Judith A. Baughin,
Raymond Walters College
University of Cincinnati
9555 Plainfield Road
Cincinnati, OH 45236
judith.baughin@uc.edu
tel: (513) 745-5646
fax: (513) 745-5771

...Around the State (continued from page 9)

Last week both the Senate subcommittee and full appropriations committee reported out a FY 2003 funding bill for the Departments of Labor, Health and Human Services, Education, and Related Agencies, increasing overall education funding by about 8%. The Senate bill provides \$56 billion for the Department of Education, a \$4.3 billion over FY 02, and a \$2.9 billion increase over the Administration's FY 03 budget. The (K-12) Foreign Language Assistance Program (FLAP) received \$20 million, a \$6 million or 43% increase over FY 02. FLAP supports competitive grants to increase the quality and quantity of foreign language instruction at the K-12 level. The Administration's budget had proposed elimination of FLAP.

If you have ever considered expanding your district's Foreign Language program, now is the time to familiarize yourself with FLAP projects of the past (Greg Duncan, interprep@earthlink.net) and to begin the development of your proposal. To view the application packet from last year, go to: <http://www.ed.gov/legislation/FedRegister/announcements/2000-4/112200a.html>.



The World Has Many Voices

\$12.00 OFLA members
\$20.00 non-members

The OFLA promotional video:

The World Has Many Voices

...a convincing statement on the importance of early second language learning

Fee includes the video, a reproducible promotional brochure, ideas for presenting the video, and shipping & handling costs.

Checks should be made out to OFLA.

Name _____
Address _____
City _____ Zip _____

Mail to: Sandra Murray
726 Lauby Avenue
Akron, OH 44306
smurray3@neo.rr.com



Professional Development Opportunities

Patrice Castillo

OFLA is offering two exciting opportunities for professional development this fall, with an extension workshop October 12th and a joint Alliance meeting November 2nd.

Judi Fowlkes and Patrice Castillo will present the 2002 **Central States Extension Workshop**, *Interpretive Communication A New Look at Reading*, during the morning session at the Mansfield Regional Campus of OSU on Saturday, October 12 from 10:00 to 2:00. After a networking lunch, participants will break into target language groups to discuss using literature in the classroom. Gillian Hellman of Ashland University will lead the discussion of French literature. Dr. Steven Joyce of OSU Mansfield will speak on German Fairytales. Rhonda Moody-Velez will present literature of oppression in Spanish. Pre-registration is required along with a \$10 charge for a box lunch. See page 19 for more information and registration form.

The **Columbus International Festival** has the tradition of being a popular destination for language teachers and their students. The Columbus Chapter of the United Nations Association has sponsored the multicultural event, which represents more than 60 cultures. Visitors can have their personal passport stamped at over 170 booths representing worldwide cultures.

This year, we hope to combine this educational and entertaining event with a new OFLA endeavor. All Foreign Language Alliance members from throughout the state are invited to attend a Joint Alliance Meeting, which will include a workshop from 10-2 on Saturday, November 2, at Veterans Memorial in Columbus. We will gather at 10:00 a.m. in the upstairs meeting room for a workshop entitled, *Reducing Prejudice* given by Patrick Hall. Lunch will be on your own, as teachers will want to wander among the booths sampling the international cuisine and enjoy the on-going entertainment. From one o clock until two we will regroup in the meeting room to continue the workshop and distribute certificates. Participants will have the remainder of the afternoon free to browse, shop and learn about other cultures. The workshop is being offered at no cost to participants although each teacher will need to pay the \$6 admission to the festival itself. Pre-registration is not required. We hope to make this an annual event. More information will be available on-line at the OFLA website.

Our Alliances have so much to offer Ohio language teachers. Please do your part and take advantage of the many opportunities offered by our alliances statewide. Remember to invite and encourage new teachers and teacher candidates to attend. Don't forget the solitary teachers who ARE the foreign language department in their school districts.

Leave no teacher behind!

ALLIANCE GRANTS CONTINUED

The OFLA Board is continuing to offer grants of up to \$500 per alliance to be used for funding alliance operations and activities. The grants will be awarded competitively, based on proposals submitted by the steering committee of each alliance.

Grant applications can be requested by contacting :

Marian Walters
5159 Sandra Drive
Toledo, Ohio 43613.
Email:
babamasha@aol.com

Fall Workshop

Interpretive Communication: A New Look at Reading

This year the OFLA Fall Workshop will present the Central States Conference Extension Workshop, *Interpretive Communication: A New Look at Reading!* Several of our members attended the all-day workshop last March in Kansas City, Missouri, and will share their materials for practical application of new trends in foreign language instruction. Please mark your calendars for Saturday, October 12, 2002, and join us at the Mansfield Campus of The Ohio State University for this exceptional professional development opportunity.

Participation in the Workshop will enable teachers to create lessons that help students achieve the goals of the National Standards as they pertain to the interpretive mode of communication; they will apply knowledge, the learning process and retention to instruction; and they will use strategies to help student performance.

The presenters are Patrice Castillo (Lexington H.S.) and Judith Fowlkes (Columbus Public Schools).

All participants are asked to pre-register so that we have an accurate count for handouts and lunches.

SCHEDULE

OFLA FALL WORKSHOP

Saturday, October 12, 2002

Mansfield Campus/The Ohio State University
Mansfield, Ohio

Registration & Continental Breakfast 9:30 to 10:00 a.m.

Workshop: 10:00 a.m. to 3:00 p.m.
Five Workshop Contact Hours

Topic:

**Interpretive Communication:
A New Look at Reading!**

Speakers:

Patrice Castillo

Judi Fowlkes

Pre-registration deadline:

October 1, 2002

Questions? Call or e-mail

Patrice Castillo (419)884-9821

CastilloPBC@aol.com

2002 OFLA Fall Workshop

Saturday, October 12, 2002

Mansfield Campus/Ohio State University
Mansfield, Ohio

Registration Form

Name _____

Address _____

Phone: home _____ office _____

Language(s) _____

Level: { } Elementary { } Middle School
{ } High School { } College/Univ.

Years of teaching experience: _____

Registration Fees

Paid Member of OFLA (lunch) \$10.00

You must attend lunch for full
attendance credit! _____

Non-Member

\$30.00 OFLA Membership Fee plus
\$10.00 lunch = \$40.00 _____

Student Non-Member (Pre-Service)

\$10.00 membership fee plus
\$10.00 lunch = \$20.00 _____

_____ Check here if you prefer a vegetarian lunch.

Amount Enclosed _____

Make check payable to OFLA. Send to:

Patrice Castillo

OFLA Professional Development Chair

44 Delaware Street

Lexington, OH 44904

(419)884-9821

CastilloPBC@aol.com

AATG News

Deborah Page,
AATG Representative



A Message from your Chapter President:

This year's Fall Conference of Ohio AATG promises to be very special indeed. Inspired by the Ohio Bicentennial in 2003, the title for this year's conference is *Deutsche Wurzeln in Ohio* (German Roots in Ohio). It will include a grass roots effort where each and everyone of you can and should get involved. I envision one session where many of you give short presentations about German Roots in your own area. Get your name in print! We want to collect and publish your entries in a booklet and make it available to our membership for the Bicentennial. Can't attend the conference? Submit your contributions via email: ilanger@voyager.net

As has been our tradition, the **Fall Conference** will take place the first weekend in November, **Friday, November 1**, 5 pm to **Saturday, November 2**, 4 pm, in beautiful **Heidelberg College**, Tiffin, Ohio. I am all excited about our program: Thomas Wolber from Ohio Wesleyan University, will be our keynote speaker. Thomas is an expert on German immigrants in Ohio and beyond and has a wealth of information to share. Also, my friend, Ann Holden has just published her first book *In Search of a Warm Room*. It is the story of the long and difficult journey she and other Donauschwaben had to endure at the end of WWII. Ann will share her experiences with us and hopefully, we will have a chance to buy her book. Debbie Page will give a presentation on grave rubbings gathered at Cincinnati's Spring Grove Cemetery.

We also are fortunate to get a Trachtengruppe (folk dance group) from Toledo who will not only dance for us but also teach us a step or two. Watch for our newsletter *Der Austausch* for more information. See you in Tiffin!

Ingrid Langer

Please check the Ohio Chapter website for additional information on the program and registration information:

<http://www.muc.edu/~himmelm/aatg/aatgfr.htm>

Renew Your Membership

September is the month to renew your AATG membership. AATG sends an invoice for renewal to your home. If you did not receive one, or want to become a new member, visit the AATG site for information and form:

http://www.aatg.org/member_services/membership/index.html

Der Austausch

The fall 2002 edition of *Der Austausch* can be found on the Ohio Chapter website. This publication, published twice annually is the main way for German teachers to find out about the chapter's activities. You can find a link to *Der Austausch* on the Ohio chapter website under the Newsletters & Announcements link on the left of the page.

O.D.E. Needs Your Opinion

The Foreign Language Academic Standards for K-12 learners are now available on the Ohio Department of Education's website. Go the link listed below and follow the link on the bottom, right-hand side of the page to the comment, Foreign Language section. As teachers in K-12 classrooms, you are uniquely qualified to comment on these standards before they are implemented.

www.ode.state.oh.us

Foreign Language Workshop

On **Saturday, October 12**, the Foreign Language Department of Raymond Walters College, University of Cincinnati, will sponsor a foreign language workshop for all foreign language teachers.

The workshop, *Potpourri for FL Teachers Something for Everyone*, has four exciting sessions which will run consecutively. The speakers are:

Deborah Wilburn Robinson
Ohio Department of Education
Update on FL Education in Ohio

Mary Ball
Ashland University
Repurposing Web Pages: Between Authenticity or Author

DeLaina Tonks and Kristina Hartzell
Upper Arlington HS and **Christy Charlton**,
Jones MS (OFLA All-Star 2002 Session) *For ty
Creative Activities to Jump-Start Your Teaching*

Kay Hedges and Lori McNichols
New Albany HS
Bringing the Trip Back Home
(OFLA All-Star 2002)

Registration fee is \$30.

To register contact **Judith A. Baughin**, Raymond Walters College, University of Cincinnati, 9555 Plainfield Rd., Cincinnati, Ohio 45236 or email: Judith.Baughin@uc.edu
Certificate will be given upon completion of workshop.

Attention University Students !

**OFLA announces:
NEW Study Abroad Scholarships
For pre-service teachers
5 awards of \$1000 each**



Basic criteria include:

- Be enrolled in a declared licensure program.
- Participate in an accredited study abroad program.
- Submit two letters of reference from faculty members.
- Submit a written personal statement indicating your intent to teach in Ohio for two years after licensure and your reasons for choosing a career in world language education.

Application forms available for individuals and teacher trainers.

Contact:

Mary Goodwin
OFLA Scholarship Committee
34 Walnut Creek Drive
Holland, OH 43528
mgoodwin@buckeye-express.com

Ohio Classical Conference

Sherwin D. Little



Ohio Classical Conference Website:
<http://dept.kent.edu/mcls/classics/occ/index.html>

Officers for 2002-2003

President:

Kay A. Fluharty, Madeira High School
E-mail: fluharty_k@hccanet.org

Second Vice President:

Jane Ulrich, Shaker Heights High School
E-mail: Rulrich@aol.com

First Vice President:

Robert Bennett, Kenyon College
E-mail: bennetr@kenyon.edu

Secretary/Treasurer:

Michelle Wilhelm, Miami University
E-mail: wilhelmp@muohio.edu

OHIO CLASSICAL CONFERENCE

2002 Annual Meeting

The 80th annual meeting of the Ohio Classical Conference will take place in Cincinnati from October 17-19, 2002 at the Cincinnati Marriott North.

E-mail President Kay Fluharty for more information, or check the OCC website.

OCC LATIN HONORS DAY

Xavier University in Cincinnati invites all teachers and students of Latin to attend the Latin Honors Day, scheduled for November 2, 2002. For more information, contact Edmund Cueva (cueva@xu.edu), John LaRocca (LaRocca@xu.edu) or William Prueter (WDPrueter@aol.com).

AMERICAN CLASSICAL LEAGUE

The American Classical League Institute will be held June 26-28 2003 at the University of Buffalo in Buffalo, NY. ACL has funds available for teachers to attend their first ACL Institute. Go to the ACL web page www.aclclassics.org.

NATIONAL LATIN EXAM

<http://www.vroma.org/~nle/>

OHIO JUNIOR CLASSICAL LEAGUE

The Ohio Junior Classical League continues to grow and support Latin and the Classical in Ohio. With over 2,000 members, OJCL offers Latin students throughout the state opportunities for fun, friendship and friendly competition with other Latin students. The Ohio JCL State Convention is March 7-8-9, 2003 in Columbus. For more information about OJCL go to the OJCL website www.ohiojcl.org, or contact State Chairs Melissa Sublett (mksteach@yahoo.com) or Brian Compton (bcompton@saintursula.org).

Over 130 Latin students from Ohio joined 30 teachers and chaperones at the 49th Annual National Junior Classical League Convention at the University of Kentucky in Lexington from July 29-August 4. Ohio students placed highly in all aspects of competition. Below are the Sweepstakes results.

OVERALL SWEEPSTAKES

- 1 (tied) Tracy Moore, Summit
2. Thomas Agran, Madeira
5. Katelyn Raddack, Stow
7. David Mahin, Summit
8. Jason Carreon-Chua Summit

CREATIVE ARTS SWEEPSTAKES

4. Kate Agnew, Walnut Hills
6. Andrew Robbins, Indian Hill
10. Kate Hattemer, Summit

GRAPHIC ARTS SWEEPSTAKES

1. Thomas Agran, Madeira
2. Katelyn Raddack, Stow
7. David Mahin, Summit
8. Karen Siklosi, Indian Hill
10. Andrew Robbins, Indian Hill

SCRAPBOOKS:

- 6th place, Small Schools: St. Ursula
1st place, Medium Schools: Fenwick
1st place, Large Schools: Madeira

ACADEMIC SWEEPSTAKES

2. Tracy Moore, Summit
3. Jason Carreon-Chua, Summit
8. Ben Williams, Fenwick

SCHOLARSHIPS:

National Latin Exam Scholarships:

Jason Carreon-Chua, Summit
Lisa Schilling, Indian Hill

Jessie Chambers NJCL Scholarship

Lisa Schilling, Indian Hill

OLYMPIKA SWEEPSTAKES

8. Tracy Moore, Summit

CERTAMEN

Upper Level 1st place
Lower Level 1st place
Novice Level 2nd Place



Central States Conference Ad
Twin Cities...
8

GUIDELINES FOR OFLA TEACHER GRANTS

Eligibility:

Any active member of the Ohio Foreign Language Association is eligible to apply for an OFLA Teacher Grant, with the exception of those who serve on the selection committee.

Guidelines:

- A. Proposed projects must lead to the development of materials that will be used in the foreign language classroom. They may include requests for travel, software, and equipment.
- B. Proposals must reach the OFLA Scholarship Committee Chair by April 15, 2003.
- C. The Scholarship Committee will notify winners by May 1, 2003.
- D. Grantees must agree to present their materials in a session at the annual conference following the award or in an article for the Cardinal. They are encouraged to share their materials with other teachers through the OFLA's Instructional Materials Committee.

Funding:

- A. This year, the OFLA Executive Board has allocated \$2000 for Teacher Grants.
- B. The maximum amount to be awarded is \$500 per person.
- C. Grant recipients will receive 80% of the award in May of the year the grant is awarded, and the remaining 20% upon completion of the final requirements, no later than the conclusion of the OFLA conference in the following year.

OFLA TEACHER GRANT PROGRAM APPLICATION FORM

Complete and return by April 15, 2003 to:

Mary Goodwin
34 Walnut Creek Drive
Holland, OH 43528
mgoodwin@buckeye-express.com

Your name: _____ OFLA member? _____ Since when? _____

Your home address _____

Telephones: work: _____ home: _____

E-mail address: _____

Colleges and Universities attended/years/degrees:

Teaching experience: schools/years/languages taught:

Current school address: _____

Your Principal s or Superintendent s name: _____

Professional Service (memberships, committees, offices held):

If I receive a teacher grant, I agree to present the materials I develop in a session at the next OFLA annual conference or in an article for *The Cardinal*. I will share my materials with other teachers through OFLA s Instructional Materials Committee.

Date: _____ Your signature: _____

I. Project Summary:

Describe your project. What do you hope to accomplish and why? How and when will you carry out your project? Who will use your materials? How will you evaluate the effectiveness of your materials? Please respond to these questions on a separate sheet.

II. Budget:

Please estimate the costs you expect to incur.

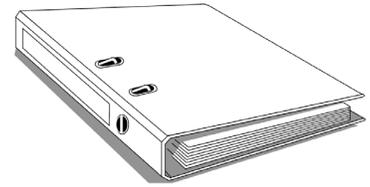
| Item | Estimated cost | Amount requested from OFLA |
|-------|----------------|----------------------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Total estimated cost _____

Total requested from OFLA _____

The Cardinal Notebook

Janet Irvin
Contributing Editor



A Word to the Winners

Dear Team,

Let me make this brief.

Standing in the doorway of my classroom, I observe the bulletin boards neatly framed with international flags or clever sayings in the target language. Posters are arranged in strategic locations, enticing the eye with beautiful scenic views of another land. Copies of class policies and instructional material are carefully stacked for easy distribution. Behind me, the rustle of colleagues preparing their classrooms reminds me of the teachers across the state, my fellow players, in a similar state of preparedness. This is locker room time.

Fall and football provide an easy metaphor for the role we play in sharing language with our students. We are quarterbacks. It is our call that establishes the game plan, one that will be executed throughout the academic year. We play with them, adjusting our plays to the defense.

Pep talks are one part of the routine. There are practice drills, conditioning, tryouts, all leading to the week's big game, that evaluation of the mastery of the current lesson. If we're lucky, a few of our best players make it to playoffs, those organized events where they get to prove they can play with the best in the nation. Several will also make the all-star team, scoring well on AP or college placement exams.

Although it may seem effortless, this athletic dance we do each day, I know we have all been to summer camp. Hustle is our middle name. It isn't just before the game begins either. Language teachers are always working out. So, as you suit up and enter this year's game, you all deserve a pat on the back. Everyone has already done a great job. Here's what I know you and I have done to prepare for this season:

1. attended conferences or classes,
2. traveled abroad,
3. purchased books, stickers, classroom supplies with our own money,
4. read books within and outside our subject area (I am working my way through the *Capitán Alatriste* series by Spaniard Arturo Perez-Réverte),

'This is locker room time...We are quarterbacks. It is our call that establishes the game plan, one that will be executed throughout the academic year ... a few of our best players make it to playoffs, those organized events where they get to prove they can play with the best in the nation ... scoring well on AP or college placement exams.'

5. created curriculum or lesson plans for a new class or for an old class with a new textbook,
6. practiced language skills in restaurants and on vacation,
7. pondered the past and planned for the future of the discipline,
8. bragged about student successes and agonized over those who failed to connect,
9. experienced joy after running into a former student who greets us in the language he said he could never learn and certainly would never use,
10. applauded the statement by national leaders that language skills are essential to our security.

So much for having the summer off. The teacher in us may rest but never sleeps.

So, players, have a great game! You are already winners.

TESOL LIAISON TO OFLA

Hello, my name is Lillian Acker and I teach at Gahanna Lincoln High School in Gahanna. I have just become part of the OFLA Board as the new liaison from TESOL. I have been teaching Spanish and ESL (English as a Second Language) at our High School for the past several years. So that you learn why this partnership has taken place, I would like to briefly tell you about the Ohio TESOL (Teaching English to Speakers of Other Languages) Organization.

Ohio TESOL is an affiliate of TESOL, an international professional organization. Ohio TESOL advocates and promotes professional development, interaction and leadership in the field of ESL and bilingual education within our state. By doing the above, it promotes respect for the native cultures and languages of all citizens and students.

Ohio TESOL offers 2 conferences each year, one in Columbus and the other rotating around the 5 regions of Ohio. We have symposiums forming in the 5 regions, as well. Not only do we invite nationally recognized TESOL experts to our conferences, but we also have members give presentations sharing their research, teaching tips, and ideas on curriculum or material design. A number of publishers attend our conferences to display the best and most recent publications in our field. As a member of Ohio TESOL, we receive 3 issues of our nationally recognized Ohio TESOL newsletter every year.

TESOL's mission is to develop the expertise of its members and others involved in teaching English to speakers of other languages to help them foster effective communication in diverse settings while respecting individuals' language rights. To this end TESOL links groups worldwide to enhance communication among language specialists.

Ohio TESOL Conference

November 7-9, 2002

Columbus Marriott North

For further information about attending,
feel free to contact the Lau Center in Columbus.

and political issues, such as the environment. I wouldn't trade what I learned in those classes for anything as paltry as money.

More parents will start sending children to private schools to get a well-rounded education.

As it becomes obvious that the public school system is focusing on only five subjects, more and more parents will start looking at private schools to ensure a well-rounded education for their children. Those who cannot afford it will clamor for vouchers and other types of financial aid because they don't want to see their children shortchanged. The private schools, at least, are not obligated to meet rigid state requirements imposed by legislators, and have the freedom to demand high standards of their students in a wide variety of subjects.

The headmaster of the John Burroughs School in St. Louis, Missouri writes:

The academic program at Burroughs is exceedingly rich and our students perform exceptionally well, but the curriculum here extends beyond what is traditionally called academic. The best way I can describe it is to say that if you applied the liberal arts philosophy of higher education to secondary education, that would describe our curriculum. The arts teach problem-solving, self-knowledge, and active engagement with the

world, among other things, and today at Burroughs the arts enroll more students than ever.³

United We Stand, Divided We Fall

In recent years I have become actively involved in our state foreign language organization, and I have frequently been puzzled by the fact that no national organization has taken the initiative to promote foreign language at the grass roots level. Occasionally I see television ads for music or art, but nothing for foreign language. Our national organizations encourage us to write our congressmen, but I have seen no national effort to reach the people who elect these politicians.

Our state organization has spent many thousands of dollars on posters, buttons, and billboards over the years, but we always wondered if we were wasting our money advertising not being our area of expertise and why our national organizations weren't taking the initiative to gather support for a professionally-designed national campaign to promote foreign language. If our organization is willing to donate a substantial amount for such a cause, then surely others would do so as well. And if we all work together, we might be able to accomplish something truly remarkable.

However, it's not enough to just send in a check and sit idly by while someone else does the work. I mean, that's what bothered me about writing my congressmen. Did they ever do anything about it or did my letter just end up in the circular file? We have to find ways to promote foreign language in our schools and communities. How do we do that?

We have to prove the value of foreign language by seeking opportunities to do interdisciplinary projects with proficiency-tested areas.

It would not be a wise move for me to start teaching math, but what about working with a science teacher to collaborate with a school in Mexico that wants to do a distance-learning project on water quality? Even if the language ability of my students is not up to the task of speaking with native Spanish speakers, many Mexican students speak English, and there would be a significant benefit from the cross-cultural contacts made through such a project.

We have to publicize our international festivals and special projects to keep them in the public eye.

We are already doing a lot of good things in and out of the classroom. What we have to do now is learn to write press releases and try to focus public attention on them.

We need to get involved in our foreign language organizations.

The six years that I spent as an executive board member of our state foreign language organization really empowered me as a foreign language teacher. I made friends with some of the most dedicated teachers in the state. I got to be on the cutting edge of everything that was happening at the state and national levels. I started presenting sessions and workshops at state, regional, and national conferences, and I started writing articles as well. These days when I go to a conference, I look forward to

greeting my many friends and colleagues and feel much more welcome than in the old days when I was virtually invisible. While it is true that I put in a lot of hours as newsletter editor, they were mostly enjoyable hours, and I always felt the benefits of being a board member far outweighed the demands on my time.

It's Now or Never

Frankly, the more I discovered while researching this article, the more discouraged I became. There is a serious threat to elective areas in this country, and foreign language, in my opinion, is the least prepared for battle. If we do not step in and speak up *now* for the value of foreign language education for our children, we may well see our

programs weakened and eventually eliminated as school districts make desperate attempts to improve proficiency test scores.

And while this eventuality will certainly cost us jobs in foreign language teaching, the children are the real losers. Because they may never know the joy of being able to speak to people who can't speak English. Or be able to get an insider's view of another culture, not to mention a new view of their own.

Even more important, in this very uncertain era of war and terrorism, shouldn't our nation be concentrating on *opening* doors to communication with the rest of the world, and not on *closing* them? Our very existence is jeopardized by our own short-sightedness. It is clear that this country needs to re-examine its

priorities, and that language educators need to start working together to make our voices heard and our vision a reality.

This article appeared in the June 2002 issue of Language Magazine

<http://www.languagemagazine.com>.

(Footnotes)

¹ *Barron, Dennis, America Doesn't Know What the Rest of the World is Saying, New York Times, October 27, 2001.*

² *Simon, Paul, Beef Up the Country's Foreign Skills, Washington Post, October 23, 2001.*

³ *Shahan, Keith E., Welcome, Online. Internet. <http://www.jburroughs.org/welcome/welcome.html>. Accessed 14 Apr. 2002.*

JUSTO LAMAS

de Buenos Aires, Argentina
en concierto

Vuelve por tercer año consecutivo a OFLA

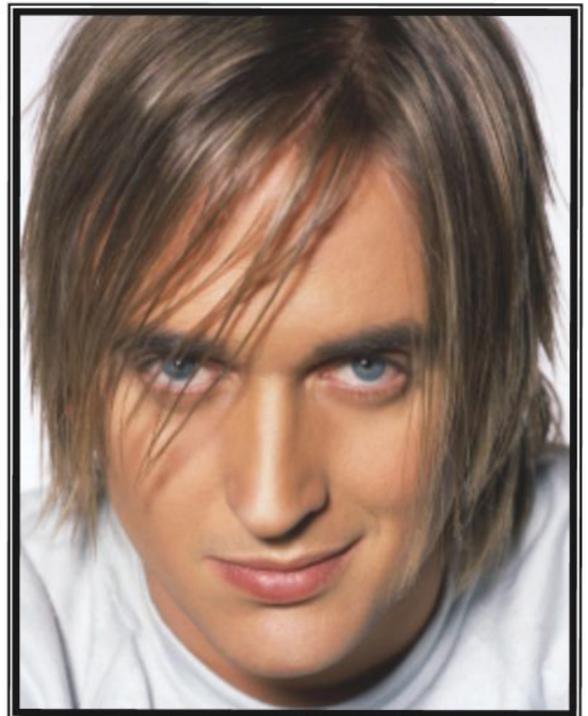
Pruebe el sabor de la
JUSTOMANIA
el mejor condimento
para su clase.

Visite nuestra página web:
www.justo-lamas.net

Para pedir su video gratis e información sobre armar un concierto,
comuníquese con Pam Kaatz

Language Teaching Services

PO Box 2945 Denton, TX 76202 214-906-2106 kaatz@airmail.net



NOMINATIONS FOR 2002-2003 OFLA AWARDS

The Awards Committee is accepting nominations for awards in the categories described below (**postmark deadline: December 15, 2002**). Awards are not necessarily made each year in each category. If you wish to nominate a deserving colleague for a specific award, please use the official nomination form on the next page:

1. Name of nominee.
2. His/Her business address, work phone and home phone number.
3. Your name, home address and telephone.
4. A statement detailing why the individual was nominated for this award. (We suggest you obtain the individual's agreement to be nominated and confirm that he/she is an OFLA member, when that is required for the award.)

The above are the minimum requirements. It is helpful to the committee and strengthens a nominee's case if other information is provided as well, for example, a brief *curriculum vitae*, letters of support from other colleagues, and other important supporting documentation.

Nomination letters and supporting documentation for 2002-2003 awards should be sent to: Marian Walters, 5159 Sandra Drive, Toledo, OH 43613.

DEADLINE: The nomination packet should be postmarked by **December 15, 2002**. Due to time constraints, nominations received after December 31 may not be considered.

AWARD CATEGORIES

LEONA GLENN AWARDS FOR OUTSTANDING FOREIGN LANGUAGE TEACHER

Three awards: Elementary FL Teacher; Middle School/Jr. High FL Teacher; High School Teacher
Qualifications:

- More than half-time in field/OFLA member
- Outstanding Teacher
- Dedicated service to the profession

ED ALLEN AWARD FOR OUTSTANDING COLLEGE FOREIGN LANGUAGE INSTRUCTOR

Qualifications:

- Post-secondary level OFLA member
- More than half-time in field
- Outstanding teacher
- Dedicated service to the profession

BEGINNING TEACHER AWARD

Qualifications:

- Elem/Sec FL educator/OFLA member
- 5 years or less of teaching experience
- innovative contributions to FL teaching
- more than half-time in field

OUTSTANDING PROFESSIONAL SERVICE AWARD

Qualifications:

- Foreign language educator/OFLA member
- Outstanding service to the profession including at least some kind of service to OFLA

OUTSTANDING ADMINISTRATOR IN SUPPORT OF FOREIGN LANGUAGE AWARD

Qualifications:

- Administrator in school or school district
- Strong support of FL
- Recommended by FL teacher in that system

OUTSTANDING TEACHER AWARD FOR LESS COMMONLY TAUGHT LANGUAGES

Qualifications:

- FL Educator/OFLA member
- Successful in expanding/maintaining enrollment in FL
- Program in existence at least three years

EDUCATOR FRIEND OF FOREIGN LANGUAGES AWARD

Qualifications:

- Non-foreign language educator
- Exceptional support of foreign languages
- Recommended by FL teacher in that system

NON-EDUCATOR FRIEND OF FOREIGN LANGUAGES AWARD

Qualifications:

- Non-educator
- Exceptional support of foreign languages

COMMUNITY SERVICE AWARD

Qualifications:

- Foreign language educator/OFLA member
- Carries FL news/message/inspiration beyond the school or school system
- Outstanding public relations

OUTSTANDING PROGRAM AWARD

May be awarded to ELEMENTARY-SECONDARY LEVEL and/or to COLLEGE/UNIVERSITY LEVEL program.

Qualifications:

- Program that goes far beyond normal foreign language education activities
- Program that has some unique distinction
- Program that involves a group of educators

OUTSTANDING FL TECHNOLOGY AWARD

Qualifications:

- FL educator/OFLA member
- innovative use of technology in FL education

PUBLICATIONS AWARD

Qualifications:

- Foreign language educator/OFLA member
- Outstanding professional publications
 - a. refereed journal
 - b. pedagogical book
 - c. editorial services
 - d. materials for student use
- Candidates should have contributed in quality and quantity to more than one category.

DISTINGUISHED CAREER AWARD

Qualifications:

- Retired FL educator/former (or continuing) OFLA member
- Exceptional cumulative career teaching, service and/or other language-related accomplishments

OFLA AWARDS 2002-2003 NOMINATION FORM

(Please type or print)

Nominating person(s)/organization: _____

Address: _____

Phone: home () work () _____

e-mail: _____

CANDIDATE TO BE NOMINATED

Name of candidate: _____

Nomination for _____ Award *(list specific award)*

Present position/title: _____

Address: _____

Phone: home () work () _____

Supporting Nomination Statement *(Include a typed rationale for nomination.)*

Please include the nominee's curriculum vitae, letters of support, and additional supporting documentation. Nominations (excluding resume) should not exceed 20 pages.



OHIO FOREIGN LANGUAGE ASSOCIATION 2003 Conference

**O
F
L
A**

*Revisiting the 3 R's of Teacher Professionalism:
Recruitment - Retention - Revitalization*

Plan now to join us in...

Cleveland

April 3 - 5, 2003

Renaissance Cleveland Hotel

24 Public Square
Cleveland, OH 44113
216-696-5600

Hotel Rates:

Deluxe Single \$130
Deluxe Double \$140

To reserve your room(s) at *The Renaissance*,
mention OFLA to receive the special
conference rate.

#9

Early Bird Conference Registration Rates:
(by March 14th, 2003)

OFLA Member \$35 (dues received by Dec. 1)
Non-Member \$65
Full-time pre-service teacher & OFLA Member \$15
Full-time student non-member \$20

Fee waiver for conference presenters

Regular Conference Registration Rates:

OFLA Member \$55 (dues received by Dec. 1)
Non-Member \$85
Full-time pre-service teacher & OFLA Member \$20
Full-time student non-member \$25

Workshop Rates \$20, \$40



Cleveland 2003 - OFLA Conference

Session/Workshop Proposal Form

Revisiting the 3 R s of Teacher Professionalism: Recruitment - Retention - Revitalization

April 3 - 5, 2003 ¥ Renaissance Cleveland Hotel ¥ Cleveland, Ohio

Submit a legible copy of your proposal by **October 15, 2002** to Ohio Foreign Language Association, c/o The Meeting Connection, 893 High Street, Suite J, Worthington, OH 43085-4134. Primary presenters receive free registration. For a full-day workshop, with a minimum of 10 paying participants, the primary presenter will receive a \$300 stipend and for a half-day workshop a \$150 stipend. If there are less than 10 paying participants, the stipend will be prorated, or the workshop will be cancelled. However, all presenters, the primary included, must register for the conference. Proposals received **before** the deadline would be greatly appreciated!

Name _____ School _____

Home Address _____

School Address _____

Home Phone () _____ Work Phone () _____ Fax () _____

E - m a i l _____

List any co-presenters for this session; only you will be contacted, but all names will be listed in the program.

Name _____ School _____

Name _____ School _____

Check all appropriate categories:

| Type of Session | Examples in | Appropriate Levels | Intended Audience | A-V Equipment* |
|--|--------------------------------------|---|--|---|
| <input type="checkbox"/> Full-Day Workshop | <input type="checkbox"/> English | <input type="checkbox"/> Elementary | <input type="checkbox"/> Classroom Teacher | <input type="checkbox"/> Overhead Projector |
| <input type="checkbox"/> Half-Day Workshop | <input type="checkbox"/> French | <input type="checkbox"/> Jr/Middle School | <input type="checkbox"/> Teacher Trainer | <input type="checkbox"/> Slide Projector |
| <input type="checkbox"/> 60-minute Session | <input type="checkbox"/> German | <input type="checkbox"/> High School | <input type="checkbox"/> Supervisor | <input type="checkbox"/> VCR & Monitor |
| <input type="checkbox"/> Exhibitor Session | <input type="checkbox"/> Latin | <input type="checkbox"/> Post-Secondary | <input type="checkbox"/> All | |
| | <input type="checkbox"/> Spanish | <input type="checkbox"/> All Levels | | |
| | <input type="checkbox"/> Other _____ | | | |

*Any other equipment must be provided by presenter. Last-minute changes or requests cannot be accommodated.

Describe the workshop or session in 75 words or less (in English). Your description will be printed in the conference program. Carefully identify the content, objectives, procedures, and materials. State anticipated benefits that would motivate participants to attend.

TITLE OF WORKSHOP OR SESSION _____

DESCRIPTION _____

2003 Design Contest for Students

OFLA announces the **2003** contest to design the cover for this year's conference program in Cleveland! The winning design will serve as the cover for the 2003 Conference Program booklet and the OFLA Awards Luncheon brochure. The winning artist will receive a cash award of **\$100** to complement the prestige of having one's original design circulating throughout the state of Ohio and beyond! Cash awards of **\$75** and **\$50** will be presented to the second and third place contest winners respectively.

Please note the following particulars of the design contest:

1. Entries must be submitted in black on white paper (8.5 x 11 inches) or on diskette (MacIntosh or IBM) and accompanied by a hard copy.

2. The theme of this year's conference must be prominently featured in the design:

Revisiting the 3 R's of Teacher Professionalism:

Recruitment! Retention! Revitalization!

3. The words **Ohio Foreign Language Association Annual Conference; April 3-5, 2003; Cleveland, Ohio; Judith Fowlkes, President** should also be displayed.

4. Each design must be *original* and no copyrighted graphics are permitted.

5. Entries will be judged on:

- spelling and punctuation
- neatness
- visual appeal
- capturing the essence of the theme in an original manner.

Encourage your students to enter our annual conference design contest TODAY so they can win cash prizes!

6. *Entrants must be currently enrolled in a foreign language class taught by a member of OFLA!*

7. Attach a completed copy of the following form to each entry with a paper clip.

Student _____ Grade _____ Language _____

Teacher _____ E-mail Address _____

School _____ Street Address _____

School Phone _____ City/State/Zip _____

All entries must be postmarked by **November 15, 2002** and sent to the attention of:

Judith Fowlkes, OFLA President
Northgate Staff Development Center
6655 Sharon Woods Boulevard
Columbus, Ohio 43229

—An Invitation to Join—

The Ohio Foreign Language Association

www.ofla-online.com

Serving the Needs of Foreign Language Educators in Ohio

| | | | |
|--------------------|------------|--------------|------------------------------------|
| Last Name | First Name | M.I. | Previous Names (if any) |
| | | | This is a new address Yes No |
| Home Address | | | I am a new member Yes No |
| City | County | State | Zip |
| E-mail address | | Home Phone | |
| School/Institution | District | School Phone | |
| School Address | | | |
| Language(s) | | Level(s) | I/We pay through O.E.A. |

* Filling out and sending us this form—even if you choose to pay through payroll deduction through the O.E.A.—enables us to keep our membership records current and up-to-date, and ensures that you will receive your issues of *The Cardinal* on a timely basis regardless of when your membership information is received from the O.E.A.

Membership Status

One-Year Membership

- Professional Member \$30.00
- Joint Professional Member (for two members residing at the same address) \$40.00
- Associate Member (for those not currently in the FL classroom or supervision; retired members) \$20.00
- Student Member \$10.00

Three-Year Membership

- Professional Member \$75.00
- Joint Professional Member (for two members residing at the same address) \$105.00
- Associate Member (for those not currently in the FL classroom or supervision; retired members) \$45.00

Lifetime Membership

- Lifetime Member \$300.00

Make check payable to OFLA and send check and membership form to:

Debbie Sehlmeier (419) 878-0635
14590 Thistledown Ln. (419) 389-5055 (fax)
Perrysburg, OH 43551 dsehlme@hotmail.com

**Spread the Word! Copy this form
and pass it on to your colleagues!**

Calendar of Events

- October 17-19, 2002 **The Ohio Classical Conference**, Cincinnati, Ohio
Information: e-mail Kay A. Fluharty at fluharty_k@hccanet.org
- November 1-2, 2002 **The American Association of Teachers of German Conference**, Tiffin, Ohio
Information: e-mail Ingrid Langer at ilanger@voyager.net
- November 2-3, 2002 **The Columbus International Festival**, Columbus, Ohio
Information: www.unacol.org
- November 7-9, 2002 **Teaching English to Speakers of Other Languages Conference (TESOL)**, Columbus, Ohio
Information: email Lillian Acker at ackerlil@aol.com
- November 7-13, 2002 **National French Week**
- November 22-24, 2002 **American Council on the Teaching of Foreign Languages (ACTFL)**, Salt Lake City, Utah
Information: www.actfl.org
- December 27-30, 2002 **Modern Language Association**, New Orleans, Louisiana
Information: www.mla.org
- March 6-8, 2003 **Central States Conference**, Minneapolis, Minnesota
Information: www.centralstates.cc
- April 3-5, 2003 **Ohio Foreign Language Association**, Cleveland, Ohio
Information: www.ofla-online.com
- July 20-23, 2003 **The American Association of Teachers of French Conference (AATF)**, La Pointe du Bout, Martinique.
Information: <http://aatf.utsa.edu/>

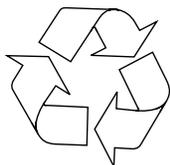


THE CARDINAL
OHIO FOREIGN LANGUAGE ASSOCIATION
2636 SOUTH TAYLOR RD.
CLEVELAND HTS, OH 44118

PRST STD
U.S. POSTAGE
PAID
TIFFIN, OH
PERMIT NO. 11

Change Service Requested

**RUSH:
DATED MATERIAL**



Please recycle!
Share this newsletter
with a friend.