



The CARDINAL

Newsletter of the Ohio Foreign Language Association

Volume 48, Number 4

Summer 2010

Bonjour de France!

Fred Toner, OFLA President



I am writing my last letter as President of OFLA as I visit students participating in O.U.'s study abroad program in Avignon. Is there any greater pleasure than seeing students put into practice what they have learned in our classes? I

accompanied the group to a small village, Fontaine de Vaucluse, where we met eight former resistance fighters and listened to their amazing stories of courage and survival. The students had prepared questions for the 80 to 90 year-old French natives which sparked enthusiastic and often moving replies. After the interview, we toured a World War II museum with one of the members of the Resistance as our guide, and then we ate lunch together. I smiled proudly as the students interacted en francais with the members of the French Resistance, and I smiled even more broadly as the Resistance Fighters gave me an enthusiastic thumbs-up as we parted, a clear sign that they were impressed with the students' efforts to communicate in French. I was struck then, as I often have been during my trips abroad, by the value of what we do as language teachers. In this latest case, the students had a first-hand glimpse into what life was like during the occupation. I am convinced that this particular view into the past will help form the students' future as they become responsible global citizens.

Much of what I've been doing in France has been on a considerably more humble level: taking pictures of anything having to do with daily life in France, including—I hesitate to add—documenting French toilets. My aim is to

facilitate my students' entry into another culture and to help them consider that the differences we encounter when traveling (such as the choices given in flushing a toilet) often reflect a country's values (such as the desire to conserve energy and resources). Naturally, the contact with new points of

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The Cardinal

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

Deadlines:

August 1 (Fall issue)
December 1 (Winter issue)
April 1 (Summer 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

Bonjour de France (continued)

view helps us to see our own familiar reality in a new light, as well.

In this time of budget cuts and in the face of what seems to be a discouraging lack of support for world languages, it is good to take the time to remember the magic that language teachers make possible. I shall not soon forget the Resistance fighters' thumbs-up and the delighted smile on the students' faces.

Happy Summer,

Fred

A Must-read for All Teachers

Carol Eiber, Executive VP



For your summer reading I highly recommend *The Water Is Wide*; it's a book that all teachers should read. Those of us in foreign language education can relate to many of the issues faced by the author and to the methodology he used.

The author is Pat Conroy who also wrote *The Prince of Tides*, *The Lords of Discipline*, and *The Great Santini*. In *The Water Is Wide* he wrote of his teaching experience in the South, specifically on an island off the coast of Georgia, where the students had been written off as uneducable. He used methods that we use in our classrooms today to engage our students: classic films, field trips, music, tape recording, current events, and geography.

Conroy persevered even with a non-supportive principal and board of education; he stood firm and defended his students' right to an education in spite of the politics and prejudices of the time. In other words, he bucked the system. It is not hard to see the parallels to our teaching contexts today. He demonstrated to me once again that teacher expectations are the most important factors in student achievement.

The book was published in 1972 so it is not easy to find. If you can find it, it is great food for thought and a lesson in courage, determination and dedication. Hopefully the educational system has improved for the students where Pat Conroy taught.

Become an Ally!

Judy McCombs, ELL Committee Chair



The 2009-2010 school year is over. You're looking to get to the pool, vacation, and just some time to relax! While you're out there enjoying the summer fun, take a few moments and think about the relationships you have with the classroom teachers in your building. How do they view you and the second language opportunity you are offering their students? When you're absent, are they concerned about you, or are they upset because they didn't get their "break." Do they see you as a contributor to their classroom curriculum or are you viewed as the "I'm going to...?" "When my kids go to Spanish I'm going to work on report cards, when my kids go to Chinese I'm going to make copies, when my kids go to French I'm going to call the doctor."

Webster's Dictionary defines ally as "a person who associates or cooperates with another; supporter." If the classroom teacher does not see you as his/her ally, then you need to change that when you walk into the building that first day of the 2010-2011 school year! As a foreign language provider you are not just another "special," YOU are special!

It's up to you to change the minds of the classroom teachers that see you as their "I'm going to!" YOU are their ally! Ask them what they are covering in social studies, math, science. When you teach the primary children how to count and recognize numbers in the foreign language, then do addition, subtraction, and simple word problems with the children too! That way you are reinforcing one of the math standards taught at the primary level!

Wrap what you are doing around what the classroom teacher is doing so that what you do has meaning outside of your language classroom and is supportive of the curriculum the children will be tested on for those darn proficiency tests that are not going to go away!

You need to be an ally....not the "I'm going to." It's up to you to make this happen. Relationships are hard to change, but not impossible. We need to make the regular classroom teachers view us as positive influences in their classroom curriculum too.

Think about it! Become an ALLY! Stand united with that classroom teacher!

ASTUTE: Building Elementary Curriculum From Scratch

Eugenia Charoni, M.Ed., M.A.

One of the most overwhelming challenges K-6 Foreign Language teachers face is how and what to teach. This is especially true when a school, that has never operated a similar program before, attempts to incorporate foreign language(s) into its curriculum. Being one of these teachers who were challenged with setting up an elementary foreign-language program from scratch, I decided to share my experience and to convey this message: No matter how tough, scary and undoable it looks, an elementary curriculum can be built up from scratch if some basic, logical steps are followed.

I created an acronym that focused on the areas I felt were important in creating a Spanish and/or French K-6 foreign-language program:

A = Age appropriate

S = Standards based

T = Team work oriented

U = Unique

T = Trigger enthusiasm

E = Evaluation of program's goals and student's progress

A = Age appropriate: Teaching K-6 aged students can be quite challenging. However, by remembering that children like understandable and simple, yet meaningful activities helped me to create lessons to which my young learners could easily relate. Moreover, I was greatly helped by utilizing the human development theories of Vigotsky, Piaget, Erikson and Kohlberg.

S = Standards based: The Ohio Department of Education's (ODE) standards provide a very beneficial map to follow. By putting these standards into practice, I could justify and document my choices to administration, parents and colleagues.

T = Teamwork oriented: After I had planned out my basic action plan, I thought that my curriculum could be more appealing if I knew what and how the students were taught in their English classes. Therefore, I contacted several K-6 teachers with whom I shared valuable ideas that I successfully implemented in my own French and Spanish classes.

U = Unique: Stop thinking that "I have no textbook, so I can not teach". One can simply be creative. I wrote songs, invented games, invited guest speakers and used online resources to present the material I had planned.

T = Trigger enthusiasm: Thanks to Internet, I found a great deal of information. I narrowed down my findings by referring to the "A," "S" and "T" in ASTUTE to keep student's enthusiasm at high levels. This enthusiasm was evident in the way that fifth graders performed in an Open House/Parent Day, showing not only advanced linguistic skills but also unique talents in playing musical instruments and decorating the stage.

E = Evaluation of program's goals and student's progress: Each curriculum needs to have a goal to be effective. Keeping it fun without assessing knowledge leads nowhere. Students were evaluated frequently with exams, quizzes and oral assessments.

ASTUTE: Building Elementary Curriculum From Scratch

(Continued)

I was happy to see my students being fearless and excited when using the target language. I believe and insist that young learners should start learning a language in a normal classroom environment with an established routine. This way they do not regard this period as “playtime”, but as an enjoyable class that has an academic goal.

[Eugenia Charoni is a K-12 certified French & Spanish instructor and a PhD candidate in French & Spanish. She may be contacted at charonea@email.uc.edu]

Thank You! 2010 Conference Vendors

Roz Terek, Vice-President for Public Relations

Sixty Raffle Prizes Awarded at Conference

The annual OFLA Conference does not disappoint its members! Once again, the 2010 Conference was motivating, inspiring and hectic as colleagues from around the state attended a host of workshops and sessions. As they left the conference, they felt both motivated and energized by their experiences. One of the highlights of the conference was the President's Reception on Friday evening. During the festivities, colleagues were thrilled to win one of over fifty prizes donated by the conference vendors.

The generosity of the conference vendors to the raffle was outstanding this year! Thanks to their generosity, we had over fifty prizes ranging from a weekend stay at the Hyatt to books, videos, jewelry and much more. We thank the following vendors for their donations:

Amsco School Publications, Inc.

ASC Direct, Inc.

CETA Tours

Chalkboard Productions

EMC Publishing

Holt McDougall

Hyatt on Capitol Square

MEP - Schoenhoef's

Pivobooks

Prentice Hall

Santillina USA Publishing

Tell Me More

The Silverlady II

Trader Joe's at Sawmill

Vista Higher Learning

Remarkable OSU Student Volunteers!

Roz Terek, Vice-President for Public Relations

Thanks to the OSU Student Volunteers and the OFLA Board Members, the Hospitality Desk was filled with great activity again this year! With its location next to the registration area, the Hospitality Desk was always busy. Conference participants gathered here at the HD and arranged to meet their friends, checked on restaurant information, asked for session locations and found a solution to a host of other questions they had.

Diane Birckbichler from OSU was most helpful in helping me to contact student volunteers. These student volunteers are remarkable in their talents and interests in language. Each of them is studying at least two languages, several are fluent in three or more and each has traveled and studied abroad. Many thanks to the OSU students who are looking forward to being there for us next year!

Jennifer Boguski

Jenee Fortier

Rande Gaier

Joe Marulli

Tami NewBerry

Julie Sink

Meredith Spano

Samantha Werner

Remarkable OSU Student Volunteers! (Continued)



Julie Sink, Carol Eiber and Stacy Knipp at the Hospitality Desk.



Tami Newberry and Joe Marulli made signs for the HD.

The Tradition Continues

Roz Terek, Vice-President for Public Relations

2010 Awards Luncheon Donors Support Camp OFLA

It seems that past president, Mark Himmelein began a conference tradition that is one of the most memorable each year. Once again, we had OFLA members offer support for Camp OFLA at the Conference Awards Luncheon! On behalf of the OFLA Board, many thanks to this year's donors!

Cheryl Ames - \$115

Susan Colville-Hall - \$100

Parthena Draggett - \$100

Mark Himmelein - \$100

Stacy Knipp - \$200

Erica O'Keefe - \$120

Martha Pero - \$100

Debbie Robinson - \$100

Dawn Rondot - \$21

Roz Terek - \$300

Barry Thomas - \$100

Lois Vines - \$100

Ryan Wertz - \$100

Teri Wiechart - \$100

Celebrating our OFLA Award Recipients



Outstanding FL Technology Award
Kathleen Acosta & Amy Dunaway-Haney



Distinguished Career Award
Jeri Lynn Baxstrom



Non-Educator Friend of Foreign Language Award
George & Shirley Wiemer

Celebrating our OFLA Award Recipients



Beginning Teacher Award
Elizabeth Hanlon and Jennifer Hambrick



Ed Allen Award for Outstanding College Foreign Language Instructor
Kirstin Halling

Celebrating our OFLA Award Recipients



Leona Glenn Award for Outstanding Foreign Language Teacher
Stacy Knipp



Outstanding Professional Service Award
Lori Winnie

Celebrating our OFLA Award Recipients



Outstanding Program Award
Columbus Spanish Immersion Academy

Congratulations to the 2010 National Board Certified Teachers

Kathleen Acosta – Carroll High School

Melissa Barrios – Ashland

Troy Combs – Phoenix Middle School, Worthington

Amy Dunaway-Haney – Kettering Fairmont High School

Elizabeth Hanlon – Wellington High School

Abra Koch – Loveland High School, Midland

Kathleen Oliver – Dayton

Congratulations to the CSCTFL Teacher of the Year



Martha Pero – Spanish – Hudson High School

Advocacy Minute

Erica O’Keeffe, Political Advocacy Committee Chair



Advocating & Educating Parents & Administration via Email

Teachers communicate on a daily basis with their students, students’ parents, staff, and administration. The question to ask is: Are teachers advocating for foreign language through these emails or any emails at all? The number one way to advocate for our foreign language programs is through educating our community. Often, students do not continue to upper level language courses due to lack of information. Many hear that colleges only ask for two-three years of a foreign language, some students think that they are not capable of moving on, and others may choose to take a different elective because they are unfamiliar with the life-long benefits that studying a foreign language offers. Therefore, how can foreign language educators remedy this problem?

Here is an idea: at the beginning of the school year obtain a list of all parent and legal guardian emails for each student (sometimes, these emails can be found through the electronic grading system). Then, through your school’s email system create a contact list for each foreign language level that you teach (i.e., Parents-French I & Parents-French II). Creating your lists should only take about twenty to thirty minutes (if that). Once you have created these contact lists you have a quick means to communicate with parents (I have found this especially beneficial right before grade cards are sent home!)

To start off I would send at least one parent email quarterly and an extra email right before scheduling. Also, if you have any exciting news (i.e., student awards, recognition, cultural celebrations or projects, etc.) then send an email home. Parents love to hear about their students’ successes. Moreover, you have an opportunity to educate them about the curriculum, benefits of language study, and who you are as a teacher. This will help you build relationships with your parents and you will gain their confidence and often trust. This is the first step to advocacy! In addition, make sure to “copy” your principals in on these emails so they too can learn and see what an amazing teacher you are!

When you compose your email remember to keep it brief, to the point, and easy to read. You can always attach detailed information for parents (otherwise, they may not read what you have to say). Below are some recommendations for your emails.

Email 1 (Quarter 1)

1. Introduce yourself (your education, your study-abroad, teaching experience, interesting facts about you, etc.)

Advocacy Minute

(Continued)

2. Give a quick overview of the course
3. Tell parents how excited you are to be teaching their sons and daughters
4. Ask parents for any input about their children (interests, special needs, extra-curricular activities, their work schedule, etc.)
5. Share with parents the learning goals for quarter one
6. Include an article or briefly discuss how foreign language is involved in 21st century skills
7. Include any special notices (projects, celebrations, food-days, fieldtrips, etc.)
8. Attach your class syllabus
9. **** Include a professional article about the benefits of foreign language study or on how students learn a language, etc. (Some parents will read this!) At the end of this document I will list 5 articles that you can include in your emails.

Email 2 & 3 (Quarter 2-3)

1. Talk about the successes from quarter 1
2. Include any special notices (projects, celebrations, food-days, fieldtrips, etc.)
3. Share with parents the learning goals for this quarter
4. **** Include a professional article about the benefits of foreign language study or on how students learn a language, etc. (Some parents will read this!) At the end of this document I will list 5 articles that you can include in your emails.

Scheduling Email

1. PROMOTE YOUR PROGRAM AND INCREASE STUDENT NUMBERS!
2. **** Include a professional article about the benefits of foreign language study or on how students learn a language, etc. (Some parents will read this!) At the end of this document I will list 5 articles that you can include in your emails.
3. Here is the email that I sent to my parents this year. You can adapt this to fit the needs of your program. This letter was sent to parents and legal guardians of Spanish III students.

Dear Parents and Legal Guardians of Spanish III Students,

Currently students are scheduling for their next year courses. I would like to take this time to give you some reasons why students should continue with Spanish if they have a current grade of a C (75%) or higher. This year in level III students have been given the appropriate curriculum in order for them to be very successful next year in level IV. Currently, students are already reading at a level IV proficiency rank. This is very exciting because when they move on to level IV it will feel like an extension of level III (as if they never left). This year students have gained an extensive amount of language capacity. Additionally, Spanish IV

Advocacy Minute

(Continued)

classes are taught and supported by teachers who collaborate completely thus, providing the same learning objectives and knowledge for each student in every class.

In addition, students who are planning on attending a four-year (liberal arts) university, they will find that for the majority of college majors students will be required to complete at least four levels of a world language. For most parents, guardians, and students, it is exciting when the student is able to test out of those levels and receive college credit for them. If students do not continue with Spanish, this will decrease their opportunity for placing out of Spanish in college and gaining the college credit.

Moreover, if students are sophomores they will have the opportunity to continue on with Spanish AP. Most do not know the incredible benefits of this course. The first, being that the Spanish AP test score allows for optimal college credit gain and placement. If students receive a 3 on the test it is considered passing. For most AP courses a student must gain a 5 in order to receive any credit at all and usually that is only 5 college credits. By receiving a 3 on the Spanish AP test, a student would test out of 3 levels of Spanish and receive all of those credits (i.e., OSU= 15 college credit hours) If a student scores a 4 or 5 on the Spanish AP test, he would place out of all elementary levels of Spanish (1-4) and receive those credits (i.e., OSU= 20 college credit hours) Then, students would be able to begin their Spanish major or minor or be finished with their world language requirement for college.

The benefits for taking Spanish AP are also extremely valuable even if the student receives a test score below a 3. Students are so well prepared with the language after taking the course that when they take their college placement test they usually place out of 2-3 years of college level Spanish. Also, students' GPA is weighted when taking this course (i.e., a grade of a B is equal to a grade of an A). Students will gain high levels of proficiency in the language (reading, writing, speaking, and listening) as well as be best prepared for their college experience. Research shows that when students experience the AP course and test, they are more academically successful in college.

Also, Spanish III, and IV are currently proficiency based and preparing students for AP. This current class of Spanish III students will be the strongest student candidates for Spanish IV and AP Spanish that OLHS has had thus far in the program.

Moreover, by continuing in the language students have the opportunity to gain worldwide skills necessary to compete in our global economy. Students who can communicate and understand the language will be more competitive in the job force. If you would like more information on the importance of Spanish and other languages for our students, as well as any questions you may have about the Spanish IV and AP curriculum, please send me an email. I would be contented to send you information or meet with you personally.

Sincerely and Muchas Gracias,

Erica O'Keeffe, M.Ed.

Advocacy Minute

(Continued)

Email 4 (Quarter 4)

1. Review the successes of this year with your students
2. Discuss how much students have grown from the beginning of the year
3. Talk about what you are looking forward to for next year's foreign language learning
4. **** Include a professional article about the benefits of foreign language study or on how students learn a language, etc. (Some parents will read this!) At the end of this document I will list 5 articles that you can include in your emails.
5. Make certain to incorporate how proficiency in the 5 C's will enhance student's global competitiveness and preparedness for their future in the work force and in college.

Articles for Emails

1. From: the ACTFL website under publications. PDF Title: Standards for Foreign Language Learning: Executive Summary http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf
Article is about: overview of the 5 C's and 21st century skills.
2. From: Eric Digest. Title: Personal Benefits of Foreign Language Study. ERIC Digest.
<http://www.ericdigests.org/pre-924/study.htm>
Article is about: General benefits for learning a language.
3. From: Eric Digest. PDF Title: Brain Research-Implications for Second Language Learning.
http://www.cal.org/resources/digest/digest_pdfs/0012-genesee-brain.pdf
Article is about: how the brain learns a language.
4. From: BBC News. Title: Learning languages 'boosts brain.'
<http://news.bbc.co.uk/2/hi/health/3739690.stm>
Article is about: Brain learning, importance of early language learning, and benefits for brain overall.
5. From: Spanishschoolhouse.com. PDF Title: What Does Research Report About Foreign Language?
<http://www.spanishschoolhouse.com/forms/researchsays.pdf>
Article is about: Several benefits of language learning for all ages.

Now it is up to you. I hope that you begin the next school year as a foreign language advocate. You will reap several benefits from sending a few simple emails to your parents and administration. If you need any help or if you have any questions; please send me, Erica O'Keeffe, an email (erica.ofla.pac@gmail.com). I would love to help you! Also, I would love to hear about your advocacy successes. Please take a minute and visit the advocacy blog at: <http://www.ofla-online.org> (coming soon).

ADVOCACY SUPPORT LETTER FROM ME, Your political Advocacy Committee Chair

If your program is in trouble or you just think that your community needs a letter of support for your foreign language programs. Please visit: <http://www.ofla-online.org> for a downloadable version of my advocacy letter to your community and administration. It reads as follows:

Advocacy Minute

(Continued)



Dear Parents, Legal Guardians, and Administrators:

Have you heard the old joke: If you can speak three languages, you are trilingual. If you speak two languages, you are bilingual. If you speak one language, you are an American? Educated professionals all around the world speak more than one language in order to be business-savvy. Unfortunately, many Americans have grown-up believing that there is no need to be proficient in a language other than English. However, each day our world grows smaller as our global economy unifies and the need for multilingual employees increases. Now, companies and government agencies are looking outside of the USA for employees, which not only sends jobs elsewhere, but in some cases raises questions of national security. The question is: How are our children going to have a competitive edge in this new global reality? This letter addresses the importance of students' enrollment in foreign languages before matriculating to college.

Learning another language opens doors of opportunities that one never knew existed as a mono-lingual person. There are several reasons why students' K-16 should learn to be proficient in more than one tongue. Studies have shown that students who begin learning a foreign language at an early age are far more advanced cognitively, socially, and culturally (See article: "Foreign Language Learning: An Early Start," by Curtain and Helena, 1990-12-00). Additionally, students gain post-secondary readiness and global competencies. Ohio was named a 21st Century Skills Leadership State which mandates that students develop critical thinking and problem solving skills in order to interact culturally and linguistically in the global society. Where better to learn about how to interact and speak to a person from another nation than in the foreign language classroom?

Also, there is a practical benefit to language study. Students who are planning on attending a four-year (liberal arts) university will discover that for the majority of college majors students will be required to complete at least four levels of a foreign language. For most parents, guardians, and students, it is exciting and cost effective when the student is able to test out of all or some of those levels and receive college credit for them. Pre-college language proficiency can, therefore, not only build a strong basis for bilingualism, but reduce university costs in these difficult economic times. Moreover, proficiency in a language is a great asset to those seeking nationally competitive awards or the best jobs after graduation. However, if students are not afforded the opportunity to acquire language proficiency before entering college, their chance for gaining college credit and or placing out of a foreign language, and contending with international competition for the best positions after graduation is minimal.

For more detailed information on the benefits of learning a foreign language in an extended sequence

Advocacy Minute

(Continued)

of articulated classes, K-16, please visit the American Council on the Teaching of Foreign Languages (ACTFL) website: <http://www.actfl.org>. The importance of learning a foreign language K-16 can no longer be considered optional for the success of our children and the future of our nation. How are you and your community preparing students for our new world?

Sincerely,



Erica O'Keeffe
OFLA Political Advocacy Committee Chair
The Ohio Foreign Language Association (OFLA)
<http://www.ofla-online.org>

Around the State

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



News You Can Use

As the academic year draws to a close, we think world language educators around the state might benefit from an update from ODE. Happy reading!

Clear Expectations for Students

Ohio's K-4 Content-enriched Mandarin Curriculum

ODE received a fourth-year extension from the U.S. Department of Education (DOE) to analyze data from the piloting phase of our K-4 content-related Mandarin curriculum project, to revise the units, and to hold an assessment workshop for K-8 educators. Check out the revised K-3 units (on ODE web site type "Ohio's content-enriched Mandarin" in search box) and stay tuned for grade four. The units are free and can be adapted for use in your local district. If you'd like to learn more about the project, look for Debbie's article in the NNELL journal (Fall/Winter 2010).

Credit Flexibility

House Bill 311 creates the opportunity for students to earn academic credit in a course not offered in the local district, to test out of material that the student has already mastered, or to recover credit. This idea has been around as an educational option but the test-out option is new. Some OFLA members are already preparing a plan for students requesting credit flexibility in their respective districts; these plans can include projects, portfolios, or interviews in addition to testing. We will ask those who have plans to forward them to us and we will disseminate them via the OFLA web site, the listserv and the Cardinal. Since the requirements are up to the local districts one would expect a number of different plans to form; we hope that OFLA can give suggestions for a plan template. In preparing a plan we encourage the districts to look at their local curriculum that is aligned with the state content standards.

It's Time for Standards Revision!

ODE will begin the World Language standards revision process with stakeholder groups and expert reviewers in June, 2010. If we stay on the proposed timeline, the draft standards will be ready for public input in the fall and preliminary findings will be presented to the State Board of Education in February, 2011. Watch for calls for review through the OFLA listserv and our Ides of ODE newsletter. The SBOE will vote on the revised standards in June, 2011. Following adoption, consultants will work on model curriculum and the SBOE will vote on the K-8 vertical alignment documents and high school syllabi that will show how to unpack the revised standards (currently scheduled for March, 2012). With more flexibility this time around, we intend to frame the standards and model curriculum around levels of proficiency rather than grade levels.

We'd like to thank our OSU intern, Erin Mischler, for her focused sleuthing this academic year. Erin researched what other states are doing to revise their standards and interviewed many of our ODE administrators and colleagues to learn about the standards revision and review process. She synthesized her findings so that we hit the ground running in June.

Around the State

(Continued)



Teacher Capacity

ACTFL/NCATE and Licensure

There is still some confusion around the individual licensure score of Intermediate-High on the OPI and WPT and the ACTFL/NCATE teacher preparation program target of 80% of candidates reaching Advanced-Low (Roman Alphabet) or Intermediate-High (non-Roman Alphabet). Postsecondary institutions may require the A-L score as a gate-keeping measure to program entry or student teaching, but once candidates have completed the teacher preparation program, a score of I-H is acceptable for state licensure. Beginning in September, 2010 all teacher candidates in all languages will take the Praxis Principles of Learning and Teaching exam and the OPI and WPT. The Praxis II language exams will no longer be accepted for licensure. This change affects all candidates who have not completed licensure requirements by Sept. 2010.

Resident Educator Program Targeted for January 2011

In July 2009, Gov. Ted Strickland signed Ohio House Bill 1, which mandates a new licensure system for teachers in Ohio, including a Resident Educator license. ODE will develop a Resident Educator Program to be effective by January 2011. This four-year experience will provide Ohio educators just entering the profession with quality mentoring and guidance essential for a long and distinguished career. Successful completion of the residency program will be required to qualify for a five-year professional educator license. In the interim, novice teachers will be mentored for one year and will participate in job-embedded action research and formative assessment of their teaching based on the seven domains of Ohio's Standards for the Teaching Profession.

Faculty in teacher preparation programs should begin to use the formative assessment tools with pre-service teachers and collaborate with schools/districts to develop and provide professional development opportunities for mentors, cooperating teachers, and resident educators. (Type "Resident Educator" in the search box of the ODE Web site for details.)

Alternative Licensure

Do you know heritage speakers who want to obtain state licensure? Encourage teachers in Ohio's Arabic, Japanese, Chinese, Korean, or Hebrew weekend schools to seek licensure. For information, type "educator licensure" in the search box of our ODE Web site and click on the link on the left called "alternative licensure."

Recognizing the 2009 Class of National Board Certified World Language Teachers

We'd like to congratulate the following Ohio teachers who achieved National Board Certification in World Languages Other than English/Early Adolescence through Young Adulthood in November, 2009:

Melissa Barrios, Ashland City Schools

Troy Combs, Worthington City Schools

Marcia Davis, Columbus City Schools

Amy Dunaway-Haney, Kettering City Schools

Around the State

(Continued)



Elizabeth Hanlon, Wellington Exempted Village Schools

Abra Koch, Loveland City Schools

Kathleen Oliver, Dayton City Schools

Professional Development

K-8 Assessment Workshop for all Language Teachers

Through ODE's Foreign Language Assistance Program grant and OFLA's Early Language Learning Committee, language educators spent Saturday, May 22nd in an interactive workshop with the Center for Applied Linguistics' Lynn Thompson to learn about the Teacher Observation Matrix (TOM) and the Student Oral Proficiency Assessment (SOPA). Participants worked together to practice strategies for assessing young language learners. Attendees were given the option of taking the complete online SOPA training following the workshop.

Don't forget the many tools and products available on the ODE Web site to help with local PD. You can find the academic content standards, presentations and handouts on multiple entry points, model lessons and units, curriculum mapping guidance, and more at www.education.ohio.gov. For information on LinguaFolio, a student self-assessment instrument developed by the National Council of State Supervisors for Languages, go to www.nessfl.org and follow the links to LinguaFolio.

Our State MOU with the Académie de Rouen, the Jules Verne Program for Teacher Exchange, and School Matches

Looking for a way to internationalize your program? ODE, the Ohio Board of Regents, and the Académie de Rouen are signing a memorandum of understanding to increase educational exchanges between participants.

The Jules Verne program seeks Ohio K-12 teachers of all disciplines to go to France for a year to teach in exchange for a teacher from Rouen coming to Ohio. The catch: The Ohio district must pay salary and benefits for the Ohio teacher. The Rouen teacher receives salary and benefits from the national French Education Ministry. Host institutions pay for two round-trip plane tickets for their exchange teachers and visa fees. While we know that few districts currently have the financial means to support this program, we hope you will consider broaching the subject with your administrators.

In addition to the exchange teacher program, Debbie is matching schools in the Académie with Ohio schools to develop partnerships around project-based learning. Watch for future calls for participation.

Advocacy

For anyone following the OFLA listserv, you know that this is a difficult time for world language programs and teachers. Budget woes are finding us easy targets for elimination. One way you may wish to advocate to keep a variety of offerings in long sequences is to promote the use of Ohio's rubric for measuring local school and district internationalization efforts on this link. See section five for specifics about world

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languages and international education.

International Education

Think Global Ohio Web site

Our international education coordinator, Donna Nesbitt, retired in February. Ryan has been the de facto consultant in charge of all international education initiatives here at ODE. Check out the Think Global Ohio Web site (www.thinkglobalohio.org), the primary clearinghouse for information and resources related to K-12 international education in Ohio. Of particular interest are two documents that are available via the Text Resources link: the Strategic Plan for International Education in Ohio and the International Education Rubric for Ohio Schools.

2010 Global Institute for Teachers

The 2010 Global Institute for Teachers is a three-day residential workshop in August for K-12 educators of all content areas across the curriculum. This event provides participants with the opportunity to:

1. Share best practices in international education;
2. Obtain new resources and tools for internationalizing across the curriculum; and
3. Develop an action plan for implementation in their classroom and school.

The 2010 Global Institute results from a collaborative effort between the ODE, the OSU Office of International Affairs, the Wexner Center for the Arts, OSU Area Studies Centers, Ohio University, the Gerald H. Read Center at Kent State University, and the Ohio Geographic Alliance. Primary funding comes from a generous gift from the Martha Holden Jennings Foundation. Although the application deadline for this year's event has already passed, Ohio world language teachers should consider applying for the 2011 Global Institute. For more information, visit <http://oia.osu.edu/international-education-outreach.html>. Start planning for next year by assembling a local team from your district to apply.

Asia Society Partnership for Global Learning Conference July 8-10, 2010

President Obama has called for a "world-class education" for every U.S. student. How do we get there from here? And how do we ensure that every student is both ready for college and globally competent to succeed in the interconnected world of the 21st century?

The Asia Society Partnership for Global Learning is a national network of K-12 educators, business leaders, policymakers, and resource providers dedicated to sharing best practices, building partnerships, and advancing public policy to integrate global knowledge and skills within the mainstream of American education to ensure that all students are prepared for work and citizenship in a global era. The Partnership's annual conference, "Creating Success in a Global Era: A World-Class" will take place in the Washington, DC, metropolitan area from July 8-10, 2010. To learn more about this conference titled "Creating Success in a Global Era: A World-Class Education for Every Student," please visit www.asiasociety.org/pglconference. Early bird registration ends on June 1st, but prospective participants can

Around the State

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continue to register up through the conference.

Grants to Support the Implementation of Ohio's Plan for International Education

ODE received a grant from the Martha Holden Jennings Foundation to support the implementation of the Strategic Plan for International Education in Ohio. ODE plans to award twelve \$2,000 grants to support international education projects in K-12 public and community schools. Grant proposals had to be aligned with one or more of the components of International Education, which include Global Context, Global Content, Global Thinkers, and Global Systems. The deadline to apply was April 2, and awards will be announced on or before May 21, 2010. Last year five schools/districts received these grants. Read up on the grant and start thinking about a possible proposal for next year!

We trust that this information has been useful to you and wish you a restful yet productive summer.

Professional Development: Upcoming Opportunities



Summer Workshops

TPRS/COMPREHENSIBLE INPUT at Hudson High School Thursday and Friday June 24-25

The beginner session is great and very useful, as always. The intermediate and advanced tracks are sure to provide the kind of support and information that is important to those of you who have been using tprs already.

Registration is available until June 18. Go to <http://ofla.memberlodge.org> or www.ofla-online.org. Log-in to get the member price. (You can also renew while you are there.)

Questions: contact Teri Wiechart at wiechart@roadrunner.com.

Graduate Credit available. Contact perom@hudson.edu for more information.

Marilyn Barrueta Workshops at the Hyatt on Capitol Square in Columbus July 24, July 31 and August 7

There will be three separate Saturday workshops focusing on topics, materials and ways to add interest and depth to the study of various regions of the Spanish-speaking world. These workshops will combine lecture, demonstrations, teaching techniques and audio-visual materials. Participants will work together to discuss ways to effectively work with the information in their classes, and to produce lesson plans and units ready to use.

Go to <http://ofla.memberlodge.org> or www.ofla-online.org. Log-in to get the member price. (You can also renew while you are there.)

TPRS/COMPREHENSIBLE INPUT at Dayton Northridge High School Monday and Tuesday August 16-17

The beginner session is great and very useful, as always. The intermediate and advanced tracks are sure to provide the kind of support and information that is important to those of you who have been using tprs already.

Go to <http://ofla.memberlodge.org> or www.ofla-online.org. Log-in to get the member price. (You can also renew while you are there.)

Questions: contact Teri Wiechart at wiechart@roadrunner.com.

Graduate Credit available. Contact perom@hudson.edu for more information.

Technology Tip

Don't have the cash for Microsoft Office? Check out OpenOffice; it's free!!

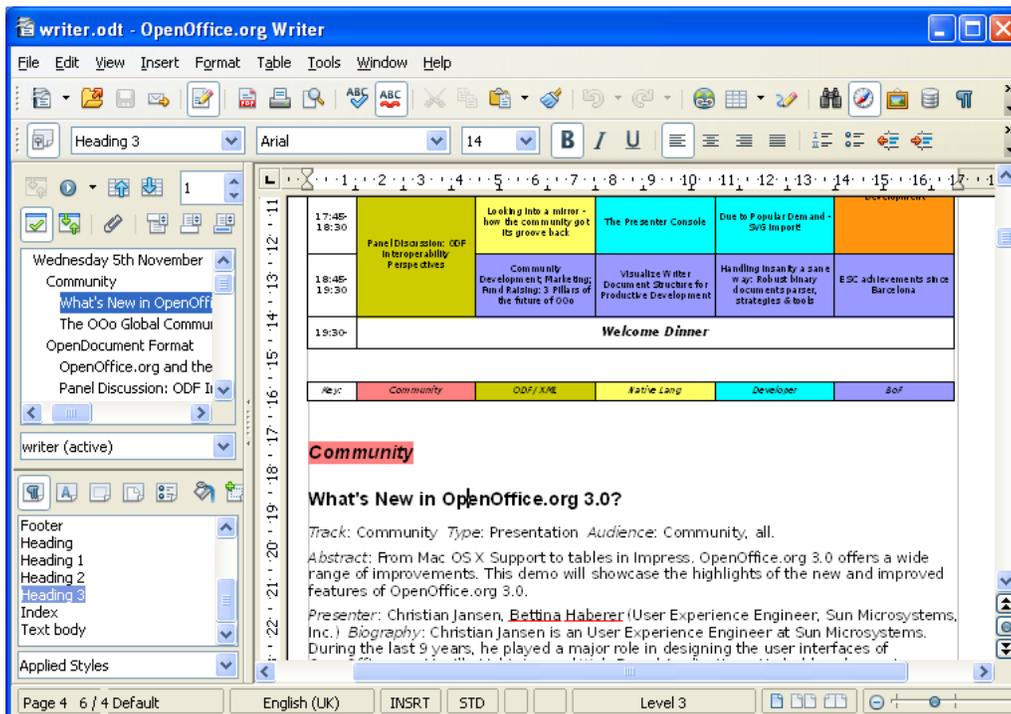


OpenOffice has been around for over 20 years now so it is a very stable and reliable product. It is an open-source office productivity suite which include programs for word processing, spreadsheets, presentations, databases and working with basic images. OpenOffice looks and feels like other office suites. It is available in over 30 languages and will read and write files from other common office suites such as Microsoft Office. It runs on Windows, Mac, Linux and Solaris. Finally another great feature is that there are many language packs and dictionaries available for download so that you can easily work in a variety of languages!

For more information go to:

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

<http://extensions.services.openoffice.org/en/dictionaries>



All Aboard the 21st Century Express! 



2011 Central States Conference on the Teaching of Foreign Languages

A joint conference with the Indiana Foreign Language Teachers Association



March 3-5, 2011
Hyatt Regency Indianapolis
Indianapolis, IN

For more information, contact

Patrick T. Raven
CSCTFL Executive Director
Milwaukee, WI 53201-0251
Phone: 414-405-4645
Fax: 414-276-4650
E-mail: CSCTFL@aol.com
Web: www.csctfl.org



AATG News

Deborah Page, AATG Representative

AATG Examinations/PAD Awards

Congratulations go to Abigail Grable (teacher Dave Edmonds/Copley High School) for winning a non-senior Pädagogischer Austauschdienst travel award, one of only five awarded in the country. The Ohio AATG Chapter acknowledged Martin Troxell's high achievement (teacher Andrea Bradd of Shaker Heights) with a \$50 gift certificate. Well done to students and teachers!

Ohio AATG Chapter Fall Conference

The Ohio Chapter held its annual conference October 23-29, 2009 in Columbus. The conference began Friday evening with a lesson plan contest, where members prepared and presented a lesson for the pop song Alles Gute by Silbermond. The conference participants chose the winners:

Marion Greiner (Bowling Green State University)

Darlene Lyon (Medina High School)

Both received gift cards for iTunes Deutschland.

Nik Sathe (Ohio University), chapter president, then presented *Zeit für Helden: Teaching Wir sind Helden*. His presentation was followed by a screening of *Die Entdeckung der Currywurst* (2008).

On Saturday, Andy Spencer (Ohio State University) described OSU's successful study abroad program to Dresden, now celebrating its 15th anniversary as part of the chapter's "Spotlight on Success" series. He was followed by Krista Crnobrnja (Whitmer High School), who gave a presentation titled *Successful Strategies for TPRS*. The keynote speaker for the conference was Margaret Hampton (Earlham College, Indiana), who spoke on *The African Diaspora in Germany: Bringing New Dimensions to the German Classroom*. She traced the history of Africans in Germany with a series of images and film clips. The final presentation was by Richard Kiovsky (Hudson High School) on *What's the homework tonight? A project-based, incremental approach to L2 writing and competency*.

The annual business meeting followed the presentations. The members decided to hold next year's conference at a later date (first or second weekend of November), but to remain at the same hotel in Columbus. Watch for an update on topic and dates for the 2010 conference. Kristina Wassman (Centerville High School) was nominated and elected to be the Second Vice President. Congratulations, Kristina!

AATG News

(Continued)

OFLA Bookclub



The sparsely attended AATG bookclub session held this year at the OFLA Conference led to a discussion about the future possibilities for this session. We have read newer novels and discussed them as literature, as well as shorter texts for the intermediate level with the discussion centered on how such a book could be taught. If you have any ideas you would like to explore, or if you have a book suggestion, please let me know. We will be discussing this at the Fall 2010 conference.

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: <http://ohiotesol.org>. Please check the website regularly for organizational updates.

Membership

Teri Wiechart, VP for Membership

If you have not had the time to login to our new membership area, please take some time this summer to do so. Follow the instructions below:

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

START by clicking on “HOW DO I ...?” and choose “Log In”. You will see these 4 easy steps as listed below:

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,

Membership

(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

—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.			
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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!

Mark Your Calendar Now!

June 24–25	TPRS and Comprehensible Input Teacher Training, Hudson, OH Information: http://ofla.memberlodge.org
July 5-6	TPRS Workshop with Blaine Ray, Columbus, OH Information: http://www.blaineraytprs.com/
July 10–13	The American Association of Teachers of Spanish (AATSP), Guadalajara, Mexico Information: www.aatsp.org
July 24	Marilyn Barraeta Workshop, Columbus, OH Information: http://ofla.memberlodge.org
July 27–August 1	National Junior Classical League (NJCL), Fargo, ND Information: www.njcl.org
August 14	Wright State University French Teachers Immersion Day Information: http://aatfohio.wordpress.com
September 24–26	Ohio AATF Fall Immersion Weekend Information: http://aatfohio.wordpress.com
October 1–10	National German Week Information: www.aatg.org/promoting-german/200-national-german-week
October 15–16	Ohio Classical Conference (OCC), Columbus, OH Information: www.xavier.edu/OCC
November 4–10	National French Week <i>La Semaine du Français</i> Information: www.frenchteachers.org
November 12–13	Ohio TESOL Annual Conference, Columbus, OH Information: http://ohiotesol.org
November 19–21	American Conference on the Teaching of Foreign Language (ACTFL), Boston, MA Information: www.actfl.org American Association of Teachers of German (AATG), in conjunction with ACTFL
January 6–9	Modern Language Association (MLA), Philadelphia, PA Information: www.mla.org AATSELL/AATSEEL, in conjunction with MLA Information: http://aatseel.org
March 3–5	Central States Conference (CSC), Indianapolis, IN Information: http://www.csctfl.org/
April 7-9	Ohio Foreign Language Association (OFLA) Annual Conference, Columbus, OH Information: www.ofla-online.org



The Cardinal

Ohio Foreign Language Association

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