The CARDINAL
Newsletter of the Ohio Foreign Language Association
Volume 45, Number 3 January/February 2007

An Oeuvre Is In the Details

Rita Stroempl, President

Whenever we look at a chef d'oeuvre, we know that we are looking at something that took a long time. Often, these behind-the-scene hours behind the beautiful tableau are unspoken in history. On a smaller scale, this is what it is like to plan for a state conference. The difference is that there are numerous artists—your colleagues—working in cooperation fitting in the pieces to the total picture. For all of you who have submitted session proposals, thank you.

Do read this pre-conference issue thoroughly. The renowned guest speakers' agendas on page 19, the superb list of sessions on pages 24–25, the invitation to show gratitude to colleagues awarded recognition from our own professional corps on page 22, this publication tells the tale which you can expect to experience when you come to our annual conference in Cleveland's Crowne Plaza City Centre, March 22–24, 2007. A notable difference this year will be the Awards Appreciation Get-Together on Friday early evening, 5:50–6:30, followed by a reception, come one, come all, for refreshments and to meet your colleagues.

A significant pleasure of being President is choosing the conference's program design. This year's competition—and why is it that artists wait until the eleventh hour to send in their submissions?—was a joy to judge, like a gallery of works on our theme, "Widening Horizons with World Languages." The winning student, Andrea Javor, a ninth grader from Holy Name High School, Parma Heights, OH, had down pat the art of the computer as well as its science. See her design on page 15. Other students missed the concept of chef d'oeuvre by a hair, by one letter off in spelling correctly, by leaving out one contest rule stipulation. Congratulations to Andrea, and to her teacher, Miss Patricia Longinie.

An oeuvre of a different genre was led last November–December by Sarah Shackelford, our Advocacy Committee Chair, in pushing Senate Bill 311's passage with foreign—please let's start saying and using "world"—languages as a CORE part of Ohio's curriculum on the secondary level. Recognizing our colleagues in other disciplines such as physics and chemistry, let's consider Le Chatelier's principle addressed on this politicized curriculum inclusion issue. It states that when a system in equilibrium (an assumption as we apply it to the education system) is subjected to a stress it tends to a new equilibrium that opposes the effect of the stress. The stress which OFLA undertook to put on the existing equilibrium has made a positive difference to our state's future teachers and students. Thank you to all who participated in this push.

Hope to see you in March.

Enjoy your day by adding a stroke of beauty to it!

IT'S CONFERENCE TIME!

2007 OFLA Conference

March 22–24 in Cleveland: Widening Horizons with World Languages

All the information you need is in the special conference section which begins on page 15

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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
   - Beginning Teachers
   - Promotional Educational Activities
   - State World Languages Consultant

2. **Build the capacity of foreign language teachers to prepare learners to demonstrate their proficiency.**
   - President Elect
   - Articulation & Curriculum
   - Professional Development
   - Scholarship
   - Teacher Education & Licensure
   - Technology & World Languages
   - 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
   - Retired Teachers
   - the OFLA website
   - the Affiliates

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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).

Visit the OFLA Website:

www.ofla-online.org

- catch up with announcements and events
- read *The Cardinal* online
- become a member or update membership or address
- download forms and applications
- register for the conference and pay with a credit card

Moving?

Send notice of your change of address to:

vpmem@ofla-online.org
Debbie Sehlmeyer
Vice President of Membership
P.O. Box 1342
Perrysburg, OH 43552

The Cardinal

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

Deadlines:
August 1 (September/October issue)
October 1 (November/December issue)
December 1 (January/February issue)
April 1 (May/June issue)

Send all submissions or queries to:
vppub@ofla-online.org
The Cardinal
Jane Rauschenberg, Editor
1266 Sheridan Drive #O
Lancaster, OH 43130

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

Why *The Cardinal*? (quoted from Vol. 1 No 1, October 1962)
"When choosing a name for the foreign-language newsletter for Ohio we tried to find a title that would be distinctive, have some connection with our state or its traditions, and lend itself to an association with the teaching of modern foreign languages.

"We think we have the ideal title. Ohio's representative bird, the cardinal, whose song is as beautiful as his plumage, is certainly distinctive. Furthermore, Websters's first definition of 'cardinal' is: 'of basic importance.' In this modern era it is 'of basic importance' for more Americans to know more modern foreign languages, and to know them better. So we think *The Cardinal* is a most suitable title for our modern foreign language newsletter."

Membership Contest

Debbie Sehlmeyer, Vice President for Membership

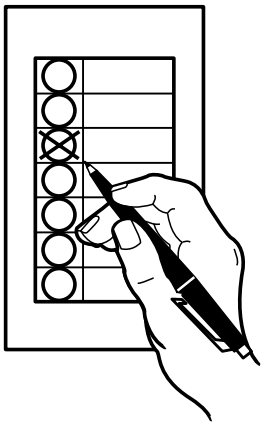
And the Winner is ...

The winner of this year's membership contest is Donald Henry. Congratulations, Don! Don is a retired teacher from Toledo Public Schools, certified to teach German and French. Don has spent many summers in Europe studying French and German and has a Master's degree in both languages. Don is also fluent in Russian, as he attended the Army Language School in Monterrey, California and worked as a translator in the Army. In addition to teaching in the high schools, Don has also taught at the University of Toledo and at the University of Findlay. He also enjoyed being the chief French interpreter for the World Cup Wrestling when it was held in Toledo. He has taught French art and French cooking classes. The six week classes were followed up with tours of the Art Institute in Chicago and dinner at a French bistro. Don is highly respected among his colleagues in the Toledo area, and among his students of all ages. Now that he is not teaching full time, Don has begun studying Spanish at Bowling Green State University. He has a definite love of languages. Don has been a member of OFLA for many years, and plans to continue his membership during his retirement. Again, congratulations, Don!!

Thanks to all of the members who participated in the membership contest by sending your invoice back with payment by October 31! Each member who returned his/her invoice was entered in the contest. If you invited a colleague to become a new member you received an additional entry for each who actually joined. The winning entry was drawn by our president at our last board meeting. Look for this contest again next year; maybe you will be the lucky winner to be featured in this article!

Watch your mail in February!

You will be receiving your annual OFLA ballot and voting information.



This year you will have the following choices to make:

- Executive Vice President
- Vice President Membership
- Vice President Publications
- Slate of Committee Chairs

All members should send in their ballot on officers and standing committees no later than one week prior to the conference (postmarked March 15, 2007).

There is also likely to be one proposed By-Laws change (watch the website and listserv for details—details will also be included in your voting information mailing). Currently, proposed changes in the By-Laws of the Ohio Foreign Language Association can only be voted on by the membership present at the Annual Business Meeting. Members who are unable to attend the conference may also send their absentee ballot one week prior to the conference (postmarked March 15, 2007).

OFLA on the Internet

Bob White
Website Coordinator, www.ofla-online.org

Planning Summer Events?

Even though the state of Ohio, as I tap this out, is hours away again from its first major winter storm, it's still not too early for you to begin thinking about the summer of 2007.

Specifically, what will you be doing next summer? Well, if you're planning any sort of FL get-together, consider using ofla-online.org and the OFLA listserv as ways to spread the news about your workshop, seminar, or institute.

How can these resources help? Well…

- We can increase the potential audience for your event, not only by means of the above-mentioned methods, but by sending the news out to other listservs;
- We can let you know if any conflicts exist with the date(s) on which you have tentatively scheduled your event;
- We can give your invitation a place on the Internet (or, if it's already up, a URL for people to find it);
- We can let people know about last-minute changes—either deletions or additions—to your event;
- We can archive (or provide a URL if you plan to do this), any material—either prior to, or following, your event; and
- We can give you space to report on how well your event went (in order to give potential attendees an idea of what to expect next year!)

All of us on the OFLA Board, usually from bitter experience, know how much work is necessary for any kind of FL workshop, seminar, or institute. Let us help you make at least some of your job a little bit easier!

Feel free to contact me anytime!

Bob White
web@ofla-online.org

Professional Development

Cincinnati Collaborative of Foreign Language Teachers Presents:

"Integrating Foreign Languages and Art"

at the Cincinnati Art Museum
Saturday, February 24, 2007 11:00–2:00
cost: $20 (includes lunch, tour and materials)

Meet us at the Cincinnati Museum of Art for new and exciting approaches to enrich your students' cultural appreciation of the languages they study.

11:15–12:00	Gallery Tour in target languages
12:00–1:00	Lunch
1:00–2:00	Materials Workshop

To register, send

- your name, address, phone, e-mail, school name, language(s) taught,
- your lunch choice between turkey sandwich and grilled vegetable sandwich, and
- a check for $20 payable to Xavier University to:
  Cincinnati Collaborative of Foreign Language Teachers
  Diane Ceo-DiFrancesco, Xavier University
  3800 Victory Parkway, Cincinnati, OH 45207-5185

Deadline: January 24, 2007

Questions? Contact Diane Ceo-DiFrancesco at 745-3423 or ceo-difr@xavier.edu

Cardinal Notebook

Janet Irvin
Contributing Editor

Let's Rock Cleveland!

If you stand quietly, you can hear it, the sense of promise that fills the halls of my high school in late winter. It won't be long before students and teachers alike implement plans to spend spring break relaxing, refreshing and regirding themselves for the last burst of the school year. Well, maybe the teachers will be doing more of the regirding than the students, but you get the idea. It's also time for the Ohio Foreign Language Association to come together for our annual renewal — this year in Cleveland.

Ah, Cleveland! As a former northeastern Ohio girl living for the past forty years in southwestern Ohio, I welcome the opportunity to return to my roots. Of greater importance is the chance to meet old friends, make new ones and renew my commitment to language teaching. And where better to widen my horizons than Cleveland, home of the Jake and Gund Arena [now called the Quicken Arena], the legendary football Browns, the Rock and Roll Hall of Fame, the Flats, the Science Center, numerous art museums and Lake Erie? Who said you can't work and play at the same time?

Now, before you recall the days of burning rivers and the mistake on the lake, take a new look at this multicultural city. A new sense of place and purpose exists here.

Yes, the downtown struggles. Which downtown these days isn't struggling? But the hotel where the conference takes place, the Crown Plaza on St. Clair, promises to host a variety of workshops, hour-long sessions and networking opportunities that will provide activities and ideas for our classrooms.

The exhibitors' hall will crackle with colorful displays and knowledgeable salespeople eager to tell you about their latest product. Even if you're not buying, you can collect free samples to weigh down the largest suitcase. (Hint: If you are a first-timer, come prepared. Pack a large, heavyweight tote! Or buy one from one of the vendors.) Perhaps the French will sponsor that marvelous evening wine-tasting session one more time. Maybe Latin dancing will be offered again, although I must admit my sadness as I realize that Charles Conway, dancer extraordinaire and tireless language advocate, will not be with us to lead that session.

Honestly, I find something new or am reminded of an activity I had forgotten at least once each day during each conference.

Last year, due to budget crunching, I was unable to attend the conference. This year I plan to arrive Thursday and sample as many sessions as I can before the Saturday closing bell sounds. You might think that thirty-three years of teaching has jaded me, but that is not the case. Honestly, I find something new or am reminded of an activity I had forgotten at least once each day during each conference. When I cannot attend, I feel cheated, as though I'm missing out on a party.

Indeed, OFLA's spring conference is a party, an exuberant celebration of the best ideas and presentations our state has to offer. Why do I say that? Because I sincerely believe that, of all the groups of teachers that I know, language professionals are the most creative, the friendliest, the most world knowledgeable and the most open to ideas. Our classrooms sparkle, our content challenges, our philosophy beckons. We aspire to and inspire greatness. Having traveled, studied other cultures and broadened our personal horizons, we also know how to party. This year in Cleveland is your chance to demonstrate once again that you care passionately about what you do. Don't let the Hall of Fame do all the rocking!

I'm always interested in your opinions. Please drop me a line and tell me how you liked the conference or the columns. Contact me at

Janet.Irvin@gmail.com or
jgdmirvin@sbcglobal.net .

Janet Irvin, author of "The Cardinal Notebook" column since 1999, will be at the OFLA Hospitality table near the registration desk in Cleveland Friday, March 23 from 4 to 6 PM, to meet teachers and get their thoughts about future columns. Please stop by and say hello.

OFLA Q & A: Articulation and Curriculum

Fred Toner, Articulation and Curriculum Chair

If you have a question pertaining to articulation, curriculum, or a related area, please send it to the chair of the committee, Fred Toner, by e-mail: artncurr@ofla-online.org. Fred and the committee will use the committee's contacts to try and find a response, and you and your question may be featured in the next *Cardinal*!

Q: "How do we preserve our successful FLES, Middle School, and AP programs and encourage a multiplicity of language offerings if languages are approved as part of the Ohio Core?"

*Note: At the time this answer is being prepared (end of November), Ohio Core legislation is still pending.

A: The answer comes from Sarah Shackelford, a French teacher from Clermont Northeastern High School. Sarah is OFLA's very hard-working Political Advocacy Chair.

The short answer:
We do not yet know if a foreign language requirement will ever be part of the Ohio Core. As long as it is not, the question is "moot." (OFLA has recommended inclusion of the foreign language requirement in the Core, but with a ten year delay in implementation to allow educators, legislators, and others the time to address concerns and build upon measures already in place that would support such legislation. We have also indicated our willingness to continue discussion of this issue with the legislators).

The longer answer:
Ohio Core Legislation is intended to provide for a more rigorous high school curriculum. A high school foreign language requirement does not imply cut backs or elimination of FLES classes, middle school classes, or upper level language courses. On the contrary, such a requirement could well STRENGTHEN programs at all levels by placing an emphasis on the importance of language study and establishing it in the same publicly valued realm as math and science, where we all know it belongs.

Assuming a "trickle" effect, we can envision the growth of interest in programs at ALL levels. In addition, it is not impossible to imagine that credit from classes taken in lower grades might be applicable to the high school requirement (this is a common practice now where middle school programs provide the same content, taught by a licensed teacher, as level one in high school), just as dual enrollment credit (high school and college) is feasible.

We are ALL committed to quality foreign language education. This implies coursework that begins at the earliest possible age, continues with well articulated sequences of instruction K–16, allows for multiple entry points, and encourages life-long learning. With or without Ohio Core, we know that students should ideally begin study of a language at an early age and layer on additional languages as they progress through the upper grades. OFLA members have been working hard to ensure that our legislators and others understand and support these same goals.

We are approximately 1,127 teachers short of the number needed in our state if the foreign language requirement were to be implemented. Assuming a ten year delay in implementation (as we have proposed), we would have more than half the number (900) we need through new measures that are already in place:

- Five alternative licensure programs funded through HB115 that will produce heritage language teachers of Chinese, Arabic, Japanese, Spanish, and French ready for the classroom in Fall, 2007;
- Three year visiting international teacher licenses to bring in teachers from other countries in areas of need;
- Loan forgiveness and grants for college students who major in a foreign language and go into teaching for a period of 5 years;
- Regents' Academies that will begin in summer 2007 to give 11th and 12th graders innovative approaches to learning a language that will result in dual enrollment credit (high school and college)

(For a more complete list of what is currently in place, see pages 3 and 4 in OFLA testimony to the Ohio Senate Education Committee: http://madameshackelford.com/testimony.pdf)

We will need to work together (and with legislators, businesses and others) to explore additional ideas for meeting our needs. Legislators told us that the Ohio Core is not meant to be an "absolute,"

continues on next page

OFLA Student Awards
For Excellence in Language Study
Teri Wiechart, Promotional Educational Activities Chair

Looking For Hundreds of Excellent Students

CHECK THIS OUT: an award to promote your students, your program and OFLA. You just need to be a member of OFLA to request it.

The Promotional Educational Activities Committee would like to invite 200 or more teachers to choose a student who has shown unusual interest and aptitude in Foreign Language or International Studies.

He/she must be graduating from kindergarten, elementary school, middle school, high school or college; completing (or completed) the highest level of language available, or taking multiple languages. You, your department or administration set the other criteria for selection.

The person making the request must be a member of OFLA.

Let this committee know, and we will produce an attractive award to be distributed at an awards assembly or whenever you choose.

IMPORTANT DATES:

February 8, 2007: Deadline for award request if you want to pick up the award certificate at the OFLA Conference in Cleveland (this will save OFLA the expense of mailing)

March 22–24, 2007: Application forms will be available in Cleveland

April 1, 2007: Deadline to guarantee postal mail delivery by May 15

The form is shown on the opposite page. It is also available online at
http://www.ofla-online.org
click on "One Stop Forms"
then "Awards"
and finally, "Student Award for Excellence in Language Study Nomination Form."

Articulation Q & A continued from previous page

but rather a continually re-thought , re-shaped and responsive guide to rigorous curriculum. Let's be participants. Let's even be creative and start reframing our thinking about what, exactly, is meant by learning a foreign language in the 21st century. I just attended a wonderful session at ACTFL (given by Tom Welch) that inspired me to consider the vision of moving from a teacher controlled, 5 day per week classroom learning scenario to a student centered learning process that occurs 24 hours a day anyplace, anytime, and anywhere on the planet with the help of technology, shared resources, and collaboration between teachers, districts, etc. In this vision, the teachers are facilitators/coaches rather than providers of a more traditional style of learning, and language instruction begins at the earliest possible age and continues throughout university level and beyond.

Like it or not, our profession is changing in this flat, global society. We can either embrace that change, or risk becoming obsolete and throw away our chances to provide foreign language instruction for ALL of Ohio's students. Rather than adopt a gloom and doom attitude toward political initiatives, let's embrace them as exciting opportunities to shape something wonderful for Ohio's students!

OFLA Student Award for Excellence in Language Study Nomination Form

Many schools offer achievement awards to their outstanding students. The Executive Board of the Ohio Foreign Language Association believes that language students should be among those recognized; accordingly it offers the Award for Excellence in Language Study to be awarded throughout the state of Ohio. Only members of OFLA may submit nominations. Any teacher wishing to recognize outstanding student achievement with the Award should complete a nomination form (below) and return it to the Promotional Educational Activities Committee Chair. Each school is eligible to make one award for each language taught. Nominees must be graduating students (although they may be graduating from any level, e.g. elementary, junior high, high school, college, etc.). Nominees must be completing (or have completed) the most advanced course offered of the language for which the award is being made, or have taken multiple languages. Nominees must show evidence of interest in foreign language and international studies beyond work in the classroom.

As head of the Foreign Language Department, I nominate the graduating student, named below, who I certify meets the criteria set forth, to receive the **OFLA Student Award for Excellence in Language Study**, granted by the Executive Board of the Ohio Foreign Language Association.

Name of Teacher_____ E-mail: _____

Mail Award to: _____

Address_____ City_____ Zip_____

Name of Student Nominated_____
(exactly as you wish it to appear on the certificate)

Language(s) studied_____ Highest level or course _____

Name of School_____

School Address_____ City_____ Zip_____
(if different from above)

Date of Award Ceremony: Month _____ Day _____ Year_____

Brief description of nominee's qualifications _____

_____

_____

Nominee selection procedure:

___Faculty committee ___Recommendation by teacher ___Choice of department head

___Student competition ___Choice of principal ___Recommended by counselor

___Other (Please describe)

Signature _____ Date_____

Mail to: **OFLA Promotional Educational Activities Committee**
Teri Wiechart
Jefferson High School
901 Wildcat Lane
Delphos, OH 45833
(edactiv@ofla-online.org)

Note: Award certificates for applications received by February 8 will be available to pick up at the OFLA Conference. All other nomination forms must be received by APRIL 1 to be considered for the current academic year. Please allow *four to six weeks* for delivery of award certificates. The names of the students, their nominating teachers and schools will be published in the fall issue of the *Cardinal*.

This nomination can also be made online at www.ofla-online.org. This form is reproducible.

Announcing Camp OFLA 2007!

Save this date!

What is it? A language camp for Ohio students, grades 4-6

When? June 10–16, 2007

Where? Templed Hills Camp, Bellville, Ohio

Why? To have a great time learning a language and its culture and making new friends!

Cost? $375 per camper

Back by popular demand, Camp OFLA will again be sponsored by the Ohio Foreign Language Association in 2007. Campers may choose from French, Spanish, German or Japanese for a week of language and cultural fun. Ohio teachers of these languages, assisted by pre-service university students and high school 3rd and 4th year language students, will lead the camp.

Activities for the week will include language, ethnic cooking, dancing, singing, sports, arts and crafts, campfires, and swimming. The week will culminate with a program on Saturday morning for parents and special guests.

Click on Camp OFLA on the main page at www.ofla-online.org for pictures and more information about last summer's Camp OFLA 2006. You will also find a link to download application forms for campers and prospective counselors on this page. Those forms are also available on pages 11 and 12 of this *Cardinal*.

Teachers, please copy these forms and distribute them to students! Also, consider mentioning the camp in your parent newsletters.

Camp OFLA is limited to 100 campers, so register early. Registration is going on now.

Contact:
For more details, contact:
Cheryl Ames, OFLA Committee for Early Language Learning
at erlylang@ofla-online.org
or
Lori Winne, Camp OFLA Coordinator
at lwinne@verizon.net

Camp OFLA Application—H.S. Counselor Summer 2007

Directions:

Please fill in all information at the top and give the form to your foreign language teacher reference to complete the bottom portion.

Please return this application form by March 1, 2007 to:

Cheryl Ames
Camp OFLA
6805 Ellis-Lincoln Rd.
Waynesville, Ohio 45068

Applicant's Name _____

Address_____ Phone_____

School_____ E-mail_____

Foreign language studied_____ Level completed _____

Foreign language teacher's name_____ Current grade: A B

Have you previously been a camp counselor? Y N If so, reference contact person's name _____

phone number _____

Skills that you would bring to the camp_____

_____

_____

Signature of student applicant: _____

Signature of student applicant's parent (if under 18) _____
I give permission for my son/daughter to work as a camp counselor at Camp OFLA.

Teacher Evaluation of Prospective Camp OFLA Counselor

Please circle one for each category.	Grading Scale 1(lowest) to 5 (highest).				
Ability of applicant to work with others	1	2	3	4	5
Self motivation of applicant	1	2	3	4	5
Communication skills (speaking, writing)	1	2	3	4	5
Overall recommendation of foreign language teacher	1	2	3	4	5

Signature of foreign language teacher: _____
Phone _____ E-mail _____
Address _____

Camp OFLA Application—Camper Summer 2007

Teachers: this form can be duplicated for your students.

A foreign language camp experience for elementary school students, grades 4-6
June 10–16, 2007: Templed Hills Camp, Bellville, Ohio

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

_____French _____Japanese

_____German _____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)

Age ___ Grade (2007–2008) _____ Circle: Boy Girl

School _____

School Address _____ City _____State_____Zip_____

Language teacher (if applicable)_____

Foreign 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 $375. **Make checks payable to "OFLA."** Please write "Camp OFLA" in the memo section on the check. **Send completed application, by April 1, 2007, with deposit ($150) or full payment to: Cheryl Ames, Camp OFLA, 6805 Ellis-Lincoln Rd., Waynesville, Ohio 45068.**
- If full amount is not sent with application, the final payment of $225 must be received by May 1, 2007. Returned checks will be charged the current bank rate fee.
- Camp fees include dinner on Sunday, June 10, three meals a day, June 11–15, and breakfast on Saturday, June 16; lodging at Templed Hills Camp; activities and instruction.

OFLA Camp Scholarship Application Form

Student Name _____

Why would you like to attend a foreign language camp?

_____

_____

_____

_____

Please forward (1) a copy of the OFLA Camp Application Form (see page 12 opposite) and (2) this form to a teacher, counselor, or principal to fill out and mail.

Recommender's name _____ Phone number_____

Relationship to student _____

Please comment on the following:

- Student's school work (in foreign language if applicable)

_____

_____

_____

- Student's participation in activities

_____

_____

_____

- Student's character

_____

_____

_____

- Student's financial need

_____

_____

_____

Recommender, questions may be sent to scholar@ofla-online.org

Please submit the student's OFLA CAMP APPLICATION FORM and this form to:

Mrs. Paula Yaniglos, OFLA Scholarship Chair
Northview High School
5403 Silica Dr.
Sylvania, Ohio 43560

MUST BE RECEIVED BY APRIL 1, 2007

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Patrick T. Raven, Executive Director
Central States Conference on the Teaching of Foreign Languages
P.O. Box 251
Milwaukee, WI 53201-0251
Phone: 414-405-4645
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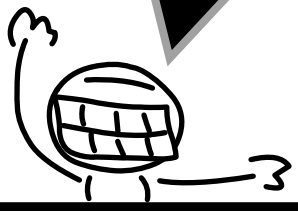

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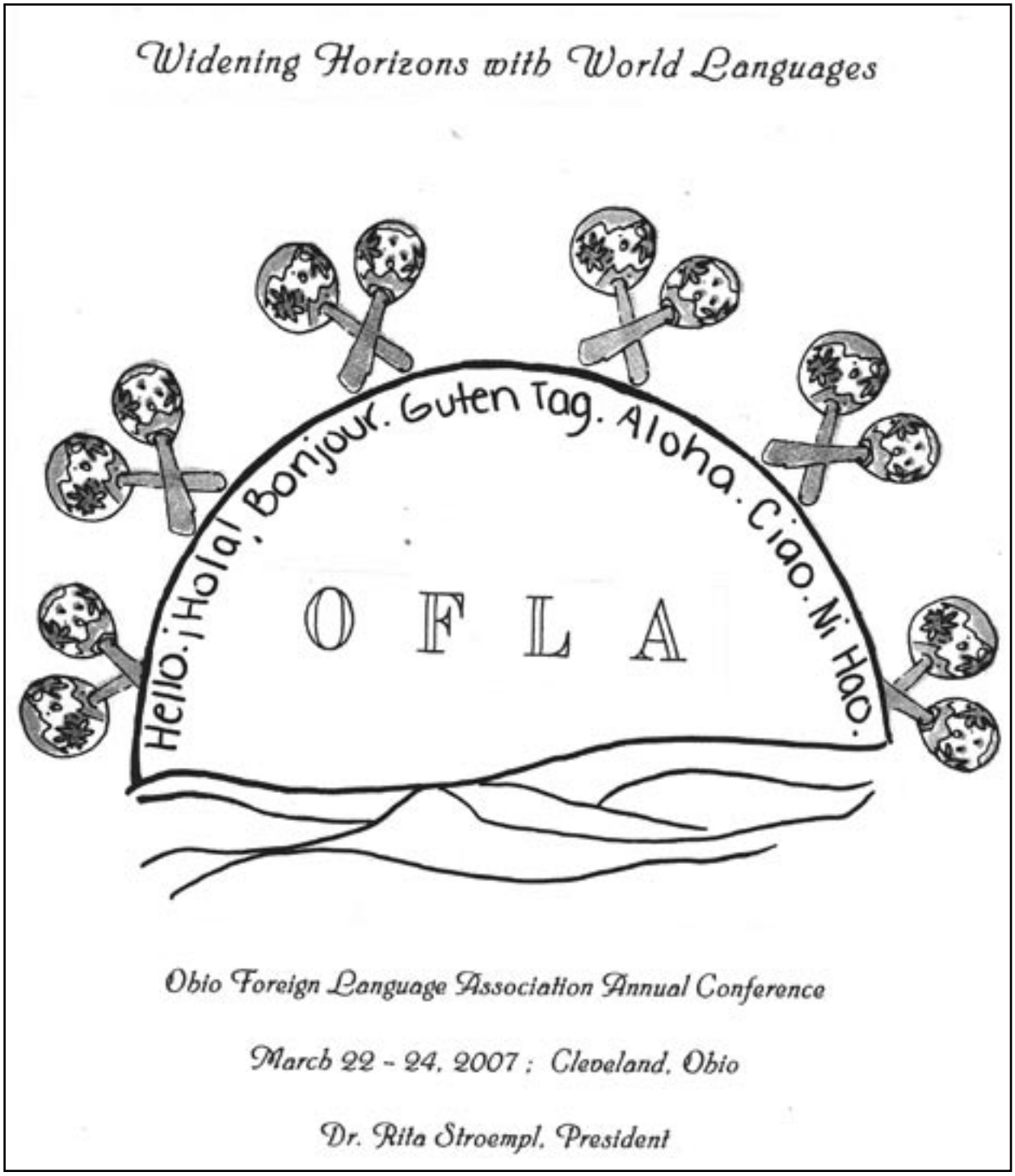

Program Cover Design Contest Winners:

1st Place, $100: Andrea Javor, 9th grade, Holy Name High School; Parma Heights, OH. (her winning design is shown above) Teacher: Miss. Patricia Longinie

2nd place, $75: Brandon Bright, 12th grade, Grove City High School, Grove City, OH. Teacher: Mrs. Sharon Combs-Wright.

3rd place, $50: Blaine Watkins, 11th grade, North Ridgeville High School, North Ridgeville, OH. Teacher: Mrs. Struk.

OFLA CONFERENCE 2007

Widening Horizons with World Languages

March 22–24 • Crowne Plaza Cleveland—City Centre • Cleveland, OH

Registration Information

TO REGISTER:

- Return the Registration Form on the opposite page postmarked by March 1, 2007 for the early-bird discount.

  2006 OFLA Conference
  The Meeting Connection
  893 High Street, Suite J
  Worthington, OH 43085

LOCATION:

Crowne Plaza Cleveland
City Centre
777 St. Clair Avenue
Cleveland, OH 44114

- Adjacent to the Convention Center!
- Located in the heart of the historic business district!
- Within blocks of numerous attractions!

The Crowne Plaze Hotel Cleveland, site of the 2007 OFLA Annual Conference, March 22–24

ABOUT THE HOTEL:

- As one of the most popular Cleveland hotels in its class, the Crowne Plaza Cleveland - City Centre provides upscale accommodations in the heart of downtown Cleveland, Ohio.
- Newly renovated and exceptionally priced for extraordinary value, the Crowne Plaza City Centre is the closest hotel to the Rock & Roll Hall of Fame, Browns Stadium, and Great Lakes Science Center. From its breathtaking setting overlooking Lake Erie, our hotel offers the premier downtown location for business and leisure travel.

FOR YOUR INFORMATION:

- You will register separately for the conference and for your hotel accommodations.
- The full-conference fee provides you with access to all sessions and exhibits.
- There are separate fees for workshops and meals.

FUN FACT ABOUT CLEVELAND:

- The largest city in Ohio, one of the leading industrial centers of the United States, was founded in 1796 by a surveyor for the Connecticut Land Company. His name was Moses Cleaveland, and a village formed on the site he had surveyed along the southern shore of Lake Erie was named after him. But in 1831 a newspaper printer misspelled the name, dropping the "a" from Cleaveland. The village now grown into a city has been known as Cleveland — without the "a" ever since.

TO MAKE A HOTEL RESERVATION:

- Call the Crowne Plaza Cleveland Hotel directly at (216) 771-7600 and ask for the Reservations Department.
- Mention "OFLA" to get the special conference rate of $124 per night plus tax, Single or Double. (Your room costs are paid directly to the hotel.)
- The reservation deadline is March 8, 2007 for hotel rooms.

FOR MORE INFORMATION:

- Log on to the OFLA website at www.ofla-online.org for more information about OFLA and updates on the 2007 Conference!

OFLA CONFERENCE 2007

Widening Horizons with World Languages

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Registration Form

Name_____ Sponsor's Name_____
First Last (For those invited by OFLA Member)

Institution_____
College/University, School District, or Organization

School Address_____

City_____ State _____ ZIP _____

E-mail_____ Phone_____

Language(s)_____

Guest(s)_____ ❑ I am willing to preside at a session
(Spouses and others who are not Foreign Language teachers.)

WORKSHOP FEES

Please mark the workshop(s) you wish to attend. Mark your first choice and second choices with the corresponding workshop numbers from pages 22–23. Don't forget to pay the conference registration fee below.

Thursday Full-Day Workshops (3:00PM–8:00PM) .....$60 First Choice_____ Second Choice_____

Thursday Two-Hour Afternoon Workshops (3:00PM–5:00PM)...$30 First Choice_____ Second Choice_____

Thursday Two-Hour Evening Workshops (6:00PM–8:00PM) .....$30 First Choice_____ Second Choice_____

Friday Morning John De MadoWorkshop (8:00AM–11:00AM) ...$50 ❑ Check here if attending this workshop

TOTAL WORKSHOP FEES.....$_____

CONFERENCE REGISTRATION FEES

	Early-Bird Rate (Postmarked by March 1, 2007)	Regular Rate	
OFLA Member	$45	$65	$_____
Non-Member (includes dues for remainder of OFLA year)	$75	$95	$_____
Full-Time Student, OFLA Member	$15	$20	$_____
Full-Time Student, Non-Member (includes student OFLA dues)	$25	$30	$_____
Fee Waiver for Conference Presenters (subtract $45 if you are a Primary Presenter)			$_____

MEAL FEES

OFLA Luncheon—Friday, March 23 .....$25 $_____

❑ Check here for Vegetarian meal

TOTAL ENCLOSED.....$_____

Payment with check or purchase order must accompany registration form. WE DO NOT ACCEPT CREDIT CARDS. Cancellations are subject to a $25 processing fee. There will be no refunds after March 8, 2007. Mail completed form with payment to:

2006 OFLA Conference, The Meeting Connection, 893 High Street, Suite J, Worthington, OH 43085

OFLA CONFERENCE 2007

Widening Horizons with World Languages

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schedule of Events

Thursday, March 22

1:30 PM – 8:00 PM	Registration
3:00 PM – 8:00 PM	Full-Day Workshops
3:00 PM – 5:00 PM	Afternoon Workshops
4:00 PM – 7:00 PM	Exhibits Open
6:00 PM – 8:00 PM	Evening Workshops
8:00 PM – 9:00 PM	OFLA Board Meeting

Friday, March 23

7:30 AM – 5:00 PM	Registration
8:00 AM – 8:50 AM	Session Group I
8:00 AM – 11:00 AM	John De Mado Workshop
8:30 AM – 5:00 PM	Exhibits Open
9:00 AM – 9:50 AM	Session Group II
9:55 AM – 10:25 AM	Exhibit Break
10:25 AM – 11:55 AM	Keynote Session
NOON – 1:30 PM	Conference Luncheon
1:30 PM – 2:20 PM	Session Group III
2:30 PM – 3:20 PM	Session Group IV
3:30 PM – 4:20 PM	Session Group V
4:30 PM – 5:20 PM	Session Group VI
5:30 PM – 6:30 PM	Awards Reception

Saturday, March 24

7:30 AM – NOON	Registration
8:00 AM – 8:50 AM	Session Group VII
8:30 AM – 9:15 AM	Exhibit Coffee
8:30 AM – NOON	Exhibits Open
9:00 AM – 9:50 AM	Session Group VIII
9:50 AM – 10:30 AM	Exhibit Break
10:30 AM – 11:20 AM	Session Group IX
11:30 AM – 12:20 PM	OFLA Business Meeting
12:20 PM – 1:00 PM	Lunch Break
1:00 PM – 1:50 PM	Session Group X
2:00 PM – 2:50 PM	Session Group XI
3:00PM–4:00PM	OFLA Board Meeting

OFLA Conference 2007

Widening Horizons with World Languages

March 22–24 • Crowne Plaza Cleveland—City Centre • Cleveland, OH

Featured Speakers and Presenters

Keynote Address:
Practical Advice for Americans Traveling Abroad

OFLA welcomes Cari Eggspuehler to address the membership at the Keynote Session on Friday morning, March 23, 2007. Cari has a B.A. in Political Science and Public Administration and a Masters in Public Affairs. She is a 1998 Presidential Management Internship recipient who has worked with the Department of State. The Business for Diplomatic Action, incorporated last January, is a needed entity in response to 9/11, to rising Anti-Americanism; it is a private sector connection to public diplomacy efforts. For more information before listening to Cari's message during the conference, tap into: The Business for Diplomatic Action www.businessfordiplomaticaction.com. Be sure to download the brochure for yourself to share with your students, "Practical Advice for Americans Traveling Abroad."

We world language teachers are very fortunate, for we are world citizens with American citizenship. As such, we have a responsibility to be informed, sometimes by listening to others, to contribute to a world so that our students can have widened horizons. Please join your fellow OFLA members next March in Cleveland.

Featured Workshops:

Second Language Acquisition Benefits

OFLA is proud to welcome Ann Tollefson to Cleveland to facilitate a two-hour workshop on Thursday, March 22, on second language acquisition benefits, tied to a new elementary assessment project happening in a few states. Ann's Featured Workshop will take place Thursday afternoon, 3:00PM–5:00PM. You can read a more detailed description of Ann's workshop on page 20, Workshop W-03.

The next morning, she will be joined by Debbie Robinson and Ryan Wertz, Ohio's World Languages Consultants, addressing administrators at an OFLA-hosted breakfast. If you would like your principal to be invited, please contact pres@ofla-online.org or pastpres@ofla-online.org.

Ann's presentations are not to be missed!

Inclusion in the Second Language Classroom

"Language teachers are among the most colorful educators in the world. We are opinionated, volatile, emotional…and generally imbued with the capacity to find humor even in the most dire of circumstances. In short…We widen student horizons. We are singularly patient with those around us who haven't a clue as to the role of second language acquisition in the American curriculum. We are patient with the mythologies that propound the notion that functioning in more than one language is somehow outside the scope of the American mind. We are tenacious…We are risk-taking…We are optimistic…"

Come hear John's message during the Conference Luncheon (Friday at noon). Hear more form him during his featured workshop, 8:00AM–11:00AM on Friday (see page 22).

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Workshops

Thursday Full Day: 3:00PM–8:00PM

W-01 TPRS By the Numbers: Steps 1, 2, and 3

Presenter(s): Teri McBee Wiechart—Delphos Jefferson High School

Description: TPRS (Teaching for Proficiency through Reading and Storytelling) for beginners or those who want to revisit the basics. Experience a mini-lesson. See the steps. Learn how to put it to use in your own classroom. And have an opportunity to practice beginning questioning techniques. The focus will be on learning to do TPRS via the 3 essential steps. After watching them and hearing them explained, you will be coached through the beginning circle of questions. You will go home with a lesson and the skills to try it in your classroom. TPRS has been used successfully by thousands of teachers from kindergarten to adults. Come learn how to make TPRS a part of your own communicative language classroom!

Audience: All, All Levels
Examples: English, French, Czech

W-02 French Immersion Workshop

Presenter(s): Kirsten Halling, Marie Hertzler, and Amanda Reboulet—Wright State University

Description: In this all-French workshop, participants will discuss the state of French in Ohio, and will brainstorm ways to recruit and retain French students, while networking with colleagues. A focus will be placed on integrating popular culture and technology into the French classroom without "dumbing down" the quality of instruction. Each participant will receive a packet of pedogogical materials for unrestricted use in the classroom. *Vive le français!*

Audience: All, All Levels
Examples: French

Thursday Afternoon: 3:00PM–5:00PM

***** FEATURED WORKSHOP *****

W-03 Assessments for Young Language Learners: A Balanced, Affordable Approach

Presenter(s): Ann Tollefson—Wyoming Department of Education

Description: Participants in this workshop will explore a suite of assessments for K–6 language learners. They will see the National Online Early Language Learning Assessment (NOELLA) that is currently being piloted in Chinese, French, Japanese, and Spanish for grades 3–6. Among a range of assessments, they will also see examples and discuss both the value and limitations of the Student Oral Proficiency Assessment and LinguaFolio, a portfolio assessment/report card currently under development and modeled after the one used in the European Union. Susbtantial time will be provided for questions and audience input.

Audience: All, Elementary, Junior and/or Middle School
Examples: English, French, Spanish, Japanese, Mandarin Chinese

W-04 Putting the Old "Teach, Test and Hope for the Best" Tactic to Rest: Formative Assessment Strategies to Enhance Learning in the Foreign Language Classroom

Presenter(s): Ryan T. Wertz and Deborah W. Robinson, Pd.D.—Ohio Department of Education

Description: Are you guilty of using the "Teach, Test, and Hope for the Best" strategy to design and assess units of study in your classes? If so, this presentation will clarify the purpose and value of formative assessment and explore the critical role that feedback should play in promoting learning and proficency in the L2 classroom. Participants will study examples of standards-based performance assessments and review the principles of Backward Design before compiling a list of effective strategies to improve unit design and assessment in their own classes. Participants will take home enhanced skills in planning formative assessments and developing clear rubrics for a diverse range of projects and units of study.

Audience: All, All Levels
Examples: English

W-05 Art in the French Curriculum: An Interdisciplinary Approach

Presenter(s): Richard Emch and Linda Aring—North Royalton High School

Description: These interdisciplinary lessons are the result of collaboration between a French teacher and an Art teacher. A multimedia virtual visit to Chauvet Cave explores the dawn of art in France. A multimedia virtual visit to the Musée d'Orsay explores the history and the glories of French Impressionism. Students then learn the techniques used by the artists to develop their distinct characteristics. Finally, students create a work of art themselves.

Audience: Classroom Teachers; Junior and/or Middle School, High School
Examples: English, French

Workshops

Thursday Evening: 6:00PM–8:00PM

W-06 Uncle Jasper's Virtual Trip

Presenter(s): Jane Rauschenberg—Logan-Hocking Middle School

Description: "Your Uncle Jasper has just told you that as a gift he will pay for you and a friend to go to Paris." Thus we begin. My students find flights and hotels, research tourist destinations, send me a postcard, and prepare a scrapbook of their trip. Participants in this workshop will receive a packet with handouts, worksheets, and rubrics for a simple or complex version of this project. Easily adjustable to other destinations.

Audience: Classroom Teachers; Junior and/or Middle School, High School
Examples: English, French, Other

W-07 Broadening the Study Abroad Experience Through Culture Learning Strategies

Presenter(s): Carole Cloutier, Ph.D.—Ohio University

Description: The purpose of this presentation is to help learners discover strategies that can help them adapt to cultures that are different than their own. Study abroad can be enhanced by helping students identify and use CULTURAL LEARNING STRATEGIES as they prepare for study abroad, during the experience abroad, and once they have returned to their home county.

Audience: All; All Levels
Examples: English, French, Spanish

W-08 Friday is Game Day

Presenter(s): Lori Winne—Grove Patterson Academy

Description: In this interactive session you will actually create and play games that encourage students to talk. Learn how to convert commercial games into pair, small-group, and whole-class activities. Make some of the presenter's own ideas and learn how to use Game Day to monitor and assess students' interpersonal communication skills. Throw away the stickers, candy and extra points and learn why games are so motivating! All activities have been kid-tested!

Audience: Classroom Teachers—Elementary, Junior and/or Middle School, High School
Examples: French, German, Spanish

W-9 Renew, Re-Energize, Refresh = Re-Educate

Presenter(s): Melissa A. Kentner, Coral Lee Link, and Julian Vasquez—The Ohio State University

Description: Do you have a unit that needs updating or ideas that need some thematic coherence? Bring a working unit with you and we'll help you:

- Align with National and Ohio FL Content Standards
- Integrate cultures and cross-disciplinary connections
- Plan backwards starting with the performance challenge/assessment
- Develop activities that are contextualized, meaningful, and fun

Spend a half-day with teacher educators from The Ohio State University re-working or developing a unit that you can use this year!

Audience: All; All Levels
Examples: English, Spanish, Japanese

W-10 Are Podcasting, Wiki, Cyberfolios, and Blogging "Greek" to You?

Presenter(s): Martha Pero, Rebecca Wiehe, and Marie Sabol—Hudson City Schools; and Theresa Minick—KSU

Description: Are Podcasting, Wiki, Cyberfolios and Blogging "Greek" to you? Come join us to learn how to set them up and ideas of how to use them in your classroom. Instructions, free download and many ideas will be provided.

Audience: Classroom Teachers; All Levels
Examples: English, French, German, Latin, Spanish

Friday Morning: 8:00AM–11:00AM

***** FEATURED WORKSHOP *****

Information about John De Mado's workshop is on the next page (page 22)

OFLA CONFERENCE 2007

Widening Horizons with World Languages

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Friday Morning: 8:00AM–11:00AM

*** FEATURED WORKSHOP ***

Presenter(s): John De Mado

The long-standing goal of a foreign language educators in the United States has been to deliver a generation of native-born students who, at some level, function in more than one language. Despite our best efforts, this goal has remained largely elusive, with the vast majority of our students eventually fleeing our ranks. With the national mandate to include all types of learners in our classrooms, many questions arise. Could it be that language acquisition is primarily a learning task? If so, is it time for us to reinvent ourselves as languge teachers? What do we actually believe? How do our beliefs align with our practices?

Through discussion, handouts, humor, passion and debate, this workshop seeks to address these and other questions, thus helping teachers to clarify their organizing principles and to seek more inclusionary strategies.

The following topics will be among those addressed during the course of the workshop: Expanding candidacy in the foreign language classroom; 'Special Needs' students and language acquisition; Distinguishing 'proficiency' from 'mastery'; Determining the role of grammar in the languge acquisition process; Preassessment.

NEW THIS YEAR

Awards Reception

Friday early evening

5:30–6:30

Come one, come all!

Sample refreshments & meet your colleagues.

Conference Luncheon Menu

Friday, March 23, 2007

Fresh Fruit or Crowne Plaza Salad

Northcoast Chicken

Chef's Selection of Vegetable and Starch

Rolls & Butter

Caramel Apple Pie

Coffee, Tea, Decaf

Our Luncheon speaker will be John De Mado. See description page 19.

Call for Presiders

Presiders introduce speakers for the sessions at the conference. They also pass out evaluation forms to people attending the sessions and collect the bar codes for professional development. If you would be willing to be a presider for one or more sessions, please check the box on your registration form and/or send the following information to Mark Himmelein at preselct@ofla-online.org

Name
Address
City, State, Zip
Telephone
E-mail address
Institution
Language(s) you teach
Number of sessions you'd be willing to preside over

OFLA CONFERENCE 2007

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4th Annual OFLA Book Clubs

During the conference, readers are invited to attend a special session to discuss a novel in one of three target languages. One or a panel of our esteemed colleagues will lead the discussion.

Spanish Book Club Selection

Dr. Elisa Cambria of Baldwin-Wallace College, president of the Northern Chapter of AATSP, will lead the discussion of this year's Spanish OFLA BOOK CLUB selection during our spring conference.

OFLA members will be reading *La sombra del viento*, by the Spanish author, Carlos Ruiz Zafón. The novel is available online through amazon.com. ISBN: 0974872407

For more information on the novel and the author, visit the official website at www.lasombradelviento.net

French Book Club Selection

Nous avons choisi ce livre pour son portrait de la vie quotidienne des immigrés algériens en France juste après la grande vague d'immigration suite à la Guerre d'Algérie. Nous apprécions la pertinence de ce sujet aujourd'hui, un an après les émeutes en banlieue, preuve indiscutable de l'échec de la politique française vis-à-vis des problèmes de logement des populations démunies. Venez nous rejoindre au Congrès d'OFLA pour discuter de ce roman (en français). Dr. Kirsten Halling, de Wright State University, préparera des questions de réflexion et du matériel pédagogique pour mieux entamer une bonne discussion des thèmes importants illustrés par ce roman.

Titre: *Le Gone de Chaâba*
Auteur: Azouz Begag, intervenant principal au Congrès de l'AATF 2006
ISBN: 2020800322

Disponible chez www.amazon.fr <http://www.amazon.fr> et www.amazon.ca <http://www.amazon.ca>

Sujet : Les difficultés auxquelles font face les immigrés algériens, et en particulier, la vie quotidienne d'Omar, un petit garçon intelligent et observateur tiraillé entre son ambition de réussir dans la vie et son désir d'être accepté par ses proches.

n.b. Il nous reste trois exemplaires de ce roman (sur les 20 commandés). Écrivez à kirsten.halling@wright.edu si vous voudriez en acheter un.

German Book Club Selection

At the recent fall conference, Ohio AATG members voted to read *Am kürzeren Ende der Sonnenallee* by Thomas Brussig for the 2007 OFLA Book Club discussion to be held at the conference in Cleveland. This book, which won the Hans Fallada Prize, is based on the film *Sonnenallee*, which won the Drehbuchpreis der Bundesregierung.

To tempt you to read this brief novel (the text is 149 pages long), the following description is taken from the inside flap of the book:

Am kürzeren Ende der Sonnenallee wohnt Micha Kuppisch — gleich neben der Mauer. Wenn er aus der Haustür tritt, hört er die Rufe westlicher Schulklassen vom Aussichtspodest. "Guckt mal, 'n echte Zoni!" Doch Micha macht sich nichts daraus, er hat eine andere Sorge: Miriam. Sie ist das schönste Mädchen weit und breit, doch leider schon vergeben. Und so grübelt Micha tagein und tagaus, wie er es anstellen könnte, in Miriams Nähe zu sein.

Pointenreich erzählt Thomas Brussig, wie im Schatten der Mauer auch die Sonne schien. Micha, Miriam und die anderen lieben und lachen, tricksen und träumen. Sie schmieden Pläne, wie man einen Liebesbrief hervorangelt, den der Wind in den Todesstreifen geweht hat. Sie hören Jimi Hendrix und lesen Sartre, sie schaffen sich erfindungsreich eine eigne Welt. Manche allerdings sind zu blöd, ein Radio einzuschalten, wie der Grenzer, der heimkehrenden Tagesbesuchern vertraulich zuzwinkert: "Keine Angst, wir holen euch da raus."

Onkel Heinz aus Westberlin, der sich dreißig Pfund abhungert, um unterm Anzug einen zweiten Anzug über die Grenze zu schmuggeln, Wuschle, dem ein Stones-Album das Leben rettet, oder die Existentialistin, die im Trabi ihr Baby bekommt — sie alle vom kürzeren Ende der Sonnenallee "haben die Luft bewegt": "Mein Gott, waren wir komisch, und wir haben es nicht einmal gemerkt..."

The paperback version of the book is available from the International Book Import Service (IBIS). Owner Barbara Patten, recent recipient of the AATG "Friend of German" award, has over 100 copies on hand, and reports that orders take from 2–5 days to be delivered. You can call IBIS toll free from 8:00 AM – 6:00 PM (Central time) at 1-800-277-4247 with the following information:

Title: *Am kürzeren Ende der Sonnenallee*
Author: Thomas Brussig
ISBN: 3 596 148 479
Cost: $14.30, which includes shipping and handling

Session Titles

These sessions will take place on Friday and Saturday, March 23 & March 24. For complete descriptions of these sessions, please refer to www.ofla-online.org after February 1.

- A Global Library for Your Classroom
- AATF Annual Meeting
- AATG OFLA Bookclub
- Activities for the Content-Centered Classroom
- AP Spanish Language Round Table Discussion
- Applying Business Concepts and Practices to Foreign Language Learning
- Arabs and Arab Americans: The People and Culture Behind the Name
- Aventura Cultural En Guadalajara y Aventura Cultural En Madrid
- Berlin unter den Linden 2007
- Breaking the Conference Code: How to Get the Most Out of Your First OFLA Conference
- Bring Camp OFLA Into Your Classroom Through Music, Crafts, Cooking and Stories
- Building Bridges Between Classroom Activities
- Business Meeting for the OATJ
- Citizen Diplomacy & Cross-Cultural Competencies
- Classroom Chaos Cures
- Cleveland's German Heritage
- Cross-Cultural Skills and Global Perspectives in Study Abroad of Japan
- Dice, Crayons and Tiddlywinks: Mastery Through Manipulatives
- Die Bremer Stadtmusikanten: A Cross-Curricular Thematic Unit
- Discover Catalonia, Discover Catalan
- Drumming Up Interest in Elementary Grades
- Engaging Students in Their Own Learning Through LinguaFolio
- Expanding Horizons: A Charla with Ohio's Visiting Teachers from Spain
- Expanding Horizons: Ohio's Visiting Teachers From China Say 'Ni Hao' (and Quite a Bit More)!
- Expressionisms: Incorporating Standards Through Art
- Film Studies: An Alternate Route to Increase German Enrollment
- France and the Global Fashion Industry: An Experimental Course
- French Book Club
- Great French and Spanish Lessons Begin with You!
- ¿Hay otro modo de ser? / The Lives and Struggles of Spanish Women
- How Do I Teach My Kids to Read?
- IMAGINE THE POSSIBILITIES! Imagina/Imaginez Integrate Contemporary Content, Multimedia, and Web
- Incorporating Works of Art Into Your Language Instruction
- *Indochine*: A French Film as an Artifact of the Social Life of Memory, Meaning, and Historical Consciousness
- Intensifying Teaching and Learning with Student-Produced Videos
- Is Your "Get Up and Go" All Gone?
- Japan Fulbright Memorial Fund Teacher Program
- Jumping Out of the Text Book: Kinesthetic Learning, Dialogue Journals and Gaming
- Language Club and the Arabic Curriculum
- Language Warrior Pow Wow
- Le Cas pour Utiliser les Structures des Intelligences Multiples Basées sur les Structures Kagan, dans les Cours de Français

Session Titles

- Learning Centers in the World Language Classroom
- LinguaFolio in Ohio
- Meeting the ACTFL/NCATE Standards
- Meeting Them Where They're At: Using Authentic Materials to Boost Confidence and Reinforce Reading Strategies in the Target Language
- Motivation versus Methodology in Forced Second Language Acquisition
- Multilevel, Multicultural, Multipurpose Gaming
- Music Makes it Happen
- Novice and Intermediate Middle School Curriculum Model Lessons: What Can They Do for Me?
- Novice Elementary Curriculum Model Lessons and Units: What Can They Do for Me?
- Odds and Ends
- OFLA Technology and World Languages
- Ohio AATG Business Meeting
- "Ooh la la" Palooza!
- Oral Language in FLES—Where It All Begins!
- Portfolio Project: Francophone Countries of the World
- Praxis or Proficiency?: How Can We Best Widen Horizons with World Languages?
- Pronunciation Techniques in the Spanish Class
- Retired Teachers Serving the Profession
- Rockin' and Hip Hoppin' in the French and Spanish Classroom
- Second Annual Administrators Breakfast
- Some Ideas on Teaching Mexican and Spanish Art
- Speech Act Strategies in Interlanguage Pragmatic Development: A Cross-Sectional Study
- Spice Up Your Spanish Classroom with Successful Cooperative Learning Activities
- Strategies for Student-Directed Language Learning
- Talk "Til You Drop
- Tech to the Max in the Spanish Classroom
- Technology in the Classroom
- Technology Integration in a Multi-Media Classroom
- The Methods Course: Current Issues and Challenges
- The Place of Students With Learning Disabilities in the L2 Classroom
- The Power of Reflection and How It Can Improve Your Teaching
- Three People from Abroad
- TPRS: Adapting the Textbook to TPRS
- TPRS Coaching
- TPRS Mentoring in Ohio
- Tricked into Action: How to Elicit Meaningful Participation in the Classroom
- Tricks of the Trade for New Foreign Language Teachers
- Using Projects to Meet the Ohio Foreign Language Content Standards
- What Does French Have to Do With MY Life?
- What's the Homework Tonight? An Optimal, Cumulative Approach to Out of School Work
- Widening Our Students' Understanding of Language Through the Three R's — Recycle, Relearn, Remember!
- World Languages and German Soccer Teams: A Winning Combination!
- World Languages: An Integral Part of a Student's Comprehensive Education

OFLA Conference 2007

Widening Horizons with World Languages

March 22–24 • Crowne Plaza Cleveland—City Centre • Cleveland, OH

Conference Tips and Tricks

Getting funds to attend and keeping costs low

- Offer to bring back materials and ideas to share with colleagues.
- Ask for funding now.
- Show how your attendance will benefit students (better textbook selection decisions, fresh ideas, free materials, renewed energy).
- Get colleagues, or even your whole department to accompany you.
- Invite your adminstrator to attend a special session just for him or her.
- Nominate a student for a conference scholarship; winners' teachers get free registration.
- Demonstrate how you can save money by sharing travel and lodging expenses.
- If the conference occurs during your spring break, point out you won't need a sub or miss any classes.

Getting Ready for the Conference

- Research our website beforehand and check for updates.
- Check the Crowne Plaza Hotel and Cleveland Visitors' Bureau websites for information.
- Preregister as early as possible, especially if you are signing up for a workshop and lunches.
- Plan your schedule ahead of time, but be prepared with back-up choices in case a presenter is forced to cancel.
- Plan to arrive as early as you can to pick-up registration materials and get to events on time.
- Plan time to network with old friends from grad school, former teachers or colleagues, and others—find out whether they are coming now (encourage them to attend, if necessary!)
- Pack self-stick address labels for use on exhibitor order and mailing list forms, highlighters, Post-it notes to mark important pages in your official program, a good canvas bag (OFLA has them for sale), and comfortable shoes.

More Tips and Tricks

While at the Conference

- Attend the opening of the Exhibit Hall on Thursday from 4–7 PM. Enjoy the relaxed atmosphere as you meet the exhibitors, other attendees, presenters, and OFLA Board members.
- First timers will want to attend the session "Breaking the Conference Code" on Friday morning. Your hosts will share tips on how to get the most out of the conference.
- Go through your program booklet, select and mark the sessions you especially want to attend. Plan your exhibit visits around these.
- To help us ensure that everyone who attends a session receives a set of materials, please take only one set for yourself. If there are leftovers many speakers will be happy to provide you with an extra copy for a favorite colleague or adminstrator.
- Remember to give your bar codes to the presider to verify your CEUs for your professional development certificate.
- Take a few moments for youself and reflect on all you've learned and heard at the conference.
- Spend a few moments at the end of the conference to fill out the Conference Evaluation Form. Your feedback helps design better conferences in the future.
- **ENJOY YOURSELF! THIS IS YOUR CONFERENCE!**

Conference Scholarships for Prospective FL Teachers

Reminder

Deadline is February 1!

Do you know any high school or college students who are planning to become foreign language teachers? Bring them to the OFLA conference to attend sessions, see what the vendors have to offer, network with their peers, and generally get a head start on their future profession

Please direct any questions about either scholarship to Mrs. Paula Yaniglos, OFLA Scholarship Chair at scholar@ofla-online.org.

Scholarship for High School Students:

The time has come for us all to participate in encouraging those strong high school students to consider a career in foreign language teaching. One way we can help them explore the possibility of pursuing a teaching career is to invite them to attend the OFLA annual conference for a day to get a taste of the profession. To that end, OFLA offers scholarships to high school students and their teachers.

Who's eligible?

High school juniors and seniors who have completed two years of language study.

What will the sponsoring teacher do?

Please check with your student to be sure he/she has given you the following: Student Application form (page 28), a letter indicating why he/she is interested in a career as a foreign language teacher and what he/she hopes to accomplish in attending the OFLA Conference, a statement indicating intentions of attending sessions throughout Friday, and letter of permission from parent or guardian to attend conference with you as the sponsoring teacher.
NOTE: It is your responsibility as the sponsoring teacher to:

- Confirm district policies regarding liability and school absence.
- Obtain written permission from parent or guardian IF students stay overnight in hotel (It is not expected that students will stay overnight as most students go home after Friday sessions end.However, if student and teacher agree that student will stay overnight, teacher must accept responsibility for chaperoning the students. STUDENTS MUST NOT BE IN HOTEL UNCHAPERONED).
- Aid student in registering for the conference. You and your student will each receive a free conference registration if student is awarded the scholarship.
- Assist student in conference orientation and attending sessions of interest.
- Work out eating arrangements.Your student will receive a small stipend check for meals or other expenses as part of the scholarship.
- Fill out the Teacher Nomination Form (page 29).
- Send all student materials as well as your Teacher Nomination Form and your letter of recommendation before the posted deadline.

Scholarship for University Students!

University students planning a career in foreign language teaching can apply for a scholarship to attend the annual conference in Cleveland, March 22–24, 2007. See forms pages 30–31.

OFLA CONFERENCE 2007

Widening Horizons with World Languages

March 22–24 • Crowne Plaza Cleveland—City Centre • Cleveland, OH

High School Student Scholarship Application
OFLA Conference Attendance

Name_____ Parent/Guardian name _____

Address _____ Phone _____

City _____ State _____ ZIP _____ E-mail _____

High School _____ Location _____

Overall GPA _____ Expected year of graduation _____

What language(s) are you studying? _____ For how long? _____

Sponsoring teacher's name (must be OFLA member) _____

NOTE: It is the responsibility of your teacher to:

- Confirm district policies regarding liability and school absence.
- Aid you in registering for the conference. You and your teacher will each receive a free conference registration.
- Assist you in conference orientation and attending sessions of interest.
- Work out eating arrangements. You will receive a small stipend check which you may apply to meals or other expenses.

It is not expected that students will stay overnight. Most students go home after Friday sessions end. However, if student and teacher agree that student will stay overnight, teacher must obtain written permission form parent or guardian and must accept responsibility for the chaperoning the student. STUDENTS MUST NOT BE IN HOTEL UNCHAPERONED.

Be sure to send:

- Your completed application,
- A letter indicating (1) why you are interested in a career as a foreign language teacher and (2) what you hope to accomplish in attending the OFLA Conference,
- A note indicating your intentions of attending sessions throughout Friday,
- A letter of permission from parent or guardian to attend conference with your teacher, and
- A letter of recommendation from your foreign language teacher (submit this application and your letters to your teacher with an addressed, stamped envelope. Ask your teacher to submit his or her recommendation and nomination form to OFLA with your completed materials.)

Send to: Mrs. Paula Yaniglos, OFLA Scholarship Chair
Northview School
5403 Silica Drive
Sylvania, Ohio 43560

Must be received by February 1, 2007

OFLA CONFERENCE 2007

Widening Horizons with World Languages

March 22–24 • Crowne Plaza Cleveland—City Centre • Cleveland, OH

Teacher Recommendation

High School Student Scholarship for OFLA Conference Attendance

Name of student you wish to nominate _____

Your Name _____ Phone _____

High School _____ E-mail _____

Address _____

City _____ State ____ ZIP _____

Are you a member of OFLA? Yes No (only OFLA members may nominate)

Please comment on the following student attributes:

Academic achievement in foreign languages

_____

_____

Interest in pursuing foreign language teaching

_____

_____

Fitness for teaching

_____

_____

Motivation to improve and learn

_____

_____

Character, integrity

_____

_____

Initiative, independence

_____

_____

I have read the responsibilities of a sponsoring teacher and agree to fulfill them if my student is awarded an OFLA Conference Scholarship.

Signature of sponsoring teacher _____ Date _____

Please send directly to: **Mrs. Paula Yaniglos, OFLA Scholarship Chair**
Sylvania Northview School
5403 Silica Drive
Sylvania, Ohio 43560

Must be received by February 1, 2007

OFLA CONFERENCE 2007

Widening Horizons with World Languages

March 22–24 • Crowne Plaza Cleveland—City Centre • Cleveland, OH

University Student Scholarship Application OFLA Conference Attendance

Name_____ Year of graduation_____

Address _____ Phone _____

City _____ State _____ ZIP _____ E-mail _____

Distance you must travel to the conference site_____ Language(s) you expect to teach:

Overall GPA _____ Foreign Language GPA _____ _____

University _____ Location _____

Sponsoring faculty member _____

Institution _____ Location _____

Address _____ Phone _____

City _____ State _____ ZIP _____ E-mail _____

Be sure to send:

1) *Your completed application,*
2) *Paragraph of 300 words or less explaining why you have chosen foreign language education as your profession,*
3) *Paragraph of 250 words or less explaining how you think you will benefit from attending the OFLA conference,*
4) *A note explaining any special circumstances we should be aware of, and*
5) *Teacher Recommendation Form from your sponsor (must be a university foreign language teacher or your cooperating teacher, must be an OFLA member—provide your sponsor with the form and an addressed and stamped envelope to be sent directly to the Scholarship Chair)*

Send to: Mrs. Paula Yaniglos, OFLA Scholarship Chair
Northview School
5403 Silica Drive
Sylvania, Ohio 43560

Must be received by February 1, 2007

Teacher Recommendation
University Student Scholarship
OFLA Conference Attendance

Name of student you wish to nominate _____

How long have you known this candidate? _____

What is your relationship? (mentor, supervisor, instructor) _____

Your Name _____ Phone _____

Name of Institution _____ E-mail _____

Location _____

Address _____

City _____ State ____ ZIP _____

Are you a member of OFLA? Yes No (only OFLA members may nominate)

Please comment on the following student attributes:

Academic achievement in foreign languages

_____

_____

Commitment and enthusiasm to teaching

_____

_____

Fitness for teaching

_____

_____

Motivation to improve and learn

_____

_____

Character, integrity

_____

_____

Initiative, independence

_____

_____

Please send directly to: **Mrs. Paula Yaniglos, OFLA Scholarship Chair**
Sylvania Northview School
5403 Silica Drive
Sylvania, Ohio 43560

Must be received by February 1, 2007

Study Abroad / Immersion Scholarship Application Information

These scholarships are intended to provide some assistance to students planning to become foreign language teachers. OFLA believes in the value of immersion experiences for all students, and especially those planning to become professionals in the field.

NOTE: Scholarships are NOT awarded for tours or vacations abroad, only for immersion experiences, home stays, study abroad, language camp, exchange programs, etc.

University students should:

- Show evidence of being enrolled in a licensure program.
- Submit an application form (available online or here in *The Cardinal*—see opposite).
- Submit a description of the immersion program and include a brochure.
- Include two letters of recommendation in a sealed envelope:
  - one from a foreign language faculty member (must be an OFLA member)
  - one from an education faculty member
- Submit a personal statement indicating your reasons for choosing a career in foreign language education, why you want to participate in this program, previous experience abroad, your need for financial assistance, your wish to teach in Ohio for at least two years after licensure.

High school students should:

- Submit an application form (available online or here in *The Cardinal*—see opposite).
- Submit a description of the immersion program and include a brochure.
- Submit two letters of recommendation in a sealed envelope.
  - One from your foreign language teacher (must be an OFLA member)
  - One from another teacher or administrator
- Include a statement from a parent or guardian indicating support for your participation in your chosen program if you are awarded a scholarship.
- Submit a personal statement including why you want to participate in the selected program, how you believe you will benefit from participating, previous experience abroad, and your need for financial assistance.

Please direct any questions to scholar@ofla-online.org

Please all materials together to:

Mrs. Paula Yaniglos, OFLA Scholarship Chair
Sylvania Northview School
5403 Silica Drive
Sylvania, Ohio 43560

Must be received by March 1, 2007

Study Abroad / Immersion Scholarship Application

Applicant Information

Name _____ Phone _____

Address _____ E-mail _____

City _____ State _____ Zip _____

Overall GPA _____ Foreign Language GPA _____ Expected Graduation Year _____

Name of University or High School _____

Location _____

Program Information

Name of program / company _____

Program contact person _____ Phone _____

Address _____ E-mail _____

City _____ State _____ Zip _____

Type of program: home stay, course work, service, etc. _____

_____

Location (where student will stay) _____

Dates of program: Begin _____ End _____

Cost _____ Date money needed _____

Make check payable to: _____

Send check to: _____

NOTE:

- **Be sure to enclose a brochure with information about the program.**
- **Checks will not be made out to applicant, only to program.**
- **Be certain that all required materials are included and are received before the deadline (see *Study Abroad / Immersion Scholarship Application Information*)**

Around the State

Deborah W. Robinson, Ph.D. & Ryan T. Wertz
World Language Consultants, ODE

Financial News for World Language Educators:

Which Loans Are Forgiven?

Recently, we were asked to provide an update on student loan forgiveness options for foreign language teachers in Ohio. Given the increased stature of language learning in recent years, we wish we could report that a wide variety of options exists for those seeking a little reprieve on their loans. However, the reality here in the Buckeye state is that most of us will have to continue making our monthly loan payments! We can report a possible option for foreign language teachers with debt tied to Federal Perkins Loans. The information cited below comes from the following U.S. Department of Education web page:

http://studentaid.ed.gov/PORTALSWebApp/students/english/teachercancel.jsp?tab=repaying

We urge you to visit the web site and carefully read through the information provided.

You might qualify for cancellation of up to 100 percent of a Federal Perkins Loan if you have served full time in a public or nonprofit elementary or secondary school system as a

- teacher in a school serving students from low-income families; or
- special-education teacher, including teachers of infants, toddlers, children, or youth with disabilities; or
- teacher in the fields of mathematics, science, foreign languages, or bilingual education, or in any other field of expertise determined by the Ohio Department of Education to have a shortage of qualified teachers in the state.

If you teach full time in foreign language, or bilingual education, you might qualify for cancellation even if Ohio has not designated one of these subject areas as a shortage area.

For a borrower to be considered as teaching in a field of expertise, the majority of classes taught must be in that field of expertise. Eligibility for teacher cancellation is based on the duties presented in an official position description, not on the position title.

To receive a cancellation, you must be directly employed by a school system. There is no provision for canceling Perkins Loans for teaching in postsecondary schools. Contact the school that holds your loan for information on applying for deferment.

Please note that you can receive cancellation if you are simultaneously teaching part time in two or more schools if an official at one of the schools where you taught certifies that you taught full time for a full academic year.

Foreign language teachers working in a private academy or charter school may receive teacher cancellation for services performed if the employing institution has established its nonprofit status with the Internal Revenue Service (IRS), and if it is providing elementary and/or secondary education according to state law.

You may receive teacher cancellation if you are a pre-kinder or kindergarten foreign language instructor only if Ohio considers your program to be a part of its elementary education program. A low-income-school-directory designation that includes only pre-kindergarten or kindergarten does not suffice for a state determination of program eligibility.

A cancellation based on teaching in a school serving students from low-income families may be granted only if you taught in an eligible school as determined by the Ohio Department of Education. To be considered a "low-income school," the school must be in a school district that qualified for federal funds in the year for which the cancellation is sought. Also, more than 30 percent of the school's enrollment must be made up of children from low-income families.

To find out if the school that employs you is classified as a low-income school, you can check the online database on the U.S. Department of Education web site <www.ed.gov> for the year(s) that you have been employed as a teacher. Questions about the inclusion or omission of a particular school should be directed to the Ohio Department of Education, not to the U.S. Department of Education.

What Grants Are Available for Pre-Service Teachers?

Two grants exist through the U.S. Department of Education that are designed to encourage students to take more challenging courses in high school —making success in college more likely, according

continues on the next page

to research—and to pursue college majors in high demand in the global economy, such as science, mathematics, technology, engineering and critical foreign languages. These grants are the Academic Competitiveness Grants and National SMART Grants.

- General eligibility requirements: to qualify, students must be (1) eligible for Federal Pell Grants; (2) United States citizens; and (3) full-time students.

Academic Competitiveness Grants will be available to students for their first and second years of college.

- Up to $750 will be awarded to eligible first-year students, and up to $1,300 for second-year students.
- Students must have completed a rigorous secondary school program of study as established by a state or local educational agency and recognized by the U.S. Secretary of Education.
- Students must be enrolled or accepted in a two- or four-year degree-granting institution of higher education.
- First-year students must not have been previously enrolled in a program of undergraduate education and must have graduated from high school after Jan. 1, 2006.
- Second-year students must have graduated from high school after Jan. 1, 2005, and have had at least a cumulative 3.0 grade-point average (GPA) during their first year of college.

National SMART Grants will be available to students for their third and fourth years of college.

- Up to $4,000 will be awarded to eligible students.
- Students must be enrolled in a four-year degree-granting institution of higher education.
- Students will be eligible if they are pursuing a major in mathematics, science (including physical, life, and computer sciences), technology, engineering, or a critical foreign language.
- Students must have at least a cumulative 3.0 GPA in college.

Students in public or private schools, home-schooled, or enrolled overseas in Department of Defense schools have several options by which to demonstrate successful completion of a rigorous secondary school program of study, thereby establishing their eligibility for Academic Competitiveness Grants. The options for eligibility for the 2006-07 school year for a student from Ohio are:

- The Ohio Honors Diploma
- A set of courses similar to the State Scholars Initiative. This program of study requires passing grades in the following:
  - Four years of English;
  - Three years of Math (including Algebra I and a higher level course such as Algebra II, Geometry, or Data Analysis and Statistics);
  - Three years of science (including at least two courses from biology, chemistry or physics);
  - Three years of social studies; and
  - One year of a foreign language.
- Advanced Placement (AP) or International Baccalaureate (IB) courses and test scores.

  This program requires a minimum of two Advanced Placement (AP) or International Baccalaureate (IB) courses in high school and a minimum passing score on the exams for those classes. Students must score 3 or higher on AP exams and 4 or higher on IB exams.

The information cited above comes from the following U.S. Department of Education web page: http://www.ed.gov/about/offices/list/ope/ac-smart.html

Around the State continues on the next page

Ohio Teacher Wins Prominent ACTFL Award

Kathy Corl, German Professor at OSU, won the Florence Steiner Award from ACTFL. This award recognizes an outstanding postsecondary educator. Many of Kathy's former students from around the country were there to celebrate with her.

LinguaFolio Piloters Gather in Columbus

On Saturday, October 28th, fourteen world language educators met to share their experiences with and offer feedback on the LinguaFolio project. These teachers have been using the first two tools, the passport and biography, with their students since March of 2006. The piloting teachers asked that pieces of the biography be combined to avoid repetition. They also asked for more interactive templates for online completion and storage. They reported that students enjoyed "counting" dining in target culture restaurants, listening to target language music, and surfing target language Web pages as learning experiences in their biographies. Doesn't THAT take world languages out of the textbook and into the community!

Carol Eiber, Ryan, and Debbie have met several times since March to develop and refine one of the most critical self-reflective pieces of the passport—the self-assessment grid. They took the Common Scale of Reference from the European Language Portfolio, several states' grids, and the ACTFL Performance Guidelines, and crafted Ohio's self-assessment grid. This allows learners to rate their global language proficiency across the three modes of communication. Learners can track their growth from novice- mid through advanced low proficiency levels as they move from K-12 through postsecondary programs. The piloters gave constructive feedback on this tool, suggesting clarifications and edits to align the grid with what students, in their eyes as teachers, can realistically do.

After the group reached agreement on the self-assessment grid they reviewed the "I can statements" of the passport. These statements give more specific examples of what students say they can do at each level of proficiency.

The third tool, the dossier, requires students to set goals for themselves with the help of their teachers. Goals should be tied to specific units of instruction. After students choose "evidence" from classroom assessments and projects, they reflect on how well they met their goals. This reflection is key to the success of LinguaFolio.

Piloters will meet at the OFLA conference to discuss their successes and challenges with the project (look for the session under Carol Eiber's name). Debbie and Ryan also will hold a session for those who want to learn about LinguaFolio from the ground up! We firmly believe in the power of this assessment tool in a standards-based environment!

Thanks again to Carol Eiber for submitting a successful grant proposal to the Central States Conference on the Teaching of Foreign Languages to offset travel and lunch expenses for the October workshop.

To view the project as conceived by the piloting states, please go to:

www.doe.virginia.gov/linguafolio/

Pictured above are the teachers who attended the LinguaFolio workshop on October 28: Christine Monday, Ros Terek, Carol Eiber, Parthena Draggett, Rebecca Wiehe, Martha Pero, Marian Epperly, Debbie Varga, Dena Kramer, Megan Kollas. (not pictured: Judi Fowlkes)

Ohio TESOL

Teri Mandell and Lillian Acker, TESOL liaisons

The Annual Ohio TESOL Conference was very successful. Over 700 people attended! Diane Larsen-Freeman, a noted applied linguist and Professor of Education at the University of Michigan, was the keynote speaker. Her presentation was informative and engaging. The 2007 Ohio TESOL Conference will once again be held at the Easton Hilton in Columbus on November 16 and 17. Please check our website www.ohiotesol.com <http://www.ohiotesol.com> regularly as it is in the process of being revamped. Starting January 1, 2007, you will be able to pay your membership dues online.

Advocacy Minute

Sarah Shackelford
Political Advocacy Chair

Legislative News:

An amendment to Ohio Core legislation in mid November dropped the two year foreign language requirement, essentially lumping foreign languages with fine arts and other electives and calling for the formation of an advisory committee for continued study of the issue.

On November 28th, several OFLA members —Bonnie Fonseca-Greber, Susan Colville-Hall, Martha Pero, Jane Rauschenberg and Sarah Shackelford—presented testimony to the Ohio Senate Education Committee in support of reinserting languages in the Core and proposed a ten year delay in implementation of the requirement in order to allow time for educators, legislators and others to address concerns. An outline of testimony presented, including rationale in the form of "bullet points" and a list of measures already in place to support a language requirement, can be viewed at: http://madameshackelford.com/testimony.pdf

OFLA is grateful not only to those who traveled to testify, but also to our members (too many to name here!) who deluged senators with email, monitored the news, and encouraged colleagues, students, and community members to join advocacy efforts. At the time this article goes to press, the legislation is pending and the outcome is uncertain. At the very least, we have gained the attention of our legislators and it seems that they are interested in working with us to enhance foreign language education in Ohio.

You Are Invited to Join Us For an Advocacy Pow-Wow!

Yes, a Pow-Wow, and we are serving refreshments! Our informal gathering of language warriors will review and discuss the latest issues on the national, state and local fronts, share advocacy war stories, receive a variety of updated strategy tips and materials (including a "Hot Off the Press" brochure), and brainstorm additional techniques for waging effective battles that will win access to foreign language education for ALL students in Ohio.

Who: All warriors in the ongoing war to enhance and save language programs at all levels throughout the state (World Language teachers at all levels)

What: an OFLA session to regroup, refresh, reenergize, and strategize

Where: the OFLA 2007 Conference in Cleveland, Ohio

When: March 22–24 (day and time to be announced)

Please join us!

ACTFL's Foreign Language Teacher of the Year

The American Council on the Teaching of Foreign Languages (ACTFL) selected and announced the 2006 Foreign Language Teacher of the Year at the Nashville conference in November.

Christine Lanphere teaches French at Natomas High School in Sacramento, CA, where she is World Language Department Chair. She is a member of the Board of the Foreign Language Association of Greater Sacramento (FLAGS) a regional affiliate of the California Language Teachers Association (CLTA). For the past two years, Christine has facilitated the "Developing Leadership" Seminar as a member of the Leadership Team of the Capital Foreign Language Project (CapFLP), a group that provides professional development for language educators under the direction of the California Foreign Language Project (CFLP).

Two of our OFLA Board members, Martha Pero (Executive Vice President) and Jane Rauschenberg (VP Publications) were fortunate enough to get to know Christine last July at the *Mentoring, Leadership and Change* institute in Iowa. (see page 26 of the September issue of *The Cardinal* for more details—in this photo from that page, Christine is in the center, and Jane and Martha are at the left and right ends of the group, respectively.)

Ohio AATG
Deborah Page, AATG Representative

2006 Fall Conference Held

The 2006 Fall Conference was held November 10–11 at the Clarion Hotel in Columbus, Ohio. This was one of our larger meetings in recent history, with several graduate students in attendance from the University of Cincinnati and the Ohio State University, as well as student teachers. The theme of the conference was "German Film in the K–12 and Post-Secondary Classrooms," and there were a variety of interactive sessions to show the steps of designing activities to go along with films that could be used in different levels, as well as time for discussion.

Friday afternoon included a presentation by Tricia Fellinger on how to incorporate short video clips into language classes, using examples from *Schultze gets the Blues* and *Bella Martha* to augment vocabulary and conversation. The group then had a screening of the 1961 DEFA film, recently available in the US, *Der Fall Gleiwitz*. Debbie Page presented the first session on Saturday, "Using German film to boost interest and enrollment," including several ideas of activities to encourage students to view films actively. Participants had the opportunity to try out each idea with video clips, including *Metropolis*, *Baron von Münchhausen* and *Die Mörder sind unter uns*. Stephanie Liebbon followed with a session on "Using German film as a language learning tool." She explained several ways to use the short film, *Der Schwarzfahrer* to teach not only vocabulary, but as a way to begin to explore cultural differences. The afternoon featured Diana Kunze's presentation on "Creating film: Student Project Ideas," where she shared the process she uses in directing students' video projects and highlighted her students' work.

At the fall conference, Ohio AATG members voted to read *Am kürzeren Ende der Sonnenallee* by Thomas Brussig for the 2007 OFLA Book Club discussion to be held at the conference in Cleveland. This book, which won the Hans Fallada Prize, is based on the film *Sonnenallee*, which won the *Drehbuchpreis der Bundesregierung*. See more details in the Conference Insert, page 23.

Barry Thomas Retires

After 41 years at Ohio University, Barry Thomas has retired and been granted emeritus status. He spent the last five years in OU's early retirement program, where he taught a full time schedule for the fall quarter, then spent the winter and spring quarters relaxing on warm beaches or fine tuning his golf game. During his career, he directed the Salzburg study abroad program 11 times and chaired the Modern Language Department for 10 years (1977–1987). He also has a long list of service to OFLA, including serving as president (1992–1993), Bylaws Committee and Awards Committee chairperson and the AATG liaison to the OFLA board. He was also instrumental in starting the Alliance movement in Ohio. The recipient of the Professional Service Award in 1996, he also received a Distinguished Career Award in 2001. I spoke with him at the recent AATG Fall Conference about his career. He stated that whatever professional success he had enjoyed resulted from always being surrounded with talented and dedicated colleagues at OU and on the OFLA board.

DP: Would you like to relate a humorous episode?

BT: In 41 years there have been many, but here is a recent one that also ties in with my retirement plans (aka golf). Each year our office manager (Jan) promotes a Halloween contest, and many faculty come to class in outrageous costumes. For a few years, I tried to come as a golfer, but Jan declared this was not a costume, just my everyday dress, and so I was ineligible. Of course, I took great umbrage at such a slight, alas to no avail. This year, however, she and a team of pseudo-golfing colleagues surprised me in class by asking to "play through" in the "Barry Thomas 2006 Confrontational Golf Tournament." Not sure what the students thought, but I was delighted.

DP: What was your favorite subject or book to teach?

BT: I enjoyed teaching the Novelle, especially Gottfried Keller's *Romeo und Julia auf dem Dorfe* and *Kleider machen Leute*. I really enjoy his work and the fact that it is very accessible to students. I also enjoyed the German-American course I developed as part of my 'retooling" effort after a decade as chair.

DP: I remember having you as the professor for medieval literature, and recall that that period was one of your favorites.

BT: Yes, I do like the early poetry, and have even translated some of them. A real favorite of mine is Walther von der Vogelweide's well-known poem:

UNDER DER LINDEN	**UNDER THE LIME-TREE**
Under der linden an der heide. dâ unser zweier bette was, Da mugt ir vinden schône beide gebrochen blumen unde gras. Vor dem walde in einem tal, tandaradei, schône sanc diu nahtegal.	Under the lime-tree On the heather, Where we two our bed once made, Perhaps you will see there, Sweet together, The petal broken and the blade. By the forest in a vale Tandaradei Sweetly sang the nightingale.
Ich kam gegangen zuo der ouwe: dô was mîn friedel komen ê. Dâ wart ich enpfangen, hêre frouwe, daz ich bin sælic iemer mê. Kuste er mich? wol tûsentstunt: tandaradei, seht wie rôt mir ist der munt.	I did betake me To the meadow. There was my lover come before, And he, fairest lady, Greeted me so That I'll be happy ever more. Did we kiss? We surely did! Tandaradei See, my lips are still so red!
Dô het er gemachet âlso rîche von bluomen eine bettestat. Des wird noch gelachet Inneclîche kumt iemen an daz selbe pfat Bî den rôsen er wol mac, tandaradei, merken wâ mirz houbet lac.	There he'd been gath'ring, Bounteously, A flow'ry cushion for our bed. Surely there'll be laughing, Heartily, Should someone else this way be led. From the roses he well may Tandaradei See where I my head did lay.
Daz er bî mir læge, wessez iemen (nu enwelle got!), sô schamt ich mich. Wes er mit mir pflæge, niemer niemen bevinde daz wan er und ich - Und ein kleinez vogellîn, tandaradei, daz mac wol getriuwe sîn.	He's lain by my side— Were that known (May God forbid!), I'd surely die. What he with me plied, O let no one Discover that but he and I And a pretty little bird Tandaradei Who'll not let this tale be heard.
	---Translated by Barry Thomas

DP What changes have you seen in the profession?

BT: At Ohio University specifically, and elsewhere as well, the expectations for faculty have changed. Now there is more emphasis on research. But I think that is just one aspect of a larger problem, namely, the division of faculty into graduate and undergraduate faculty. This is perhaps understandable and unavoidable at the major research institutions, but for universities that have prided themselves on offering a solid undergraduate education to students with frequent contact with the senior faculty, I think this increasing trend toward two "levels" of faculty detracts from the quality of education offered to undergraduate students. On the positive side, the move away from concentrating only on the traditional canon of German literature toward a more inclusive curriculum (colonial literature; gay/lesbian studies; gender/feminist studies) is encouraging and suggests that the discipline is alive and well.

DP: What advice would you offer a new instructor?

BT: Be prepared. Don't be afraid to admit that you are wrong or that you do not know something. I learned this the hard way. You need to keep a sense of humor, but not to the point of losing control of the class. Humor can be tricky, since it can be perceived as sarcasm by vulnerable students. Don't be afraid to let students interact. For many years I found it hard to just let the students work in pairs or small groups, but finally came to realize how valuable this "unsupervised" time could be.

DP: What are your future plans?

BT: Golf! After I finish up some departmental commitments in the next several weeks, Jean and I will probably be taking longer trips to warm places in the Caribbean; we also have plans to visit the western parklands and Alaska this spring and fall.

AATF News:
Petit Coin Français
Kirsten Halling, AATF-OH Representative

Week-end français au Parc Mohican du 27 au 29 octobre, 2006 : la chaleur de la convivialité française en dépit du mauvais temps!

Dans deux cabanes confortables au fond d'une belle forêt, se sont réunis neuf professeurs de français, venus de tous les quatre coins de l'état d'Ohio. Ensemble, ils ont expérimenté un des grands plaisirs de la belle culture française (la gastronomie, bien sûr) en partageant toutes sortes de délices (comme une belle fondue savoyarde avec du bon pain croustillant et un gâteau basque on ne peut plus authentique). Tout cela accompagné d'une petite dégustation de quelques grands vins français. Mais ne vous trompez pas ! Ces professeurs-là sont allés se cacher dans ce bel endroit rustique pour travailler leur français et échanger des idées professionnelles. Deborah Stout, Kirsten Halling et Jane Rauschenberg ont présenté leurs idées sur l'enseignement de la musique contemporaine en cours de français tandis que Sarah Shackleford a fait une superbe exposition sur des moyens de militer pour des programmes de français en Ohio. En deux jours, ces professeurs travailleurs ont regardé et analysé deux films récents (l'un canadien et l'autre français) en mangeant sans arrêt, et en se promenant dans le bois malgré la pluie, la grêle et le froid inhabituel. Un week-end tout à fait agréable et rajeunissant. À ne pas manquer l'année prochaine !

Sarah Shackleford avec ses infos sur des moyens de militer.

Dessus: Deborah Stout, Kirsten Halling, Sarah Shackelford, Marie Hertzler, Rita Stroempl, Richard Emch, et Jackie Shrake

À droit: Linda Schnur (debout) et Jackie Shrake

Wright State Immersion Day

On Friday, November 3, the Wright State French Club, Dr. Marie Hertzler's French Composition class and the Department of Modern Languages joined forces to kick off National French week (November 2–9) in spectacular fashion. Over thirty French-speaking Wright State student volunteers and professors welcomed one hundred high school French students and their teachers to campus for a day of French activities, games, campus tours, Powerpoint presentations, music and conversation. Participating high schools included: Fairborn, Unioto, Springfield North, Springboro, Little Miami, Clinton-Massie and Catholic Central. Prior to their arrival, students had signed a French-only pledge, and were divided into groups of ten so they could interact with French students from other schools. Each student received a goodie packet and a tee-shirt designed by local artist Peter Berwald. Next year's *Journée d'immersion française à Wright State* will be held on Friday, November 2, 2007. Please contact Dr. Kirsten Halling (Kirsten.halling@wright.edu) if you're interested in participating.

« Je nous aime beaucoup, beaucoup. Je nous adore."

by Jeanette Marie Hecker, Cincinnati Country Day School

I fell in love this summer. Since July I crave anything made from maple syrup and prefer "chiens chauds" to "hotdogs." I have become an aficionado of "le hockey" and "la crosse." With pride, I teach my students "les mitaines," "clavarder," et "jaser." You guessed it: J'aime le Québec et je m'en souviens.

Selected by the AATF as a recipient of a scholarship offered by the Ministère des relations internationales du Québec, I had an opportunity to spend the three weeks from July 3 to July 21 at the University of Montreal in a program for teachers of French. The scholarship enables French teachers from a variety of countries to come to Quebec to immerse in French, to learn and exchange teaching methods, and to discover the unique province of Quebec.

Mornings were spent learning, discussing and sharing teaching strategies under the patient and expert tutelage of Christine Préville—our professor, our colleague and, by the end of the three weeks, our friend. We concentrated on how to develop comic books, songs and movies to be used as pedagogical material, how to organize vocabulary in semantic fields in order to improve student comprehension, and how to meaningfully assess and evaluate our students. We were encouraged to explore documents from Quebec and develop them as teaching material and as cultural documentation. We collaborated to produce group projects designed to motivate our students to work together in French. Now that we have returned to our respective countries, a website houses our individual and collective assignments so that we can draw upon everyone's work and use it in our own classrooms.

Jeanette Marie Hecker (middle of back row) with French teachers from Europe, Latin and South America at the University of Montréal Summer Program for Teachers of French.

Afternoons were devoted to excursions in Montreal and to conferences on Quebec culture. We had the pleasure of hearing Quebec legends told to us by former professor, and engaging storyteller, Jean Du Berger. Television producer Benoît Beaudoin introduced us to "Tshinanu," a remarkable pubic television series that examines the contemporary life of Native Americans. The series has an accompanying website (tshinanu.tv) with interactive activities for teachers of French, English and Cultural Studies. We learned about the literature of Quebec from Marc Rochette, about Quebec music and film from Robert Proulx, and about the unique geography of Quebec from Henri Dorion. These were just a few of the experts invited to share their knowledge with us.

In addition to being immersed in the French language (which is alive and well in Quebec), I most enjoyed meeting French teachers from Argentina, Belgium, Bolivia, Brazil, Columbia, Costa Rica, Cuba, Equator, Mexico, Peru, Sainte Lucie, Venezuela and the United States. I was humbled and inspired by the collective passion for the French language and the devotion to teaching that ran through our veins irrespective of our passports. The opportunity to work with these colleagues makes me want to sing the praises of French teachers around the globe who arrive at school daily to promote French language and culture, who fight to maintain French in our schools, and who challenge students to broaden their horizons. In the words of the song "Beaucoup, beaucoup" by Quebec singer Sylvie Laliberté, "Je nous aime beaucoup, beaucoup. Je nous adore."

AATF Sponsors National French Contest

The National French Contest, sponsored annually by the American Association of Teachers of French, is open to all students of French from the elementary grades through high school. ***Le Grand Concours*** testing dates for 2007 are:

Contest Dates for Elementary School:	February 19–February 28, 2007
Contest Dates for Middle and High School:	February 28–March 24, 2007

NEW: In addition to state and national winners, Ohio will be awarding a *certificat de mérite* to each student participating in ***Le Grand Concours 2007***.

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

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French,a Valuable World Language

by Gretchen Petrie

There is finally developing in this country an awareness of the global community, and the need for Americans to begin to take seriously the study of world languages. Unfortunately, because we are such an immense country separated from the rest of the world by two oceans, and have used one dominant language, English, for centuries we develop misconceptions as a culture about the importance of world languages.

The American population begins to give credibility to Spanish, because for the first time since the early years of our country, there are a significant number of people that speak a language other than English within our borders. It is a language, so to speak, that is in our own global neighborhood. We are now beginning to give credibility to Chinese because of the vast numbers of people who speak it, and because China is becoming an economic power. Beyond these two languages, Americans, in general, have trouble seeing the value in studying other world languages. That French is no longer a language of importance in the global community, business, or otherwise, is a huge misconception of our culture.

There is nowhere else that I know of in the world where I would even feel the need to justify its validity. When traveling in France, I hear over and over again that Americans do not speak French. The implication? People from other countries do speak it. In fact, French is the most widely taught second language in the world after English. French, by the way, is not just spoken in France. It is the national or an official language in over 50 countries or regions in the world. In regards to the number of people in the world that speak it, it ranks eleventh, not bad when you consider the hundreds of languages spoken around the globe. It becomes more significant when you consider that is spoken in our corner of the planet, in other words, the western world. Let's start by talking about its significance in our own global neighborhood.

The next time you visit a store, pick up a number of products and check the languages on the box. You will very frequently find French. Check the language soundtracks on DVDs. French is almost always there. It wouldn't be, if companies weren't marketing these products to French-speaking populations.

In our own global neighborhood, French is spoken in the Canadian province of Quebec. France also has several overseas departments in the region as well. These are what would be equivalent to what Hawaii and Alaska are to the United States. They are Saint Pierre and Miquelon off the coast of Nova Scotia, Martinique and Guadeloupe in the Caribbean, and French Guiana in South America.

Let's expand further into the Western World. France, of course, is one of the main countries of the European Union which is an economic power. French is one of the EU's two main languages. My daughter recently spent a spring semester abroad in a French business school. You would expect to find other Europeans among the international students there, of course, but there were significant numbers of students from as far away from France as Mexico and Brazil. These were international business students who came to develop a proficiency in the French language.

My daughter has been hired by one of the American big four accounting firms, Ernst and Young, and even as an intern was placed in their international department. Among their numerous global locations, there are at least a dozen offices in France. While traveling in France, I have stayed in Best Western Hotels, purchased Hallmark cards in stores, gone to see American movies in French cinemas, eaten in McDonalds, and drank Coca-Cola. Disney has a theme park just outside of Paris, and markets its movies widely in French-speaking countries. These are just examples of the American presence in France. In addition, our own state of Ohio sends over 50% of its exports to countries where French is an official language, and there are over 1,000 French subsidiaries in the United States. French does have significance in the business world.

French remains an important language of diplomacy. French is one of the six official languages of the U.N. Most international diplomacy efforts are conducted in English and French. It is also one of the two official languages of the Olympics, the language of the international Red Cross, and remains on the U.S. Department of Defense list of "critical languages."

There are other reasons that people are interested in learning French as well. French is one of the top four languages of the Internet. As it is spoken in over 20 countries in South Africa, many African Americans are embracing it as their foreign language of choice. French is useful for travel and mission efforts. A young college age girl from our church was showing slides of her mission trip to Benin, Africa. The French on the signs was hard to miss, and France is the top tourist destination in the world.

As we look to prepare our students to live in a global community, French should definitely stay on our list of language offerings to American students. It should be one of the multiple languages that students of the future should be learning, ideally beginning language study in the early years of their education and building towards real proficiency as they study languages to advanced levels.

—An Invitation to Join—

The Ohio Foreign Language Association

Serving the Needs of Foreign Language Educators in Ohio

www.ofla-online.org

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

Mark Your Calendar Now!

March 4–10	**National Foreign Language Week**
March 8–10	**Central States Conference (CSC), Kansas City, MO** Information: www.centralstates.cc
March 20–24	**Teachers of English to Speakers of Other Languages (TESOL), Seattle, Washington** Information: www.tesol.org
March 22–24	**Ohio Foreign Language Association (OFLA) Annual Conference, Cleveland Information: www.ofla-online.org (see Conference Insert, pages 15–31)**
June 28–30	**American Classical League Institute (ACL), Nashville, TN** Information: www.aclclassics.org
July 16–20	**National TPRS Conference (ACL), Denver, CO** Information: www.tprstories.com/ntprs/
July 12–15	**The American Association of Teachers of French (AATF), Baton Rouge, LA** Information: www.frenchteachers.org
July 27–29	**National Junior Classical League (NJCL), Knoxville, TN** Information: www.njcl.org
August 2–5	**The American Association of Teachers of Spanish (AATSP), San Diego, CA** Information: www.aatsp.org
September 30–October 6	**German American Week**
November 2–8	**National French Week** *La Semaine du Français* Information: www.frenchteachers.org
November 16–18	**American Conference on the Teaching of Foreign Language (ACTFL), San Antonio, TX** Information: www.actfl.org **American Association of Teachers of German (AATG), in conjunction with ACTFL**
December 27–30	**Modern Language Association (MLA), Chicago, IL** Information: www.mla.org **AATSELL/AATSEEL, in conjunction with MLA** Information: aatseel.org

The Cardinal

Ohio Foreign Language Association

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