



The **CARDINAL**

Newsletter of the Ohio Foreign Language Association

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May 2005

Ohio Shines at Central States 2005 by Barbara S. Andrews

On Sunday morning as I was driving home from Columbus, I could hardly believe it was all over. The conference that we had been planning for the last two years was a big success...the compliments I had been showered with throughout the past four days were still ringing in my ears...with a few unexpected events aside (see page 11), nothing disastrous had happened. I was in a state of exhausted exhilaration.

Actually, I felt a bit like a fraud. When I walked around, I saw the troubleshooters (especially **Irina Stakhanova** and **Robert White**) picking up bar codes and doing their jobs in a whirl of efficiency. They certainly didn't need me! The hospitality table—under the direction of **Lee Link**—was lavishly supplied with brochures and staffed throughout the day with friendly volunteers. **Rita Stroempl**'s advocacy table was busy typing letters to legislators, and **Jane Rauschenberg**'s group was busy registering exhibitors and arranging raffles. **Debbie Robinson** and **Peg Haas**'s Spanish and French immersion workshops were a big success, as was the line dancing led by **Charles Conway** and **Sherri Higgins-Neuhart** (are you two really professionals in disguise?). The signs were spectacular, thanks to **Mary Goodwin**'s signage committee and a donation from Owens Community College, and I certainly enjoyed the Bon Vie Bistro excursion on Friday night, arranged by the extremely efficient **Judi Fowlkes** and her entertainment committee. **Debbie Sehmeyer** and **Davara Potel**'s pre-registration committee was a model of efficiency, and the flowers chosen by **Deborah Varga**'s committee were beautiful. **Patrice Castillo**'s photographers were always on the job, although they insisted on risking their cameras by taking a few photographs of me! And the Central States board members were very grateful to **Teri Wiechart** and **Michelle Garlock**'s VIP committee for the thoughtful welcoming gifts,



Debbie Varga, Daniel Potel, Carol Eiber, Davara Potel, Christopher Eustis, and Cheryl Ames at the main registration booth



Lee Link and Linda Allison at the Hospitality table

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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 world language study beginning in the primary grades, so that every learner, from early childhood through adult, acquires a high level of communicative and intercultural competence.

The OFLA Strategic Plan

1. Establish clear expectations for foreign language learners.

- Executive Vice President
- Early Language Learning
- Secondary Language Learning
- College
- Promotional Educational Activities
- State World Languages Consultant

2. Build the capacity of foreign language teachers to prepare learners to demonstrate their proficiency.

- President Elect
- Teacher Education & Licensure
- Articulation & Curriculum
- Professional Development
- Scholarship
- State World Languages Consultant

3. Build support for foreign language instruction among parents, policy leaders, the business community and opinion leaders in the media.

- Immediate Past President
- Awards
- Political Advocacy
- Public Relations
- the Affiliates



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).

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Visit the OFLA Website:

www.ofla-online.org

- 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

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The Cardinal

The Cardinal is published four times per year by the Ohio Foreign Language Association.

Deadlines:

August 1 (Fall issue)
October 1 (Winter issue)
December 1 (Pre-Conference issue)
April 1 (Post-Conference issue)

Submissions:

The editor welcomes:

- questions, comments, suggestions
- reviews of books, films, music, etc.
- announcements of events
- professional development opportunities
- reflections on the profession
- classroom tips or anecdotes
- relevant advertisements (programs, tour companies, books, teaching materials, etc.—contact editor for pricing)

Send all submissions or queries to:
vppub@ofla-online.org

The Cardinal
Jane Rauschenberg, Editor
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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:

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Letter from the President

Barbara S. Andrews



Passing the Gavel

It's hard to believe the year has passed so quickly. It seems only yesterday that I was planning the annual retreat and assisting the board to make goals for the year. It will soon be time to pass the gavel of the OFLA presidency to Mary Goodwin and retire to the position of "Past President." (Does that come with a gold watch? Or perhaps a chirping cardinal would be more appropriate!)

Much of our attention this year was focused on the conference; it was, in fact, our primary contribution to the Year of Languages (and it was a HUGE success). As we continue into the "Decade of Languages," you will see the OFLA expanding its efforts to promote languages in the state of Ohio*.

Highlights of the past year

A new perspective of the relationships between regional and national foreign language organizations

From being on the CSC board this year (through my position as Local Arrangements Chair), I have a better idea of how these organizations function in relation to state organizations and ACTFL. This has in turn given me a new appreciation of the high esteem in which the OFLA is held as one of the strongest state organizations in the country. And we want to make sure it remains so in the future.

Meeting new people

One of the benefits of being a part of any organization is getting to know the other members, and this is especially true of a volunteer organization that exists because of the commitment and dedication of the volunteers. I've mentioned before how I treasure the friendships that have sprung up from the past nine years of serving on the OFLA Board. This year, I've had the pleasure of working with Patrick Raven and the Central States Board, as well as getting to know some new people on the local arrangements committees. It is truly inspiring to see what can be done if we keep our attention on the goal in front of us.

A new appreciation of our organization, its board, and its members

The OFLA Board faced many new challenges this year: the CSC conference, a new logo, the Year of Languages, among others. We have come through the experience stronger and wiser than ever, primarily due to the Board's dedication and good judgment. As far as I'm concerned, the entire OFLA Board should be commended!

But I would like to personally commend the following people: **Piper Brown Yin**, for her four years of service to OFLA, as well as Program Chair for the recent Central States Conference. **Carol Eiber**, for her four years of service as Executive Recorder. **Charles Conway**, for his (most recent) two years as Web Site Coordinator. **Davara Potel**, for her careful stewardship of the OFLA treasury and guidance for the future, as well as her willingness to work very hard over the Christmas holidays to prepare a portfolio (virtually at the last minute) for the Teacher of the Year competition. **Mary Goodwin**, for her constant moral support and assistance in time of need. **Judi Fowlkes**, for her excellent advice and assistance over the years. **Jane Rauschenberg**, for getting our newsletters out in record time, and very professionally done, as well.

Our members also deserve a big round of applause. Without you, this organization would not exist. Your membership fees provide funds for our budget; your presentations and willingness to serve on committees and as presiders make our conferences successful; your articles and submissions add to the richness of our publications.

It's hard to believe the year has passed so quickly ... It will soon be time to pass the gavel of the OFLA presidency to Mary Goodwin.

Our members also deserve a big round of applause. Without you, this organization would not exist.

Challenge for the Future

Much remains to be done. Political advocacy must remain at the top of our priority list. Nearly every week I hear of more repercussions of the school funding crisis in this state. The general perception seems to be that foreign languages are expendable, and as long as that continues, we will see programs, courses, and teachers eliminated. It will take all of us working together to convince people that foreign languages should be part of every child's education, from kindergarten on up.

Although our membership remains stable, our expenses have increased substantially over the past several years, so the OFLA Board is taking pre-emptive measures to ensure the financial health of the organization through budget adjustments and projects aimed at expanding the OFLA Foundation, which provides conference and study-abroad scholarships.

This summer, as we embark on a well-deserved breather from our daily classroom responsibilities, I challenge each and every OFLA member to think of new ways to promote foreign language in their school and community. If we do not, who will?

Sincerely,



Barbara S. Andrews

*Please note: we have a Year of Languages bulletin board on our web site that you can use to share your YOL activities with others. No activity is too small; we welcome your submissions!



Annual Business Meeting: Results of Voting

It was announced at the Annual Business Meeting on March 12, 2005 that **Mark Himmelein** has been elected as Executive Vice-President and **Kathleen Attwood** as Executive Recorder. The slate of committee chairs proposed by the board was approved.

Proposal #1, which recommended that the Retired Teachers Committee—currently ad-hoc—be recognized as a Standing Committee, with its Chairperson exercising the same voting privileges as all other Standing Committee Chairpersons, passed.

Proposal #2, which recommended that the Beginning Teachers Committee—currently ad-hoc—be recognized as a Standing Committee, with its Chairperson exercising the same voting privileges as all other Standing Committee Chairpersons, passed.

In Memoriam: Henry Strater

—adapted from an obituary in the *Cleveland Plain Dealer*, March 21, 2005

Henry Strater, Latin and Greek teacher, died March 19, 2005. Strater, 70, received his bachelor's degree in 1956 and a master's in English from Western Reserve University in 1959. He spent a summer on a Fulbright grant in Rome. He earned a second master's degree in classical languages from John Carroll University and a doctorate in Latin and Greek from Ohio State University.

He joined the faculty of Shaker Heights Schools in 1956 and taught there until 1985, when he filled the endowed Waldron chair in classics at University School. He taught until 2001, when his Parkinson's disease advanced to a point where he could no longer teach.

He served as debate coach in both schools and was president of the Greater Cleveland Classical Association. Strater received the Good Teacher Award from the Classical Association of the Midwest and South in 1998 and received the Seelbach award from University School.

His other passions were music and theater. He was a member of the Hillcrest Concert Band for 45 years and occasionally acted in community theater.

Surviving are his wife, Lillian; sons Paul of Round Lake Beach, Ill., and Steven of Orlando, Fla.; a daughter, Catherine Selders of Ravenna; six grandchildren; and two sisters.

A special thanks to committee members...



The OFLA Board would like to especially thank those of you who have served on one or more of our committees during the past year. We hope you will continue to serve the profession in this way.

We would also like to issue an invitation to anyone who would like to get involved in the OFLA to volunteer to serve on one of our committees. Please contact the one of the committee chairs listed on pages 2–3 with your questions and suggestions, and we'll be delighted to have you on board next year.

Committee on Early Language Learning

Cheryl Ames, Chair
Judy Brown-McCombs
Judi Fowlkes
Janine Jenista
Maria Richter
Charlene Tabata
Lori Winne

Scholarship & Grant Committee

Christine Monday, Chair
Faye Jagger
Paula Aposotolou
Dr. Joseph Hara

Political Advocacy Committee

Sarah Shackelford, Chair
Kathryn Lorenz
Carma Jean Rausch
Bob Ballinger
Piper Brown Yin

Awards Committee

Marian Walters, Chair
Laraine Bunck
Umbisa Kendeli-Gusa
Diana Kunz
Lee Link
Elizabeth Rogers

Web Site Coordinators

Although we don't have a "web site committee" at the moment, we'd also like to thank Charles Conway, who has served as our volunteer web coordinator for the past two years; Robert T. White, who has served as his assistant this past year and will be taking over his position next year; and David Sherrod, our web consultant, who is responsible for many technological innovations in the past two years. We appreciate your commitment and dedication.

OFLA Fall Workshop

Friday, October 15, 2005, 9:00–2:00



Save the date!

We are all too aware that the challenges associated with developing student proficiency in reading, writing, listening, and speaking as well as increasing student knowledge and understanding of other cultures are too vast to be addressed in one grade level or by one teacher. Enter the OFLA Fall Workshop, *Vertical teaming to Enhance Student Achievement*, with Dr. Fred Toner from Ohio University as the primary presenter. Participants will practice vertical alignment activities, develop vertically aligned samples as well as incorporate details in modes of communication, themes, and structures. Teachers will develop the tools necessary to achieve effective teams in their own schools and districts. Registrations should be sent to Faith Andrus at Green High School, PO Box 218, Green, OH 44232 (gr_andrus@mail.neonet.k12.oh.us). Look for an application at www.ofla-online.org late summer.



Calling all OFLA members!!!

Debbie Sehlmeier, Vice President for Membership

Check the address label on your Cardinal to see when your membership expires. If the date is 2005, it will be time for you to renew in September. Our membership year runs from September to September, and invoices will be sent out in August. You will not receive an invoice if your membership is not expiring. However, please send any personal information updates to me, even if your membership is not expiring. It is very expensive for us to send a Cardinal to your old address, have it returned, and then send one to your new address. Also, if you pay through OEA, please return the invoice with the updated information and check the box that says you will be paying through OEA.

We will be sponsoring another contest for a free one-year professional membership this year. There are several ways to enter. First, send your renewed membership and invoice back to me before October 31. All memberships must be postmarked Oct. 31 or sooner to be included in the contest. This part of the contest is not open to those who pay through OEA. You may receive a second entry by inviting a friend or colleague to join for the first time. Just fill in the contest box at the bottom of the invoice with your friend or colleague's name. OEA members may participate in this part of the contest.

We offer three types of memberships. You may join with a 1-year membership, a 3-year membership, or a lifetime membership. OEA memberships are only for 1-year. You may also wish to make a voluntary contribution to the OFLA Foundation, by selecting the appropriate box on your invoice. If you make a contribution, please send a separate check.

Thank you for your prompt attention to your invoice. I hope you are proud of your foreign language organization. I appreciate your participation, and if you have suggestions or questions, please email me at vpmem@ofla-online.org



Moving this summer?

Don't forget to send us your new address. Just drop an email to vpmem@ofla-online.org



New Visions Checklist

Lee Wilberschied and Susan Colville-Hall

On pages 8 and 9 there is an extensive checklist. This is a product of the Curriculum and Instruction strand of New Visions in Action, an initiative begun in 2000 by ACTFL. The checklist has been developed to help teachers, administrators, and stakeholders evaluate their programs for excellence with the diversity of their students in mind.

The goal is to help educators become aware of the criteria for excellence in meeting the needs of all foreign language learners. This goal seems additionally significant during this the Year of Languages. If you would like more information on New Visions or a downloadable copy of the document, please see <http://www.educ.iastate.edu/newvisions/>

We'd be interested in your comments and your experiences with using the form. Please share with us at Lee_Wilberschied@yahoo.com and colvillehall@uakron.edu

Criteria to Evaluate Program Models for Diverse Students

New Visions in Action

This rating guide includes criteria that may be considered in evaluating the effectiveness of program models for foreign language instruction of diverse students. This checklist will guide users in determining the degree to which the various criteria are present or absent in the system being reviewed. Using the criteria below, please rate the degree to which the stated criterion is present or absent in the system under review.

(3 – Predominant, 2 – Present, 1— Rare, 0— Non-Existent)

Criteria	3	2	1	0	Comments
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Teachers who are Effective with Diverse Student Learners					
1. Promote world language learning for ALL students, including those who may have special needs, racially or ethnically diverse backgrounds, different gender orientations or varying religious beliefs.					
2. Continue to learn and develop teaching strategies and curriculum that will engage students and increase the success of all students. <ul style="list-style-type: none"> • learn about the handicapping conditions of their students and work with resource and support staff to adapt learning materials and assessment tools as appropriate. • learn about cultural differences that may enhance or become barriers to learning another language. 					
3. Provide support mechanisms for students, such as tutoring, mentoring, study groups, and online resources.					
4. Try to develop and maintain an appropriate caring relationship with students.					
5. Do not equate difference/ “otherness” with inferiority.					
6. Hold each student to the highest expectations, which challenge and recognize how each student can move beyond current levels of frustration to build strategies that work for that student.					
7. Use and create classroom displays and teaching materials, including images, that reflect all students, and are inclusive by nature of the contributions of diverse peoples.					
8. Maintain an environment in the classroom that is effectively managed, productive and comfortable for students.					
9. Are well-versed in relevant and current research.					
10. Collaborate with diverse parents and address their concerns about their child’s progress, level of interest and aspirations.					
11. Work with parents to help their children and whole family develop and maintain a positive attitude toward world language learning.					
12. Ensure that diverse learners understand the world’s geography—cultural and physical—their potential to shape it, and responsibilities, i.e. ensure they and their students understand fully what “globalism” means in general, and “global multiculturalism” / “diversity” in particular.					
13. Are well versed in multi-ethnic issues and are able to create an inclusive environment in the classroom. Teacher is role model as far as cultural acceptance and appreciation for people and cultures different from themselves.					

Curriculum that is Effective with Diverse Student Learners

1. Incorporates multiple teaching strategies and methods, considering multiple intelligences, higher order thinking skills, differentiated learning, building from prior knowledge, culturally responsive teaching, critical literacy, social and cultural as well as socio historic relevant instruction.					
2. Uses materials and images that are inclusive of students in that classroom.					
3. Includes information about, and materials from, diverse populations in the countries of the target language.					
4. Uses assessments and instructions that are fair to all students and are adjusted to meet their diverse needs.					
5. Uses teaching strategies to imbed concepts or skills students might be missing that are needed to learn a second language.					
6. Includes strategies to motivate or help diverse students succeed.					
7. Celebrates and accepts diversity and respect for all people.					
8. Sees the items above as integral, not peripheral to the mission and vision of the school.					

Programs that are Effective with Diverse Student Learners

1. Make significant progress in closing the achievement gap and remove obstacles to student's learning (this may not only be academic but social, ethical, cultural and political development).					
2. See the value of recruiting for diversity and have ways to increase their yield.					
3. Encourage and support diverse students to persevere, progress and continue in a long sequence of language learning.					
4. Promote a positive attitude toward world language learning.					
5. Use heritage language programs to acknowledge and build upon prior knowledge of heritage speakers.					
6. Articulate and share a vision for the entire school that reflects at all times an attitude not of tolerance, but rather of honest appreciation for people and cultures different from themselves.					

Parents in Programs that are Successful with Diverse Student Learners

1. Have a positive attitude toward world language learning.					
2. Take an active stance in relation to building relationships and environments for their own and all children to succeed.					
3. Are appreciated, and assist the teacher, and share their heritage with the class whenever appropriate.					

Administration and Institution in Programs that are Successful with Diverse Student Learners

1. Support teachers who address teaching diverse students.					
2. Have counselors who support ALL students learning a world language.					
3. Support institutional practices such as the creation of different formats for teaching diverse students, or facilitating meetings with parents that accommodate their schedules, if needed.					
4. Provide necessary resources and/or support personnel, and encourage flexibility in devising teaching materials necessary for the teaching of diverse students, and/or attendance at workshops to develop any of the items on the list for model teachers of diverse students.					

which included a lovely cardinal wind chime. And **Bev Larson** was there to handle many of the last-minute chores, like finding party balloons and trying to keep them in one piece, so—in addition to attending lots of meetings—my chore was to walk around accepting all of the compliments. Well, someone had to do it, and everyone else was too busy....

Nearly 800 of the 1368 conference registrants were from Ohio. The out-of-state participants were effusive in their praise and vowed to give us the highest compliment by copying some of our innovative ideas at their own state conferences. The bar code system that we've used for the past several years to document conference participation for our LPDC's was remarked on frequently, and they liked the book clubs too.

Foreign language "big name" people like **Christine Brown** and **Marty Abbott** (former presidents of ACTFL), **J. David Edwards** (JNCL-NCLIS), and **Audrey Heining-Boynnton** (current ACTFL president) commented to me about how impressed they were at our organization's success.

At a time when school funding is in crisis and conference attendance hampered by inflexible school professional development policies, nearly 800 Ohio teachers managed to get away for at least one day, even if they had to call in sick to do it! Bravo!

The high quality of the Ohio presentations was also frequently mentioned. Our Best of Ohio and All-Stars from 2004 were big hits in spite of it being the second time around, which makes one wonder if a "three-peat" is called for. And there were some very promising newcomers that we hope to see next year in Toledo (see page 17).

Frankly, the depth of the program selections was quite astounding, with something of inter-



AATF President Margot Steinhart and others enjoy the hors d'oeuvres at the Exhibit Hall opening gala

est to everyone in practically every slot. Program Chair **Piper Brown Yin** deserves a standing ovation for the wonderful job she has done in communicating with presenters, arranging (and frequently re-arranging) the program, dealing with very complicated audiovisual issues, and taking on the job of organizing the AAT receptions as well...without losing her sanity. A sense of humor and a healthy diet no doubt contributed to her strong constitution.

Ohio authors are also featured prominently in the latest volume of the Central States Report, which will be mailed to each conference registrant. Among the authors are: **Lee Wilberschied**, **Deborah Robinson**, **Charles Conway**, **Lisa Fournier Kowaleski**, **Darcy Lear**, **Janice Macián**, **Jeannette Hecker**, **Melissa Kentner**, **Deborah Page**, **Ruth Benander**, and **Teresa Roig-Torres**. (Copies of these books may be purchased for \$20; see www.centralstates.cc for ordering information.)

At the awards luncheon, Teacher of the Year nominees were recognized, including our own **Davara Potel**, who will always be a winner in our hearts. The person who will represent the Central States region in the national competition is **Gisela Holmquist** of Wisconsin. The CSC Paul Simon Award for the Promotion of Language and International Study went to **Senator Richard J. Durbin** of Illinois, and the Founders Award for Professional Excellence in Language Education was awarded posthumously to **Dena Bachman** in a very tearful finale to the ceremony.

Wayne P. Lawson of the Ohio Arts Council was featured as the conference luncheon speaker. His experience as a student of Romance languages at Ohio State and later as he progressed to his position on the OAC served him in good stead as he addressed the topic of how international collaborations promote mutual



Nancy Gadbois and Connie Fredericks Malone presenting

understanding and respect in a very interesting and delightful manner (see page 13).

For those who were not able to join us this year, never fear...there's always next year! We are already planning some exciting events for 2006 in Toledo. The online proposal form should be up and running by the time you receive this publication. If you get your proposals in early, we'll be able to send out the conference information out early as well, so that you can get your requests in promptly to school administration.



Marion Walters, Donna Clementi, Barbara Andrews, and Piper Brown Yin at the Awards Luncheon

A tribute to two conference heroines

by **Barbara S. Andrews**

It was Tuesday night and I had just set my head on the pillow in my comfortable bedroom at the Hyatt Regency, trying to assure myself that I had nothing to worry about, that everything would go smoothly at the conference and I could let go of all the details and potential problems racing through my mind and settle down to a good night's sleep, when the phone rang.

Uh-oh. It was Susan Gross, and she wanted to let me know that she was not going to be able to do her workshop on Thursday because of a family emergency. I felt a pit growing larger in the bottom of my stomach as I pictured the faces of the disappointed workshop registrants on Thursday, many of whom had no doubt arranged to spend Wednesday night in Columbus in order to be bright-eyed and alert for the Thursday full-day workshop. I knew that most people understand when things like this happen, but that doesn't make it less inconvenient or annoying.

The next day as Piper Brown Yin, Patrick Raven, and I sipped our coffee and munched on muffins at the Central States Board of Directors board meeting, we discussed our options. Susie had offered to send an electronic copy of her handouts to anyone who would be interested in taking her place. Was there any possibility of getting another TPRS presenter to agree to do the workshop? They were both looking at me.

Not me. I'm not at the stage where I can present on TPRS yet. But I knew that we would have quite a few TPRS presenters in attendance. I racked my brain. Teri Wiechart was the first one who came to mind. I had presided for her workshop last year and knew that she and Julie Schonauer were repeating it this year for Central States. But that was a half-day workshop. What would she think about being asked to do a full-day workshop—with someone else's materials—with less than 24-hours' notice? I knew what I would say in this situation, so I didn't have a lot of hope. But we put in a call to Teri's cell phone and impatiently waited for a response.

In the meantime, we wondered if there was someone else we could ask. Perhaps having two people share the responsibility would make it more appealing. I thought of Deb Jourdan from Indiana, who was also presenting a half-day TPRS workshop. Although I didn't know her personally, I thought very highly of her posts to the moretpers listserv. Would she be willing? We put in a call to Deb's school, and she just happened to be available. After the shock wore off that she was being asked to replace Susan Gross, she accepted the challenge. As did Teri, when she returned our call later that afternoon.

And the rest is history. The workshop went on as planned. Deb and Teri did a super job pinch-hitting for Susie, and Central States owes them big-time!

But these two ladies are stellar examples of the kind of people who are so committed to foreign language education that they give and give without any thought of getting anything back. They didn't do it for the money (they never even asked) or the glory (how would you like to have to replace a big-name speaker at a moment's notice?). They could have had a much more relaxing Thursday; in fact, Teri had purchased a ticket for the French Immersion Workshop. But because they are who they are, they put the needs of the conference over their own personal desires, and everyone is better off because of it.

We have a lot of committed people in Ohio. As far as I'm concerned, anyone who volunteers to present at conferences is a hero. Conference volunteers, OFLA board members, OFLA committee members, those who write articles for the newsletter... you all deserve a big pat on the back for all you have done to promote the cause of language education in Ohio.

Oh, and by the way, Susie is the proud grandmother of a healthy baby boy.

Culture not to be divorced from language study

Barbara S. Andrews, OFLA President

The keynote speech was given by Myriam Met, acting director of the National Foreign Language Service Center at the University of Maryland, who spoke on "Connecting Other Cultures Through Language." In her speech, Ms. Met made the following points about the importance of teaching culture:

- The globalization of the world's economy, the information era, and a service-oriented economy require frequent and sustainable relationships with people from other cultures.
- Our national security depends on understanding other cultures.
- The United States is an increasingly diverse society.
- "...the values that are most important in the West are least important worldwide." (Harry C. Triandis, the New York Times, as quoted by Samuel Huntington. 1993. "The Clash of Civilizations." Foreign Affairs Vol. 72, N. 3. p. 41)

Cultural perspectives are values, attitudes, or beliefs, many of which focus on relationships with people, attitudes toward time, and attitudes toward the environment. Often they are so deeply ingrained that they are taken for granted as the "natural order of things." They are like a lens through which we filter everything in a culture.



Myriam Met speaks to an attentive keynote audience

We can teach culture by becoming an observer and analyzer of cultural products and practices through the use of surveys (magazines, newspapers, online interviews, Yahoo kids, chat rooms), statistics (magazines, newspapers, almanacs, online government reports), and other resources, such as keypals and cybervolunteers.

If languages are taught for the purpose of communicating with people from another culture, then it is essential that the learner be prepared to function in that culture, especially if she finds herself dealing with people who are unused to Americans' "foreign" ways. While it is important to teach students the phrases for greeting others in Spanish, it is also important that they understand the importance of greetings in the Spanish culture. First impressions are important, and an American who doesn't take the time to greet people properly can be viewed as standoffish or even hostile. These are things our students need to be exposed to at some point in their language learning.



Piper Brown Yin with keynote speaker Myriam Met

“International Collaborations Promote Mutual Understanding and Respect,” Says Council Director

Lee Wilbershied, Vice President for Public Relations

Wayne P. Lawson, Executive Director of the Ohio Arts Council and a former educator, roused the enthusiasm of those who attended the Central States Conference luncheon on Saturday, March 12. Many of us left the banquet entertained, informed, and inspired to pursue ways to involve the Ohio Arts Council in our teaching and in outreach, because, as he had said, “international cultural exchange is critical to our security...and economic benefit.”

Born and raised in Cleveland, Lawson grew up bilingual in Ukrainian and English with daily exposure to four other languages spoken by uncles. Thus, he listened to several different languages, including German and Polish, daily. From a very early age, he acted as a family interpreter. The first in his family to go to college, he completed degrees in Spanish, European Literature, Theater, and Comparative Literature. Between degrees, he traveled and worked in Europe and Israel. After serving as chair of a department of Comparative Literature at a New York university for 8 years, he returned to Ohio to become executive director of the Ohio Arts Council, a position he has held since 1978.

The Ohio Arts Council (OAC) The overarching goal of the Council is to have people understand each others’ culture. OACs initiatives focus on Arts Access, Innovation, Learning, Research, and International Exchange. Lawson described several current cultural exchanges involving, for example, Dresden, Germany, Poland, Hungary, and Japan—with projects including filmmaking, art criticism, and Tyko drum instruction for at-risk youths.

“Our nation does not mind being the least linguistically sophisticated in the world. Of all the major trading partners of the world, we are least fluent. A foreign language is not required for many MBA degrees...so we spend thousands on translators. We cannot or are not willing to try to speak the language of the country we go to.”

Not knowing the innuendos is potentially very bad for business. Knowledge of language

and culture is an extremely important part of success. Action is needed, said Lawson, as budgets are being cut. For example, there are no more cultural attachés. These positions have been absorbed into the State Department, and many of their representatives do not speak the language of the country in which they are stationed. “International cultural exchange is critical to security,” Lawson said. In addition, it carries economic benefits. He hopes that we will find ways to respond to the challenge.

It is also important to see cultural exchange programs in human terms, in light of the common elements that unite us,” said the speaker. He said that he is gratified that Condoleeza Rice has made such exchange a priority in her office. He is encouraged that she will confront the need to understand each other’s cultures and learn foreign languages, so that each international encounter will be a conversation, not a monologue. He is delighted that her statement is now in writing. He expressed the hope that Central States and OFLA could work together with OAC, to incorporate OAC into what the world language organizations are doing, and vice versa.

This banquet provided so much food for thought, served up by a talented speaker. His offices can be contacted in various ways listed below, if you want to cook up something.
727 East Main Street, Columbus, Ohio 43205
www.oac.state.oh.us
phone: 614/466-2613; fax: 614/466-4494



Wayne Lawson speaking at the CSC Luncheon

Central States Conference Workshop and Extension Workshop: Three-Way Access to Success!



Participants at the Central States Extension Workshop

Wow! Foreign language educators representing all levels of education from elementary to advanced higher education came from Illinois, Indiana, Iowa, Missouri, Nebraska, South Dakota, Wisconsin, Wyoming, and the great state of Ohio to hear three of our very own OFLA presenters:

Davara Potel, French Teacher, Solon High School

Carol Eiber, Spanish Teacher, Stow-Munroe Falls High School

Lori Winne, German Teacher, Grove Patterson Academy

Now let's do the numbers! **Thirty** foreign language educators from **nine** of the Central States, representing all **four** of the levels of formal education from **five** language disciplines and cultures, in a room with **three** experienced, skilled, and dynamic presenters from Ohio

A pretty impressive group, wouldn't you agree?

They were all assembled to participate in the six-hour flagship workshop of the Central States Conference—the Conference Workshop (CW) and Extension Workshop (EW) Program. The topic chosen to usher in the 2005 celebration of the national foreign language education initiative “The Year of Languages” was ...“Vertical Teaming to Enhance Student Achievement!”

The workshop agenda included activities to provide time for reflection, discussion, interactive group activities, and planning for implementation. And no one was disappointed as evidenced by the rave reviews that the presenters received on the workshop comment sheets!!

Congratulations Lori, Carol, and Davara on a job well-done! By working collaboratively as a team to present a wonderful full-day seminar at the Joint Conference of Central States and Ohio Foreign Language Association on March 10 at the Columbus Hyatt Regency, you provided the workshop participants with **“three-way access to success!”**

Judi Fowlkes
Central States Conference
Board of Directors
Chair of CW/EW Program



Davara Potel leading discussion

Friday Night Activities

As has become traditional for OFLA conferences, those who stayed into the evening on Friday were treated to a variety of fun activities, both language-specific and more general.



For the French-speakers, Jean-Pierre Berwald once again hosted a spirited lesson on the wines of France, followed by a tasting. McDougal-Littel was the sponsor.



Teachers of East-Asian languages gathered for some munchies and fun.



The Embassy of Spain sponsored a concert.



Josée Vachon delighted the audience in French, English, and even some Spanish. Her concert was sponsored by AATF-Ohio.



Debbie Sehlmeier and Irina Stakhanova at the CSC Dance



The night finished off at the CSC dance, with dancing led by our own Charles Conway and Sherri Higgins-Neuhart.

Conference Scholarship Winners

OFLA was able to award eight conference scholarships this year. We would like to recognize and congratulate the 2005 winners:

Margot Benjamin	John Carroll University
Elizabeth Bugansky	University of Akron
Alexandra Golem	University of Akron
Valerie Huntington	University of Toledo
Kim Lehnart	Kent State
Juanita Magrans	Cleveland State
Stephane Shaffer	University of Toledo
Maria Vederico	University of Akron



The 2005 Scholarship Winners at the Awards Luncheon

Each winner was awarded a free registration, a free Awards Luncheon, and a small stipend to help defray other expenses such as lodging, meals, mileage, etc.

A Teacher Candidate Perspective

Lisa M. Ong

As a graduate student at the University of Akron, I have been learning about the value of becoming an active member of the professional community in my "Instructional Techniques" course. The professor, Dr. Susan Colville-Hall, has encouraged us all to attend in-service training seminars, join professional organizations, and attend conferences. I recently had the pleasure of traveling to Columbus, Ohio, for the Central States conference. In class, we have discussed the importance of getting involved and trying to make a difference, so I was thrilled to work at the advocacy table. Over 300 letters were mailed to our representatives to request continued funding for foreign language study as a result of everyone's efforts!

Attending the conference also meant that I had the opportunity to select from a great many sessions in order to explore the latest in educational research and topics of importance to me. One of my favorites was one about ways to incorporate songs in the foreign language classroom. The main idea was that singing songs is not only fun and engaging for the students but can also be a great aid for the learning of grammar, vocabulary, and pronunciation. This session was led by Deborah Blaz, the author of two textbooks we are using this semester! What a delight to meet her and listen to her ideas in person. She seems very dynamic and very knowledgeable about foreign language education.

In addition to the formal sessions, there was a huge exposition at the conference. I spent time touring the booths, which were sponsored by textbook and other educational materials publishers, foreign travel companies, professional associations, foreign tourism agencies, and other vendors of interest. Besides becoming more aware of the materials and resources available, I received some great reference materials, including a textbook and a TPRS workbook. The AATF had a booth set up at the entrance to the exhibition hall and I took advantage of the opportunity to become a member. They will be holding their annual conference in Québec this summer and I'm hoping to attend.

In every way, I had a wonderful experience at this education conference. I plan to keep attending conferences throughout my career, as this will be a sure way to meet colleagues, learn more about teaching strategies, discover new classroom activities and ideas, and stay informed of available resources.



Rita & John Ozol, MN, Sally Olivera, Cuyahoga Falls, and Sandra Murry, Akron visit the McDougal Littell booth in the Exhibit Hall



The envelope please....

2005 OFLA Conference All-Stars and Best of Ohio Awards

Ohio was well represented with presentations and workshops at the 2005 Central States/OFLA Conference this spring. The participants judged many of these worthy of honor. Most presentations were very well received. The presenters did what they said they would do, they demonstrated knowledge of their topic, and made the participants think more carefully, or "out of the box," in some cases. It was a joy to review the evaluations. It made me even more proud of our OFLA membership. Positive comments were also noted about several exhibitors' sessions as well. As usual, the participants appreciated good handouts and many commented on their usefulness. The second annual OFLA Book Clubs in French, German, and Spanish were well received and will surely be repeated next year with a new focus.

I would like to extend a special thanks to OFLA's 2004 All-Stars who performed a reprise of their award winning sessions. The comments by 2005 participants were no less glowing. *Merci, Gracias, and Danke* to **Erica Vieyra** and the **Foreign Language Department of Olentangy Liberty High School**, **Jeanette Marie Hecker**, Cincinnati Country Day School, High School, **Lori Winne**, Grove Patterson Academy, **Lori McNichols**, New Albany Middle School and **Kay Hedges**, New Albany High School—retired, **Cindy Mathias**, Harvey S. Firestone High School, **Parthena Draggett** and **Humphrey Fradl**, Jackson High School, **Kathy Lewton**, Wadsworth Middle School.

So you see, OFLA members, your voices were heard. The following list is our Best of Ohio and 2005 Conference All-Stars who can proudly display their certificates of excellence and appreciation. Next year, of course, in hopes that these colleagues will come back again, their sessions will be called to your attention in the conference program. In this way, even more OFLA conference participants will be able to take advantage of their knowledge, organization and enthusiasm for our chosen profession

—Mary Goodwin, OFLA President Elect

Best of Ohio!

Belgian, Swiss and Corsican Culture as Portrayed in the French Astérix

Lois Vines, Ohio University; Kim Niemeyer, Athens Middle School

OFLA All Stars

Friday is Game Day

Lori Winne, Grove Patterson Academy

Implementing a TPRS Program

Teri Wiechart, Delphos Jefferson High School; Julie Schonauer, New Philadelphia High School

It Takes "Tú" to Tango: Integrating Dance in the Language Classroom

Charles Conway, ODE; Sherri-Higgins-Neuhart, Forest Hills City Schools

Successful Teachers of High School Spanish Who Commit to the Teaching of Cultures: Two Case Studies

Melissa Kentner, Worthington Kilbourne High School

Paris Today and Tomorrow

Kathryn Lorenz, University of Cincinnati

Assessing Needs and Designing Spanish Courses for Health Care Professionals

Deborah Themuda and Teresa Roig-Torres, Raymond Walters College

Québec for FLES

Margaret Kohler, Westside Montessori School

Project Based Teleconferencing—Closing the Gaps

Carmel Oberdofer, Central-Hower High School; Melissa Higgins, Barber Elementary School

Using Art in the Foreign Language Classroom

Nancy Moffitt, John Glenn High School

Enhancing Spanish Reading Skills through Newspaper and Magazine Articles

Julia Perez-Gamboa, University of Findlay

All of these educators will be invited to present a session at OFLA's Annual Conference in Toledo from March 30 to April 1, 2006!



Annual OFLA

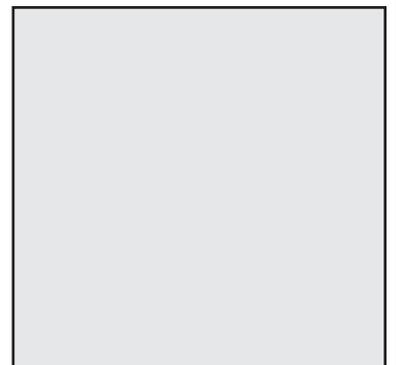
OFLA Leona Glenn Award for Outstanding High School Foreign Language Teacher: Amy Dunaway-Haney

Amy Dunaway-Haney is currently teaching Spanish 2, 3, 4 at Kettering Fairmont High School. She received her B.S. in Spanish Education from Bowling Green State University and two Masters Degrees in School Counseling and in Licensed Professional Clinical Counseling from the University of Dayton. In 2002 she was selected for the Frieda J. Riley National Teaching Award and in 2000 she received the Jiffy Lube Excellence in Teaching Award. Through activities like introducing their pets, bartering for goods, presenting fashion shows, and writing letters to pen pals students find her classes challenging and upbeat. Although she has used a wheelchair since the age of nine, Amy organizes student trips to Spanish speaking countries and enthusiastically accepts the challenges and even goes to remote areas such as rainforests so that her students can see first hand the effects of rainforest depletion and poverty. She organizes a huge Latin Christmas feast, complete with entertainment every year, a trip to the zoo where her students have a scavenger hunt to learn about endangered animals in Spanish speaking countries, and helps organize Immersion Day at Wright State University. Her students volunteer at MDA events and she has begun writing and publishing supplemental materials for teachers. Amy is also a family / marriage counselor, National Vice President for the Muscular Dystrophy Association and a Praxis III assessor for the Ohio Department of Education. Her high energy level, zeal and total commitment to others make her an ideal recipient for this year's OFLA Leona Glenn Award for Outstanding High School Foreign Language Teacher.



OFLA Educator Friend Award Barbara Baltrinic

Barbara Baltrinic is currently teaching junior British Literature and senior World Literature at Akron Ellet High School, mentoring National Board candidates through the University of Akron and teaching and coordinating field experience at Kent State University. She received both her B.A. (major-English, minor-Education/Speech) and her M.Ed. (Curriculum and Instruction) from Kent State. Among numerous awards she has received are the 1999 Career Education Association Career Educator of the Year, State of Ohio, a Jennings Scholar in 1997 and Honorable Mention 2004 for USA Today All Star Teacher. She was mentor and facilitator for 10 National Board candidates in World Languages in 2002, guiding these foreign language teachers through a brand new process which had few guidelines, few instructions, and no samples. As a National Board Certified Teacher in English, she provided expert suggestions and asked probing questions, interpreted requirements, organized work sessions, and provided excellent feedback. Thanks to her unflagging efforts, devotion to the task and tireless encouragement (This is doable!), 30% and eventually 60% of that first group became NBCTs! Barbara supports foreign language as a core subject. She understands that foreign language learning bolsters learning in other subject areas. She helped all of her foreign language teachers improve their subject expertise and their classroom practices and thus impacted the classroom experiences of countless students state-wide. In her World Literature classes, she helps students understand and appreciate other cultures by doing research before reading pieces of literature. They prepare reports, identifying unique foods, religion, architecture and life-styles. Since that first group of world language teachers, Barbara has worked with almost 20 more NB candidates of world languages. Thank you, Barbara, for making our profession stronger! You are a true Educator Friend of Foreign Languages!



Award Winners

OFLA Beginning Teacher Award

Kathleen Oliver



Kathleen Oliver is in her fourth year of teaching Spanish at Dayton Carroll High School. She received her B.S. in Secondary Education (K-12) from the University of Dayton. She is described by colleagues as hardworking, dedicated, optimistic, enthusiastic and a real problem solver. Kathleen has done extraordinarily creative projects with her students since her first year of teaching. For example, she has planned a Three King's Day cake-making contest and a Day of the Dead sugar skull competition. While walking down the hallway you can often hear her students singing a tune to remember word order, where to put accent marks, or irregular verbs in the preterite. Her students create fashion shows, fairy tale skits, go Christmas caroling and write pen-pal letters. She has involved her students in a service project for migrant workers. On their last trip her students served as interpreters at a clinic and hosted a holiday party for the children of the migrant workers. She accompanies her students on trips to Spain and Kathleen continues individual travel to other Spanish speaking countries to continually improve her own language skills. She has been creating supplemental teaching materials since her first year of teaching and her first book, *Mexican Celebrations*, is being published. One of the best measures of her success is her students. They love her and are loyal to her. They succeed in Spanish class and many go on to higher levels. Congratulations to an extraordinary Beginning Teacher — Kathleen Oliver.

OFLA Outstanding Program Award

Oakwood Schools



Oakwood Schools in Dayton, Ohio are the recipients of the 2005 OFLA Outstanding Program Award. All nine teachers of Spanish, French and Latin function as a team. They presented "Integrating Technology in the Foreign Language Classroom" at the Western Ohio Education Association conference in 1999. In the junior high, 79% of the students are enrolled in foreign language classes, while in the high school, the percentage is 75%. In addition, 40% of the senior class is enrolled in French AP, Spanish AP or Latin AP. All three language clubs are very active, experiencing foreign movies, dancing, and food, but the Spanish Club even has activities in the summer, meeting at a local Mexican restaurant and canoeing down a local river, pretending they are the Spanish Armada! Philanthropy is important. The Spanish Club has earned money to send to victims of Hurricane Mitch, collected winter clothing to donate to Salud, a local Hispanic clinic, and gathered school items and soccer shoes to send to a Costa Rican elementary school. One of the Latin Club's fund raising projects was Underworld Tours, where the classroom was transformed into the realm of the dead, complete with the River Styx, ghastly spirits and the guard dog, Cerberus. The French Honor Society donated to the Hunger Project with money earmarked for the Francophone country of Senegal. Oakwood students have consistently scored high both state-wide and nationally on the National Spanish Exam, the AATF *Grand Concours* and the National Latin Exam and regularly place into 300 and above courses at the college and university level. Students and teachers travel to Mexico, Costa Rica, France and Italy. In 2001 Oakwood began teaching Spanish at both elementary schools. At the junior high, they have collaborated on interdisciplinary units: *The Rainforest*, *Right To Vote*, *The Titanic*, *Courage*, *Mars Millennium* and *Flight*. They do it all! Congratulations to Oakwood Schools for a truly Outstanding Program!

OFLA Outstanding Administrator Award

Linda Hardwick

Dr. Linda T. Hardwick, Executive Administrator of Early College High School, the honors high school within the Cleveland Municipal School District located on the campus of Cleveland State University, is the 2005 OFLA Outstanding Administrator. Dr. Hardwick received her B.S. in Elementary Education from Central State University, her M.Ed. from Case Western Reserve University and both her M.S. in Multicultural Education and her Ph.D. in Curriculum and Instructional Studies from the University of Akron. Under Dr. Hardwick's leadership, Early College HS's concept paper requires that each student complete 3 years, but preferably 4 years, of a second language. Two grant proposals inspired by Dr. Hardwick, the "Language of Dance" and "Voices of Change", received over \$28,000 and involved students in multicultural issues via literature, history and language. The "Voices of Change" project entailed researching pre and post Civil War conditions in Charleston and included the study of the Gullah language at the College of Charleston and the Avery Institute. The "Language of Dance" was an Artist in Residence program which linked East Indian dance with poetry. Last year a Fulbright teacher from Morocco was part of the faculty. Two students won Model United Nations Scholarships. One student is spending 9 months in Panama on a full scholarship from American Field Service. This spring and summer there will student exchange visits to France and a one-way visit to Germany. Among her many recognitions are the State Superintendent's School of Promise Award in 2004, Exemplary Labor/Management Collaboration from the Cleveland Teachers Union in 2004 and the Legacy Award for an Outstanding, Dedicated and Visionary Leader and Educator, presented by the Metropolitan Cleveland Alliance of Black School Educators in 2003. Dr. Hardwick believes that multicultural and global experiences lead to greater academic development. She recognized that world language study is significant, relevant and useful. OFLA is proud to recognize Dr. Linda T. Hardwick as 2005's Outstanding Administrator!



OFLA Professional Service Award

Dr. Susan Colville-Hall

Dr. Susan Colville-Hall, Associate Professor in the Department of Curricular and Instructional Studies at the University of Akron, received her B.S. in French/Spanish, her M.A. in French Literature and her Ph.D. in Education-Humanities from The Ohio State University. Her instructional responsibilities include training pre-service preK-12 foreign language teachers, teaching various courses in the teacher education program and supervising student teachers. Through her skillful mentorship of student teacher candidates, her untiring efforts to promote foreign language study and continuing skills enhancement, her professional activity (AATF, ACTFL, CSC, OFLA, NEOLA, etc.) and her research and conference presentations, Susan has brought national visibility and prominence to the University of Akron, to OFLA, and to the state of Ohio. In 2001, she won a Fulbright-Hayes grant for a 5 week study program in Costa Rica for high school teachers and an additional Ohio Board of Regents Research Challenge award for research stemming from this initiative. Licensure candidates under her tutelage can complete part of their student teaching in Costa Rican schools. Her recent Fulbright-Hayes proposal for a similar program in Senegal for teachers of French promises to extend such opportunities. She is an untiring advisor to doctoral candidates, has organized review sessions for the Praxis test and has championed inclusion of the less commonly taught languages. Dr. Colville-Hall is Chair of the AATF Commission of Teacher Licensure and serves in a like capacity for the OFLA board. She has presented at over 40 professional conferences, is a member of at least 15 professional organizations or honorary societies, is well published and has received many awards, including Outstanding Faculty Service Award at the University of Akron's College of Education in 2002, the OFLA Community Service Award in 1999 and the Outstanding International Activity Award from the Office of International Programs in 1997. She has a passion for our profession, she has inspired countless foreign language teachers around the country, she continues to press for recognition of outstanding teaching, and she continues to give tirelessly of herself to better the foreign language teaching profession. Dr. Susan Colville-Hall rightly deserves the 2005 OFLA Professional Service Award.





Ohio Foreign Language Association Annual Conference: March 30–April 1, 2006

*Connecting Language to the Learner:
Mind and Heart*



www.dotoledo.org

Northwest Ohio welcomes you to **Do Toledo!** Plan now to join us at the Radisson Hotel adjacent to the Seagate Conference Center. The 2006 conference theme centers on OFLA's strategic plan *to build the capacity of foreign language teachers to prepare learners to demonstrate their proficiency.* Our focus will be the learner: motivating the reluctant learner, creating a brain compatible learning environment, and enhancing the learner's achievement not only in the language but also in all the state assessed areas. Prepare to lead the learner into the first decade of the Year of Languages.



Look around. Ask your colleagues to share their good ideas in a session or workshop proposal. Write up your own best practice. Submit your conference session/workshop proposal by October 15, 2005 online at www.ofla-online.org (see page 22).

Program Cover Design Contest

OFLA will once again have a contest to design the cover for next year's conference program. The design should feature the conference theme: *Connecting Language to the Learner: Mind and Heart* and consist of original artwork on standard letter-size paper. The deadline will be November 15, 2005. Full details will be provided in the fall newsletter.

Session/workshop Proposal Form

Ohio Foreign Language Association

Annual Conference Toledo, Ohio: March 30–April 1, 2006

*Plan now to join us at
The Radisson Hotel and Seagate Center as we explore*

Connecting Language to the Learner: Mind and Heart

*You will need to provide the following information and
complete the online proposal form by October 15, 2005:*

Primary presenter contact information

Name

Preferred mailing address

Preferred Phone contact

Email address

School association

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

Primary presenter only receives free registration. \$300 stipend to primary presenter for full-day workshop and \$150 for half-day workshop with a minimum of ten participants.

Description of your workshop or session in 75 words or less

Type of session

- 1/2 day or full-day workshop
- 60-minute professional session
- 60 minutes exhibitor session

Language of your presentation and samples

Intended Audience (Classroom teacher, teacher trainer, etc.)

Focus of your topic (Professional development, etc.)

Any A-V Equipment

An overhead projector and screen will be provided. Any other AV equipment will incur a fee.

*Please consult the online form at
www.ofla-online.com*

Of Lady Godiva's Ride and Other Philanthropic Acts

Piper Brown Yin



Lady Godiva, or Godgifu, as she was baptized early in the eleventh century, may or may not have ridden naked through town as a tax protest as commonly thought, though she did have a good reputation as being a religious person and generous to boot. Whatever her actual deeds, she became legendary and still personifies heroic, even daring, creativity a thousand years later. Is she still a good role model for us? To judge by our creative and excellent hosting of the Central States Conference on Foreign Language Teaching, I would say so.

Almost 90 of our wonderful OFLA members chaired and staffed the many committees that made the conference possible. Some came early and others stayed late; some did most of their work before the actual conference and others worked throughout the conference, missing 90% of the activities so that others could profit by the experience. Everybody, when faced with a real problem, simply pitched in and made things happen. Isn't that wonderful? Yes, and everybody involved, from our fabulous Local Chair, "Barbara the Brave," to give her a heroic epithet, to the last person on the list, really did a superb job.

So...where am I going with this? What is the other shoe that's about to drop? Well, I am thinking that now we are back to "everyday OFLA," and I am considering what that means, or can mean. While we have shown the region, and indeed the country, that we can make daring, heroic and noble efforts for others, we now ought to look to our own house. Doesn't charity begin at home?

Wouldn't it be wonderful if everybody who worked so tirelessly for the CSC conference and made us shine now brought two new teachers to OFLA as members? Let's grow our membership by 20% over the next year! And if each person were to speak to yet another capable world language teacher or administrator and asked them to contact our current or upcoming president so they could be involved with an OFLA committee? We'd be able to do even more for our state world language efforts.

Let's think, also, as we roll out the red carpet for the rest of the "Year of Languages" activities across the U.S. and especially in Ohio, what we can achieve not just in 2005, but in the upcoming decade, which ACTFL is working on for us to "Discover Languages." We obviously have excellent, committed teachers but we still don't always work together across the state; so I would like to suggest that we look at what I envision as world language "vertical teams," which are our language-specific associations; and "horizontal teams," which are the groups which work across languages, both as part of OFLA and beyond. Both of these can be mechanisms for

all of us to become better teachers and provide us with personal and professional satisfaction.

The vertical teams are the AATs and similar groups, which include teachers from pre-kindergarten through post-secondary venues. Yes, we have liaisons from several of these on the OFLA Board, and they regularly contribute articles to the *Newsletter* and sessions at conferences. But are you a member of your local AAT or Japanese or Latin teachers' association? And do you take advantage of these to practice your language skills, to stay in touch with experts in your language area? Or even to socialize—a film, a dinner, a museum experience? And do you share these with your students so they know how well connected their studies are to the larger world? No? Well, there's no time like the present to contact the liaisons listed on the OFLA Website and I know they can provide information for you.

You may have access to a horizontal team within your own school department, but for the many teachers who work in relative isolation, these teams will begin with the multi-language regional professional development groups—CORE-FLs or Alliances, depending on where you are located. These groups provide a wealth of teaching and learning strategies, opportunities to discuss current issues and ideas, new techniques for assessment, and many provide either professional day events, summer/vacation workshops, or both!

OFLA is, of course, the umbrella horizontal language association for all Ohio world language teachers and, as such, provides an annual conference as well as opportunities for workshops, listserv discussions, newsletter information and timely news updates as well as grant funding, liaison with experts throughout the state and a host of other services. It would be wonderful if we had so many requests for information, workshops, grant information, and so on that we needed even more resources! We'll find them for you!

Please permit me, as summer approaches, to encourage you to invest in yourself by looking into and then sharing with others our state and regional language associations, both vertical and horizontal. Now, to return to Lady Godiva, her legendary heroism has continued to hold our interest because she behaved in an extraordinarily creative and heroic manner. But we must also recall that her chief purpose was to protect the citizens of her own "state" and thus foster their collective well-being. So let us all carry on with Lady Godiva-like creative, heroic and constructive activity! I wish you a wonderful summer and an even more successful school year in the fall.

Call for mutual support

Mark W. Himmelein



As we all know, the last few years have been challenging ones for all educators in the state of Ohio. Inadequate funding, failed levies, budget cuts and the lack of any political will to correct the situation have plagued our programs from elementary school to the graduate level. Still we carry on, promoting foreign language study to all who will listen — and to many others who often do not.

One trend in foreign language education in our state is, however, particularly disturbing: the continued reduction in the numbers of languages being offered at any given school. In the past, the viability of a department was measured not just in the numbers of student enrolled in one language, but rather in the diversity of its offerings and the health of its smallest program. Today it seems that more and more Departments of Foreign Languages are quickly becoming Departments of Foreign Language— emphasis on the singular.

Many of the decisions to reduce or eliminate programs are made above our heads as classroom teachers. However, have we in some way contributed to this problem, not so much through our actions, but perhaps through our inaction? I am confident we all agree that the study of any foreign language study is valuable, regardless of the language chosen, and that students should have the opportunity to study the language (even languages!) for which they have an interest. Agreed, pragmatism often dictates how many languages a district may offer, yet I know now of several districts where only one language is being offered, and this at the expense of another, often vital program.

Please understand that my comments have nothing to do with promoting one language over the other or about holding on to “turf.” Allow me to give an example from my own experience. When freshmen arrive at Mount Union College, my department encourages them to build upon their existing skills, and if they would like, to begin yet another language. We understand that the strength of our department depends on the strength of the entire curriculum. I know this to be the case with many other programs, too. Concessions made by all within the department do help raise the proverbial tide that floats all boats.

In recent months, I have learned of the cancellation of several language programs across the state, German, French, and yes, even Spanish. Other programs, especially those in the less commonly taught languages are in danger. In one case, a German program had the highest enrollment, yet it along with French was cancelled because these languages were considered “luxuries.” Sadly, a Spanish program in a rural district near Mount Union has been scaled back to just a part-time instructor, with only levels one and two being offered.

OFLA has an excellent long-standing, dedicated and active advocacy committee, but advocacy for foreign languages begins in our school buildings, in our department meetings, in the break room and with parents. Advocacy must also combat biases which administrators, guidance counselors and fellow teachers have, biases which label languages as “too difficult,” “of no value in the US,” or “wrong” for certain students. If we do not advocate for each other, are we truly a profession?

Certainly, there is no simple solution, but we need to ask ourselves what steps we might take to reverse, or at least stem this disturbing trend. Are we willing to manage enrollments to preserve diversity in our language offerings? Will we challenge school boards, administrators and parents if *any, not just our own* language program is in danger? Are we willing to educate parents and our communities about why a district must offer students a choice of languages, even if this goes against popular misconceptions? Are we willing to serve on a committee that will directly intercede on behalf of colleagues whose programs are threatened? Will we direct the resources of our professional organizations to support such effort? Without a commitment to stem this recent trend, I firmly believe that the future of all foreign language education in this state is in peril. ACTFL has proclaimed 2005 as the “Year of Languages” — let us work to make it so!

—Mark W. Himmelein, Ph.D.

Associate Professor of German, Mount Union College

Co-signed:

—Barry Thomas, Ph.D.

Professor Emeritus of German Emeritus, Ohio University

—Christopher Eustis, Ph.D.

Professor and Chair, Department of Modern Languages, The University of Akron

—Susan Colville-Hall, Ph.D.

Associate Professor, C & I Studies, University of Akron



Advocacy Minute

Sarah Shackelford
Political Advocacy Chair

The months have flown since August, 2004 when I joined the Board as Political Advocacy Chair! We continue to recruit members for the Committee, and have posted a variety of links to help promote and advocate for foreign language programs on the Advocacy page of the OFLA website. (www.ofla-online.org; follow the links to Committees, then to the Political Advocacy page). An advocacy "how to" manual is nearly ready to be distributed to OFLA members, and we are working in conjunction with other OFLA Board members to prepare a "Road Show" to help educate the public about the need for increased priority on foreign language education.

However, our work has barely begun. We must be constantly prepared to provide a focused response to adverse developments. We must be committed to promoting the necessity of foreign language study to other educators (beginning at the grass roots level, where we each have influence). We must work as a team.

Please join us! We need to focus on establishing more effective communication links with legislators and other authority figures. Any assistance in making contacts (and possibly helping to set up legislative meetings to inform and advocate for foreign languages) would be appreciated. We would like to be able to an-

nounce, in the near future, that "foreign languages" have been added to Ohio Revised Code 3313.60. We also need to develop a state networking plan for quick response to alerts and emergencies, and to offer support to members whose language programs may be in jeopardy. If you would be willing to be a volunteer in these endeavors, contact me soon at poladvoc@ofla-online.org.

At the national level, a variety of language initiatives are taking place! Please take a moment to read the exciting JNCL-NCLIS Government and Policy Update (see pg 40). September 11 was a major media "launch" for foreign language education, and languages are increasingly perceived as a national defense issue.

Indeed, the National Defense and Intelligence agencies (rather than the Department of Education) have become our biggest advocates! In addition to the Department of Defense's release of a "Defense Language Transformation Roadmap", the Year of Languages Resolutions passed in the House and Senate. Earlier this year, Representative Holt introduced HR 115 – National Security Language Act, a very significant piece of legislation for language education in the US. Similar to HR 3637, which he introduced in the 108th Congress, this bill will improve America's foreign language education capabilities through a number of initiatives. Senator Holt is on both the Education and Defense committees, and has the potential to be a good bridge between the two. Condi Rice has opened conversations favorable to FL education, and Patrick Tiberi (now in his third term representing Central Ohio's 12th Congressional District in the U.S. House of Representatives) is also an advocate of foreign language education.

Foreign Languages are an integral part of a quality education. They are "about" many things, including understanding and appreciation of diversity and change. They are about our national interest. Educators are natural advocates, and we must actively take this role in our own communities and at the state and national levels. Write your legislators! Send them information about what you do! Invite them to visit your classrooms! **Together, we can make a large difference.**

Be an Ambassador — Help With ACTFL Public Service Announcements

ACTFL has produced a number of Public Service Advertisements (PSAs) promoting language learning and education and asking the public to speak up for language education in their communities. These may be viewed online at

<http://www.yearoflanguages.org/i4a/pages/Index.cfm?pageid=3646>

To get this important message in front of as many people as possible, ACTFL needs the help of supporters all over America, and OFLA has committed to this "ambassador" role! All language educators have a personal and professional stake in the effort to build support for language programs. Can you help get these PSAs shown on television and printed in newspapers and magazines in your Ohio community? If so, contact me and I will "walk you through" the steps of obtaining copies of the PSA's and instructions for their distribution!

—Sarah Shackelford, OFLA Chair, Political Advocacy poladvoc@ofla-online.org.

Teachers: copy this flier and the application on the next page to give to your students

**The Ohio Foreign Language Association is celebrating
The Year of Languages 2005
by offering a Foreign Language Camp for kids in grades 4, 5, and 6!**

Kids will stay at Templed Hills, an overnight campground in Bellville, Ohio. Foreign language teachers, assisted by university and high school counselors of the language, will direct daily activities where kids will have lots of fun learning and practicing their new language. They may choose between Spanish, French, German, Russian, Chinese or Japanese and will speak, play games, do arts and crafts, swim, dance, and even cook! Parents are invited to a special program on Saturday, June 18 when they pick up their kids. The cost of \$350 includes lodging, 3 meals a day, snacks, and all activities! Register by June 1st! Registration form is opposite or can be downloaded from www.ofla-online.org. Contact Cheryl Ames at erlylang@ofla-online.org for more info.

**Camp OFLA
June 12-18, 2005**

**Live another language and culture for a week at
Templed Hills, Bellville, Ohio**

**Choose from Spanish/ French/ German/
Chinese/ Japanese/ Russian**

**Language lessons, Songs/ Dance/ Arts & Crafts/
Games/ Swimming/ Cooking/ Parent Program**



Camp OFLA Application—Camper Summer 2005

Teachers: this form can be duplicated for your students.

A foreign language camp experience for elementary school students, grades 4-6 June 12-18, 2005: Templed Hills Camp, Bellville, Ohio

Please indicate your first (1), second (2), and third (3) choice of language:

Chinese German Russian
 French Japanese Spanish

(Campers will be placed on a first-come, first-served basis.)

Name _____ Birthday _____

Address _____ Home telephone: _____

City _____ State _____ Zip _____ Primary E-mail _____

(Registration will be confirmed by Primary E-mail)

Grade (2004-2005) _____ Circle: Boy Girl

School _____

School Address _____ City _____ State _____ Zip _____

Language teacher (if applicable) _____

World languages studied, if any

Language(s) _____ Where _____ How long? _____

Other language experience (travel, language spoken at home, private lessons)

Father's name: _____

Mother's name: _____

Address: _____

Address: _____

City _____ State _____ Zip _____

City _____ State _____ Zip _____

Home telephone _____ Work _____

Home telephone _____ Work _____

E-mail _____

E-mail _____

Occupation _____

Occupation _____

Employer _____

Employer _____

Employer's location (city, state) _____

Employer's location (city, state) _____

Send Invoices to: Name _____

Address _____

City _____ State _____ Zip _____

- Campers must carry their own health insurance coverage.
- The total cost of the camp is \$350. **Make checks payable to "OFLA."** Please write "Camp OFLA" in the memo section on the check. **Send completed application with payment to: Cheryl Ames, Camp OFLA Co-Director, 6805 Ellis-Lincoln Rd., Waynesville, Ohio 45068.**
- Full payment is due with your application. Applications will close June 1. Returned checks will be charged the current bank rate fee.
- Camp fees include dinner on Sunday, June 12, three meals a day, June 13-17, and breakfast on Saturday, June 18; lodging at Templed Hills Camp; activities and instruction.

Retired Teachers Committee

Robert Ballinger, Chair



Nearing Retirement? Listen Up!

There are lessons to be learned here.

Lesson #1: Retirement is a span of time, not a line to be crossed.

Oh, sure, there is a date before which you are an employee and after which you start drawing your pension. But think of retirement as a gradual process of transition. In fact, retirement is a series of time spans and transitions.

The first time span is Pre-Retirement. Just as financial advisors tell us to save money in advance of retiring, we need to imagine how we want to spend our time in retirement. How will we relax, redirect our activities, relate to friends and relatives? So many questions to answer; so many paths to take. But don't wait to the last minute. Think about these issues now in the years before retirement.

Actual retirement is then made up of several, even many, time spans. Some may want time to relax; time to "recharge your battery," to "decompress." Others are eager to apply their talents in new directions while still others may want to start retirement by reconnecting with family and friends. No matter what that initial time span looks like, it will be followed by another. And that time span by another, and so on and so forth.

Lesson #2: Find your voice.

I recently read Stephen Covey's new book *The 8th Habit: from Effectiveness to Greatness*. He defines "voice" as your "unique personal significance" found at the intersection of your physical needs, your mental talents, your spiritual conscience, and your heart's passion. By finding your voice, you learn how to express yourself. Sometimes teachers find their voices early in life. Others are like the teacher nearing retirement who told me, "I have spent my whole career helping students find their voices without taking time to find mine." Whether you find your voice before or after retirement, it is the most important quest of your life.

Once you have found your voice, Covey suggests that you use your voice to develop "the 8th habit." Since the early 90's you have

probably been familiar with Covey's *Seven Habits of Highly Effective People*. Imagine the first seven habits on a two-dimensional plane. The 8th habit takes the first seven into the third dimension by giving each one of them depth. The 8th habit has two parts. The first part is to give expression to your voice. The second part is to help other people to express their voices. Think about that a minute. Imagine letting your voice find expression. Now imagine the people you would like to help find their unique voices. That is a life rich with meaning.

Lesson #3: Seize your freedom.

"Retirement" is such a gross misnomer. It defines our lives by our work/career. In "retirement" our usefulness is over. What a cruel hoax. In contrast and in reality, we are set free from the "slavery" of working. We are finally free to live the whole of our lives on our own terms. We choose to travel, to read, to help people in need. We may even choose to work, to extend our careers. Whatever we do, we do so by choice.

I just finished *Titan*, the biography of John D. Rockefeller by Ron Chernow. Half-way through the 700-page book, Rockefeller decides to retire! If we define Rockefeller by his work career, we are missing half the story.

When we retire, our lives are far from over. We belong to a generation of which one million of us will reach the age of 100. Only in retrospect is life short.

Action to be taken: Join the RTN.

Here we take a page from the AARP play book. They don't wait until you officially retire to recruit you. As soon as you turn 50, they are hounding you to join. So, too, as you near retirement, we ask you to join the Retired Teachers Network now. Hey, it's free! And it's easy to join. Just contact me at the OFLA website or email me at GinnyandBob@peoplepc.com. Help us build a network where we can share our experience and expertise. It may even be fun!



Professional Development Opportunities

National TPRS Conference Set for Kansas City June 18–22

Whether you're a TPRS veteran or simply searching for new techniques to help your students become more fluent, the National TPRS Conference is the place to go!

This year the conference will be held June 18–22 at the Airport Hilton in Kansas City, Missouri. The conference registration rate of \$379* includes a buffet lunch each day. The conference hotel rate is \$89. Highlights of the conference:

- workshops for beginning and experienced TPRS teachers
- specialized workshops for those who teach beginning, intermediate, or advanced level courses
- keynote by Stephen Krashen
- elementary TPRS
- classroom management
- Jason Fritze's "Rainbow of Reading"
- immersion dinners
- coaching sessions
- and a whole lot more!

If you've ever wondered what it's like for your students to learn a language via the TPRS method, you might consider signing up for a FluencyFast course, where you can learn a language in a week (well, a good start, anyway). These courses are being offered around the country in various languages, including the week prior to the National

Conference. Beginning courses will be offered in French, Spanish, Italian, and Russian. Spanish 2 and Spanish for non-native Spanish teachers who need a refresher course will also be offered. These courses are \$299 for teachers and \$399 for non-teachers. After May 31, the prices go up \$30. Graduate credit is available for an additional charge.

Need to do something for your kids? FluencyFast for Kids is being offered during the week of the conference for kids 7-12. The price of \$375 includes continental breakfast, lunch with the parents, and all activities. Dinner is not included. Evening babysitting is available for \$3/hour.

This conference is a MUST for anyone who is seriously interested in TPRS. In addition to the planned activities, you will meet people from all over the U.S. who are seriously committed to foreign language teaching and helping their students become multilingual. You'll not only find a wide assortment of TPRS materials, but you may very well meet the authors themselves!

Information about the National TPRS Conference and FluencyFast classes can be found at www.blaineraytprs.com.

*Teachers who are paying their own registration can request a \$100 discount.

Fulbright Teacher Exchange Program

Sponsored by the United States Department of State, the Fulbright Teacher Exchange Program arranges direct one-to-one classroom exchanges to over thirty countries for teachers at all levels. Most exchanges occur for the academic year and, in most cases, both teachers secure a leave of absence with pay from their home institutions and then trade classrooms for the year. Argentina and Mexico offer one-semester exchanges for teachers of Spanish, and Morocco offers six-week seminars for teachers of French. The program also offers three eight-week summer seminars in Italy or Greece for teachers of Latin, Greek, Italian or the Classics. Administrators can participate in a six-week shadowing experience.

Prospective applicants must meet the following general eligibility requirements:

- U.S. Citizenship
- Bachelor's degree or higher
- A current full-time position
- Fluency in English
- Be in at least third year of full-time teaching

In addition to the general eligibility requirements, the applicant must also meet country specific subject, level and language requirements, which are detailed in the application. There is no age limit. Educators with families are encouraged to apply and bring their families along on the exchange.

The application deadline is October 15, 2005 for the 2006-2007 program year. For more information and/or an application, please visit our Web site: www.fulbrightexchanges.org or call (800)726-0479.

YOL Local Event Highlights

Charles Conway



In both large and smaller communities, there is plenty going on to highlight the Year of Languages! Congratulations to these teachers and students for connecting to the world through languages.

Archbishop McNicholas High School Holds Annual International Days

Archbishop McNicholas High School held its annual International Days on February 15 and 16. A block schedule allowed 90 minute classes, which was sufficient time to participate in the various activities planned for the Latin, French and Spanish students.

Each teacher divided his or her classes into three groups each period. The students were given name tags of three different colors. The "Red Group," "Green Group" and "Blue Group," consisting of the blended language students, were then launched into the first of three rotating activities.

One classroom, (emptied of student desks the afternoon before) became the "Ballroom" where the students watched brief videos on the history of several Hispanic dances and music and then had personalized instruction on how to do the Salsa, Merengue, and even the ChaChaCha!

The "Green Group" were ushered into the Band Room where they were regaled by members of the McNicholas High School band with various musical compositions by French and Hispanic composers. Before each tune was performed, a student gave some historical background on either the musical piece or the composer. Along one wall of this room a long table was set up to hold cheese, grapes, Nuttella, and French and Italian breads to be sampled by the students as well as tortilla chips and a large assortment of international cookies that the students had volunteered to bake, using authentic recipes. After the music and food tasting, the students were entertained by a power point presentation put together by the Student Summer Travel Group who had toured Spain in July of 2004.

Meanwhile, the "Blue Group" were in the Craft Room, another class emptied of student desks and refilled with long tables, where the students were taught the Legend of the God's Eye (Ojo de Dios) while they each fashioned one out of colored yarn and sticks. Others were shown how to make (and the purpose of) Guatemalan Worry Dolls. As each colorful doll was finished (some students were so creative that the dolls even had hair!), the constructor was allowed to choose a postage stamp size flag from a large assortment of international flags to pin on the doll. Each doll was then pinned onto a string that stretched across the room making an International Day banner. Several Latin students opted to make "mosaics" which, in modern form, were papers to be colored that held ancient patterns of authentic Roman mosaics. Other choices for crafts included paper jester hats (with bells!) to symbolize Mardi Gras and Carnival, Mayan masks, and authentic bark paper paintings from Mexico.

Every half hour of the ninety minute block classes, a bell was rung and the groups rotated to the next room, giving each student the opportunity to sample the culture in each of the three rooms.



"My favorite thing about International Day was...the dancing. It was fun to learn about the other kinds of dancing, instead of just the dances we do here in the U.S. My partner and I dressed up and had a good time laughing and dancing. My favorite dance was the merengue. It was so fun." *Calie McGee, age 16.*

"My favorite thing about International Day was tasting foods from all different countries and being able to understand why certain foods were important to those countries." *Beth Brockman, age 15.*

"I liked the crafts. I liked making the Guatemalan dolls out of yarn. There were just so many different things to do." *Shannon McCarthy, age 14.*

"My favorite part of International Day was playing in the band. We played Ponchero and Cruzin Jamaica." *Nathan Spittls, age 15.*

Unioto Students Both Learn and Do During Year of Languages

Language students at Unioto High School are truly making a Year of their Year of Languages activities. Some highlights of their work include:

La mesa de hablar: initiated by the Spanish Club, students gather at lunch once per month for a thirty-minute immersion experience.

Spanish Scoop: published quarterly by the Spanish Club, the newsletter provides information on learning languages and local events. To view copies of *Spanish Scoop*, visit <http://gsn.k12.oh.us/unioto/index.htm>: click first on the Unioto High School link and then the Foreign Languages link. This marks the first year that the High School Web site has included a link dedicated to Foreign Language.

Unioto students attended a José Vachon concert in Chillicothe; French and Spanish clubs held their second annual balloon release, each balloon containing a message to promote the Year of Languages; Spanish students attended a concert at the Ohio Theatre by Juanes, a popular Columbian singer; language students attended the 2004 Columbus International Festival; former language students returned to Unioto to share their experiences studying language and culture at the university level; and Spanish teacher Stacy Knipp taught classes to young students at the local public library.

Ohio Foreign Language Teachers Participate in Standards Setting Committees for Ohio Graduation Test

While foreign language is a "non-assessed" content area in the statewide accountability system, Ohio foreign language teachers are still taking an active role in assisting the Ohio Department of Education to recommend Performance Standards for the "assessed content areas." In April, Ohio foreign language teachers joined teachers of other content areas to set the Ohio Graduation Test cut scores for writing, science, and social studies. Each committee created five performance levels: limited, basic, proficient, accelerated, and advanced.

Many foreign language teachers responded to the request for participants. OFLA congratulates those who were selected for the Standards Setting Committees. It is an excellent example of how we are connecting to other content areas during the Year of Languages!

Misael Martínez

Jeff Browne

Sarah Shackelford

Michelle Garlock, alternate

Toledo Public

Waverly City

Clermont Northeast Local

Allen East Local

Year of Languages Planner

Sandra Murray
Promotional Educational Activities Chair



ACTFL Themes for the upcoming months:

June: Adult Learning and Language Use

July: Languages and Communication

August: Parents

June 2005: Adult Learning and Language Use

ACTFL Event: Symposia on "Language Use in the Work World" will feature policies and practices found in the U.S. business world.

Language learning attitudes and the use of language by adults lay the foundation on which tomorrow's adult generations will value and be responsive to second language acquisition. Organizations that offer programs for adults to learn languages as well as ways that languages are used in work and leisure situations should be acknowledged for their communal objectives as well as for providing awareness and fostering appreciation for the multi-cultural diversity among ordinary working class people. Some suggestions to bring these objectives into the classroom and provide experiences for your students could be:

- Ask students to survey their families and neighbors to find adults who can speak, have studied other languages, or worked/lived abroad to elicit perspectives and relate personal experiences of learning the language.
- Ask students to invite these learners into the classroom to share an experience or participate in a cooperative learning language activity. Be aware that the contribution of the adult learner in a cooperative learning activity may depend upon the following factors:
 - providing low-anxiety setting and opportunities to practice conversational skills.
 - focusing on language acquiring rather than learning, providing a level of comprehensible input appropriate to the level of all in the classroom.
 - correcting errors by providing more input which will greatly reduce the effects of high affective filter, self-monitoring system, and primary language interference.
 - not forcing learners to speak since often learners' receptive abilities far surpass their productive abilities
 - teaching language by using the language, not focusing on grammar and structure, and relying less on a text and more on real-life experience.
- Visit settings in which language is being acquired by adult learners, i.e., community colleges, continuing education classes, Berlitz schools for traveling executives, etc., and ask students to interview or participate with the learners in the endeavors at hand. Normally, older adults studying a foreign language are usually learning it for a specific purpose: to be more effective professionally, to be able to survive in an anticipated foreign situation, or for other instrumental reasons. Students should notice that they are not willing to tolerate boring or irrelevant content, or lessons that stress the learning of grammar rules out of context. Adult learners use materials designed to present structures and vocabulary that will be of immediate use to them, in a context which reflects the situations and functions they will need when using the language.
- Ask students to follow up and exchange correspondence with the adult learners to inquire about the implementation of the second language in the future area of application.

Language learning attitudes and the use of language by adults lay the foundation on which tomorrow's adult generations will value and be responsive to second language acquisition.

continues on next page

- Have students “job shadow” if possible someone who may use their language skills on the job, i.e. government workers, social workers, policeman, ESL instructors, etc.
- Find opportunities in leisure activities which would expose students to the application of language such as on vacations, at local fairs and outdoor flea markets, authentic restaurants, International Film Festivals, museum exhibitions of target language artifacts, etc. and journal their perceptions and experiences.
- Have students seek someone who has taught abroad, or explore opportunities in “teaching English abroad” programs.
- And if you are lucky enough to travel through the summer months with your language students, be sure to extend the invitation to travel to their family members and school community adults.

July: Languages and Communities

This focus will encourage participants to feature the languages and cultures found in their own communities.

ACTFL Event: The annual Folk Festival sponsored by the Smithsonian Museum will feature communities throughout the U.S. and their respective languages and cultures.

This focus will encourage participants to feature the languages and cultures found in their own communities. Local Chambers of Commerce, Rotary Clubs and other service organizations as well as libraries, should be tapped for participation at the local level. Set aside a week or weekend to provide special excursions for students, or have students participate in cooperative endeavors with community service organizations.

- Many foreign exchange students are sponsored by Rotary Clubs, Lion’s Clubs, or Knights of Columbus orders that gather together regularly, monthly, etc. Participate in sharing the experience of traveling and studying abroad, especially upon the arrival and departure of these students, in a joint reception that focuses upon the swapping of these original cultures through the language program.
- Make contact early with service organizations in order to have school districts participate in celebrating the recognition of the cultural influences of the communities. For example, have students advertise and/or participate in your local library’s “German heritage of the city of Columbus,” by having specialized programs presented and participated in by employees and students sharing language, culture etc., with patrons.
- Provide information and transportation to encourage students and their families to visit special exhibitions not just limited to local fairs, museums, specialty shops and festivals that promote the cultural heritage of the locale, but also expanding the knowledge of community heritage to metro parks, trails and locales that pinpoint historical moments of cross cultural events with Native American cultures.
- To research information which can provide an interactive calendar of events, historical maps and points of interests and suggestions for identifying the cultural heritage influences of Ohio, check out www.discoverohio.com



Don't forget to check yearoflanguages.org for updates, product store and activities.

Celebrate...

Educate...

Communicate...

The Power of Language Learning!

August: Parents

ACTFL Event: The National Council of PTAs will co-sponsor a forum that will provide parents with cogent benefits and rationales for beginning to learn languages at an early age. K-12 programs that highlight language learning will be featured.

The important role that parents play in providing language opportunities for their children is accentuated in this monthly focus. Information on the brain research and other important benefits for students will be emphasized as well as the important role that parents play in supporting language programs in their districts.

- Have informational brochures available for parents that support the cognitive advantages for students who study foreign languages in concise and well documented research. Include photocopied articles for parents to read which can be sent home monthly or at students' class scheduling time with the support of your guidance office, for examples look for such articles as:
 - Bastian, T.R. (1979). "An Investigation into the Effects of Second Language Learning on Achievement in English." *English Language Arts Skills in Instruction*. Urbana: Clearinghouse on Reading and Communication Skills. ERIC ED 189 646.
 - Cohen, P. (1995) "Understanding the Brain." *Education Update*. ASCD.
 - Eddy, P. (1981). *The Effect of Foreign Language Study in High School on Verbal Ability as Measured by the Scholastic Aptitude Test - Verbal*. Washington Center for Applied Linguistics, ERIC ED 196312.
 - Kessler, C and Quinn, M (1980). *Bilingualism and Science Problem-Solving Ability*. Paper presented at the meeting of Teachers to Speakers of Other Languages (TESOL), San Francisco.
 - Olsen, S. A. and L.K. Brown (1992). "The Relation Between High School Study of Foreign Languages and ACT English and Mathematics Performance." *ADFL Bulletin, Vol.23, No. 3*.
- Post to your professional website links that provide this information and extend the campaign for language education in promoting and supporting elementary schools language programs. Encourage parents in your district to support branching out into this area, especially if your district is limited to a 9-12 or even a 7-12 program. Some possible links are as follows:
 - <http://www.cal.org/earlylang/benrsr.htm>
 - <http://news.bbc.co.uk/1/hi/education/3459357.stm>
 - <http://www.cal.org/resources/faqs/rgos/benes.html>
 - <http://www.yale.edu/ycias/pier/rctf/resources/FL&ReadingBibliography.doc>
 - <http://nnell.org/index.htm>
 - <http://ivc.uidaho.edu/flbrain/earlylang.htm>
 - <http://www.parentspress.com/edulanguages.html>
 - <http://www.teach-at-home.com/ERIC-language.asp>
 - <http://anacleta.homestead.com/parentssecondlanguage.html>
 - <http://home.sprintmail.com/~peggyriehl/prbilang.htm>
- Encourage students and their families to host foreign exchange students. Emphasize the benefits of the cultural and linguistic exchange, offering to lend a hand and bridge the gaps of possible confusion of cultural concerns that could arise in given situations.
- Encourage host families to remain in touch with past exchange students and to correspond or to mutually work in partnership with hosting one another and revisiting and sharing these experiences with language classes and school district groups of interests, such as the PTA.
- Ask parents to participate in language instruction or extracurricular events in which they can observe the development of cultural tolerance and appreciation through the cultural/linguistic exposure of language acquisition.
- Petition parents to support new language programs and ask them to advocate to the local Board of Education and to communicate their support.
- Always inform parents of cultural events that support second language learning and encourage acceptance of diversity by submitting "news releases" in the monthly school or PTA newsletter.
- Always be available for questions and to offer support for all parents interested in cultivating a second language experience for their children!

The important role that parents play in providing language opportunities for their children...will be emphasized as well as the important role [they] play in supporting language programs in their districts.



Cardinal Notebook

Janet Irvin
Contributing Editor

Summer Dreams

Buon giorno, miei amici! Io studio molto e incominciano a parlare italiano, ma non ho una compagna di classe con chi posso allensarmi.

Dear Colleagues,

Here at the beginning of summer, I thought I would update you on my Italian studies. Each morning during breakfast I give myself a lesson. For fifteen or twenty minutes, I read my *Ciao!* text, speaking aloud to the empty kitchen. The first few chapters were fairly easy...vocabulary lists, pronunciation cues, greetings. But as I advance, the content increases in complexity and I must proceed with caution. It is easy to forget a word or a verb form. I review frequently. Unfortunately, no one has offered to be my practice partner yet, so I apologize for any errors the above sentences may contain. I'm just learning!

My adventure into Italian is what is so exciting and challenging about this, my Year of Languages resolution. By taking on this new learning activity, I share with my students the journey they have undertaken. Now I experience and can empathize with them over the difficulty of irregular verbs (so many to learn in so short a time). As I struggle to understand the native speakers on the tapes I play driving to school, I gain new insight into the workings of language,

By taking on this new learning activity, I share with my students the journey they have undertaken.

the situation of the learner, the need to help the students in my classroom through the process. And it is a process. The acquisition of vocabulary and structure, the appropriate inflection, the creation of original sentences from the building blocks I am studying. Perhaps the most important point is the need for daily practice and the necessity of community in the act of communication. This is the biggest problem I face. I need and want someone to talk with me. How fortunate our students are to have that built into the classroom experience.

Fluency requires repetition and consistency. I once read that to learn a new word, one must hear it and/or read it 70 times. As language teach-

ers, you know how much practice it takes to internalize any new language. Facing my personal dilemma, I also ponder the communicative activities available in my classes. As I shake off the dust from the academic year just ending and take tentative steps toward the one to come, I reflect on how much practice time I am giving to my students. Is it enough?

At my high school, conversation is an integral part of the daily classroom procedure. Depending on the level, each student must respond a specific number of times during each week. Beginning students answer simple questions from the unit they are studying. Advanced students are required to express opinions, recount anecdotes, create new utterances from the vocabulary of the chapter.

One of the great successes from the year just ending occurred in my Spanish III class. After a unit on Spanish and Latin American artists, students were asked to decide which one was their favorite and why. The discussions were stimulating, original in thought and entertaining. I want that to occur with more frequency, so one of my summer goals is to investigate ways to make it happen. What activities and exercises will elicit the most discussion? Can I ensure that each student speaks every day?

These are not new questions, but this summer I have a new focus. In attempting to teach myself a new language, I am given insight into the one I teach to others. I see the difficulties learners face with new clarity. Perhaps in my own journey, I will find a new way to recreate the old landscape of language acquisition. Wish me *buona fortuna!*

P.S. Any thoughts on conversation strategies? Want to be my Italian study buddy? Please email me at my new address: jgdmirvin@sbcglobal.net. If you sent any communication to me at the old address, I did not receive it, so please try again. *Grazie.*

Around the State

Charles E. Conway
Deborah W. Robinson
World Language Consultants, ODE



Curriculum Mapping with Ohio's K-12 Foreign Language Academic Content Standards

In an effort to help all of you who have been asked to do curriculum mapping, we have focused this issue of *Around the State* on the topic. Please note that the Ohio Department of Education does not take a specific stance on mapping and that the following information serves only to guide individual districts' mapping initiatives.

What IS Curriculum Mapping?

Heidi Hayes Jacob's (1997) *Mapping the Big Picture: Integrating Curriculum & Assessment K-12* provided a starting point for recent mapping activity. Based on the school calendar (August-June), teachers provide an overview, via their maps, of students' actual learning experiences in the classroom. Documentation includes, at the very least, the content, skills, and assessments that are addressed in the classroom in relation to state or district standards. Additional information may include themes or topics of units, essential or guiding questions, learning activities, vocabulary and structures, and materials and resources. As maps evolve, these additional categories add clarity and detail to maps. But remember, there is no one right way to map.

The power of mapping lies not in the tangible product, but in the ongoing process. If followed, each step in the process leads to greater self-awareness and communication among teachers. This, in turn, leads to improved student achievement. Without ongoing communication, the tangible product becomes a dead document. Below are the steps involved in the mapping process:

Phase One: Collecting the Data:

Individual teachers describe concepts and topics, processes and skills, and assessments in terms of products and performances on their individual curriculum maps.

Phase Two: The First Read-Through:

Reading alone, teachers become familiar with their colleagues' maps throughout the school. (This is a great way to get new ideas!) Then, readers highlight repetitions, gaps, meaningful assessments, matches with standards, and potential areas for integration for future examination.

Phase Three: Mixed Group Review Session:

Six to eight people who do not usually work together report findings from phase two, preferably with a facilitator, who compiles the flagged areas (places where groups located gaps, repetitions, potential areas for integration, mismatches between outcomes and curriculum, and meaningful and non-meaningful assessments).

Phase Four: Large Group Review or Job-Alike Review:

Small-group facilitators prepare a chart to highlight flagged items prior to this phase. During this phase, the principal or teacher leader posts the findings and asks the audience to comment on emerging patterns. If your school faculty is small (10-25), stay as is for the next two phases. If larger, break into department or grade-level teams (whichever will work well to edit, revise, and develop consensus maps).

Phase Five: Determine Those Points That Can be Revised Immediately.

Example: Redundancies: You know the scenario. Students say, "We've done Paris before!" You retort, "Yes, but you haven't done it with me!" Teachers negotiate what aspects each grade level will tackle so that students aren't doing brochures of famous monuments in each year of instruction.

Phase Six: Determine Those Points That Will Require Long-Term Research and Development.

Example: Gaps. You may find that the only writing students do across levels is reports. When should they make note cards? Engage in creative writing? Craft position papers? Discussing this gap in non-judgmental ways enables students to be exposed to the many types of writing they will need to succeed in life (and aligns to state-assessed areas of the curriculum!).

Phase Seven: The Review Cycle Continues

Rather than a five-year curriculum review cycle, mapping is ongoing as new literature, technology, and facts emerge that need to be incorporated into the curriculum. Example: Did you wait five years to talk about the collapse of the Berlin Wall? At the end of each year, check maps to look for dated materials and possible replacements.

What Are the Benefits of Curriculum Mapping (Why Map)?

In preparing this article, we have found many convincing reasons to engage in mapping.

- Mapping is a tool for communication about the “big picture” for curriculum decision making.
- Educators can edit, review, validate, and develop the curriculum and assessments with confidence and in context.
- Mapping ensures horizontal and vertical articulation within/among departments through discussion about key concepts, skills, and assessments. A school and its feeding and receiving sites can review and revise the curriculum within a larger, much-needed context. If we have no working knowledge of what students studied in previous years, how can we build on their learning? If we have no insight into the curriculum in later grades, how can we prepare learners for future classes? If we don’t know what’s going on in state-assessed areas, how can we make those important connections to improve standardized test scores?
- Sensible integration is a natural outgrowth of mapping. Merging concepts from two or more disciplines can make for powerful and lasting learning experiences. The many opportunities for interdisciplinary work become evident when teachers look at maps.
- It is in the classroom where the standards are or are not met. Mapping becomes the monitoring device to check whether there is sufficient evidence (assessment products and performances) to ensure that students have met the standards.
- Old fashioned curriculum committees where representatives from each building were chosen to represent, say, the language department could not possibly do so. They didn’t really know what was going on in each and every classroom. They could only represent themselves. Constructing, reading, and comparing maps engages all teachers in the curriculum development process.
- When mapping occurs, the textbook cannot become the default curriculum. Other resources and materials must be considered to meet all of the expectations of the standards.

Where do Ohio’s K-12 Foreign Language Academic Content Standards Fit In?

The National Standards contain five, overarching goal areas for our programs. It is easy to demonstrate how our activities “hit” these global standards.

Textbook companies have made it simple to show administrators that what we do dovetails with the Standards by providing alignment tools for us.

Ohio’s K-12 Academic Content Standards provide much more specificity about just what students should know and be able to do in relation to these broad goal areas. The verbs (e.g., describe, identify, discuss, analyze) indicate the cognitive engagement with the content. The nouns (e.g., practices, perspectives, famous people, inventions) indicate what students will communicate about.

As we have discussed in relation to multiple entry points into the standards, it is our belief, and the belief of our writing team members developing model lessons based on the K-12 standards, that the starting place for mapping and, therefore, for curriculum development/lesson planning is with the grade-level appropriate indicators. The lower grade-level indicators may certainly be included on maps and in curriculum guides to show growth towards the targeted grade level expectations. As one participant in our multiple entry points workshop wrote,

“Link lower level (K-8) indicators to upper level (9-12) to show that level-appropriate indicators can be met. Look back to lower levels as groundwork or foundational tasks you can incorporate on the way to meeting the current grade level’s expectations. The lower level expectations can give scaffolding tips. Summative assessments, then, may hit grade-appropriate indicators.”

Let’s take the following example:

Standard: Comparisons

Benchmark C: (What you are working towards in the 9-12 grade band) Analyze and discuss how products, practices and perspectives of the students’ own culture and the target culture overlap and differ.

Grade Nine, Indicator 3: Compare and contrast social conventions of peers in the target culture and students’ own culture (e.g., dating customs, school, family and leisure activities).

Over the course of level one, several units may tie to this indicator (e.g., family, school, past times). For the purpose of our example, let’s stick with the theme of family and leisure activities. Through the many activities that you do to introduce vocabulary and structures, you may rely on several indicators below Grade Nine in the Comparisons standard (as well as on indicators in other standards!) to help students build toward the Grade Nine indicator. (Remember that e.g.s in the indicators are just suggestions to stimulate thinking, not mandates.)

Grade K, Indicator 5: Sort items into categories related to the target culture and students' own culture (e.g., clothing, flags).

Grade Two, Indicator 3: Identify and describe cultural patterns, behaviors and activities (e.g., families, schools).

Grade Two, Indicator 4: Identify similarities and differences between tangible products of the target culture and students' own culture.

Grade Four, Indicator 5: Identify and describe the meaning and importance of perspectives and practices in different cultures (e.g., mealtimes, holidays and holiday customs, greetings).

Grade Four, Indicator 6: Identify and describe similarities and differences between products (e.g., toys, games, clothing) of the target culture and students' own culture.

Grade Five, Indicator 4: Compare and contrast products (e.g., sports equipment, food, songs, rhymes) and perspectives of the target culture and students' own culture.

Grade Six, Indicator 3: Compare and contrast cultural practices and perspectives related to daily activities (e.g., family, school, sports).

Grade Seven, Indicator 3: Compare and contrast cultural attitudes and perspectives about various topics (e.g., physical fitness, driving, education).

As proof that the ninth-grade indicator is being met, you may have students just beginning language study in Grade Nine provide the following list of evidence:

- Make visuals representing leisure activities.
- Read and interpret a survey about leisure activities in the target culture (Be sure to scaffold their reading by using multiple sweeps of the text and by having students fill in graphic organizers as they read).
- List favorite leisure-time activities of their families and compare with several classmates (in the target language, of course).
- Ask key pals to describe their families' leisure activities and compare results with classmates' results.
- Create a Venn diagram listing favorite leisure activities in both cultures.
- Write a three-paragraph report on family and leisure activities (be sure to give students the tools they need through sentence builders, word banks, verb conjugation charts, etc.).

As you can see from the preceding example, you already do much of what's expected of students just beginning language study in ninth grade. What is required for novice language users to meet the indicators at grade level is our judicious planning.

Clearing Up Misconceptions

We asked teachers around the state to send in areas where we might offer solutions to problems with mapping and using the standards document. We hope that these suggestions will enable fruitful dialog within your districts.

Problem: Language Departments are being asked to come up with generic, one-size-fits-all-languages maps.

Discussion: This is problematic in that the **content** in terms of language structures, vocabulary and cultural information will not be the same across languages. The **skills**, however, may very well be similar (e.g., describe your family, order food in a restaurant). **Assessment** types also should be similar across languages, with the possible exceptions of Latin and American Sign Language (ASL). The interpersonal mode of communication will probably not be assessed in Latin and ASL students will not interpret or produce written texts.

Solution: Maps must be developed for each language, but Departments should ensure that skills and assessments are similar across languages.

Special Note: As we have reported many times, districts must develop common, end-of-course assessments aligned to their local course of study (which could be the maps). The mapping process is a great way to begin the dialog on common assessments.

Problem: We made our maps and now they are being used as check-off sheets in relation to the K-12 Foreign Language Academic Content Standards.

Discussion: When maps are used with a "get them done so we can prove we are meeting the standards" mentality, they become meaningless. Many of our indicators will be "in progress" over the course of a year. It would be inappropriate to "check off" as complete indicators such as, "Engage in oral, visual or written exchanges to obtain and provide information related to target language cultures or topics from other content areas" (Grade Seven, Indicator 1) after the first middle school unit when these competencies will be necessary throughout the year. The standards are written as functions of language. There are seven basic functions for which we use language. We hone our skills at functioning at higher levels of proficiency as we move through language instruction. For example, if I wish to regulate someone's behavior on my behalf, I may directly ask, "Could you close the window? I'm cold." A more subtle use of the regulatory function would be something like, "Gee, it's awfully chilly in here." The function of this statement is still to get the person listening to close the window.

Solution: Eydie Schilling, Curriculum Director for Granville City Schools, suggests that Foreign Language teachers map their curriculum and then make a scatter plot of the indicators their units target. Gaps are revealed as well as unnecessary repetitions.

Problem: I don't know if I can just use Ohio Foreign Language Academic Content Standards as my local curriculum.

Discussion: While the Ohio Foreign Language Academic Content Standards provide more specificity than the National Standards, they still are rather general in nature. (e.g., Communities, Grade 9, "Explore and obtain information about careers that require linguistic and cultural proficiency"). The local curriculum council must flesh out specific content (themes, units, topics), skills, materials and resources, and assessments that further define what students should know and be able to do.

Solution: Given a theme such as "The World of Work," ninth graders might begin by learning the target language vocabulary of professions in the service sector (e.g., waiter, flight attendant, nurse, teacher, hotel manager). Next, students might formulate questions to ask service workers at home and in the target community, based on common verbs (e.g., Do you speak another language? Where are your clients from? What languages do they speak?). Students might then compare the answers they receive from key pals and from professionals in their home community. Students would peruse the service sector want ads of their local and online target community newspapers and list professions that seek bilingual workers. With data from their newspaper perusal, and the answers to their questions, students could list careers in the service sector that require linguistic and cultural proficiency. (This description assumes novice level learners, just beginning instruction in high school.)

Problem: We have been asked to prove that we are targeting Ohio Graduation Test (OGT) competencies in our Foreign Language programs.

Discussion: The Elementary and Secondary Education Act—fondly known as No Child Left Behind—puts tremendous pressure on districts to make adequate yearly progress, as demonstrated through such means as achievement and graduation tests. This has been the reality under which our state-assessed colleagues have lived for a long time (think the old ninth-grade proficiency test). It is an uncomfortable, but necessary, exercise that foreign language educators document, either formally through the listing of targeted indicators in state-assessed disciplines, or informally through descriptions of tasks that dovetail with state-assessed competencies, how what we do on a daily basis reinforces these competencies. Research from the past 40 years provides substantial evidence that students who take a foreign language outperform those who do not on standardized tests of achievement and college entrance tests. Without explicit correlations to state-assessed competencies, however, guidance counselors and administrators who are under the gun cannot understand why foreign language students achieve at higher levels. "Don't sign up for Foreign Language until after you take [and pass] the OGT" is evidence of this misunderstanding. Let's ensure that our students don't miss out on the benefits of language instruction just because we have not taken the time to clarify how the benefits are derived.

Solution: Ensure that your faculty engages in some sort of mapping activity. One of the most powerful outcomes of mapping is obtaining the "big picture" of the curriculum as experienced

by students in every content area. Comparing maps, as documented in the "Benefits" section of this article, enables us to make natural connections to state-assessed competencies (e.g., writing paragraphs, graphing, glean meaning from texts). While we may not be able to use the exact text genre (e.g., persuasive argument, historical novel) with novice-level learners as our English language arts counterparts, for example, we are reinforcing good reading and writing strategies through the many interpretive, interpersonal, and presentational tasks our students engage in. As one teacher said at the conclusion of our multiple entry points workshop in response to a question about linking to the OGT, "Use pre-existing reading strategies to decode basic texts in the target language. The breadth and complexity of these texts may not be comparable to what they are studying in English, but the level of challenge is the same because of the unfamiliarity."

On a final note, know that research on successful schools points to the fact that teachers who have reached consensus on just what students should know and be able to do and hold students accountable, through assessment, to those high expectations, get results. This is not just another exercise in futility! We hope that these suggestions prove useful to you as you go forth with your local standards-based programs.

References

Heidi Hayes Jacobs (1997). *Mapping the Big Picture: Integrating Curriculum & Assessment K-12*. Alexandria, VA: Association for Supervision and Curriculum Development.

Don't miss the Battelle for Kids Conference, June 15-16, Columbus Convention Center. Your World Language Consultants will be giving a session on Multiple Entry Points and Curriculum Mapping for Department Chairs, Curriculum Directors, and Administrators. Visit the following URL for conference information:

www.battelleforkids.com/b4k/rt/events/MOSW2005

JNCL Government and Policy Update

Sarah Shackelford, Political Advocacy Chair



*Please note: Every attempt is made to provide current legislative updates as quickly as possible to OFLA members by way of the OFLA listserv. Please join this listserv if you haven't already done so. In addition, visit the JNCL-NCLIS web site (<http://www.languagepolicy.org/>) often.

Department of Defense releases new report: "Defense Language Transformation Roadmap"

One of the most momentous developments for languages in the United States is the recent creation of the "Defense Language Transformation Roadmap," a "plan to overhaul military policy, doctrine and organizations to improve the diversity of foreign languages spoken in the armed forces; enhance the proficiency of linguists; and create new military sources of foreign language expertise outside the Defense Department."

Recent world events have emphasized the need for the Department of Defense to significantly improve "organic capability in emerging languages and dialects, a greater competence and regional area skills in those languages and dialects and a surge capability to rapidly expand its language capabilities on short notice," as stated in the report.

Consequently, the Defense Department will require all junior officers to complete a foreign language course. Eventually all general officer and flag officer candidates will have to be bilingual.

To oversee the implementation of the Roadmap, a Defense Language Office will be established in the office of the Under Secretary of Defense for Personnel and Readiness. The Roadmap, broadly stated, "calls for a number of actions to be taken across the Defense Department to change the culture, policy, doctrine and ways in which requirements are determined." It is all part of an effort to "really move the department in a different direction into terms of language capabilities," according to Gail McGinn, Deputy Under Secretary of Defense for Plans in the office of the Under Secretary for Personnel and Readiness.

(To read a copy of the "Defense Language Transformation Roadmap," please visit the JNCL-NCLIS website:

www.languagepolicy.org,
under the "What's New?" section.)

Nomination of Karen Hughes as Under Secretary of State for Public Diplomacy and Public Affairs

On March 14th, President Bush nominated Karen Hughes for the position of Under Secretary of State for Public Diplomacy and Public Affairs. If confirmed, Hughes will conduct a broad review and restructuring of U.S. public diplomacy efforts. In her remarks announcing the new nomination, Secretary of State Condoleezza Rice stated that it is time to "confront hateful propaganda, dispel dangerous myths and get out the truth." In order to accomplish this, the administration will work closely with educational institutions, the private sector and nongovernmental organizations. In addition to developing these relationships, Secretary Rice said that "we must encourage our citizens to engage the world to learn foreign languages, to understand different cultures and to welcome others into their home."

In her remarks accepting the nomination, Hughes views education as "a vital part of public diplomacy." In addition to working with other nations, America must "do a better job of teaching our children to learn about different languages, cultures and faiths." Teaching children to respect and celebrate each other's differences will bring peace in the future, she further commented. Hughes noted that the job would be difficult as perceptions do change quickly and patience is required by all. Hughes emphasized that America's public diplomacy is not limited to those who work for the government. Each time a citizen travels or works abroad or accepts an exchange student or visitor in their home, they represent the United States.

In addition to the nomination of Hughes, Secretary Rice announced the nomination of Dina Powell as Assistant Secretary of State for Educational and Cultural Affairs. (To read a copy of Secretary Rice's and Karen Hughes' remarks, please visit <http://www.state.gov/secretary/rm/2005/43385.htm>.)

Year of Languages Resolutions Passed in the House and Senate

As many of you know, on March 8, 2005, the House of Representatives passed H.Res. 122 - Expressing the sense of the House of Representatives regarding the study of languages and supporting the designation of a Year of Languages. The bill was introduced on February 17th by Representative Rush Holt (D-NJ) and Patrick Tiberi (R-OH). (To read a transcript of the vote and comments by Representatives Rush Holt, Susan Davis (D-CA) and Jon Porter, Sr. (R-NV), please visit www.languagepolicy.org and click on the Year of Languages Resolution link.)

gress, this bill will improve America's foreign language education capabilities through the following initiatives:

- 1) International Flagship Language Initiative;
- 2) Science and Technology Advanced Foreign Language Grants;
- 3) Loan Forgiveness For Undergraduate Students in Foreign Languages Who Become Teachers or Federal Employees;
- 4) Encouraging Early Foreign Language Studies. (For more information on the initiatives, please view a copy of Representative Holt's press release under the "What's New?" section on the JNCL-NCLIS website, www.languagepolicy.org)

National Security Language Act

Earlier this year, Representative Holt also introduced HR 115 - National Security Language Act, a very significant piece of legislation for language education in the US. Similar to HR 3637, which he introduced in the 108th Con-

Please encourage your Representative to co-sponsor this important piece of legislation, a serious and significant step towards improving language education in the United States.

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AATF News: Petit Coin Français

Deborah Stout, AATF Representative



What a wonderful time we had at Central States! Nous avons pu nous profiter de bien d'occasions pour nous amuser et pour nous retrouver. J'espère que vous avez eu l'occasion de faire la connaissance de nos dirigeantes au niveau national — Margot Steinhart, présidente de l'AATF Nationale, et Jayne Abrate, Directrice Executive — qui ont assisté à notre convention! La journée culturelle d'Immersion et de gastronomie le 10 mars à Columbus nous a offert un beau moment inspirant au Musée d'Art qui a actuellement une exposition d'un groupe assez important des Impressionnistes. (J'y avais amené un groupe d'étudiants cet automne et je le recommanderais à tout le monde qui peut y aller.) Et l'on était gâté avec de bonne cuisine partout. Vendredi nous a apporté pas seulement la réunion annuelle d'AATF, mais aussi le dîner à un restaurant de cuisine française; la merveilleuse dégustation de vin, avec notre guide, Jean-Pierre Berwald; et la belle fin, un concert de la belle voix douce de Josée Vachon. Je suis sûre que Toledo nous tentera autant. Nous sommes bien fiers de la présence importante de notre présidente, Dr. Rita Stroempl, qui a servi en rôles multiples, y compris VP Executive d'OFLA, qui veut dire qu'elle deviendra bientôt Présidente d'OFLA! Bravo, Rita!

Please email me with a response to the idea of having a statewide immersion gathering at a state park either August 18–19, 19–20; or September 9–10, or 10–11. Many people present at Central States voiced an interest, stressing the importance not only of speaking French, but of learning together, and in eating well—la cuisine française, bien sûr! Please share your ideas with me via email, August2171@aol.com. We are contemplating either the southeastern the southwestern part of the state for this, as Rita hosted a gathering near Cleveland in February. Je vous prie de partager avec moi vos idées et vos espoirs là-dessus. Merci.

Please visit the Ohio AATF Web site by typing in the address www.aatf-ohio.org/ (previously the address was given without the last forward slash, and without it one cannot access the site). Check out what we have, and make suggestions for additions. The officers' emails are there as well.

With the realization that many teachers of French consider belonging to AATF, but never get around to joining, I wanted once again to point out some of the resources that they/you are missing by not joining. Both the *French Review* and the *AATF National Bulletin*, included in the \$45 membership fee, are treasure troves for research articles, book reviews, National French Week suggestions, professional development, student recognition, recruitment, and instructional suggestions. Here are just a few of the gems featured in the January 2005 edition of the *National Bulletin* (page numbers refer to pages in the *National Bulletin*):

1. AATF is launching an "Advocacy Depot" under the guidance of AATF Vice-President "Tennessee Bob. It proudly proclaims, "Your French Program is Worth Saving." Our own Sarah Shackelford is also providing us with fantastic advocacy information.
2. The Outstanding High School Senior in French Award. Most high schools have an Awards assembly of some sort, and this would be an excellent way to highlight French as a subject, as well as to honor an outstanding student. This award is eligible to each high school in which an AATF member teaches classes through French III. There is a registration fee of \$25 which includes:
 - i. Certificate
 - ii. Press release to distribute to local media
 - iii. Congratulatory letter sent to principal
 - iv. Inclusion in AATF Outstanding Senior Honor Roll / AATF Web siteConsider having your school's French Club pay the \$25 fee. More information and the application form can be found on pgs 28 and 46.
3. *Société Honoraire de Français* also provides a way to honor outstanding students of French (more than one!), and again, puts the focus on your French program while offering another way to win with French in their annual writing contest. For more details, consult pg 5.
4. *Mots chassés*, taken from the *French Review*, where it appears as a regular feature, provides a mélange of exercises—*réponses fournies*. pgs 35 and 47.



5. Serge Abrate of Southern Illinois University, a Frenchman who is married to AATF Executive Director, Jayne Abrate, supplied thought-provoking articles in both the November and January issues. The first article, "*Comment les États-Unis sont perçus par les Français*," explores the history of a recurring strand of Anti-American thought in France « qui a précédé la création des États-Unis et continue sans interruption jusqu'à nos jours. » The maligned McDonalds and Starbucks are but two of the fascinating American invasions highlighted in this article that deserves to be read, starting on pg 27 of November's *National Bulletin*. As a follow-up to this article is an equally compelling article beginning on pg 29 in the January issue entitled "*La France Vue Par les Français (Part II)*."
6. Promotional materials are offered throughout every Bulletin, but may be particularly useful this time of year in those schools where registration for next year's courses may not be complete. Check out pgs. 10, 38, 40, 42, and 44.
7. Last but not least, all AATF publications explain how to register for the approaching Annual Convention, this year in Québec, July 7-10. What a wonderful way to rejuvenate our enthusiasm over the summer and graduate credit is available as well. The AATF Web site will even try to assist members in locating a roommate for the convention.
- There is much more, but you can see that you are truly missing out if you teach French without belonging to AATF. Look for news regarding an Ohio AATF event that we are planning for the fall of 2006. Join today at www.frenchteachers.org or contact Jean Morris via the Ohio AATF site. Pensez français et dites-moi si vous préférez que j'écrive en français ou en anglais !? Meilleurs vœux pour des vacances d'été bien reposantes et inspirantes
- Deborah Stout, Ohio AATF VP



Call for Discussion Leaders: AATF Book Club Session

Ohio Foreign Language Conference—March 30–April 1, 2006, Toledo!

Name: _____

School: _____

School Address: _____

e-mail address: _____

Subjects taught: _____

AATF member? _____ oui _____ non

Recommended book and why? _____

Can this book be bought online? _____ oui _____ non

Interested book leaders send information to: Deborah Stout at aatf@ofla-online.org or mail to: Dr. Stroempl, AATF-OH Chapter; P.O. Box 48; Avon Lake, OH. 44012

Entry deadline July 15, 2005.

AATG News

Deborah Page
AATG Representative



Election Results

Mark Himmelein, on the faculty of Mount Union College, has been elected as the Executive Vice President of the Ohio Foreign Language Association. His election to the Executive Board brings a strong voice for German teachers to statewide activities. Congratulations, Mark!

Ohio AATG Election Results

Congratulations go to Nik Sathe, who was elected Second Vice President of the Ohio Chapter at the spring membership meeting held during the Central States Conference. Nik is on the faculty at Ohio University in Athens.

Special Presentation at CSC

As part of the Central States Conference, the Goethe Institut sponsored Swiss author, Christian Gasser, who presented a "musikalische Vorlesung" from his novel *Mein erster Sanyo: Bekenntnisse eines Popbesessenen* on Friday evening. Those present were taken along the path of the novelist's personal maturation as characterized by the development of his musical obsessions. Gasser wove the music into his reading artfully, allowing the audience members to share the agonies of his youth while recalling their own experiences to the backdrop of specific bands and songs from the 70's on.

PAD Testing Results

This year about 25,000 students took the PAD German language test in the nation. Ohio had 985 students from 44 high schools take the test, of whom 83 were eligible to apply for the award. An additional 63 qualified by having a score of at least the 90th percentile, but were not eligible to receive the award since they had spent more than two weeks in Germany. Ohio had 146 students who scored at the 90th percentile or better. There were ten perfect scores of 100 in the state!

There were 45 winners nationally, and once again, two students from Ohio received fully-

funded study trip awardees. They are:
Samantha O'Flaherty, Defiance HS, Pamela Reed teacher
David Pavlansky, North Lima HS, Sam Landry, teacher

The membership of the Ohio AATG held a fund drive during the winter to raise money so an additional student would be able to participate in the study trip as a "Selbstzahler." The application process is now underway.

AATG Poster Contest

AATG is sponsoring a "Year of Languages" poster contest. The contest is open to any K-12 student in a German class in the United States. The posters may not be larger than 23 by 24 inches, nor smaller than 8 1/2 by 11 inches. Students may use any two-dimensional media that is not copyrighted. They can also incorporate language (German and/or English). Students are encouraged to use drawings and pictures, or create collages. Winners of the state competition will be forwarded to AATG national for competition. Visit the AATG website for additional information and details:

<http://www.aatg.org/programs/hsstudentprogs/YoLPoster.htm>

Teachers can submit student posters by June 30, 2005 to:

Tricia Fellingner, President Ohio AATG
1516 B Lafayette Dr.
Columbus, OH 43220
fellingner2@yahoo.com

Fall Conference

The fall conference and meeting will be held November 4-5, 2005 at the Clarion Hotel in Columbus. The workshop activities will start at 3:30 on Friday, and continue through Saturday afternoon. Details about the topic and focus of the conference will be in a later *Cardinal* and in the *Austausch*.

OFLA Book Club 2006

Know a great book in German that you think other German teachers would like to read and discuss? Anyone may suggest a book for the OFLA Book Club selection to be discussed at a special session during next year's OFLA conference. Simply write me an email (deborah.page@uc.edu) with the title and author. A book will be selected from those recommended at the Ohio AATG Fall Conference. This professional development initiative has been held the last two years at the annual conference, where we read and discussed *Im Krebsgang* (Grass) and *Der Vorleser* (Schlink).

Mount Union College Student Accepted In Congress-Bundestag Program

Congratulations go out to Jarrod Code, a senior sport management major who also studies German at Mount Union College with Professor Mark Himmelein. Jarrod has been accepted into the Congress-Bundestag program for 2005-2006. He was also awarded one of the 75 scholarships to cover his airfare, living expenses, language and vocational training and an internship in Germany. Jarrod will be in Germany the entire year participating in the program, which is administered by CDS International.



Ohio Classical Conference

Sherwin Little
OCC Representative

Ohio Junior Classical League

The OJCL held its Annual Convention March 11-13, 2005 in Columbus. Nearly 1000 students and teachers from 35 schools attended. Stow High School won the overall Sweepstakes. Brian Kelso of Summit Country Day was elected the Ohio JCL President.

OJCL is the organization for Latin students state-wide. Ohio has over 1900 members from over 40 schools. For results and information about OJCL, go to www.ohiojcl.org.

**National Junior Classical League:
www.njcl.org**

The NJCL is the national-wide organization for Latin students. NJCL has over 55,000 members in the US and Canada. In addition to the convention, NJCL sponsors the Latin Honor Society and scholarships for Latin students.

The NJCL Convention attracts around 1700 students and teachers every summer. The 2005 Convention will be held August 1-6 at the University of Missouri in Columbia, Missouri.

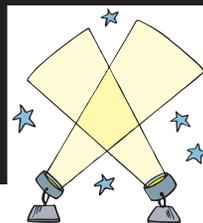
**American Classical League:
www.aclclassics.org**

Teachers of Latin and Greek from elementary, middle and high school and universities are members of the ACL. The ACL sponsors an annual summer Institute. This year's Institute will be at the University of New Mexico in Albuquerque, NM from June 24 - June 26. The Institute program and abstracts of offerings are available online. ACL offers scholarship opportunities for students and teachers as well as teachers-in-training. ACL also runs a Latin teacher placement service and a Teaching Materials and Resources Center from the headquarters at Miami University in Oxford.



Editor's Spotlight

Jane Rauschenberg, Vice President for Publications



Meigs Elementary Goes Global

This school year Meigs Elementary in south-eastern Ohio is exploring different countries to focus on multi-cultural learning opportunities. In September they explored the United States, in October they had a Germany day, in February they planned a celebration of Chinese New Year, and the year will finish up with a Cinco de Mayo day exploring Mexico.

I received information in January about the Germany Day that took place October 29. Around 600 students participated. Several staff members set up a display showing the German flag and various phrases in German (numbers, greetings, family vocabulary, colors, and school subjects). The art teacher, Mrs. McClure, did a presentation and display on the paintings of Hans Holbein the Younger. The computer teacher, Mrs. Hoffman, talked about the Brothers Grimm and showed other German children's books. A reading specialist, Mrs. Halley, brought in euro coins and presented them to random students. The music teacher, Mrs. Baloy, presented German music and everyone danced.

Mrs. Ilse Burris, a member of AATG, led students in some German language exercises, including numbers, greetings, riddles, and games, inspiring students to want to learn more German.

The kitchen personnel got in on the act by serving German foods and desserts and by dressing in Bavarian fashion—as did the principals and presenting teachers, wearing dirndls and sweatshirts with German flags.



Students and teachers enjoying Germany Day at Meigs Elementary

What are YOU and YOUR students doing to celebrate the Year of Languages? Let us know; post your activities on the OFLA website: www.ofla-online.org.

ACTFL 2005 39th Annual Meeting & Exposition

"2005–2015: Realizing Our Vision of Languages for All"

Join us in Baltimore!

November 18-20, 2005

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Registration and Housing now open.

Visit actfl.org for full information.



—An Invitation to Join—
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Serving the Needs of Foreign Language Educators in Ohio
www.ofla-online.org

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Language(s)		Level(s)	

*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. You can also accomplish this by visiting our website: www.ofla-online.org

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- I would like to make a voluntary contribution to the **OFLA Foundation** in order to help OFLA provide assistance to pre-service teachers in the following amount: \$ _____. Please enclose a separate check.
- This contribution is in memory of _____.

Make check(s) payable to OFLA. Note on memo line “Membership” or “Foundation.” Send check(s) and membership form to:

OFLA	(419) 385-5776
Debbie Sehlmeier	(419) 389-5055 (fax)
P.O. Box 1342	vpmem@ofla-online.org
Perrysburg, OH 43552	

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

Mark Your Calendar Now!

June 25–8	American Classical League (ACL) Albuquerque, New Mexico Information: www.aclclassics.org
July 7–10	The American Association of Teachers of French Conference (AATF), Quebec City Information: www.frenchteachers.org
July 18–22	National TPRS Conference, Kansas City, Missouri Information: www.blaineraytprs.com
July 28–August 1	The American Association of Teachers of Spanish and Portuguese (AATSP), New York City Information: www.aatsp.org
August 1–6	National Junior Classical League Convention, University of Missouri
October 15	Ohio Foreign Language Association (OFLA) Fall Workshop
November 2–8	National French Week <i>La Semaine du Français</i> Information: www.frenchteachers.org
November 4–5	Ohio AATG Fall Conference, Columbus, Ohio
November 18–20	American Conference on the Teaching of Foreign Language (ACTFL), Baltimore, Maryland Information: www.actfl.org National American Association of Teachers of German (AATG), in conjunction with ACTFL Information: www.aatg.org
December 27–30	Modern Language Association (MLA), Washington, DC Information: www.mla.org AATSELL/AATSEEL, in conjunction with MLA Information: aatseel.org
March 5–11, 2006	National Foreign Language Week
March 9–11	Central States Conference (CSC), Chicago, Illinois Information: www.centralstates.cc
March 15–19	Teachers of English to Speakers of Other Languages (TESOL), Tampa, Florida Information: www.tesol.org
March 30–April 1	Ohio Foreign Language Association (OFLA) Annual Conference, Toledo, Ohio Information: www.ofla-online.org



The Cardinal

Ohio Foreign Language Association

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