



The CARDINAL

Newsletter of the Ohio Foreign Language Association

Volume 48, Number 3

January/February 2010

Variety and Quality Characterize the Offerings for the 2010 Conference “Forming Global Citizens: Opening Minds and Opening Doors”

Fred Toner, OFLA President



The selections have been made and the results are impressive. Out of a record number of submissions, the session and workshop schedules have been finalized for the 2010 OFLA conference. Conference attendees will have the choice of more than 20 workshops and 90 sessions in the span of three days, April 8-10, in Columbus.

If you haven't already made plans to attend, you will want to do so now!

In looking over the offerings, I see a wealth of choices for Spanish, French, and German teachers of all levels, and I am pleased to note an increase in sessions devoted to Less Commonly Taught Languages. The speakers come from all levels of instruction, including a large increase in the number of those coming from outside the state of Ohio and from post-secondary programs. OFLA members who have attended the conference in preceding years will recognize many of the stars of past conferences—not the least of whom are a number of my personal favorites, many of those holding offices on the OFLA board. Anyone who has kept abreast of the latest developments in foreign language education will recognize professionals who have been highlighted in national conferences and who have distinguished themselves through their publications, such as Eileen Glisan, the keynote speaker, or Jean W. LeLoup and Robert Ponterio, from FLTEACH.

Both Friday and Saturday are filled with 50-minute presentations whose topics include every imaginable aspect of language teaching, culture studies, teacher training, technology, advocacy and program development. Who could resist sessions such as “Yoga for French Teachers” or “Sex, Animals and Religion: Swearing in Another Tongue”?! All of the sessions promise food for thought, and

the majority will provide practical activities or knowledge that we can apply to our own classroom as early as the following Monday.

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Executive Board

President
Fred Toner
283 Gordy, Ohio University
Athens, OH 45701
pres@ofla-online.org

President Elect
Sarah Shackelford
preselect@ofla-online.org

Executive Vice President
Carol Eiber
execvp@ofla-online.org

Immediate Past President
Martha Pero
pastpres@ofla-online.org

Executive Recorder
Kathy Lewton
record@ofla-online.org

Executive Treasurer
Stephanie Stamper
treas@ofla-online.org

Vice President of Public Relations
Roslyn M. Terek
vppr@ofla-online.org

Vice President of Membership
Teri Wiechart
vpmem@ofla-online.org

Vice President of Publications
Cheryl Johnson
vppub@ofla-online.org

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."

The OFLA Web site:

www.ofla-online.org

Committee Chairs

Articulation & Curriculum Committee
Jane Rauschenberg
artncurr@ofla-online.org

Awards Committee
Mark Himmelein
awards@ofla-online.org

Beginning Teacher Committee
Lucas Hoffman
oatj@ofla-online.org

By-Laws Committee
Barry Thomas
bylaws@ofla-online.org

College Committee
Mark Himmelein
college@ofla-online.org

Early Language Learning Committee
Judy McCombs
erlylang@ofla-online.org

Nominations Committee
Mark Himmelein
pastpres@ofla-online.org

Political Advocacy Committee
Erica O'Keeffe
poladvoc@ofla-online.org

Professional Development Committee
Patrice Castillo
profdev@ofla-online.org

Promotional Educational Activities Committee
Michelle Garlock
edactiv@ofla-online.org

Retired Teachers Committee
retired@ofla-online.org

Scholarship Committee
Stacy Knipp
scholar@ofla-online.org

Secondary Language Learning Committee
John Meadows
secnlang@ofla-online.org

Teacher Education & Licensure Committee
Isabel Espinoza-Cavour
ednlicen@ofla-online.org

Technology & World Languages Committee
Theresa Minick
tech@ofla-online.org



Ohio Dept. of Education World Languages Consultants

Deborah W. Robinson
debbie.robinson@ode.state.oh.us
Ryan Wertz
ryan.wertz@ode.state.oh.us

Affiliate Organizations:

**American Association of
Teachers of French (AATF)**
Richard Emch
aatf@ofla-online.org

**American Association of
Teachers of German (AATG)**
Deborah Page
aatg@ofla-online.org

**American Association of
Teachers of Slavic and
Eastern European Languages
(AATSEEL)**
Irina Stakhanova
aatseel@ofla-online.org

**American Association of Teachers of
Spanish and Portuguese (AATSP)**

AATSP Buckeye Chapter
Denise Lepe-Perkins
aatspbky@ofla-online.org

**Ohio Association of Teachers of
Chinese (OATC)**
Jeannine Subisak
oatc@ofla-online.org

**Ohio Association of Teachers of
Japanese (OATJ)**
Lee Link
oatj@ofla-online.org

Ohio Classical Conference (OCC)
Franz J Gruber
occ@ofla-online.org

**Teaching English to Speakers of
Other Languages (TESOL)**
Teri Mandell
tesol@ofla-online.org

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

Variety and Quality (continued)

The Thursday, Friday, and Saturday Workshops include intensive explorations of topics of interest to all teachers ranging from the use of games in the classroom, assessment techniques, cultural enrichment, use of the SmartBoard, brain-friendly activities, and Instructional Conversations, to TPRS storytelling, navigating the Block Schedule, developing a successful AP language program, and more. There are also language-specific workshops in Arabic, French, German, and Spanish. For the first time this year, there will be a special AATG-sponsored workshop featuring Blake Peters of the German American School of Portland. The Friday Keynote Workshop centering on interpersonal communication in the classroom, presented by the new president of ACTFL, Eileen Glisan, promises to be one of the most popular. Whatever your preferences, you have the best chance of getting your first choice if you register early. Look for the registration form available soon on the OFLA web site: <http://www.ofla-online.org>.

The theme of the conference this year is “Forming Global Citizens: Opening Minds and Opening Doors.” Foreign language educators are an essential part of our students’ and our country’s future success. We, as much as anyone, help students assume their roles as responsible global citizens. The mastery of foreign languages can “open doors” to more interesting careers by giving students the tools they need to flourish in a global economy. Even more importantly, studying other languages and cultures helps to open the students’ minds to new ideas and new possibilities. Who else is in a better position to help students celebrate difference, facilitate understanding among cultures, and function at a high level in our increasingly complex world? Please plan to join us in Columbus on April 8-10, 2010, to help prepare for our important task. Join in the discussion... and the fun! To paraphrase one of the conference session presenters: “Foreign Language: It’s More Important than Breakfast!”

Fred

Keynote Speaker at the 2010 Conference in Columbus



OFLA is pleased to welcome the President of the American Council on the Teaching of Foreign Languages (ACTFL) as the keynote speaker for our 2010 conference. Dr. Eileen W. Glisan has earned a national reputation in the field of foreign language education. She has been repeatedly recognized for her comprehensive achievement, vision, and exemplary service to educating and inspiring foreign language teachers.

Dr. Glisan's articles have appeared in the most prestigious national and international journals, and her textbook, *Teacher's Handbook: Contextualized Language Instruction*, now in its fourth edition, is used in methods courses in virtually all undergraduate foreign language programs in the United States. Her intermediate-level, proficiency-based Spanish textbook, *Enlaces*, also in its second edition, incorporates authentic readings and radio segments from Spanish-speaking countries.

A Professor of Spanish and Foreign Language Education at Indiana University of Pennsylvania, Dr. Glisan is highly respected as a teacher, advisor, and curriculum innovator, especially for her creation in 1987 of IUP's Foreign Languages and International Studies for Elementary Education program, which trains majors to become bilingual/immersion Spanish teachers.

A past president of the Pennsylvania State Modern Language Association, she is much sought after as a workshop leader, keynote speaker, and consultant. In 1997, she was selected by the state of Texas as its national consultant on foreign-language teacher education standards.

Dr. Glisan co-directed the project that created the ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers, approved by the National Council for Accreditation of Teacher Education (NCATE) in 2002. She was the recipient of the 2008 Stephen A. Freeman Award given by the Northeast Conference on the Teaching of Foreign Languages (NECTFL) for the best published article on language teaching techniques that appeared in 2006: "The Integrated Performance Assessment (IPA): Connecting Assessment to Instruction and Learning," *Foreign Language Annals* (co-authored). She also received the 2008 Nelson H. Brooks Award for Distinguished Service and Leadership to the Profession, given by NECTFL.

Currently, Dr. Glisan is a key player in the American Council on the Teaching of Foreign Language's "New Visions" program to create a national agenda for foreign language education. She also serves on national panels that design on-line teaching methods, new assessment tools, and NCATE-approved standards for teacher education programs in the foreign languages. Dr. Glisan begins her term as President of ACTFL in 2010. We are honored that Dr. Glisan has agreed to share her expertise and energy with us.

Membership

Teri Wiechart, VP for Membership

President Fred Toner has set the tone! His goal is for us to have 2010 members by April 2010.

OFLA's best recruitment tool is YOU, the members.

Click http://www.ofla-online.org/addl_files/publications/membership/NewMemberBrochure.pdf

Print the brochure.

Share it with your colleagues--give a personal invitation to those who are not currently members.

College professors – encourage your students to join. It satisfies the NCATE requirement of professional membership. It is only \$10.

COME TO CONFERENCE:

Eileen Glisan will be our keynote speaker. Jean LeLoup and Robert Ponterio of FL TEACH will be there.

There will be special events for students, new teachers and first-timers to the conference.

Teachers – encourage colleagues. Even in these tough economic times \$45 is a bargain compared to other professional organizations.

OTHER REASONS TO JOIN:

The new OFLA website has a wealth of information, useful links for all teachers.

The OFLA listserv is practical, teacher-driven daily professional development.

Thanks in advance for making OFLA a stronger, more vibrant organization.

Teri Wiechart
VP for Membership
vpmem@ofla-online.org

—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 | | |
| I would like to receive The Cardinal newsletter (select one) <input type="checkbox"/> electronically via email link or <input type="checkbox"/> paper copy via the U.S. mail | | | | | |

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 \$45.00
- Joint Professional Member (for two members residing at the same address) \$55.00
- 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

Three-Year Membership

- Professional Member\$125.00
- Joint Professional Member (for two members residing at the same address)\$155.00
- Associate Member (for those not currently in the FL classroom or supervision; retired members) \$50.00

Lifetime Membership

- Lifetime Member.....\$400.00

I/We pay through O.E.A.

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

vpmem@ofla-online.org

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

Grand Opening!

Teri Wiechart, VP for Membership

OFLA has launch the new membership database. Your OFLA executive board has been working to find ways to be more “earth friendly” and to save member’s money.

This will:

- put control of your own information at your fingertips
- make registering for Conference a smoother process
- make keeping the information about the membership more automatic, less labor intensive

You should have received two emails. One, on November 27 probing for a correct email address. Another, on December 15 giving you instructions how to log into OFLA’s new membership database. In order to get into the system, it is necessary to have the exact email address that OFLA has on file for you.

If you did not receive an email, consider it could be for one or more of the following reasons:

- you don’t have an email account
- OFLA does not have your email address
- it is in your spam folder
- you have changed schools and the email ofla has on file is out-of-date
- your school has changed it’s domain name
- you have changed your name
- you have changed your email address
- the email I have on file is different from the email where you receive listserv messages
- it is in an email account that you have not accessed since the end of November

If these avenues do not help you figure out what email I have for you, email me (vpmem@ofla-online.org) and I will send it to you.

IF YOU DO NOT HAVE AN EMAIL ACCOUNT, then you can mail me a note and we can make arrangements for me to phone you and work out the details. If you have access to a computer, you can access your OFLA membership data.

Once you know the email address, go to the website below and follow the directions. If you have any questions or are having any trouble with the login, reset of your password, or editing your profile, please contact me. We can arrange a time for me to phone you and help you step-by-step.

PLEASE ACCOMPLISH THIS BY SATURDAY FEBRUARY 13, 2010. IT IS NECESSARY TO HAVE THIS COMPLETED BEFORE YOU REGISTER FOR CONFERENCE.

VERIFYING OR EDITING YOUR MEMBERSHIP DATA

SUGGESTION: Print this email before you begin. The directions are not difficult, but there are a lot of steps. There are also menu directions on the site.

Grand Opening!

(continued)

Go to <http://ofla.memberlodge.org>.

START WITH:

HOW TO LOG IN

1. Click on <<Forgot password>> (We know you didn't forget a password that you never knew, but that's the way the system works.) The system will send an email immediately with a link to reset the password. Click on that link. [I know that the box and font are small.]
2. Follow all the prompts to reset your password. When finished, click <<HOME>>
3. Log-in in the upper right corner with your email and new password.
4. Make a note of this email and password and keep it in a safe place.

NEXT:

ONCE LOGGED IN: In the upper right corner, click on <<VIEW PROFILE>>

Click on <<HOW TO EDIT PROFILE>> on the menu bar above for directions or follow the directions below.

There are three areas that you need to proofread/edit.

FIRST

- click on <<Edit Profile>>

From here you can update any data that is incorrect. And you can change your email address, or leave everything as it is.

[Your membership is currently good at least until Sept 1, 2010, so it is not time to change your membership level, nor to renew, so do not click on those buttons at this time.]

When finished, click <<Save>> at the bottom of the page.

SECOND

- click on <<Privacy>>
- then click on <<Edit Profile>>.

From here you have three choices to make about who will have access to each individual piece of datum ,

Grand Opening!

(continued)

- Anybody on the World Wide Web to see*
- other OFLA Members to see*
- only OFLA officers to see (No Access).

*OFLA can not be responsible for data you choose to let others see.

If you want NOTHING seen by any one other than OFLA officers, then uncheck the box: <<<Allow to show profile.>>

If you choose this option, then only OFLA officers will be able to access your information.

NOTE: In accordance with the official policies of OFLA, from time to time, mailing addresses are sold to those who would provide a service to OFLA members or who are foreign language affiliated individuals or groups. Email addresses and data, other than name and address, are NEVER shared in any way.

When finished, click <<Save>> at the bottom of the page.

THIRD

- click on <<E-Mail Subscriptions>>
- then <<Edit Profile>>.

You need to decide whether or not you will receive emails sent by the OFLA board. We hope you choose to stay connected. It's the best way for us to communicate with you. It will be used to notify you when the Cardinal is online, when the conference information/registration is available, and when your membership needs renewed. Though I cannot exactly predict how active this will be, but it is unlikely to be used more than a few times per month. If you find it to be more that you wish to receive, you can always come back into this system and remove the permission.

This is separate from the listserv. You can be subscribed to this without being a part of the listerv.

When finished, click <<Save>> at the bottom of the page.

That's all there is. You can access this page anytime you want to change any part of this.

Teri Wiechart
VP for Membership
vpmem@ofla-online.org

You *can* go home again!

Carol Eiber, Executive VP

With apologies to author Thomas Wolfe, I know that you can go home again and you will appreciate it even more! Last year my husband and I were fortunate to be able to visit Santiago, Chile, where we lived for five years before I became a Spanish teacher. Had I known then that I was going to be a Spanish teacher I would have looked at things differently while we resided there. Of course “the old forms and systems of things” (Wolfe) have changed but after all, society has to keep up with the times. We were happy with the things that did not change: the friendship of our friends, the friendliness of the Chilenos, and the Andes mountains. The man-made environment has changed drastically; the subway system that had existed as holes in the ground is now a modern, efficient functioning system. There are modern buildings everywhere and the several new museums are outstanding. The wine industry has begun to market itself by offering tours and an olive oil industry has established itself as a money-making endeavor.

But now, having taught Spanish for many years, I paid attention to the language while I was there. I was interested in some of my friends’ expressions that either I never had occasion to use when I lived there, or that I had forgotten, or that have been created since then. Here’s a list of some of the words I learned. We ended our trip in Argentina and the last several expressions are some that I learned there.

luca – a slang word my friend used for pesos
una reposera – “chaise lounge” garden chair
un error garrafal – a huge mistake
Soy bruto/a con la tecnología. – I’m terrible with technology.
despacho a domicilio – home delivery
quiltro – a mixed breed dog
mandatario – the leader or chief
un vivero – a plant nursery
endulzante – sweetener
merken – a spice mix of dried and smoked red chiles prepared by the indigenous Mapuche Indians
Líder – the chain of stores owned by Walmart
un cajero automático – ATM
cuadrar – to salute
tuiteo – a tweet
el sistema de navegación satélite – GPS system
una playa – a parking lot in the city
Estacione de culata. – Back in to park the car.
Argentina: el subte – (subterráneo) the subway in Buenos Aires
la fiebre tosa – mad cow disease
el patio de comida – the food court
telepeaje – toll booth
la lista de casamento – wedding gift registry

Let's Consider the Academic Content Standards

Judy McCombs, ELL Committee Chair

If someone were to come into your classroom and ask to borrow your “K-12 Foreign Language Academic Content Standards” book, could you walk over to its spot and pick it right up? Do you remember what color it is? Can you name the 5 content standards we are responsible for teaching without looking on page two? And, is the book dusty?

If you were able to answer “YES” to my first 3 questions, then hats off to you! I knew where my book was. I knew it was purple, but I hate to admit that I could not name all 5 content standards. (I know, shameful! I'll just have to eat some buñuelos, empanadas, and arroz con pollo as my penance.)

As we begin a new calendar year, 2010, take a moment to find the book and refresh what you know about the content standards. Now take another moment and reflect on what your teaching goals were at the beginning of this school year. Did you meet them? How far off are you? Did you step out of the box and try something new?

Here are the 5 content standards as second language teachers we are responsible for teaching:
Communication, Cultures, Connections, Comparisons, and Communities.

The first three are very easy to address in our language classrooms in the target language.

“Comparisons” could be a little tricky when taught in an immersion classroom (no English). With this standard we are being asked to “sort items into categories related to the target culture and students’ own culture. But it can be done keeping in mind that the use of visuals, concrete objects and music all can come into play when teaching this standard. And please “PLAY!” It’s okay to have fun with the children when teaching.

Communities is about participation, being active learners of a second language “in multilingual communities and cultures at home and around the world.” No, it doesn’t mean you get a free trip to Europe with your class, but DO take them there by inviting speakers into your classroom from around the world. It doesn’t have to be a dignitary! Parents, grandparents, a staff member! We all know someone from a faraway country that would love to talk about their home and their roots to eager students.

If you cannot find your copy of this very important publication or if you are a new language teacher in Ohio and do not have a copy you can write to Karen Paschal at ODE and request to have a copy sent to you. Here is her e-mail address: Karen.Paschal@ode.state.oh.us. (Thank you Ryan!)

In closing I’d like to recommend a DVD given to our classroom by a parent, “Cantemos en español” by Susy Dorn. It touches upon 23 themes such as; opposites, colors, shapes, animals, and the seasons. It can be used as review or introduction to vocabulary in your Spanish L2 classroom. I found the language very authentic. It can be purchased at Amazon.com.

So, until I hear from you, anyone out there....willing to share good teaching practices and successes, les digo “hasta la vista.”

The 2010 Conference is “Connecting to the World through Languages”

Roz Terek, Vice-President for Public Relations

Connect with Colleagues at the Hospitality Desk!

Hi Everyone! Each year, being a part of the whirlwind of activity that is our annual conference is exhilarating for those who attend. In particular, for the OFLA Board, the pre-conference planning is exciting, interesting, and rewarding. Happily, things settle down once the conference plans are complete. When the conference finally arrives, participants find themselves presenting or attending both workshops and sessions. One thing is certain; everyone makes plans to meet with colleagues during the conference! The Hospitality Desk is the perfect spot to meet friends as well as to connect with fellow conference participants.

Each year Board Members and local university Student Volunteers help to host the Hospitality Desk. This year, I look forward to working again with Student Volunteers from OSU! If you will attend the 2010 Conference, why not volunteer to spend an hour or two helping at the Hospitality Desk. You will enjoy the experience of greeting the arrivals, meeting new colleagues and helping to answer questions. If you would like to help with this endeavor, please contact Roz Terek at vppr@ofla-online.org. I look forward to meeting you in Columbus!

Emphasizing Our Successes! Michelle Zanni

Roz Terek, Vice-President for Public Relations

2009 Oberlin Graduate in France

What an exciting start one of our Ohio FL students has had! Michelle Zanni, a 2009 Oberlin College graduate, is once again in France. Michelle, who studied with Assistant Professor of French Grace An at Oberlin, received her BA in French and Political Science. She was a 2005 graduate of Struthers High School. During the 2009-2010 academic year, Michelle will be an English Teaching Assistant for the *Langue Vivante* program in Alençon, France.

Michelle will be teaching at both a lycée and a collège. At the lycée, she will teach classes of secondes, première année and terminales. Her classes at the collège will range from the sixième level to the troisième level. Her program began on October 1 and will end in May 2010. While in Alençon, she will share an apartment with another US teaching assistant. As the only Oberlin graduate in this particular program, Michelle is looking forward to meeting teaching assistants from the US as well as several other countries.

This past spring Michelle prepared for her adventure by working intensively with her French professors at Oberlin. During the summer, she had the opportunity to meet and to speak with former teachers and teaching assistants. Their discussions focused on the methods of teaching English to learners of other languages. Later she taught during the summer WAVE program. Her duties were similar to those she

Emphasizing Our Successes! (continued)

will face in France. During this program, she was responsible for teaching reading, writing, math, social studies and science.

As a part of her undergraduate program at Oberlin, Michelle spent a semester in France with the University Study Abroad Program (CIEE - Center for Information and Educational Exchange). She attended the Centre d'Etudes Critiques et Contemporaines in Paris, and had the opportunity to travel throughout the country.

Her experience this time is with a program arranged through the French Government for independent teacher assistants. She says that this time she has a much better understanding of the language and is less concerned about getting around the city. Her plans include as much travel as possible throughout France and other European countries.

Michelle Accepted at Middlebury College

The experiences she has had so far have been memorable for her. Michelle is looking forward to attending Middlebury College in Vermont upon her return to the US. She learned she was accepted at Middlebury this past summer. Although she is looking forward to her year in France, she is anxious to pursue her graduate studies in French at Middlebury. We wish her the best of luck in these endeavors!

Advocacy Minute

Erica O’Keeffe, Political Advocacy Committee Chair



Who is Erica O’Keeffe?

Hola! I’m Erica O’Keeffe, the new Political Advocacy Committee Chair for this year. I am delighted to be working in support of our language programs. I graduated from the OSU with a Masters degree in foreign language education and I am currently working on a Masters degree in Curriculum and Instruction with a Technology Education Focus from Ohio Dominican University. I have been teaching Spanish for eight years at Olentangy; this being my seventh year at Olentangy Liberty High School. I have been the World Language department Chair at Olentangy Liberty High School for 7 of those years. I have presented at OFLA and Central States and met the teachers from Spain working in Ohio to help them with their teaching experiences here in the US. In addition, I have taken students on school study abroad trips to Costa Rica and Spain (both amazing experiences). I love teaching and I believe very strongly in the importance of foreign language for all students k-12. I would love to help make those programs become a reality throughout the state and nation, as well as, support and advocate for our foreign language programs. When

I graduated from OSU, Dr. Virginia Ballinger said to all of the beginning foreign language teachers, “It’s up to you now. . . you are the future of foreign language education.” I will never forget those words of wisdom and I want to help make that difference! If you have any ideas for advocacy or would like to be a part of the Political Advocacy Committee please email me! (erica.ofla.pac@gmail.com)

Advocating for French, German, and Spanish foreign language proficiency through the Ohio Collaborative Articulation and Assessment Project (CAAP).

Currently, national and state policies are calling for measurements (i.e., standardized tests) that provide results concerning student achievement. All focus has been placed on the core areas, English, Science, Mathematics, and Social Studies, while subjects such as foreign language are pushed to the side. This is partly due to the lack of accredited measurements available to provide student learning outcomes in foreign languages. Nonetheless, a measurement for French, German, and Spanish currently exists for the state of Ohio, the Collaborative Articulation and Assessment Project (CAAP). This is an assessment for level III foreign language learners that gages their end of year proficiency in all four skills with that of third year students enrolled at the Ohio State University (OSU). CAAP is funded by the state of Ohio thus, completely free of charge for all stakeholders.

CAAP has several benefits for students, teachers, and language programs. Firstly, students are afforded pertinent information about their language proficiency, placement in college, and most importantly about foreign language learning expectations at the university level. Secondly, instructors gain a state-wide collaborative support network supplied by CAAP. Additionally, CAAP offers professional development for foreign language educators involved in CAAP (i.e., exam preparation, calibration sessions, teaching

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(continued)

and learning strategies, and sharing of resources).

How does CAAP help foreign language programs? Aside from professional development and meaningful connections with college, CAAP provides teachers with data of student learning that can be used in order to improve the overall student performance within a program. Becoming involved in CAAP is establishing a partnership with your school and a higher learning institution, OSU. Moreover, CAAP assists schools to meet state directives to align district curriculum and assessments. Rebecca Bias, Assistant Director of the Foreign Language Center at OSU, ascertains “we simply strive to make the transition from high school to college a smoother one for your students of French, Spanish, or German.”

Commonly asked questions and answers about CAAP:

What is the test breakdown and implementation process?

The test takes more than one class period. It is suggested to complete the listening section first (20 minutes, 1-10 on the scantron / multiple choice). The reading section (30 minutes) should follow (11-20 on scantron / multiple choice), and then the writing and speaking. The writing section (40 minutes) is also on the written exam (composition style). The speaking is a separate exam (7 minutes) with 3 minutes of recording time per student and 4 minutes of mental preparation.

Who grades the CAAP tests?

The reading and listening sections are multiple choice (10 points each) and CAAP provides the instructor with the answer key for grading. Trained GTA staff also verifies these scores when the instructor returns the exams.

Using a very simple rubric from 1-9, the high school instructors grade the writing composition and the speaking section (if implemented). CAAP instructors grade these sections as well for students, and uses the average of the 2 grades for the report sent to the high school instructor in the fall.

What is the financial obligation?

There is no cost to participate in CAAP. Nevertheless, it may be necessary to provide microphones or recorders for the students if the speaking assessment is implemented. CAAP provides all testing materials including cassettes and/or CDs as needed, prepaid postage for mailing and returning the exams to CAAP.

Do students say, “I tested high enough, I’m not going to take a fourth year?”

Not at all. Teachers do not typically receive their reports until late September, which means students are already in their fourth year of study. It is completely up to the high school educator what and how to share student results because they are all confidential.

Are student grades published in any form?

CAAP does not publish any reports including individual students’ scores, and does not compare

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Erica O’Keeffe, Political Advocacy Committee Chair

(continued)

instructors. CAAP only publishes an aggregate report for CAAP funders which compare high school students in each of the four skills with OSU third year students who also take the exam. CAAP is for the high school instructor and is confidential.

How do teachers and students gain access to the practice exam online?

CAAP supplies each instructor a log-in and ID for their classes to take the practice exams any time. There is, however, no speaking assessment online, and the writing section is for student practice with a pre-writing organizer, text writing portion, and proof-reading section. Students cannot view what they write unless they print out their texts. The listening and reading online are multiple choice and they receive immediate feedback on their results.

Do teachers know what will be on the test?

A set of learning outcomes called the CAAP Common Core have been designed for each level aligned with Ohio’s foreign language standards (i.e., students will be able to plan outings, talk about jobs, etc.) Thus, teachers will know what students should be able to know and do for the CAAP testing.

For more information on the CAAP testing please contact:

Diane Birckbichler, Director or Rebecca Bias, Assistant Director.

Phone- (614) 292-4361

Fax- (614) 688-3355

Website- caap.osu.edu

e-mail- bias.3@osu.edu

Keep in mind, foreign language programs need to be valued as much as the core curriculum. Presently, value is associated with results, college connections, and accredited testing that supply communities with data about student achievement. Often, foreign language educators forget that the time to advocate is prior to the need for advocacy. CAAP is one way to bring results to your foreign language program.

JNCL- NCLIS UPDATE

(All information extracted directly from JNCL-NCLIS Website)

Legislative Highlights

National Foreign Language Coordination Act of 2009 (S.1010) On May 7, 2009 during the JNCL-NCLIS Legislative Day, Sen. Daniel Akaka (D-HI) announced the introduction of his “National Language Coordination Act of 2009” - S. 1010. Current co-sponsors for this bill include Senators Thad Cochran (R-MI), Christopher Dodd (D-CT), Richard Durbin (D-IL), and Russell Feingold (D-WI). The bill would establish a National Foreign Language Coordination Council in the Executive Office of the President, directed by a National Language Advisor appointed by the President to oversee, coordinate, and implement continuing national security and language education initiatives. To remain informed of the

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bill's progress, visit THOMAS and search for bill number S. 1010.

<http://www.languagepolicy.org/legislation/index.html#ARRA>

English as a National Language Amendment

Amid the debate on S. 2611 - Senate Immigration Reform Act, Senator James Inhofe (R-OK) introduced S.A. 4064 - National English Amendment to make English the national language of the United States. The amendment passed with a vote of 63 to 34. It directs the government to “preserve and enhance” the role of English without altering current laws that require some government documents and services be provided in other languages. The amendment also requires that immigrants seeking U.S. citizenship know the English language and U.S. history. A thorough test would be required to demonstrate English language proficiency and knowledge of U.S. history and elements of U.S. culture such as the Pledge of Allegiance and the national anthem. It has been reported, however, that this amendment may have lost some of its effect when Inhofe agreed to change the text to read that English is the “national language” rather than the “official language” of the United States. Senator Inhofe also agreed that the English-only mandate could not negate existing laws that allow bilingual education or multilingual ballots.

Soon after approving the Inhofe amendment, the Senate passed (with a vote of 58 - 39) a competing amendment, S.A. 4073, introduced by Senator Ken Salazar (D-Co) declaring English as the “common unifying language of the United States.” It mandated that “nothing in that declaration shall diminish or expand any existing rights” regarding multilingual services. Differences between the two amendments will have to work out when the Senate conferences with the House on the immigration reform issue.

http://www.languagepolicy.org/legislation/archive_109.html

Senator Paul Simon Study Abroad Foundation Act (S.473) (H.R.2410)

The Senator Paul Simon Study Abroad Foundation Act, which was introduced in both houses last year and actually passed the Senate, was again introduced in both houses recently. The legislation would create a Foundation that would award grants for study abroad opportunities, with an emphasis on nontraditional destinations. The Senate bill is sponsored by Sen. Richard Durbin (D-IL) with a number of co-sponsors, and the House bill was introduced by House Foreign Affairs Committee Chairman Howard Berman (D-CA) as part of the Foreign Relations Authorization Act.

<http://www.languagepolicy.org/legislation/index.html#ARRA>

To read more about the current legislation for foreign language education please visit the JNCL-NCLIS Website:

<http://www.languagepolicy.org/>

Professional Development: Upcoming Opportunities



Summer Workshops, Courses and Institutes

TPRS/COMPREHENSIBLE INPUT Teaching Ideas

We plan to return with at least two workshops featuring TPRS and other Comprehensible Input Teaching Ideas. The tentative plans are to host one workshop in June and one in August. One will be held in the Northeastern part of the state and the other in the Dayton area.

There will be an announcement on the OFLA listserv as soon as plans are finalized.

Submitted by Teri Wiechart

ASU Critical Languages Institute

Source: Arizona State University

From <http://cli.asu.edu>

The ASU Critical Languages Institute has been offering summer intensive language courses and short-term summer study abroad programs since 1991. CLI students earn up to 10 credits and can earn 2 semesters of language instruction in 1 summer. CLI courses are tuition free and open to all students (undergraduate, graduate, and non-degree). Enrollment is limited. CLI offers three programs:

- Summer Intensive Programs on the Arizona State Main Campus
- Summer Intensive Programs in Kazan, Russia
- Short-Term Summer Study-Abroad Programs

CLI languages are Albanian, Armenian, Bosnian, Croatian, Hebrew, Macedonian, Persian, Polish, Russian, Serbian, Tatar, Uzbek, and Yiddish.

Learn more about all three programs as well as funding opportunities at <http://cli.asu.edu>

Intensive Summer Language Institutes for Chinese, Arabic and Russian Teachers

This program is designed to strengthen critical need foreign language instruction at U.S. schools by providing intermediate and advanced level teachers of Arabic, Chinese, and Russian as a Foreign Language with the opportunity for intensive language study abroad. The summer 2010 program is open to current K-12 teachers as well as community college instructors of Arabic, Chinese, and Russian; university students enrolled in education programs intending to teach these languages are also eligible to participate. The program is funded by the Bureau of Educational and Cultural Affairs (ECA) of the

Professional Development

(continued)

U. S. Department of State, and administered by American Councils for International Education ACTR/ACCELS.

Program Benefits:

- Academic program in Changchun, China; Alexandria, Egypt; or Kazan, Russia;
- Round-trip airfare;
- Housing and meals;
- Educational and cultural excursions;
- Peer tutors for conversation practice;
- Stipend for the purchase and shipping of teaching materials;
- Pre-departure orientation in Washington, D.C.;
- Visa support;
- Health insurance; and
- 10 graduate credit hours through Bryn Mawr College.

The program is open to educators who meet the following eligibility requirements:

- Teach Arabic, Chinese (Mandarin), or Russian as a Foreign Language in a K-12 school, community college, or are enrolled in a program leading to teaching of critical languages;
- Speak Arabic, Chinese (Mandarin), or Russian at the intermediate or advanced level ;
- Are a non-native speaker of the target language: Arabic, Chinese (Mandarin), or Russian. For participation in this program, a native speaker is someone who finished high school (or equivalent) in an Arabic, Chinese (Mandarin), or Russian speaking country. A heritage speaker is someone who speaks the target language at home, but has not spent an extended period of time in a country where the primary language is Arabic, Chinese (Mandarin), or Russian. Heritage Speakers may be eligible if they do not possess native fluency in the target language.
- Possess U.S. citizenship; and
- Submit a complete application.

Applications: Available at: <https://www.onlineac.org/start/NjYOMTRfMjkwXzY1Mzcz>

Deadline: March 1, 2010

Study Abroad / Immersion Scholarship Application Information

This scholarship are intended to provide some assistance to students planning to become world language teachers. OFLA believes in the value of immersion experiences, especially those planning to become professionals in the field. There is one scholarships of \$1000 available.

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 in the Cardinal).
- Submit a description of the immersion program and include a brochure, if available.
- Include two letters of recommendation in a sealed envelope:
 - One from a world 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 world language education, why you want to participate in this program, previous experience abroad, your need for financial assistance, and your intention to teach in Ohio for at least two years after licensure.

High school students should:

- Submit an application form (available online or in the Cardinal).
- Submit a description of the immersion program and include a brochure, if available.
- Submit two letters of recommendation in a sealed envelope.
 - One from your world 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.

Questions may be sent to scholar@ofla-online.org

Send all materials together to:

Mrs. Stacy J. Knipp, OFLA Scholarship Chair
Union Scioto High School
14193 Pleasant Valley Road
Chillicothe, Ohio 45601

MUST BE RECEIVED BY MARCH 19, 2010

Study Abroad / Immersion Scholarship Application

(Please type or print)

Applicant Information

Name _____ Expected year of graduation _____
Address _____ Phone _____
City _____ State _____ ZIP _____
Email _____
Language(s) you expect to teach _____
Overall GPA _____ World Language GPA _____
Name of University or High School _____
Location _____

Program Information

Name of program / company _____
Program contact person _____
Email _____
Address _____ Phone _____
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)

Technology Tips

Take a look at this easy Web 2.0 app (application), which allows your students to create timelines online! There is nothing to install! Open a free account and click on the “Create a timeline” button and begin exploring or browse through what others have created!

xTimeline – <http://www.xtimeline.com/>

“When we developed the timeline tool, our friends thought of many ways to creatively use the timeline. Some of them thought the timeline could become a great public service, a resource for history education and for debate over current issues. Others wanted to create biographical timelines for celebrities and their scandalous relationships.

The ability of these timelines to entertain and educate convinced us that other people would enjoy our timeline as much we do. And that’s how xtimeline came to have a home of its own.”

Quoted from their “About xtimeline” webpage (<http://www.xtimeline.com/about.aspx>)

If you would like some more ideas about how to use it, here are a couple of blog posts about the online application:

Read Chris O’Neal’s blog post on Edutopia found at:
<http://www.edutopia.org/xtimeline-timeline-web-site>

Read Joyce Valenza’s blog post on School Library Journal found at:
<http://www.schoollibraryjournal.com/blog/1340000334/post/260011426.html>

Take a look at what one person did with the Revolution Francais:

<http://www.xtimeline.com/timeline/Revolution-Francais>

Make sure to click on at least one event on the timeline. This will take you to more information about it. There is even a “Source” field provided to encourage students to cite their source(s)!

The screenshot shows the xTimeline website interface. At the top, there is a navigation bar with "Home", "Explore", and "Lists" links, a search bar, and a "Create a timeline" button. Below the navigation bar is a banner for "network solutions" with the text "There's a Web address that's right for every business." and a "GO ON, TRY ME!" button. The main content area is divided into two columns. The left column features "Featured Timelines" with two entries: "Web browser history" (49 events, 11673 views, by marce) and "Mark Twain" (42 events, 1881 views, by gurumutra). The right column has a "Create a timeline!" section with a description of the tool and a "Recent Timeline Lists" section.

Technology Tips

Online presentation tools are cropping up everywhere on the Internet these days – even Google offers a presentation tool as part of its Google Docs. Another of these free online Web 2.0 apps is SlideShare found at: <http://www.slideshare.net/>

What is SlideShare?

SlideShare permits you to upload PowerPoint, OpenOffice and Keynote presentations as well as your Word and OpenOffice docs. You can then share them from your own website or send the URL (web address) to your students by email. The content of your presentations and docs will be indexed which will allow search engines to find your content.

You can also find other's presentations online here and use them for your education purposes.

Using the search term “teaching Chinese” on their website produced 1,826 results. Here are a few of the presentation titles that showed up on the first screen:

How to Teach Chinese Speaking and Listening
How to Teach Chinese with Visual Aids
The Art of Teaching Chinese
Teaching High School Chinese
Chinese Stone Sculpture

Choose your own search term and give it a try; you might find something truly inspiring out there!



News & Notes

CONCORDIA
COLLEGE

 CONCORDIA
LANGUAGE VILLAGES

Master of Education in World Language Instruction

Blending online coursework, experiential learning
and on-site classes at Concordia Language Villages

18-month program | 34 semester hours

Contact the Graduate Programs and Continuing Studies Office at:
218.299.3001 or graduate@cord.edu



For information on other world language
teacher workshops and courses, visit:
www.ConcordiaLanguageVillages.org
and click on "Educators"

Leaders in global education

www.ConcordiaCollege.edu/graduate

Ohio TESOL

Teri Mandell, TESOL Representative



Ohio TESOL Conference

The Ohio TESOL Conference was held on October 30 and 31, 2009 at the Hilton Easton in Columbus, Ohio. The conference was very well attended. There were 791 people in attendance. Dr. Shelley Wong, an Assistant Professor in Multicultural/ESL/Bilingual Education at George Mason University in Fairfax, Virginia, was the keynote speaker. It was a very successful conference.

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

News & Notes

OVFLA 2009 Meets on Halloween

Members of the Ohio Valley Foreign Language Alliance gathered on the Ohio University campus in Athens for their annual fall meeting on Saturday, October 31st. This year's event marked the 26th anniversary of collaboration among high school, middle school and college language teachers in the southeast region of our state.

After a reception with lively conversation and refreshments, co-directors Fred Toner and Mary Jane Kelley welcomed members, and Barb Reichenbach introduced the day's featured presenters: Kirk A. Lentz and Amanda L. McAnulty of Blairsville-Saltsburg School District near Pittsburgh, Pennsylvania. Kirk and Amanda shared "From Speaking to Writing: Information-Gap Activities", a formula for materials development firmly based in current methodological and second-language acquisition theories. Kirk and Amanda's examples offer students real-life contexts that lend meaning and purpose, encourage students to converse using sentence-length discourse, require negotiation of meaning, and contain an extension in which students express ideas in writing using the information collected.

Questions and conversation continued into the break, after which the group re-convened for a series of mini-lessons, in which various OVFLA members presented successful classroom activities from their repertoires. Ila Hennig of Adena HS shared two lessons: using Bécquer's poetry and creating a Spanish Newspaper. Debbie McCorkle of Chillicothe HS introduced us to Captain Samurai Flower's YouTube video "Le Drapeau", a song about environmental activism. OU German education student Liam Purdy charmed us with "Teaching in the Target Language", in which computer-generated cats taught German comparatives without a word of English.

The final two presentations reminded the audience it was October 31st: Gretchen González and Nancy Jackson of Logan HS passed around "Body Parts" in cardboard coffins and discussed incorporating these manipulatives in the October language class, after which Carma Jean Rausch of Morgan HS distributed a packet of handouts, collected over a long teaching career, of Halloween activities for students of French. Dialogue continued after the official meeting ended, and many participants agreed that this Halloween program was one of the best in our organization's 26-year history.



AATF News

Kirsten Halling, AATF-OH President

Plus de 250 lycéens à la Journée d'Immersion de Wright State



250 lycéens de 18 lycées de l'Ohio sont venus à Wright State le mercredi 4 novembre 2009 pour fêter la Semaine nationale du français. Afin de pouvoir s'inscrire à l'événement, les lycéens ont dû signer un serment où ils ont juré de ne parler que français pendant la journée entière et de participer à toutes les activités de bon cœur.

Puisque les Nations Unies avaient déclaré 2009 l'Année de l'Astronomie, toutes les activités se concentraient sur le thème de la découverte interplanétaire et les merveilles de l'espace. Les profs de français de WSU et leurs étudiants avancés, assumant le rôle de "chefs de table," ont planifié et animé des exercices interactifs, tels l'atelier de théâtre, les "folies impromptues," le défilé des drapeaux, des jeux, le Trivial Pursuite, Jacques a dit et une petite compétition d'écriture, dont les résultats sont publiés ci-dessous.

Dans son excellent discours d'ouverture, le président de Wright State, Dr. David Hopkins a rappelé aux participants l'importance et la relevance d'étudier le français, une langue parlée par plus de 200 millions de personnes dans 50 pays partout dans le monde et une langue pratiquée dans la diplomatie, les recherches, la science, les affaires, la culture et la communication internationale. Plus tard dans la journée, Dr. Stefan Pugh le Chef du Département de Langues Modernes à WSU, un vrai polyglotte, a fait un petit speech en français dans lequel il a encouragé les élèves à continuer leurs études de langue en y citant beaucoup de raisons y compris la beauté de la langue française.



La septième Journée d'immersion de WSU, en partie subventionnée par un don du Consulat de France à Chicago, a réuni un grand groupe de personnes dont l'amour de la langue française les unit. Si vous voudriez y amener un groupe d'élèves l'année prochaine (le vendredi 5 novembre 2010), envoyez un mail à kirsten.halling@wright.edu pour nous communiquer votre intérêt. Nous enverrons les demandes d'inscription à la mi-septembre à partir de la liste de distribution d'OFLA et à ceux qui nous auront envoyé un préavis.



Equipe de français



Folies impromptues: Histoire d'amour pour la Saint Valentin

Instructions : Partenaire #1 garde le papier, et demande au Partenaire #2 de lui donner 11 mots répondant aux critères ci-dessous. Partenaire #1 met les mots dans les blancs. Les deux partenaires lisent l'histoire qu'ils inventent.

1. prénom féminin
2. ville
3. nom m/s
4. nom f/s
5. nom
6. adj. m/s
7. nom m/pl
8. verbe à l'infinitif
9. nom masculin
10. adj. m/s
11. adj. m/s
12. couleur, m/pl
13. adj. m/s
14. verbe à l'infinitif
15. adj. m/s
16. nom m/s/consonne
17. prénom féminin

(1) _____ est arrivée à (2) _____ pour vivre chez son (3) _____ . Elle détestait cette (4) _____ parce qu'il n'y avait jamais de (5) _____ et c'était très (6) _____ .
Le lendemain, quand elle est allée au lycée, tous les (7) _____ lui ont demandé de (8) _____ , mais elle n'avait d'yeux que pour (9) _____ . Il était tellement (10) _____ et (11) _____ , mais il ne l'aimait pas du tout. Elle ne comprenait pas pourquoi il la regardait, les yeux (12) _____ de colère. Plus tard, elle a compris que cet homme (13) _____ ne pouvait pas la (14) _____ , et qu'il était aussi (15) _____ par elle qu'elle l'était de lui. C'était le (16) _____ d'une histoire d'amour comme celle de Roméo et (17) _____ .



AATF News

Kirsten Halling, AATF-OH President

Petit concours

Pendant la journée d'immersion à WSU, les élèves ont travaillé en équipes de 7 personnes, avec un chef de table, pour écrire une nouvelle conclusion à l'histoire du Petit Prince. Voici l'essai qui a gagné le premier prix. Félicitations à Lauren Loo (Sylvania Southview High), Alessandra Gligor (Sylvania Southview), David Horney (Kettering Fairmont High), Kevin LaVoy (Kettering Fairmont), et Mélissa Moore (Kettering Fairmont) !

Après que le Petit Prince est tombé doucement sur le sable, il y a eu un grand silence. Tout d'un coup, Saint Exupéry a vu l'esprit du Petit Prince quitter son corps et voler dans l'air. L'esprit a quitté la Terre et a voyagé à sa planète. Saint Exupéry était très triste, mais il savait que c'était la meilleure chose pour son ami. Mais quand l'esprit du Petit Prince est arrivé sur sa planète, il a été choqué. Les baobabs étaient très gros parce que pendant l'absence du Petit Prince, il n'y avait personne pour les arracher. Et aussi, sa fleur était morte parce qu'elle n'avait personne pour la protéger. C'était horrible ! L'esprit du Petit Prince était très triste, mais il a décidé de rester sur la planète pour la protéger et pour chercher l'esprit de la rose.

French Book Club Selection 2010



Mise à jour: French Book Club Selection 2010

Titre: *Où on va papa?*

Année, éditeur: 2008 ; Paris : Stock

Auteur: Jean-Louis Fournier

ISBN: 978-2-234-06117-0.

Résumé: Roman émouvant dans lequel l'auteur, Jean-Louis Fournier, parle de ses expériences avec ses deux enfants profondément handicapés. Lecture très rapide et satisfaisante. La discussion du livre aura lieu au Congrès d'OFLA en avril.

Où l'acheter?: Rupture de stock ! L'AATF-OH a vendu tous les livres qu'on a commandés sur amazon.fr. Vous pouvez toujours le commander chez amazon.fr pour 10 euros (occasion) ou 14 euros (neuf) plus frais.

Keep connected at <http://aatfohio.wordpress.com/>

OFLA 2010 Conference

Forming Global Citizens: Opening Minds and Opening Doors



Columbus

April 8–10, 2010

Check the OFLA Website
ofla-online.org for
registration details



Hyatt on Capitol Square

<http://capitolsquare.hyatt.com/>

Room Rate - \$125 Single/Double

High School Student Scholarship for OFLA Conference Attendance

Teacher Guidelines for High School Student Scholarship for OFLA Conference Attendance

Thank you for sponsoring a student to attend this year's OFLA conference!

With the present budget, there are six scholarships available. Each scholarship provides...

- \$25 conference registration fee for student members, and
- \$20 stipend to cover other expenses associated with conference attendance.

Selection of scholarship awardees will be based on completion of application form, quality of essay (letter), and sponsor recommendation. Every effort will be made to represent as many Ohio high schools as possible.

Please check with your student to be sure she/he has given you the following:

- Student application form
- A letter indicating why he/she is interested in a career as a world language teacher and what he/she hopes to accomplish in attending the OFLA Conference.
- A statement indicating intentions of attending sessions throughout Friday.
- A letter of permission from parent or guardian to attend conference with you as the sponsoring teacher

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 the student and the teacher agree that the student will stay overnight, the teacher must accept responsibility for chaperoning the student. **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. And...
- send all student materials as well as your Teacher Nomination Form and your letter of recommendation before the posted deadline.

Please direct any questions to Mrs. Stacy Knipp, OFLA Scholarship Chairperson at scholar@ofla-online.org

High School Student Scholarship Application for OFLA Conference Attendance

(Please type or print)

Name _____

Parent/Guardian name(s) _____

Address _____ Phone _____

City _____ State _____ ZIP _____

Email _____

High School _____ Location _____

Overall GPA _____ Expected year of graduation _____

What language(s) are you studying? _____

How long have you studied it/them? _____

Sponsoring teacher's name (must be an 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 from parent or guardian and must accept responsibility for chaperoning the student. STUDENTS MUST NOT BE IN HOTEL UNCHAPERONED.

Be sure to send...

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

Send to: **Mrs. Stacy Knipp, OFLA Scholarship Chairperson**
Union Scioto High School
14193 Pleasant Valley Road
Chillicothe, OH 45601

Must be received by 19 February 2010

Teacher Recommendation for High School Student Scholarship Application for OFLA Conference Attendance

(Please type or print)

Name of student you wish to nominate _____

Your name _____ High School _____

Address _____ Phone _____

City _____ State _____ ZIP _____

Email _____

I am a paid OFLA member: Yes No (only OFLA members may nominate)

Please comment on the following student attributes.

Academic achievement in world languages

Interest in pursuing world 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. Stacy Knipp, OFLA Scholarship Chairperson**
Union Scioto High School
14193 Pleasant Valley Road
Chillicothe, OH 45601

Must be received by 19 February 2010

University Student Scholarship Application for 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 Languages Teacher in Ohio, and to network with other World Languages professionals.

With the present budget, there are 36 scholarships available. Each scholarship provides for...

- \$25 conference registration fee for student members (\$10 Student Membership fee is not included),
- \$30 awards luncheon,
- \$40 stipend to cover other expenses associated with conference attendance,

Selection of scholarship awardees will be based on year of graduation, quality of essay, sponsor recommendation, and special circumstances. Every effort will be made to represent as many Ohio universities as possible.

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

- meet at the Hospitality Desk at 8:00 A.M. on Friday 9 April to meet the scholarship chairperson and other scholarship recipients, and to learn how to make the most of your conference experience,
- attend multiple sessions of your choice during the course of the day,
- introduce the speaker(s) at an OFLA conference session (Session information will be determined and given to you before the conference), and
- come to the Saturday awards luncheon to be recognized and to receive your stipend.

Be sure to send...

1. your completed application,
2. a paragraph of 300 words or less explaining why you have chosen world language education as your profession,
3. a paragraph of 250 words or less explaining how you think you will benefit from attending the OFLA conference,
4. notes explaining any special circumstances we should be aware of, and
5. a Teacher Recommendation Form from your sponsor, who must be an OFLA member who is a university world language teacher or your cooperating teacher. Provide your sponsor with the form and an addressed, stamped envelope to be sent directly to the Scholarship Chairperson.

**Send to: Mrs. Stacy Knipp, OFLA Scholarship Chairperson
Union Scioto High School
14193 Pleasant Valley Road
Chillicothe, OH 45601**

Must be received by 19 February 2010

University Student Scholarship Application for OFLA Conference Attendance

(Please type or print)

Name _____ Expected year of graduation _____

Address _____ Phone _____

City _____ State _____ ZIP _____

Email _____

Language(s) you expect to teach _____

Overall GPA _____ World Language GPA _____

University _____ Location _____

Sponsoring Faculty Member (Current OFLA Member) _____

Institution _____ Location _____

Address _____ Phone _____

City _____ State _____ ZIP _____

Email _____

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 _____

Teacher Recommendation for University Student Scholarship Application for OFLA Conference Attendance

(Please type or print)

Name of Student you wish to nominate _____

How long have you known this candidate? _____

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

Your name _____ Institution _____

Address _____ Phone _____

City _____ State _____ ZIP _____

Email _____

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

Please comment on the following student attributes.

Academic achievement in world languages

Commitment to and enthusiasm for teaching

Fitness for teaching

Motivation to improve and learn

Character, integrity

Initiative, independence

**Please send directly to: Mrs. Stacy Knipp, OFLA Scholarship Chairperson
Union Scioto High School
14193 Pleasant Valley Road
Chillicothe, OH 45601**

Must be received by 19 February 2010

Mark Your Calendar Now!

- February 1-3** eTech Ohio Educational Technology Conference:
Information: <http://www.etech.ohio.gov/conference/>
- Beginning February 11** Oberlin NCTA Seminar Information: http://ncta.osu.edu/future_sites.php
- March 2-8** National Foreign Language Week
Information: www.lacitycollege.edu/academic/honor/amg/homepage.html
- March 4-6** Central States Conference (CSC), Minneapolis, MN
Information: <http://www.csctfl.org/>
- March 24-27** TESOL's 44th Annual Convention
Information: http://www.tesol.org/s_tesol/convention2010/
- April 8-10** **Ohio Foreign Language Association (OFLA) Annual Conference, Columbus, OH** Information: www.ofla-online.org
- May 12-14** Ohio Higher Education Computing Council
Information: <http://www.csctfl.org/>



The Cardinal

Ohio Foreign Language Association

Editor: Cheryl Johnson PO Box 719 Gambier, OH 43022

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