



The CARDINAL

Newsletter of the Ohio Foreign Language Association

Volume 46, Number 3

January 2008

The 2008 OFLA Conference is Coming Soon!

Mark Himmelein, President of OFLA

Although it is the middle of winter, spring and the annual OFLA Conference are not far away! As you read through this issue of *The Cardinal*, you will learn a lot about our upcoming meeting in Cincinnati on April 3–5, 2008. I hope the idea of meeting with colleagues, partaking in dynamic conference sessions and visiting our many vendors will help chase away some of the winter blues!

This year's annual conference will be even more exciting than in the past. All sessions will take place at the Cincinnati Hyatt Regency hotel, located in the heart of the Queen City, close to dining, shopping and many cultural venues. The Hyatt Cincinnati is a full service hotel with plenty of amenities, including plenty of convenient parking!

Our program is packed-full of interesting session and workshops (see page 24 for a listing of titles). With topics ranging from TPRS and classroom strategies, to licensure issues and the effective use of technology, there is indeed something for every foreign language educator. This year we have presentations which are applicable to all languages, including those which are less commonly taught. We have also made an effort to include sessions for all educational levels from elementary classroom to the university seminar. My thanks to the many colleagues who submitted proposals for sessions and workshops!

In addition to the workshops (which begin on Thursday) and the conference sessions (which are held on Friday and Saturday), we will have a keynote address by Mr. Gareth Howell, CEO and

President of the Cincinnati Global Center, of which OFLA is now a member. Mr. Howell's career has taken him across the globe in positions with the International Employment Law Committee of the American Bar Association and the International Labor Association. His wealth of international experience, as well as his dynamic personality will make the Keynote Address on Friday morning something you will not want to miss.

Later that afternoon, you will want to join your colleagues for an informal early-evening social hour with cash-bar. We will, of course, continue our tradition of an administrator's breakfast (see page 27) and the annual OFLA Awards Luncheon on Saturday at which we will honor our colleagues, administrators and friends who have contributed so much to our profession. Please be sure to attend!

I would also like to take this opportunity to thank the many students who entered the conference program contest. This year we had over thirty entries from twelve separate schools. With so many talented artists submitting their designs, selecting a winner was extremely difficult. It is my pleasure to announce that Erin Duffy of St. Peter's High School (Mansfield) submitted the winning design. She did an excellent job of capturing the conference theme "Foreign Languages — Creating a World of Understanding" in her design which you can view on page 15. Congratulations to Erin and to her teacher, Ms. Monica Sved. The second and third

continued on page 3

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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

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)

"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, Webster'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."

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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).

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 web site
 - the Affiliates

Conference Coming Soon, continued from page 1

place winners are Mary Kate Rothman (Holy Name High School, Parma Heights) and Tory Sholey (Eastwood High School, Pemberville), respectively. Congratulations to their teachers, Ms. Longinie and Mrs. Asmus.

Please read the this issue of *The Cardinal* especially carefully. In addition to the conference information, there are a number of important articles on OFLA's ongoing efforts, especially our language advocacy program (p. 10). You will also want to note the deadlines for conference scholarships (p. 29)—be certain to have your best students apply! Additionally, this issue contains information on the candidates for OFLA Board positions (p. 4) and proposed changes to our By-Laws (p. 5), on which all members are asked to vote. The proposed changes to the By-Laws are primarily "housekeeping" matters in that they update our governing documents to enable us to

move forward with electronic voting (to save postage and paper!), and they correct missing information, such start of term dates for our elected officers. As I shared with you in previous newsletters, one of the priorities I set this year for our OFLA Board was to clarify our By-Laws and operational procedures so as to help the organization function more effectively. We feel that the proposed By-Laws changes will do just that.

Thank you very much for your continued efforts in the teaching for languages and cultures and for your support of the Ohio Foreign Language Association. I look forward to seeing as many of you as possible at the April 3-5, 2008 OFLA Annual Conference in Cincinnati! Best wishes for the new year!



Voting As a Part of Your Membership Involvement

Dr. Rita Stroempl, Nominations Chair

Hello, fellow OFLA members. Very soon after reading this issue of *The Cardinal* you will receive a voting ballot in the mail. The two big decisions are who will be our next Executive Vice President (see statements page 4) and whether to accept the Executive Board's revisions to the By-Laws (see page 5). At the time of this publication, our Executive Recorder, Kathleen Atwood, runs unopposed.

The Vice Presidency is a four-year commitment, as the Executive Vice President moves onward to President Elect, President, and Immediate Past President. See page 4 for the statements from the Executive Vice President candidates, Sarah Shackelford and Renée Hevia. Both are outstanding choices, having served our profession in multiple responsibilities.

Your ballot on these election items will be arriving in your mail during the upcoming weeks. All members should

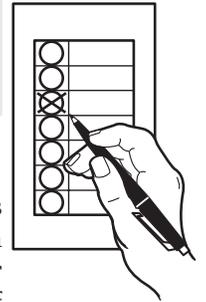
send in their ballot on officers and standing committees no later than one week prior to the conference (postmarked March 26, 2008). Currently, proposed changes in the By-Laws of the Ohio Foreign Language Association can only be voted on by the membership present at the Annual Business Meeting. Members who are unable to attend the conference may also send their absentee ballot one week prior to the conference (postmarked March 26, 2008). For future elections, the Executive Board is looking into electronic voting.

If you are interested in serving on a committee as a way of understanding what the Executive Board does, as a way of honing your special strengths, or as a way of giving back to our profession, please contact me at:

pastpres@ofla-online.org.

Please do your part in keeping this association a dynamically professional entity.

Candidates for Executive Vice President of OFLA:



Sarah Shackelford

I have been Chair, Political Advocacy Committee, OFLA, for the past four years, and am in my fifth year as French teacher, levels I-IV, at Clermont Northeastern High School in Cincinnati. Via my adjunct status with the University of Cincinnati and a regional grant from the state, advanced level students at Clermont Northeastern currently obtain dual high school-college credit, and our French program has expanded to include not only foreign travel, but also immersion experiences, cross level teaching, a grant for a Haitian service learning project, and more. I wrote the district curriculum maps for foreign languages and am working with the Clermont County Educational Service Center to spearhead county-wide collaborative foreign language projects.

I obtained my B.S. and M.A. degrees in French from Bowling Green State University, where I lived in *La Maison Française* for several years and served as House President. I spent my junior year abroad in Tours, France with the B.G.S.U. program, and was a Graduate Assistant in the Romance Languages Department, teaching basic French courses while working on my M.A. degree. Following this, I taught French at the University of Illinois while working on a Masters degree in Library Science, and was employed for a number of years as a professional Librarian/Manager for the Cincinnati Public Library system (teaching Adult Ed. and after school elementary French classes on the side). I am finally back to my first and true love—full-time teaching—and am passionate about our profession. In addition to my teaching and current OFLA Board responsibilities, I am active in AATF and regularly attend the Central States and ACTFL conferences. I have presented at OFLA, AATF-Ohio, and Central States (upcoming)

Believing that all students in Ohio deserve the opportunity to learn at least one world language, I have spent the last several years advocating for foreign language education at the local, state, and national levels. Most recently, I was appointed to and served on the Ohio Foreign Language Advisory Council, mandated by Senate Bill 311 to make recommendations for implementation of a K-16 foreign language education program for Ohio. In January, 2008 I began appointed service on the Board of JNCL-NCLIS (Joint National Council for Languages and the National Council for Languages and International Studies, based in Washington, D.C.)

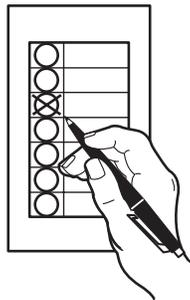
I would bring enthusiasm, a hard working ethic, an experienced but fresh outlook, commitment to highest quality world language education in all its facets, and OFLA Board experience to an elected role as OFLA Executive Vice President (and President).

Renée Hevia

Passion and commitment to growing our skills as Global Language teachers and developing more inroads to making learning a language a priority for Ohio's children has always been in the forefront of my career. Serving as your Executive Vice President would extend the passion and commitment I have to more than just my peers here at Sycamore Community Schools in Cincinnati. During the past 21 years, I have been able to contribute to our cause and now I am ready to serve at the state level for our Association.

Beginning in 1996 while teaching in the Immersion program for Cincinnati Public Schools, I served on a committee to review and provide input on the State Foreign Language Content Standards. This work was important because it led us to our Standards that we have today. In 1998, I was able to attend a Summer Institute for Immersion and FLES programs the Center for Applied Research in Language Acquisition at the University of Minnesota enabling me to work with World Language professionals like ourselves in developing differentiated lessons and rich discussions concerning the challenges of teaching a wide variety of learners in our classrooms and the challenges of teaching in the language instead of talking about the language in English. In 2001–2002 I served on the World Language State Advisory Committee for reviewing and revising lesson plans for the State Standards on Instructional Management System. This rewarding work highlighted the time and commitment it takes to plan lessons that are engaging and provide ample support for our students. We have a committed and creative group of World Language teachers in our state! In 2003 I became a National Board Teacher for Young Adolescence in World Languages. Since then I have mentored 6 teachers and all 6 have achieved National Board status. Congratulations to all Ohio World Language teachers who have done the same! Additionally, I was a facilitator to the National Board symposium in Columbus that addressed the Achievement Gap and National Board teacher's role in helping create a new vision for how to apply our talents for Ohio students. Since I enjoy growing my skills and sharing what I know, I have attended multiply workshops from our Association as well as leadership conferences. Currently, I am attending the Aspiring Leaders conference in Columbus to help grow my skills as a leader. Additionally, I have given various work shops including one at Miami University on Developing Rubrics for the World Language classroom which was given in 2004.

I look forward to serving you!



Proposed By-Laws Amendments

Barry Thomas, By-Laws Chair

The Executive Board of the Ohio Foreign Language Association recommends the following amendments to the membership. The rationale for the changes follows each amendment. Deletions are indicated by strike-through; additions are indicated by underline.

Proposal 1: Article III, 3(a).

Present wording:

The Executive Board shall direct the activities of the Association, in accordance with the provisions of the law, the Articles of Incorporation, these By-Laws, and in accordance with policies set at the Annual Conference and subject to the approval of the Professional Members at the Annual Meeting.

Proposed wording:

(a) The Executive Board shall direct the activities of the Association, in accordance with the provisions of the law, the Articles of Incorporation, ~~and these By-Laws, and in accordance with policies set at the Annual Conference~~ and subject to the approval of the Professional Members at ~~the Annual Meeting~~ through voting procedures established by the Executive Board.

RATIONALE:

“policies”: The By-Laws represent the basic guiding principles of the organization, which can and should only be changed with the approval of the membership. The “Policies” document, on the other hand, represents the working guidelines for the Board in carrying out the day-to-day business of the organization. It is not clear whether the original reference to “policies” was meant to refer to the actual “Policies” document, but in any case it has not been

the practice to bring such changes as per diem rates, speaker reimbursement, the conference site and the like to the membership for approval before acting on them; this would hamstring the work of the board. Deleting the reference to “policies” will remove the ambiguity.

“voting”: Members no longer have to be present at the business meeting to vote on matters, since absentee mail ballots are now permitted. Technology now allows for more efficient and faster means of communication (for example, electronic voting). The change in wording will allow the organization and the board to react in a more timely fashion to take advantage of new technology.

Proposal 2: Article V, 2:

Present wording:

The Executive Vice President, the Vice President-Public Relations, Vice President-Publications, the Vice President for Membership, the Executive Treasurer and the Executive Recorder shall be elected by the members of the Association in accordance with the provisions of Article V, Paragraphs 3 and 4 of these By-Laws.

Proposed wording:

The Executive Vice President, the Vice President-Public Relations, Vice President-Publications, the Vice President for Membership, the Executive Treasurer and the Executive Recorder shall be elected by the members of the Association in accordance with the provisions of Article V, Paragraphs 3 and 4 of these By-Laws. All officers shall assume their offices no later than July 1.

RATIONALE:

The Bylaws do not state when a term of office begins. In practice

this has usually been after the May budget meeting. The proposed change will set a specific date for the transfer of responsibility to the incoming president and other elected Board members. July 1 is the start of the new fiscal year.

Proposal 3: Article IV, 12

Present wording:

The term of all elected Executive Board officers shall be limited to two consecutive terms. This provision shall not apply to persons holding office prior to the 1992 elections.

Proposed wording:

The term of the following elected Executive Board Officers (Vice President for Public Relations, the Vice President for Membership, the Vice President for Publications, the Executive Recorder and the Executive Treasurer), shall be limited to two consecutive terms in one office. This provision shall not apply to persons holding office prior to the 1992 elections.

RATIONALE:

The present wording was approved in the early 90s as a means of encouraging new people to serve on the board in these important offices, which have three-year terms. It was not intended to refer to the presidential track officers, since those offices are for one year only; nor was it intended to prevent a well-qualified member from serving in another office on the board. Adding the phrase “in one office” will make it clear that a well-qualified individual who has already served two consecutive three-year terms in one of the above offices would still be eligible to run for a different office.

The proposed changes will remove any possible ambiguity.

Professional Development:

Upcoming Opportunities



Cincinnati Collaborative of Foreign Language Teachers Presents:

“Assessment and Planning for the World Languages Classroom”

Dr. Deborah W. Robinson, Ohio Department of Education World Languages Consultant, presents at the Xavier University’s World View Lounge, Saturday, February 9, 2008 from 9:00 to 12:00. The cost is \$10 (includes coffee, refreshments, materials and program).

Using the principles of backwards design and performance-based and formative assessment, Dr. Robinson will lead participants in thought-provoking discussions and hands-on activities. To register, send your name, address, phone, e-mail, school name and language(s) taught, along with a check for \$10 payable to Xavier University to:

Cincinnati Collaborative
Diane Ceo-DiFrancesco, Xavier University
3800 Victory Parkway,
Cincinnati, OH 45201-5184

Deadline: February 1, 2008

Questions? Contact Diane Ceo-DiFrancesco at 513-745-3423 or ceo-difr@xavier.edu

Foreign Language Writing Instruction: Principles and Practices

Foreign Language Writing Instruction: Principles and Practices is the theme of the 2008 Symposium on Second Language Writing, taking place June 5 – 7 at Purdue University in West Lafayette, Indiana. We see the upcoming Symposium as an opportunity for foreign language professionals to come together as a community and discuss common interests. For more information on this year’s Symposium, visit <http://www.sslw2008.org/>; for information on previous symposia visit <http://sslw.jslw.org/>.

Along with the Symposium, a Graduate Student Conference will offer master’s and doctoral students a chance to present their own research and scholarship on second or foreign language writing and to receive feedback from peers and from established scholars in the field in a supportive atmosphere. If you are interested in presenting at the GSC, please visit the Symposium web site for submission instructions.

Concordia Language Villages

Concordia Language Villages announces two opportunities for world language teachers: Teacher Seminar, a 4-credit graduate course in second language and immersion methodologies will take place June 22 – July 2 at the Villages in Bemidji, Minnesota. The Master of Education in World Language Instruction is an eighteen-month blended program combining online coursework during the academic year with onsite coursework at the Villages during the summer. For more information on both programs visit our web site: www.concordialanguagevillages.org, contact us at 1-800-222-4750 Ext. 2002 or e-mail us at educators@cord.edu.

Don’t Forget These Upcoming National Conferences:

Ever attended a national conference? Maybe this should be the year! Many world language organizations schedule their annual meetings during the summer so that teachers can attend, even if their districts won’t let them out, pay for a sub, etc.

For some people, the cost seems prohibitive, but consider the value you get for your dollar: sessions and workshops specially targeted for your language or skills, a wider range of presenters, experts from all over the nation, the *crème de la crème* as it were; and an exhibit hall full of items with that specific targeted audience. Then consider that expenses directly related to the trip are tax-deductible.

Plan a family vacation around a summer conference. When I was a child, my parents were both teachers. In the winter, we took a Christmas Break trip to wherever either the national history organization or MLA was meeting. One parent took us sight-seeing while the other attended sessions. As a adult, I have planned several summer trips around AATF conferences, including this coming summer in Belgium.

Not in the cards for 2008? Start thinking about the summer of 2009. I can personally attest that these national conferences can be a great buy for your personal professional development dollar!

—Jane Rauschenberg, VP Publications

Summer 2008 Conferences:

June 27–30: American Classical League Institute (ACL)
Durham, NH; Information: www.aclclassics.org

July 8–11: American Association of Teachers of Spanish (AATSP)
San Jose, Costa Rica; Information: www.aatsp.org

July 16–19: American Association of Teachers of French (AATF)
Liège, Belgium; Information: www.frenchteachers.org

July 21–25: National TPRS Conference, Minneapolis, MN
Info: www.tprstories.com/ntprs/2008/index-2008.htm

**TRANSLATING AND INTERPRETING:
CAREERS FOR THE 21st CENTURY**

Friday, May 16, 2008
Satterfield Hall, Kent State University

Join your colleagues at a one-day workshop to learn more about exciting career possibilities in the fields of translating and interpreting.

Speakers will be language professionals who currently work in these fields and translation professors from the Institute for Applied Linguistics at Kent State University.

This workshop will be sponsored by the Northeast Ohio Translators Association www.notatranslators.org and KSU's Institute for Applied Linguistics appling.kent.edu.

For more information and to register, visit www.notatranslators.org.



Summer Seminars Abroad for Spanish Teachers
Bolivia 2008

Department of Spanish & Portuguese
The Ohio State University
298 Hagerty Hall
1775 College Rd
Columbus, Ohio 43210-1340

July 21st – August 8th, 2008
Cochabamba, Bolivia

2008 Program Cost: \$2058

Price includes: 5 graduate credit hours of OSU tuition; room & board with a Bolivian family; 1 weekend excursion; course packets; supplemental travel health insurance; and airport pickup and drop-off in Cochabamba.

**Program information and application
are available at: oia.osu.edu/ssast**

Terrell A. Morgan, Ph.D.
SSAST Program Director

Relax, Recharge, Reflect, Renew

Best Practices: Local Collegial Support Group

Kathy Lewton, Wadsworth City Schools



Do you feel like no one else knows what you're going through in the classroom? Want to hone your language skills with someone older than 15? Looking for someone with whom you can enjoy fine cuisine, music, art, and film? I may have an answer.

What began as a new friendship between two teachers in neighboring school districts turned into a tri-county French teacher support system that I affectionately call "*Mes Amies*" (my friends). The group grew via word of mouth and written invitation to area French teachers.

Our group includes teachers at all levels, with varying experience, all bound together by love of our language and love of teaching. We currently have 10 teachers from 6 school districts in the Medina-Summit-Wayne County area.

We have been meeting on a regular (or sometimes irregular) basis for about two years. In this group we relax and recharge to face another day in the classroom, renew our language skills, reaffirm our passion for this most challenging profession, and rejoice in newfound friends.

We meet less frequently during the school year, more fre-

quently in the summer. Our group has an unofficial coordinator who chooses dates and activities (with input from individuals or by group consensus). E-mail makes contacting the group very manageable.

We also have a food connoisseur who is gifted in finding restaurants or planning meals. Other members offer ideas, open their homes to host an activity, or chauffeur.

We have shared meals with visiting teachers from France, watched French movies at the Cedar-Lee Theatre, Regal Cinemas, or in the comfort of our homes with a DVD, been enthralled by special exhibits at the Cleveland Museum of Art, prepared and enjoyed meals and picnics à la française, shopped at Cleveland's West Side Market, and sampled savory crêpes at Le Petit Triangle. There's always plenty of time to chat, to share teaching tips, to listen, and to encourage.

Between activities we communicate via e-mail, phone or snail mail and share resources, news articles, and NPR highlights as well as interesting links and recipes.

So how can you start a group? Plan an initial meeting at a local

restaurant or café. Send e-vites or more formal written invitations to teachers in neighboring school districts. Keep it simple—keep it fun—teachers' lives are already busy and complicated. Decide how often the group wants to meet. Set a date for the group's next meeting and have someone volunteer to send reminders.

Let the group's needs and schedules guide you. Be flexible. Give the group some time to gel.

As language teachers, we need to stay connected. We need local support. And while a small group such as this serves us well, statewide support is also crucial. Join OFLA and encourage your colleagues to join. Serve on the OFLA board. Subscribe to the OFLA list serve. Come to the Annual Conference in Cincinnati April 3–5: start networking or be a presenter.

Couldn't you use a little R & R?

What began as a new friendship between two teachers in neighboring school districts turned into a tri-county French teacher support system...

OFLA 2008 Conference sessions will include the annual book clubs in Spanish, French and German. For additional information, see page 26.

OFLA French Book Club Selection: *Stupeur et tremblements*
OFLA German Book Club Selection: *Der Freund und der Fremde*
OFLA Spanish Book Club Selection: *El Amor en los tiempos del cólera*



Cardinal Notebook

Janet Irvin, Contributing Editor

OFLA and the Quest for Answers

As my retirement year heads into the final turn, I feel exhilaration and sadness well up in equal measure. This year is filled with 'lasts.' The last parent-teacher conferences. The last first semester exams. The last snow days. The last time I need to create fifty ways to teach the difference between *ser* and *estar*. And, of course, the last Ohio Foreign Language Association spring conference I will attend as a full-time teacher.

Perhaps for you, the Cincinnati setting for the conference will be your first and you're wondering what the sessions are all about. Or you could be in the mid-range of your career, a little tired, a little beaten down by all the paperwork and you're wondering what could possibly be worth all the work it takes to leave the classroom for a day or two. Those of us at the end of the race may even feel like we've seen it all before.

Not me. I always find a new friend, a new idea, a new perspective, a new activity to implement in my classroom. OFLA represents the best of

I always find a new friend, a new idea, a new perspective, a new activity to implement in my classroom.

our profession—the enthusiasm of presenters, the hum of vendors, the cheerfulness of volunteers, the bustle of attendees cramming in to a crowded room for a popular session. Which ones are popular? The ones that offer a handout and a hand up, a fresh eye for the old standards, an organized approach to the chaos of language.

For language is chaotic, a whirl of sound and pattern and slang and shifting meaning. I

marvel at the textbook writers who attempt the impossible, who strive for clarity and organization in a subject matter that is best learned through immersion and personal need to know and active participation.

This year more keenly than all the others that have come before I find myself questioning the choices that I and others make about which structures to present first. Each time

I introduce a new concept, I wonder if this is where it really belongs. Present progressive in conjunction with present tense at first or second year? After all, my students have been known to ask, "How can I say it's happening right now?" Irregular preterites along with regular forms or in a separate section? It is easiest to

explain the way those regular verbs work, except, of course, for the spelling changes. (See what I mean about chaotic?)

But then how do you explain the forms of *hacer* (to do), as strange as they are, when the student needs this one verb to make sense of the other things he wants to say? How can you best introduce the subjunctive?

Even more difficult is the use of grammar terminology. My students come ill prepared to understand how language works, yet at some point I must use the terms *direct object* and *indirect*

object. This year I also find a huge difference in the ability of students to comprehend what they read, from instructions to simple culture explanations IN THEIR OWN LANGUAGE. If they cannot connect with words in their native tongue, how successful can I be in teaching them a second or a third language?

So, I will be attending the OFLA Conference in hopes of finding an answer or two

I will be attending the OFLA Conference in hopes of finding an answer or two...

to one or more of these questions. I look forward to discussing the growing problem of comprehension with those of you in other parts of the state. Has this become general and widespread? What can we do to improve native-language literacy so our particular disciplines do not suffer? What about the ongoing problem of parental attitudes that insist (and I quote) "language is just something they have to suffer through." Yikes!

Please talk to me. I need your support, your confidence, your concern, so I do not finish this year isolated. And I'm not alone. We need each other. OFLA provides the chance to forge those connections so we can address the problems and search for solutions. Together we can.

Contact me at
jirvin@springboro.org,
JanetIrvin@gmail.com
or check out my web site at
www.JanIrvin.com.

I love hearing from you.

Advocacy Minute

Sarah Shackelford, Political Advocacy Chair



Dear Colleagues,

There is much excitement in Ohio about the future of foreign language education. While the outcome of the recent submission of FLAC's recommendations to Ohio legislators and the unveiling of the Language Summit's Roadmap may not yet be certain, it is clear that our discipline is increasingly attracting the attention and interest of a number of Ohio stakeholders. Are your district administrators, board members, students, parents, counselors and other colleagues among those "in the know" about the vital connection between world language education and the ability of Ohioans to fully participate in the global economy? Are your community members aware of national security needs and the research indicating that the study of languages enhances success in other academic disciplines? Have all had the opportunity to read the suggestions for optimal world language programming offered by the FLAC report? (See pages 42-43.)

The responsibility of "educating" those holding power to enhance or to cut our language programs ultimately rests with each of us. Individually and together, it is more important than ever before to remain informed about the latest political and pedagogical developments affecting foreign language education, and to pass along this information in our local communities.

Please join us during the OFLA conference in Cincinnati for an open panel discussion of language advocacy/promotion related issues. We will attempt to provide answers to your questions about the FLAC recommendations and brainstorm responses to current opportunities and challenges. Why not bring along your district administrators and counselors? As an added "bonus," refreshments will be served!

Are you having problems obtaining permission and/or funding from your district to attend professional development events such as the OFLA conference? If so, be sure to look at the suggestions below.

Let's work together to build support for foreign language proficiency for every student in our state!

Sincerely,

Sarah Shackelford

Ideas to Help Persuade Your District Administrators to Fund Conference Attendance

Permission and/or funding from local districts for foreign language educators to attend professional development events is becoming increasingly difficult to obtain in Ohio.

The following suggestions were recently posted on FLTEACH (11/27/2007) by Becky Kline (NECTFL), who cited the PMSLA web site as her original source.

In addition to offering ideas for persuading your administrators to allow conference attendance, these suggestions are good overall advocacy techniques.

- Offer to present a session at an upcoming district in-service for teachers who did not attend the conference. Be prepared. Present the best of the best. Be sure to distribute workshop evaluations and give the results to your administration.
- Invite an administrator to your class to see a new idea/project/activity that you have implemented—one that you brought back from the conference. (Be sure you have worked out all of the bugs first.) Even if the administrator doesn't have time to come—she/he will get the message.
- After trying out a new activity or project, ask

your students to write about it and select the best one to be published in the school paper. Be sure to include mention that the activity was presented at a particular conference.

- Write a short blurb about the conference and benefit for the school newspaper. (Some teachers are shy about this...but this is not self aggrandizement!) It is good for parents and students to know that their teachers are up-to-date! It is good for the school and your program.
- Use your department web site to feature information about the conference and resulting class activities. Include samples of student work to highlight the result.
- Get on the school board agenda. Tell them about the benefit to students and how what you learned is making a difference in your classes. If this is intimidating to do on your own, get together with your colleagues and do a short, joint presentation. Often board meetings are covered by newspapers and/or TV which means that the community will also be informed.

The important thing is to be proactive. Do not wait until your PD privileges are gone!

Recent Advocacy News and Tidbits:

Invite your district administrators to the **FREE administrator breakfast on Friday, April 4th, 9 AM** at the Hyatt Regency in Cincinnati (during the OFLA Conference). This is a great way to “show off” our discipline and gain the support of administrators for our programs!

An advocacy forum will also be scheduled during the conference (hopefully shortly after the breakfast). This question/answer session will address the latest information available and clarify questions about the legislative recommendations from FLAC.

A Public preview of “Think Global Ohio: This site will grow into a multimedia toolkit of resources to help young Ohioans succeed in a high technology global economy and a diverse and interconnected world. This resource is being developed by the International Education Advisory Committee, organized by State Superintendent of Public Instruction Susan Tave Zelman

and comprised of leaders from Ohio P-12 schools, colleges and universities, business and industry, and non-profit organizations. With support from the Ohio Department of Education, the Martha Holden Jennings Foundation, and Time Warner Cable, ThinkGlobalOhio.org will be expanded to include a wide variety of resources for teachers, school leaders, parents and students.

www.thinkglobalohio.org

College Cost Reduction and Access Act of 2007 (H.R.2669):

The College Cost and Reduction Act of 2007 was recently passed in both the House of Representatives and the Senate. It was signed by President Bush on Thursday, September 27, 2007 and became Public Law No. 110-84. The purpose of this legislation is to increase college financial aid and reduce loan costs in order to make college more affordable. “The legislation will do more to help students and families pay for college than any federal effort since the 1944 GI Bill and comes at no new cost to U.S. taxpayers.”

(<http://edworkforce.house.gov/>) The legislation makes changes to the Pell Grant program and alters the current Higher Education Act student loan program.

Of particular interest to language professionals, this bill would provide student loan forgiveness to borrowers who serve in areas of national need as early childhood educators, nurses, foreign language specialists, librarians, certain highly qualified teachers, child welfare workers, speech language pathologists, National Service participants, and public sector employees.

It also would establish a TEACH Grant program providing tuition assistance to undergraduate and graduate students who commit to teaching a high-need subject in a high-need school for four years.

Be sure to visit ACTFL’s “Discover Languages” campaign site. There are many resources and ideas here for celebrating, expanding, and advocating for your language programs.

www.discoverlanguages.org

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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 a member of the Ohio Foreign Language Association, 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:

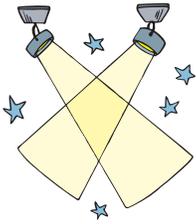
- Faculty committee
- Student competition
- Other (Please describe)
- Recommendation by teacher
- Choice of principal
- Choice of department head
- Recommended by counselor

Signature _____ Date _____

**Mail to: OFLA Promotional Educational Activities Committee
Michelle Garlock
Lima Central Catholic
720 S. Cable Rd.
Lima, OH 45805
(edactiv@ofla-online.org)**

Note: Award certificates for applications received by March 15 will be available to pick up at the OFLA Conference. All other nomination forms must be received by APRIL 15 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.



Ohio Students Value Language Learning

Roslyn Terek, Vice President for Public Relations

Well done, colleagues! We are proud of our students! We look forward to news about them. We are thrilled to read about them, to talk to them and to listen as they speak. They continue to motivate us even though they are no longer "our students."

As I write this, we are looking forward to our holiday break. And as I get ready for the brief days and long, cold nights of December, I anticipate the classroom

visits I will have from the past year's graduates. One of my classroom traditions is to invite my former students,

who are on their winter break, to come to speak to my current students.

These new university students offer valuable examples of experiences they have had during their first term at the university. I am sometimes unsure of what they will say. However, they never fail to astound me with the growth they have had since their high school graduation.

Most often, they say the things that both you and I say to our students. But, what seems to make a difference is that the current students are very receptive to their peers and to their messages. Each year, it is so interesting to hear their perspective on education, college life and language study. They never fail to mention that they realize the value of what they have studied in their language classes.

Hearing them always helps the current seniors and me to continue to grow. They help us to realize that they do value and they do understand what they were taught.

They never fail to mention that they realize the value of what they have studied in their language classes.

Student Perspectives on Language

In continuing to "Share Our Successes," Stacy Knipp, a Spanish teacher at Union Scioto High School in Chillicothe, has offered to share the reflections about language learning from former Union Scioto students.

Rachel Dixon (Class of 2005) is studying to earn a Bachelor of Science in Nursing at Xavier University. She studied Spanish for three years in high school. "Foreign language and culture are a very important aspect of our education and mission! For my major, I am required to take two foreign language courses, and I have tested into the 200 levels. I feel like Spanish is a great learning experience...It has really helped me, and it will open up a lot more doors in the future in the nursing profession. High school Spanish class was taught to prepare me for college courses. I was honored to have been chosen for a summer trip to Spain two years ago, and even then got to put my Spanish to work, and it felt great. I can only imagine how it would feel now, being more comfortable and experienced with the language. I encourage everyone to take on a foreign language course sometime in their life, although the language I am most passionate about learning would definitely have to be Spanish!"

Erin Kelly (Class of 2004) studied Spanish for four years in high school. She currently attends Ohio University in Athens. She writes that a liberal arts college requires students to study a foreign language to obtain a degree. Since she studied Spanish for four years, her requirement was waived. According to Erin, "Spanish is a very popular language and culture. Almost everyday, I see something

on television or in the newspaper that I may not understand fully if I hadn't had some knowledge. Also, in traveling, knowing the language is very helpful to get around. I went to Spain a couple summers ago, and it felt good to be able to go somewhere on my own. Learning foreign languages allows students to broaden their view of the world around them. It lets us see that there is more to the world than the small town we call home."

Taylor Sorensen (Class of 2007) related, "I go to the University of Pennsylvania. There is a foreign language requirement to get a degree here. Although I didn't take a Spanish placement exam, my four years of Spanish in high school have helped me so much in my new Italian class. Studying another language and its culture has definitely expanded my horizons. I had the wonderful opportunity of traveling to Spain, England and France with my school, and used my language skills and saw what the rest of the world is really like. I plan to go to medical school after graduating college and I know my language experience will benefit me greatly no matter what city I end up in."

Don't Be Left Out! Share YOUR Students' Successes

Do you know of former students who have gone on to use language in a career? Or, perhaps have realized the value of language learning? I invite you to contact the Public Relations Committee and me, Roz Terek, at vprr@ofla-online.org. The committee welcomes your input and looks forward to hearing more about our students' successes.

Technology & World Languages Committee

Theresa Minick (tech@ofla-online.org)



ACTFL 2007

The ACTFL conference in San Antonio, Texas, November 15-17, provided some wonderful opportunities for world language teachers to explore various technology tools and to learn about ways to use technology.

The theme of the conference was Bridging Cultures through Languages. There were many interesting sessions that connected the use of technology to helping students develop their reading, writing, listening and speaking skills within a cultural context. The types of technologies were varied—podcasts, digital video, blogs, wikis, etc. And, teachers used these technologies in innovative ways to help bridge cultures. There were sessions on intercultural exchange projects, collaborative blogs, digital video projects, and partnerships via videoconferencing. Conference sessions also addressed issues such as technology and testing, using technology to meet multilevel student needs, speech recognition technology, reflective listening, technology and assessment, among others. Many attendees that I spoke with expressed an interest this year in learning more about online courses and delivery systems. The ACTFL conference met some of their interests also. There were sessions on distance learning and sessions about online tools that help to foster collaboration and build a sense of community.

In addition to attending sessions and workshops, one could explore many technologies through visiting the different booths in the large Exhibit Hall. Even if you don't have the funds to invest now, it was an opportunity to see what is available and get some new ideas. And, with some new ideas, we language teachers are very creative and very good at finding some technology tools online that are free. They may not have all the features of some of the more costly products, but they can still have an impact on the learning environment.

OFLA BLOG

Don't forget to visit the OFLA blog. There have been some great suggestions. Take a few minutes and add some of your own ideas and activities! The address is www.oflablog.blogspot.com.



Speakers Bureau Update

Wanted: Speakers for Students

The Public Relations Committee would like to invite you to share your business contacts in Ohio. If you can, we ask you to submit the names of any speakers who have spoken to your classes.

These speakers, who are affiliated with businesses in Ohio, could provide a wealth of information to our students. Our goal is to provide to Ohio's foreign language teachers a list of speakers willing to visit foreign language class rooms around the state.

Contact Roz Terek, VPPR at vppr@ofla-online.org

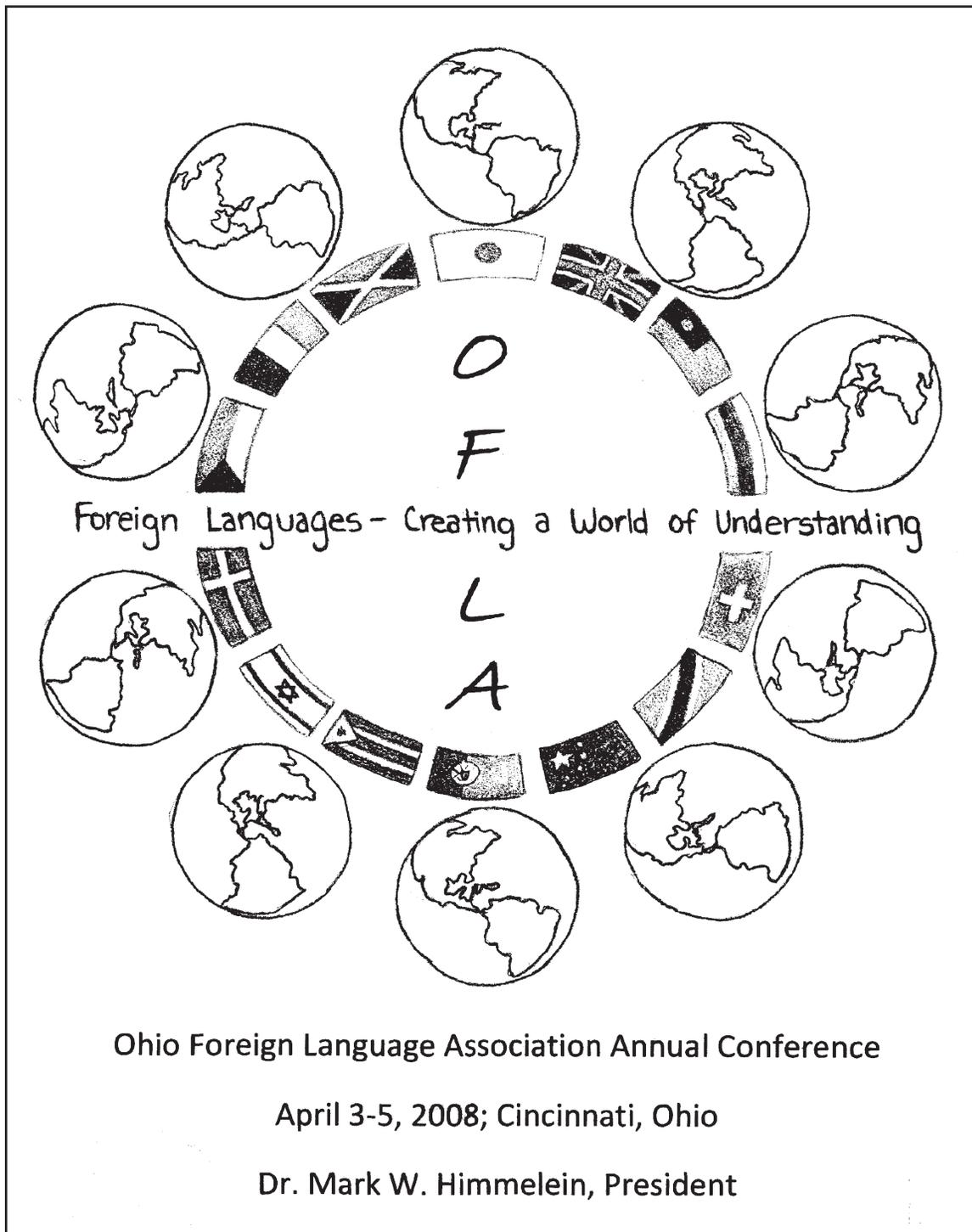




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Ohio Foreign Language Association Annual Conference

April 3-5, 2008; Cincinnati, Ohio

Dr. Mark W. Himmelein, President

Program Cover Design Contest Winners:

1st Place, \$100: Erin Duffy, 11th grade, St. Peter's High School; Mansfield, OH. (her winning design is shown above) Teacher: Monica Sved

2nd place, \$75: Mary Kate Rothman, 9th grade (Holy Name High School - Parma Heights) Teacher: Ms. Longinie

3rd place, \$50: Tory Sholey, 9th grade (Eastwood High School - Pemberville) Teacher: Mrs. Asmus

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2008

Registration Information

TO REGISTER:

- Return the Registration Form on the opposite page post-marked by March 1, 2008 for the early-bird discount.

2008 OFLA Conference
The Meeting Connection
893 High Street, Suite J
Worthington, OH 43085

LOCATION:

Hyatt Regency Hotel
151 W Fifth Street
Cincinnati, OH 45202

- Located in the heart of the downtown shopping and entertainment district!
- Within blocks of numerous attractions!

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.



*The Hyatt Regency
Cincinnati, site of the 2008
OFLA Annual Conference,
April 3–5*



TO MAKE A HOTEL RESERVATION:

- Call the Cincinnati Hyatt Regency Hotel directly at (513) 579-1234 and ask for the Reservations Department.
- Mention “OFLA” to get the special conference rate:
Single \$129 per night (+ tax)
Double \$139 per night (+ tax)
Triple/Quad \$154 per night (+ tax)
(Your room costs are paid directly to the hotel.)
- The reservation deadline is March 8 for hotel rooms.



FOR MORE ABOUT THE HOTEL:

- www.cincinnati.hyatt.com

FOR MORE INFORMATION:

Log on to the OFLA web site at www.ofla-online.org for more information about OFLA and updates on the 2008 Conference!



OFLA CONFERENCE 2008

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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) _____
(Spouses and others who are not Foreign Language teachers.)

I am willing to preside at a session

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 20-21. Don't forget to pay the conference registration fee below.

Thursday Immersion School Visits (11:00AM-2:30PM)	\$30	First Choice _____	Second Choice _____
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 Two-Hour Morning Workshops (8:00AM-10:00AM).....	\$30	First Choice _____	Second Choice _____
Saturday Two-Hour Morning Workshops (8:00AM-10:00AM) ...	\$30	First Choice _____	Second Choice _____

TOTAL WORKSHOP FEES.....\$ _____

CONFERENCE REGISTRATION FEES

	Early-Bird Rate	Regular Rate	
	Postmarked by March 1, 2008		
OFLA Member (KWLA or IFLTA member check box <input type="checkbox"/>)	\$45	\$65	\$ _____
Non-Member (includes dues for remainder of OFLA year)	\$80	\$100	\$ _____
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

OFLA Awards Luncheon—Saturday, April 5..... \$30 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, 2008.

Make checks payable to OFLA and mail completed form with payment to:

2008 OFLA Conference, The Meeting Connection, 893 High Street, Suite J, Worthington, OH 43085

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Keynote Address



OFLA is happy to announce that Gareth Howell, President and CEO of the International Visitors and World Affairs Councils at the Global Center of Greater Cincinnati, has confirmed as our keynote speaker for our conference, April 3–5, 2008, in Cincinnati.

The Global Center considers itself Cincinnati's Bridge to the World. It welcomes distinguished national and international visitors to the region, and runs a lively education program on world affairs for students, teachers, seniors, and other citizen groups. For more information, please visit: www.globalcincinnati.org.

Gareth is past Vice-Chair of the International Employment Law Committee, American Bar Association. Also, he was New York Representative of the International

Labor Organization—a leading agency of the United Nations based in Geneva, Switzerland. He worked with Secretary-General Kofi Annan, and with the ambassadors of member states, on international labor standards, child and migrant labor, post-war reconstruction, and global employment promotion.

In 1996, in Bosnia-Herzegovina, he led a World Bank task force to raise \$130 million to re-employ ex-combatants. He advised governments in Africa and Latin America, and ran development programs in Asia. Also at the Bank, he managed a \$120 million loan portfolio, and did a major study on China (published as "China: New Skills for Economic Development", World Bank, 1993). Formerly a Ford Motor Company executive in Europe, and the Program Director of the United Nations Staff College in Turin, Italy, he is a University of Wales law graduate and was a Magistrate in Wales.

Currently, he is regularly consulted as an Adviser to the U.S. Millennium Challenge Corporation on implementation of its fast-growing social and economic development programs in Africa, Asia and Latin America.

In his early career, he advised the U.K. Constitutional Commission on proposals for constitutional change in Wales, which eventually were legislated and implemented in 1999. He speaks English, French, Spanish and Welsh.

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 Martha Pero 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.



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Schedule of Events

Thursday, April 3

11:30 AM – 2:30 PM	Immersion School Visits
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
8:15 PM – 9:15 PM	OFLA Board Meeting

Friday, April 4

7:30 AM – 5:00 PM	Registration
8:00 AM – 8:50 AM	Session I
8:00 AM – 10:00 AM	Friday Morning Workshops
8:30 AM – 5:00 PM	Exhibits Open
9:00 AM – 9:50 AM	Session II
9:55 AM – 10:25 AM	Exhibit & Coffee Break
10:30 AM – 11:45 AM	Keynote Session
NOON – 1:30 PM	Lunch Break
1:30 PM – 2:20 PM	Session III
2:30 PM – 3:20 PM	Session IV
3:30 PM – 4:20 PM	Session V
4:30 PM – 5:20 PM	Session VI
5:30 PM – 6:30 PM	President's Reception

Saturday, April 5

7:30 AM – NOON	Registration
8:00 AM – 8:50 AM	Session VII
8:00 AM – 10:00 AM	Saturday Morning Workshops
8:30 AM – NOON	Exhibits Open
9:00 AM – 9:50 AM	Session VIII
9:50 AM – 10:30 AM	Exhibit & Coffee Break
10:30 AM – 11:20 AM	Session IX
11:30 AM – 12:30 PM	OFLA Business Meeting
12:40 PM – 2:10 PM	Awards Luncheon
2:20 PM – 3:10 PM	Session Group X
3:20 PM – 4:30 PM	OFLA Board Meeting

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Workshops

THURSDAY 11:00AM – 2:30PM

W-01: Visit to Immersion School: AMIS

W-02: Visit to Immersion School: Fairview

W-03: Visit to Immersion School: AWL

Description: Visits to AMIS (Academy of Multilingual Immersion Studies (French and Spanish), Fairview German School (Cincinnati Public), and AWL (Academy of World Languages, recipients of the FLAP grant). At the time of printing, we expect the visits to consist of a tour and information about each program. Teachers may be able to visit classrooms to observe.

Audience: All

THURSDAY Full-Day — 3:00PM– 8:00 PM

W-04: Using VLogging and Culture Modules in the Foreign Language Classroom

Presenter: Deborah Gill (Pennsylvania State University, DuBois)

Description: This workshop will discuss recent literature and demonstrate (1) the use of Video Logging to track and assess language learning and acquisition and (2) Culture Modules to assess cultural knowledge acquisition. Participants will create and discuss how to assess VLogs through examples. Participants will also discuss the components of a culture module and pre- and post-assessing cultural knowledge outcomes. Handouts and CDs of culture modules will be provided for participants.

Language(s): English, Spanish,

Level(s): All Levels

Audience: All

W-05: French Immersion Workshop (2007 All-Star Workshop)

Presenters: Kirsten Halling, Marie Hertzler, Pascale Abadie, Paige Piper (Wright State University)

Description: Participants will enjoy collaborating with colleagues in an immersion environment. Pedagogical resources and materials will be distributed and discussed during interactive sessions focusing on French music, contemporary politics, culture and literature. Teachers will share strategies for successful program advocacy in an informative and enjoyable forum. *À ne pas manquer!*

Language(s): French

Level(s): High School, Post-Secondary

Audience: All

W-06: Incorporating Francophone Africa into the French Curriculum: K-12 and University Level

Presenters: Daniel Noren (Ferris State University)

Description: This workshop will feature PowerPoint presentations and DVDs from my recent sabbatical stay in Cameroon, 2006–2007, and discuss the pros (fun and adventure potential) and cons (certain potential unanticipated surprises) of travel to this culturally rich and diverse francophone nation. One of the highpoints of the workshop will be when the group will produce a fashion show, sporting a colorful variety of African wrap-around fabrics, "pagnes," with "coiffes," head adornments, and be given a handout of various west African styles. The focus of the "atelier" will be on developing week-long modules for teaching several disciplines; culture, geography, ethnic groups, oral literature, and tourism; all in the target language. Dan will stress the value of this kind of approach to teaching French as being, above all, a virtual education in global consciousness acquisition.

Language(s): English, French

Level(s): All Levels

Audience: All

THURSDAY Afternoon — 3:00PM – 5:00PM

W-07: TPRS in the Elementary School: It Works!

Presenter: Kristy Vernon (Flaherty Elementary School)

Description: Whether you are a beginner or more advanced in TPRS, this workshop will focus on the elementary setting and how TPRS really does work with these students. Also, you will leave with tons of great ideas for engaging your students and really help them learn a second language. The main focus of the session will be to become aware of TPRS in the elementary school, the activities and games that really work with the kids, and how to be successful using this method.

Language(s): English, Spanish

Level(s): Elementary, Junior High or Middle School

Audience: Classroom teachers



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Workshops

W-08: Building Bridges Between Classroom Activities (2007 All-Star Workshop)

Presenters: Kirt Komocki, Melissa Logue (The Ohio State University)

Description: Transitions help establish the context of a lesson, engage students as active learners, and act as the ideal bridge between classroom activities. Discover the benefits of bridging classroom activities, identify different types of transitions, and practice developing ways to connect activities in your own lesson plans. The expanded and revised session will include a PowerPoint presentation and small group activities. Participants will receive sample lessons that will fit thematically with any textbook or language.

Language(s): English

Level(s): All Levels

Audience: Classroom Teachers

W-09: Performance Assessments for NCATE Program Reports

Presenters: Isabel Cavour (University of Dayton), Bonnie Fonseca-Greber (Bowling Green State University), Susan Colville-Hall (University of Akron)

Description: After a rather long era of development of foreign language teaching methods, a movement towards language proficiency outcomes started. In the 1980's the ACTFL Proficiency Guidelines were developed to focus on performance. In the 1990's the National Standards for Foreign Language Learning were created having language culture proficiency as a goal. In the 2000's the new ACTFL/NCATE Program Standards were also written concentrating on outputs. Today's concern is on the results of teaching and learning for real life tasks. This session goal is to discuss the differences between input-based (achievement) and output-based (performance) assessments. The discussion will be around sample performance assessment instruments responding the ACTFL/NCATE program report.

Language(s): Applicable to all languages

Level(s): Post-Secondary

Audience: Teacher Trainers, Supervisors

THURSDAY Evening — 6:00PM – 8:00PM

W-10: Is Podcasting Greek to You? (2007 All-Star Workshop)

Presenters: Martha Pero (Hudson City Schools), Marie Sabol (Hudson High School)

Description: Learn how to get your students talking more in class. This workshop will provide how to podcast and some ideas for you to use in class. This is for you even if you have only one computer in your classroom!

Language(s): Spanish

Level(s): All Levels

Audience: Classroom Teachers

W-11: Non Native Spanish Teachers TL Involvement Inside and Outside the School Setting.

Presenter: Cynthia P Fraga-Canadas (The Ohio State University)

Description: This is an interactive presentation that will share the results of a survey and teachers' voices from Ohio. Their concerns and issues regarding non-native Spanish teachers' lack of experience in teaching upper level classes are presented along with teachers' comments about the importance of professional development that targets language maintenance and improvement. This workshop is also an open space for teachers to share their own experiences and practices with the SPN language and culture.

Language(s): Spanish,

Level(s): High School, Post-Secondary

Audience: Classroom Teachers, Teacher Trainers, Supervisors, All

W-12: Designing Interactive Webquests for the Language Classroom

Presenters: Amber Kennedy Kent, Anastasia Alexandrova, Fredrick Hadding, Amanda Ward, Wendy VanderZwaag (Bowling Green State University)

Description: Make technology work for you. Learn how to effectively incorporate technology into your classroom curriculum through the use of interactive webquests. Begin by discussing the essential elements of designing a pedagogically effective webquest, then examine in detail four prime examples that have been used in the higher education language classrooms (Spanish, German, Russian).

Language(s): English, German, Spanish, Other, Russian

Level(s): All Levels

Audience: Classroom Teachers, Teacher Trainers

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Workshops

FRIDAY Morning — 8:00AM – 10:00AM

W-13: *Language Learning Tools for the 21st Century*

Presenter: Jorg Wlatje (Ohio University)

Description: Geared towards teachers with little or no multimedia production experience, this show-and-tell presentation will focus on a variety of free and user-friendly programs and web-based applications that are now available, waiting for creative language professionals to appropriate them for their discipline and utilize them to their fullest potential. We will look at a selection of tools designed to organize our materials and create interactive exercises (Blogger, Wikis, Trackstar), as well as at applications like Audacity, Skype, Audio Portfolios, Odeo Studio, that can enable us and our students to work effectively on listening and speaking skills.

Language(s): English, French, German, Spanish, Other, skills learned will be useful to any language teacher

Level(s): All Levels

Audience: All

W-14: *Teaching Integrated Skills to Prepare Students for the Advanced Placement French Language Exam*

Presenter: Jeanette Marie Hecker, PhD (Cincinnati Country Day School)

Description: The workshop will briefly discuss the six sections of the Advanced Placement Language Exam. The objective is to provide teachers with materials for listening and reading comprehension, activities to integrate technology, and rubrics to assess student work that help advanced-level students to improve proficiency in all skills. Participants will work through the process of selecting an appropriate written or oral text and create together the accompanying activities for the classroom. Come learn and share! The speaker has taught AP French Language for nine years and has been an AP French Reader for four years. This is not a College Board sponsored AP workshop.

Language(s): French

Level(s): High School

Audience: Classroom Teachers, Teacher Trainers

SATURDAY Morning — 8:00AM – 10:00AM

W-15: *Speak, record, broadcast and listen!*

Presenter: Ralf Borrmann (Western Reserve Academy)

Description: An introduction of free computer tools to record and broadcast your student's and your own voice as well as free resources for listening comprehension. The activities that are considered will include but are not limited to podcasts, audio-journals, tutorials, radio shows and more all the way to AP exam preparation if there is time. The session will present free tools and their use and also include the planning and grading of such activities.

Language(s): English, German,

Level(s): High School

Audience: Classroom Teachers

W-16: *Hands on Interventions Strategies*

Presenters: Denise Lepe-Perkins (Middletown City Schools), Robin Solazzo (Butler Co Educational Service Center).

Description: To provide standards based strategies that are easy to create and easy to use on Monday morning. To promote interaction and creation of meaning at higher levels of thinking for all students. To learn research based interventions that make abstract concepts more concrete. To promote Reading, Writing, Listening, Speaking skills with all students.

Language(s): English

Level(s): All Levels

Audience: All



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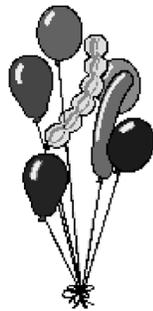
Special Events

President's Reception

Friday 5:30–6:30

Come one, come all!
Sample refreshments
& meet your
colleagues.

Cash-bar



Awards Luncheon

Saturday, April 5
Preliminary Menu

Caprese salad of vine ripened tomatoes, sliced mozzarella and young arugula, basil-balsamic dressing

Chicken Marsala atop pesto Linguine and grilled vegetables

Tiramisu Torte

Hospitality Desk

2008 Cincinnati Conference Hospitality Desk

Join the Fun by Meeting, Greeting, and Networking at the 2008 Conference

Be a Volunteer at the 2008 Conference

Will you be attending the 2008 Conference in Cincinnati? If so, have you considered volunteering to spend an hour or more at the Hospitality Desk? Last year, in Cleveland, the volunteers had a remarkable experience as they greeted colleagues from around the state. The Hospitality Desk will surely be an interesting venue at the beautiful Hyatt Hotel. Conference participants will be able to access information about the Cincinnati area. Remember, as well, that the HD is a great meeting place for friends who might choose to attend different sessions, and it is the perfect spot to put your networking skills to good use.

You can be an integral part of the experience by spending an hour or more at the Hospitality Desk. It would be great to have Cincinnati area teachers helping out, but being a resident of Cincinnati or the Cincinnati area is not a requirement! Join us! Volunteer to work at the Hospitality Desk. You will definitely gain from the experience! Contact Roz Terek, VPPR at vppr@ofla-online.org.

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Session Titles

These sessions will take place on Friday, April 4 and Saturday, April 5. For complete descriptions of these sessions, please refer to www.ofla-online.org after February 1. (An asterisk marks the returning All-Star sessions from last year)

- Add Sass to Your Class!
- The African Francophone World
- AP Show and Share
- AP: From Start to Finish
- Art Connections
- Assessing Writing in the Foreign Language Classroom
- Business Meeting - AATSP
- Business Meeting - Ohio AATF
- Business Meeting - Ohio AATG
- Business Meeting - TESOL
- Business Meeting -OATJ
- Can We Build It? Yes, We Can!
- Can we Hold on to High Proficiency in Licensing FL Teachers?
- Central States and Me!
- Challenges and Opportunities for K-12 Chinese in Ohio Schools
- Charles J Ping Scholarship: The History of Art in Spain
- *Châteaux et Palais de France*
- Cincinnati's German Heritage: Immigration, Settlement, and Influences
- Classroom Chaos Cures *
- Collaborating on Distance Learning Issues
- Crashing Krashen? A Follow-up to Motivation versus Methodology in Forced Second Language Acquisition
- Creating a World of Understanding through Visiting International Teachers: Live Chat!
- Cultural Studies and the German Foreign Language Classroom
- Curriculum Differences in Study Abroad Between Universities in Osaka and Tokyo
- *Découvrons Lyon!*
- Doing Business in a Small Undergraduate German Program: A Model for Appealing to All Comers
- Dual Credit Courses: Challenges and Opportunities
- Early Language Learning Breakfast and Swap Shop
- The Effects of Metalinguistic Processing on the Acquisition of Past-Tense Aspect in Communicative L2 French Instruction
- Engaging Students in Their Own Language Learning through LinguaFolio
- Exploring Cultural Diversity through Children's Literature in the Foreign Language Classroom
- Foreign Language Video Conferencing (on a Budget) — Double Session
- Fulbright Seminar: Thailand-Viet Nam, Summer 2007
- Games in the Foreign Language Classroom
- German Exchange Programs: Starting and Sustaining a Successful Program
- A Global Library for Your Classroom
- Goetta: A Cincinnati Tradition
- How do We Assess Speaking in the Foreign Language Classroom



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Session Titles

- How to Bridge the Culture Chasm
- Incorporating Karaoke and Music in the Foreign Language Classroom
- Increasing the Use of the Target Language in the Classroom: The Journey of Beginning Foreign Language Teachers
- iTeach: Simple Technology Solutions to Enhance Your Teaching
- *Laissez les Bons Temps Rouler!*
- Language as a Tool, Not a Topic: Meet *DESCUBRE* from Vista Higher Learning
- *Le Petit Prince*
- Literary Allusions in *Astérix*, Comic References to the French Canon
- More Brain Basics
- A Multimedia Autobiography: Teach Your Students to Create and Present Their Own Story!
- Multiple Perspectives: Views from all Levels about the Licensing Process
- OFLA French Book Club: *Stupeur et tremblements*
- OFLA German Book Club: *Der Freund und der Fremde*
- OFLA Spanish Book Club: *El amor en los tiempos de la cólera*
- Ohio's FLAP-Funded K–4 Content-Enriched Mandarin Chinese Curriculum
- Oral Language Building: The First Step to Literacy
- Performance-Based Curriculum for K–12 Chinese Language
- Performance-Based Learning of the OSU Chinese Flagship Program
- Podcasts in the Language Classroom: Engaging Students by Connecting them to and Creating Digital Media
- Promoting and Advocating for World Language Education in Ohio
- *Qui êtes-vous? Deux Projets qui Placent l'étudiant devant la classe*
- Recasts in the L2 Classroom: What Does the Research Say?
- Retired Teachers Discussion Group
- Spanish and the Struggling Reader: Embedding Literacy Strategies in World Language Instruction
- Strategies and Activities to Teach *Un tempête* by Césaire from the French AP Literature Reading List — Double Session
- Study Abroad / Home Stay for Teachers, Students and Families
- Teaching Folk dancing: French, Italian & German
- Teaching Francophone African Cultures
- Teaching Grammar in an Authentic Context
- Teaching Less Commonly Taught Languages in Ohio: Challenges and Expectations
- Tips, Tech and Cool Tools for Teaching All Spanish Students!
- Toward a Systematic Approach to Vocabulary Instruction
- TPRS by the Numbers: Steps 1, 2 and 3 *
- TPRS Coaching
- Training for K–12 Licensure: Providing Field Experiences with Younger Learners
- Translating and Interpreting: Careers for the 21st Century
- UA's Ohio Core Program: Preparing Career Professionals for Teaching Foreign Languages
- The Use of Electronic Workbooks and QUIA to Supplement Your Classroom Needs
- Using TPR in Primary Grades (K–2)
- Voices: Student Perspectives on Traveling Abroad
- What If All Students Were Required to Take a Foreign Language?
- Why is My Students' Handwriting Better than Mine?

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OFLA 2008
Cincinnati

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2008

5th Annual OFLA Book Clubs

OFLA 2008 Conference sessions will include the annual book clubs in French, German, and Spanish.

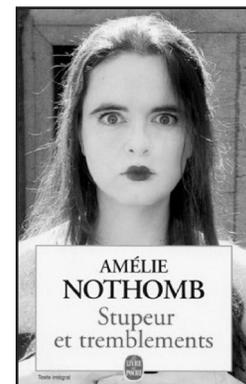
French Book Club Selection

Puisque le Congrès National de l'AATF aura lieu à Liège en Belgique, cet été, nous avons choisi ce roman pour pouvoir étudier de plus près l'œuvre d'une Belge célèbre et contemporaine. Ce roman semi autobiographique, écrit par l'auteur belge prolifique et talentueux, Amélie Nothomb, est facile à lire, humoristique, et très connu du public francophone. Son étude de la culture d'entreprise au Japon nous sensibilisera à l'importance de comprendre les nuances d'une culture afin de pouvoir s'y adapter sans accroc. Les gaffes constantes commises par la jeune protagoniste nous feront rire tout en sympathisant avec la pauvre narratrice humiliée. 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: *Stupeur et tremblements*, Auteur: Amélie Nothomb, ISBN: 978-2253150718

Disponible chez : www.amazon.com, Prix : \$11.21 (nouveau livre) ; \$7.00 et plus, livre d'occasion

Sujet : Le choc culturel expérimenté par une jeune Belge embauchée par une firme japonaise d'import-export.



German Book Club Selection

The members of the AATG Ohio have selected Uwe Timm's new novel, *Der Freund und der Fremde* to read and discuss at the spring OFLA conference. In this novel, Timm tells of his friendship with Benno Ohnesorg, who was shot during an anti-Shah demonstration in Berlin in 1967. The two were classmates as they completed the Abitur in night school, and discovered the world of poetry and literature together. The book provides not only a glimpse into their friendship, but documents the events of the generation of 68ers as well as the birth of a writer.

Information for ordering the book from IBIS (1-800- 277- 4247) in Tennessee, where owner Barbara has copies on hand:

Der Freund und der Fremde ISBN: 3-423-13557-3

by Uwe Timm

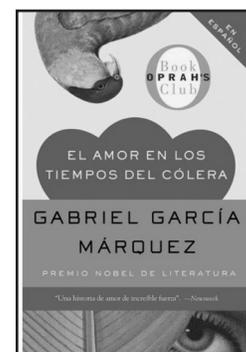
Cost including shipping: \$15.00



Spanish Book Club Selection

The Spanish selection for the OFLA Book Club is *El Amor en los tiempos del cólera* (*Love in the Time of Cholera*) by the Noble Peace Prize winning novelist, Gabriel García Márquez. It is also an Oprah Book Club Selection, so we have a wealth of resources to draw upon as we experience this rich and extraordinary novel. Visit oprah.com for discussion questions and an on-going reader's guide as well as background information on the author. The novel has also been made into a film, starring Javier Bardem, which will be released mid-November. Please see the film and read the novel before attending our session at the OFLA conference in April. Ila Hennig and Patrice Castillo will be facilitating the casual discussion of this enduring love story in print and on screen. This is not to be missed!

ISBN-13: 9781400034673 Available at www.bn.com and www.amazon.com





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3rd Annual Administrators' Breakfast

The Ohio Foreign Language Association would like to invite superintendents, curriculum directors, principals, guidance counselors, and other administrators to a special breakfast at 9:00 AM on Friday, April 4, 2008 at our Annual Conference in Cincinnati.

Following the breakfast, the administrators will be invited to visit our exhibit area, attend sessions, etc. We think they will be impressed by the wide variety of sessions, workshops, and other professional development activities that we offer.

It's not too early to start talking to your administrator about the breakfast so that he/she might save the date.

Invite your administrator to a

FREE BREAKFAST

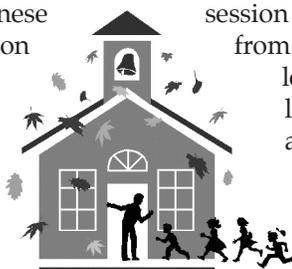
Date: Friday, April 4, 2008

Time: 9:00 AM

**Contact: Mark Himmelein
at pres@ofla-online.org**

Early Language Learning at OFLA 2008

The upcoming OFLA conference in Cincinnati promises to be a great opportunity for networking with early language learning colleagues. Cincinnati Public Schools have offered foreign language in magnet schools in the elementary grades for many years. Their Academy of World Languages (AWL) Pre-K–8 foreign language magnet school was awarded a FLAP (Foreign Language Assistance Program) grant this year to help support its instruction of Arabic, Chinese, Japanese and Russian. The Academy of Multilingual Immersion Studies (AMIS), offers Spanish and French dual language immersion programs, Pre-K–8. They recently became the first school in Ohio to become an International Spanish Academy, which is an agreement with the *Ministerio de Educacion* of the Spanish Embassy.



Conference attendees will have an opportunity to visit AMIS, AWL, and Fairview German School (Cincinnati Public) (see workshops 01–03, page 20).

There will also be a National Network on Early Language Learning breakfast/swap shop for anyone interested in networking with those who teach foreign language in the elementary schools. Each person who signs up for this session will bring a lesson to share, and will come away from the breakfast with a variety of fun, hands-on lesson ideas that can often be adapted to different languages and grade levels. Even if you are not a member of NNELL or an elementary school teacher, you may find it worthwhile to attend. So, mark your calendars for April 3–5 for the OFLA conference in Cincinnati!

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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 administrator 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 web site beforehand and check for updates.
- Check the Hyatt Regency Hotel and Cincinnati Visitors' Bureau web sites 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.

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.
- 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 administrator.
- Remember to give your bar codes to the presider to verify your CEUs for your professional development certificate.
- Take a few moments for yourself 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!



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Conference Scholarships for Prospective FL Teachers

Deadline is February 15!

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 30), 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 31).
- 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, April 3–5, 2008. See forms pages 32–34.

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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 15, 2008



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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 15, 2008

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University Student Scholarship Application OFLA Conference Attendance

SCHOLARSHIP INFORMATION

The intent of the OFLA Conference Attendance Scholarship is for pre-service World Language Teachers to attend sessions and workshops at the annual OFLA conference in order to learn about the OFLA organization, build upon your knowledge as a future World Language Teacher in Ohio, and to network with other World Language Professionals.

Upon receipt of the scholarship, you will be expected to:

- Attend at least 5 sessions of your choice and one mandatory session during the conference on Friday and Saturday (tickets will be collected at each session)
- Preside with a mentor teacher at an OFLA conference session (Session information will be determined and given to you before the conference.)
- Come to the Saturday Awards Luncheon to be recognized and to receive your stipend.

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 15, 2008



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University Student Scholarship Application OFLA Conference Attendance

Name _____ Expected year of graduation _____

Address _____ Phone _____

City _____ State _____ ZIP _____ E-mail _____

Distance you must travel to the conference site _____

Languages you expect to teach: _____

Overall GPA _____ Foreign Language GPA _____

University _____ Location _____

Sponsoring faculty member _____

Institution _____ Location _____

Address _____ Phone _____

City _____ State _____ ZIP _____ E-mail _____

I have read and understand the expectations in attending the OFLA Conference as a University Scholarship Recipient. If I am granted the scholarship I promise to meet the expectations and make the most of the conference experience.

Signature _____

Date _____

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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 15, 2008



Announcing Camp OFLA 2008!

Save this date!

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

When? June 8-14, 2008

Where? Temple 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 2008. Campers may choose from German, Chinese, Arabic or Russian 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 practice, 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 2007. 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 36 and 37 of this issue of *The 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 2008

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, 2008 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: _____

I give permission for my son/daughter to work as a camp counselor at Camp OFLA.

Signature of student applicant's parent (if under 18) _____

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 2008

Teachers: this form can be duplicated for your students.

A foreign language camp experience for elementary school students, grades 4-6 June 8-14, 2008: Templed Hills Camp, Bellville, Ohio

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

_____ German

_____ Arabic

_____ Chinese

_____ Russian

(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 (2008-2009) _____ 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, 2008, 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, 2008. Returned checks will be charged the current bank rate fee.
- Camp fees include dinner on Sunday, June 8, three meals a day, June 9-13, and breakfast on Saturday, June 14; 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 37) 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, 2008



Study Abroad / Immersion **Scholarship Application** **Information**

These scholarships are intended to provide some assistance to high school and university 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 page 40).
- 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 page 40).
- 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 15, 2008

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 _____

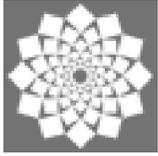
Cost _____ Date money needed _____

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*)**



ACTFL Assembly 2007

Martha Pero, OFLA President-Elect

Members of ACTFL committees have been involved in many facets of foreign language promotion this past year. They have been working on several national and international initiatives, as well as creating a code of ethics and position statements for our profession. Some of the highlights are as follows:

STARTALK 2007 will provide summer programs in Arabic and Chinese language for high school students and professional development opportunities for prospective and current Arabic and Chinese teachers for levels K-12. A version of *LinguaFolio* is being developed for use in the USA. It is based on the European *LinguaFolio*. ACTFL now has several on-line OPI language assessments. They are completely done by computer. They currently have Spanish and English. They will be adding ten more languages in the near future. Check the LTI (Language Testing International) site to learn more about this:

www.languageesting.com

ACTFL has also written draft **Position Statements** for 2008. They frequently receive calls from legislative aides requesting assistance in creating or revising existing legislation.

In answer to these requests, they created position statements on Federal Legislative Priorities, on the Use of the Target language in the classroom and teachers' language proficiency, and on Language Learning for Heritage or native Speakers.

The position statement on **Legislative Priorities** asserts that ALL languages should be supported in our education system and encourages the creation of articulated continuous sequences

of language courses beginning early, including funding. They also would like to have foreign language a core course, as well as, provide assistance in helping colleges combine foreign language instruction with other majors.

They suggest that there be incentives to enhance teacher recruitment and retention, and require intensive training for teachers recruited from abroad and our own heritage speakers. Funding is a major requirement covering both public education about foreign languages and research into a wide range of areas including enrollments, best practices and effects of language education.

The second language position statement (**On the Use of the Target Language in the Classroom and Teachers' Language Proficiency**) urges language teachers to conduct class in the target language as exclusively as possible. In order for that to happen, ACTFL recommends that all language teachers test the proficiency level of Advanced Low or above.

ACTFL is committed to developing and maintaining a teaching and learning environment that **supports heritage and native speakers**. The educational community must actively recruit, train, and retain these speakers as teachers by providing special systems to award credit, and special seminars to enhance their teaching skills.

The committee also proposed a **Code of Ethics** for ACTFL members. They shall be guided by the following principles of professional conduct and ethical practice: commitment to the student, professional expertise, professional community and public responsibility. These will be up on the ACTFL site soon for your perusal.

There was also a **legislative update from JNCL**. Please refer to Sarah Shackelford's article and information on the OFLA web site for details.

One of the most interesting initiatives ACTFL is sponsoring is a **Pilot Mentoring Program**. It is being done virtually by e-mail and/or phone. It is designed to help early career language educators succeed in their current assignments and learn skills to be successful long-term in their careers. If you are interested in this, there is an application process found on the ACTFL web site.

Check out the ACTFL web site for a multitude of opportunities and information. Consider becoming a member and supporting all the wonderful things they are doing for our profession.



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www.discoverlanguages.org

American Council on the Teaching of Foreign Languages

Around the State

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



The Foreign Language Advisory Council Releases “Passport to the Future: Ohio’s Plan for World Languages.”

As you may recall, the State Board of Education chose a representative group of stakeholders to propose a statewide P-16 world language implementation plan. Their work includes recommendations for legislation to implement the plan by the 2014–2015 school year. The Council submitted its complete plan to the following recipients on December 31, 2007:

- State Board of Education
- Superintendent of Public Instruction
- Ohio Board of Regents
- Partnership for Continued Learning
- Governor
- Speaker and Minority Leader of Senate
- Chairpersons and ranking minority members of standing committees of House of Representatives and the Senate that consider education legislation.

The Foreign Language Advisory Council considered the following in their plan:

- Access to a variety of languages in long sequences of instruction;
- Multiple means of delivering language instruction; and
- Defining proficiency and awarding credit.

Details for each of the considerations are given below. The complete report has rationales and discussion sections to make our field comprehensible to stakeholders. You can find it on the Foreign Language page of the ODE Web site (www.ode.state.oh.us).

Recommendation One:

Provide access to a sequence of world language instruction across grades P–16, so that instruction at each level builds upon the proficiency that students have attained at an earlier level.

The Foreign Language Advisory Council offers five strategies to meet this recommendation:

- Provide students with opportunities to attain at least a basic level of proficiency in at least one world language by the end of eighth grade.
- Build longer, articulated sequences of world language instruction from ninth grade down rather than from kindergarten up in order to eliminate gaps between levels.
- Enable high school students with prior language proficiency to develop greater proficiency through traditional coursework, online or distance learning or career-embedded language experiences.
- Offer more dual enrollment opportunities for world language learning so that high school students may earn college credit.
- Place students into postsecondary or workforce language learning based on their demonstrated level of proficiency.

Recommendation Two:

Retain capacity in commonly taught languages such as French, Spanish, German, Latin and American Sign Language while building capacity in languages critical for economic and strategic importance such as Arabic, Japanese and Chinese.

The Foreign Language Advisory Council offers two strategies to meet this recommendation:

- Encourage schools and community-based providers to

offer multiple languages to meet individual, community and state needs.

- Create networks to share resources and teachers needed for language learning.

Recommendation Three:

Use proven programs with the goal of developing long sequences of P–16 language learning and advanced levels of proficiency.

The Foreign Language Advisory Council offers strategies to meet this recommendation at each of the different school levels:

PreK – 12:

Fund at least one fully articulated P-12 pilot program in each of the 16 regions of the state.

Preschool:

Begin programs in preschool when children are naturally acquiring oral language and pre-literacy skills.

Elementary:

Increase immersion programs that allow English speaking students to learn at least half to all of their school subjects in a target language.

Create dual immersion programs with a 50-50 split of heritage language learners and English language learners in school districts with a sufficient heritage language population so that both groups of students become bilingual.

Increase the number of elementary world language programs that meet for at least 90 minutes per week and reinforce content from other disciplines.

Deliver instruction via a range of technology with reinforcement by teachers or paraprofessionals.

Middle and High School

Plan middle school and high school programs that build on instruction that takes place in elementary so that learners are not forced to start over at a beginning level.

Develop occupational world language courses such as Spanish for school personnel, Somali for healthcare professionals or Arabic for business.

Award credit through educational options for internship or service learning experiences where students use their world language skills.

Continue funding intensive summer enrichment programs and camps such as the Regents' Language Academies.

Encourage learners to acquire more than one world language based on personal interest, community need or career goals.

University and Adult Learners

Offer a variety of on-campus and online programs at convenient times so that more Ohioans have the opportunity to become proficient in a second language.

Recommendation Four:

Use multiple means to deliver language instruction.

The Foreign Language Advisory Council offers the following strategies to meet this recommendation:

- Supplement face-to-face delivery with a variety of synchronous and asynchronous delivery methods.
 - Encourage districts to provide online and distance learning language courses.
 - Create online and face-to-face discussion-group opportunities which include native or heritage speakers.
- Work with technical schools and community colleges to develop programs that lead toward professional skills in high-need languages in areas such as health care, social services and business.
- Develop immersion programs

for high school and college students who already have a basic level of language proficiency.

- Develop language courses that are relevant and include real-world experiences.
- Expand the learning day by allowing students to learn language through services provided in the community.
- Develop community-based programs that utilize the resources of the heritage language communities in Ohio to provide instruction.

Recommendation Five:

Grant world language credit based on demonstration of proficiency.

The Foreign Language Advisory Council offers four strategies to meet this recommendation:

- Require all students to take a world language as part of the Ohio Core during high school or before.
- Use the American Council on the Teaching of Foreign Languages' (ACTFL) levels to determine students' language proficiency.
 - Learners should reach at least Intermediate-Low proficiency in languages such as French, Italian or Spanish.
 - Learners should reach at least Novice-High proficiency in difficult languages such as Chinese, Arabic or Japanese.
- Allow students to demonstrate proficiency on existing reliable and valid tests or to earn two traditional Carnegie units to meet the Ohio Core requirement.
- Make existing reliable and valid proficiency testing available to all learners so that they may earn credit for their language proficiency.

Recommendation Six:

Increase the number and build the capacity of qualified world language instructors in the state of Ohio.

The Foreign Language Advisory Council offers six strategies to meet this recommendation:

- Continue to recruit and fund licensure for heritage and native speakers as instructors and paraprofessionals.
- Change current alternative licensure for world language teachers from the current 7–12 to align with traditional world language licensure which is P–12.
- Require teacher candidates to demonstrate proficiency on the Oral Proficiency Interview (OPI) as a condition for licensure. ACTFL recommends Advanced-Low for languages such as Spanish, French and German. For difficult languages, ACTFL recommends Intermediate-High.
- Create a world language endorsement to the regular teaching license of teachers of other subjects who have Advanced-Low / Intermediate-High proficiency in a language.
- Expand teachers' abilities to utilize current and emerging technologies including teaching in an online environment and distance learning.
- Increase teachers' skills in teaching and assessing so that students of differing ability levels can learn to interpret, speak, read and write languages and develop sensitivity to and understanding of other cultures.

Conclusion

It is important to remember that the creation of the plan is the first step in a long process. It is unknown at the present time whether recommendations will be incorporated into law. The FLAC is hopeful, however, that the work will lead to all children having opportunities to study a language in addition to English. Ohioans deserve no less.

We thank all of the FLAC members and those of you who took the time to comment on their draft during the vetting this past fall.

AATF News:

Le Coin Français

Deborah Stout, AATF-OH President



Le Grand Concours needs your help !

Dear Members,

I am writing to you with a sense of urgency regarding the future of *Le Grand Concours* in Ohio. The outstanding directors, Winnie Cairns and before her, Judith Baughin, have retired from the position, and we are in a crisis.

I was hoping to have some response from the last *Cardinal*, but alas, no. We need one or two people who do not have students participating in the test, and who are willing to take on this huge task. AATF-OH is willing to pay a stipend of between \$500 – \$750, depending on the number of students who end up taking the test. Last year Winnie Cairns had over 4,000 students participate. She did an incredible job.

The most ideal would be a college professor with access to secretarial help along with office space to work on it. College people are also ideal because there are TA's and groups of people, whereas teachers of younger grades work alone in their classrooms, and any teacher who is having students participate is not eligible.

PLEASE, PLEASE, SOME ONE, OR TWO OR MORE SOMEONES! AATF-OH needs your help! Please step up!

Very truly yours,
Deborah

Journée d'Immersion française pour lycéens à Wright State

Kirsten Halling, AATF-OH Vice President

Wright State a inauguré la Semaine nationale du français avec un événement grandiose le vendredi 2 novembre. Le Club de français, avec l'aide financière (en forme de bourses et de dons) de l'AATF-Ohio, du Centre d'Études Internationales et du Centre d'Activités de Wright State, a reçu sur le campus 167 lycéens en troisième et quatrième années de français.

Ces élèves, venant de 9 lycées différents : Northmont, Centerville, Vandalia-Butler, London, Catholic Central, Alter, Milton Union, Springfield-North et Miami East, ont passé la journée à parler français

avec de nouveaux camarades, les profs de WSU, et une trentaine de membres-bénévoles du Club de français.

Après une matinée d'activités interactives et de présentations PowerPoint, les lycéens, portant fièrement leur nouveau tee-shirt (dessiné par l'artiste Peter Berwald), ont fait la visite guidée du campus avec des étudiants spécialisant en français.

Sous un ciel bleu pendant ce jour splendide d'automne Wright State a sans doute fait bonne impression. La sixième journée d'immersion française annuelle aura lieu le vendredi 7 novembre, 2008.

Notez-le dans votre agenda !





Ohio AATG

Deborah Page, AATG Representative

AATG OHIO Fall Conference

The Ohio AATG held its Fall Conference November 2-3 in Columbus at the Midwest Hotel and Conference Center. There were a number of presentations, and time for connecting with colleagues, as well as the opportunity to share teaching materials.

Following the opening on Friday, Ursula Hays (Westlake High School) led a discussion of the AP process and how instructors can enter their school information as well as the syllabus for the AP course on the College Board web site. The group had the opportunity to discuss their experiences with the revised AP standards. Nik Sathe (Ohio University) gave a presentation, "In der Kürze liegt die Würze: Using Short Films to Teach Language and Culture." He offered a rationale for using

short films, along with activities for pre-viewing, while viewing and post-viewing, using *Der Vogelforscher* as an example. Before dinner, there was an award ceremony to honor Harold Fry for his twenty years of service to AATG.

The speaker for the Saturday morning presentation was Jim Davidheiser (University of the South), who spoke on "Märchen im Deutschunterricht: Geschichte, Kultur, Pädagogik." Participants were able to gain insights into why and how to incorporate fairy tales into various levels of instruction, as well as a rationale for using them. Following lunch, Jörg Waltje (Ohio University) presented "Media Tools for the 21st Century." Jörg addressed three methods of using the new media tools: "adopt—adapt—create," offering plentiful

examples for each category, along with the pros and cons of various tools and web sites.

At the end of the day, president Stephanie Libbon led a discussion of future directions for the chapter, including possible topics for future conferences

Second Vice President Elected

Congratulations go to Carah Casler (Reynoldsburg High School), who was elected 2nd Vice President of the chapter at the November Fall Conference. Carah will serve in this position for two years, as 1st Vice President for two years, and then as President of the chapter for two years. Congratulations, and thank you, Carah, for your service to the chapter.

Congratulations to these new National Board Certified Teachers in World Languages Other than English

**Cynthia Cadet,
Madeira High School**

**Janis Realegeno,
Monroeville High School**

**Jane Margraf,
William Mason High School**

**Amanda Rives,
Miamisburg High School**



2008 Central States Conference
A joint conference of the Central States Conference on the Teaching of Foreign Languages and the Michigan World Language Association



**March 6- 8, 2008
Hyatt Regency Dearborn
Dearborn, MI**

For more information, contact:

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
FAX: 414-276-4650
E-mail: CSCTFL@aol.com
Web: www.csctfl.org

Ohio Classical Conference

Stergios Lazos, OCC Representative to OFLA



OCC Annual Meeting

Notre Dame Academy hosted the 2007 Ohio Classical Conference meeting on October 26th and 27th at the Hilton Hotel in Toledo. The highlight of the conference for many was the dramatic reading by Professor Stanley Lombardo (University of Kansas) from his recent translation of Vergil's *Aeneid*.

The Hildesheim Vase Award given to the best High School Latin program in the state was awarded to Indian Hills High School. Congratulations go out to Melissa Burgess, KC Kless, and Sherwin Little for a job well done.

The College Award for best Latin Program in the state went to Miami University. Miami's Classics Program is internationally known because of its faculty and all the activities offered to the classical community.

For additional information about this year's conference please contact Steven Strauss, Past President of the OCC, at nda_sstrauss@nwoca.org.

The OCC also provides many scholarships to all of its members. I encourage you to visit the OCC web site www.xavier.edu/OCC to discover what is available.

The 2008 Ohio Classical Conference meeting is scheduled to be held on October 24 and 25 and will be hosted by John Carroll University. Additional information will be posted on the web site.

American Classical League

The 2008 ACL summer institute is scheduled for June 27th-30th at the University of New Hampshire in Durham, New Hampshire. ACL does have funds available

for teachers who will be attending their first ACL Institute. For more information about this conference and this national organization, visit the ACL web site www.aclassics.org.

Ohio Junior Classical League

Ohio's state Latin convention will take place from March 7-9, 2008, in Columbus. The OJCL web site, www.ohiojcl.org, has all the information about OJCL activities taking place throughout the state for the entire academic year.

The 2008 National Junior Classical Convention will be held in Ohio on the campus of Miami University at the end of July. For further information about this national convention, refer to the NJCL web site: www.njcl.org.

Ohio TESOL

Teri Mandell and Lilian Acker, TESOL Representative



Ohio TESOL Conference

The Ohio TESOL Conference was held on November 16 and 17, 2007 at the Easton Hilton in Columbus Ohio. The conference was very well attended. There were 769 people in attendance, plus 100 exhibitors. Lily Wong Fillmore, a retired Professor of Education at the University of California at Berkeley, was the keynote speaker. Dr. Fillmore is a noted linguist with a focus on second language acquisition. It was a very successful conference.

Information regarding Ohio TESOL can be found on the Ohio TESOL web site: ohiotesol.org. Please check the web site regularly for organizational updates.

Join the OFLA Listserv!

Want to keep up with everything that's going on? Join the OFLA Listserv. Not only will you receive updates whenever lawmakers make moves that affect us, you will also find out about professional development opportunities, and other events around the state. You will also receive the monthly electronic newsletter, with a more detailed event calendar. The listserv also provides a place to ask and answer questions. All this, just by sending one e-mail. Send the following command in a message to listserv@listserv.kent.edu: "sub OFLA firstname lastname"

—An Invitation to Join—

The Ohio Foreign Language Association

Serving the Needs of Foreign Language Educators in Ohio
www.ofla-online.org

_____			I am a new member	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Last Name	First Name	M.I.			
_____			This is a new address	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Home Address					
_____			This is a new name	<input type="checkbox"/> Yes	<input type="checkbox"/> No
City	State	Zip	Previous name: _____		

School District	Languages				

County	School Phone				

Home Phone	Fax				

E-mail address	School Address				

Years of Experience	City	State	ZIP		
Grade level you teach (select all that apply)	<input type="checkbox"/> (0) Student	<input type="checkbox"/> (2) Middle School/Jr. High	<input type="checkbox"/> (4) College/University		
	<input type="checkbox"/> (1) Elementary	<input type="checkbox"/> (3) High School	<input type="checkbox"/> (5) Retired		

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

One-Year Membership

- Professional Member.....\$35.00
- Joint Professional Member (for two members residing at the same address).....\$45.00
- Associate Member (for those not currently in the FL classroom or supervision; retired members).....\$20.00
- Student Member (full time students preparing for a career in Foreign Language Ed.).....\$10.00

I/We pay through O.E.A.

Three-Year Membership

- Professional Member.....\$90.00
- Joint Professional Member (for two members residing at the same address).....\$120.00
- Associate Member (for those not currently in the FL classroom or supervision; retired members).....\$50.00

Lifetime Membership

- Lifetime Member.....\$400.00

Voluntary Contribution

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

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

OFLA
Teri Wiechart
PO Box 7038
Defiance OH 43512

fax (419) 692-2287
vpmem@ofla-online.org

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

Mark Your Calendar Now!

March 2-8	National Foreign Language Week
March 6-8	Central States Conference (CSC), Dearborn, MI Information: www.centralstates.cc
March 7-8	Ohio Junior Classical League (OJCL), Columbus Information: www.ohiojcl.org
April 2-5	Teachers of English to Speakers of Other Languages (TESOL), New York, NY Information: www.tesol.org
April 3-5	Ohio Foreign Language Association (OFLA) Annual Conference (pages 15-34) Information: www.ofla-online.org
June 27-30	American Classical League Institute (ACL), Durham, NH Information: www.aclassics.org
July 8-11	The American Association of Teachers of Spanish (AATSP), San Jose, Costa Rica Information: www.aatsp.org
July 16-19	The American Association of Teachers of French (AATF), Liège, Belgium Information: www.frenchteachers.org
July 21-25	National TPRS Conference, Minneapolis, MN Information: www.tprstories.com/ntprs/2008/index-2008.htm
July 28-Aug. 2	National Junior Classical League (NJCL), Miami University, Oxford, OH Information: www.njcl.org
October 24-25	Ohio Classical Conference (OCC), Cleveland Information: www.aclassics.org
November 2-8	National French Week <i>La Semaine du Français</i> Information: www.frenchteachers.org
November 20-23	American Conference on the Teaching of Foreign Language (ACTFL), Orlando, FL Information: www.actfl.org American Association of Teachers of German (AATG), in conjunction with ACTFL
December 27-30	Modern Language Association (MLA), San Francisco, CA Information: www.mla.org AATSELL/AATSEEL, in conjunction with MLA Information: aatseel.org



The Cardinal

Ohio Foreign Language Association

Editor: J. Rauschenberg, 4175 Bennington Creek, Groveport, OH 43125

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