



The CARDINAL

Newsletter of the Ohio Foreign Language Association

Volume 49, Number 1

Fall 2010

Letter from the President

Sarah Shackelford, OFLA President



Dear Friends,

As we begin the busy routines of a new school year, it is my great pleasure and honor to greet you as OFLA President for 2010-2011.

I step into my new OFLA role with confidence and pride in our organization, for OFLA is strong, dynamic and active. We have a committed and motivated Board, exceptional World Language Consultants at the Ohio Department of Education, and approximately 2,000 dedicated, hard working teacher members who defy all odds to offer quality world language education to young Ohioans. Our organization is nationally reputed as a leader among its kind, a reputation merited by our many accomplishments, on-going projects, and commitment to the vision that "Every Ohio student will be proficient in a second language, which is essential to a world-class education."

Please remember to renew your membership if you have not already done so, and to encourage colleagues who are not yet members to join our ranks! As the goose story shared on page 5 reminds us, "People who share a common direction and sense of community can get where they are going more quickly and easily because they are traveling on the thrust of one another."

In accordance with our tradition, the OFLA Board recently met in retreat for the purpose of setting goals and planning for the year ahead. We have prioritized the provision of quality professional development for our members as well as advocacy in all its facets, from

support of individual teachers and language programs in jeopardy, to showcasing our successes and the importance of what we teach, to lobbying legislators to ensure that foreign languages are accorded their rightful place as core subject in the state curriculum.

We take heart at the positive things that continue to happen on the national, state, and local levels. However, we also recognize that, due to the reduction of resources in a downturned economy and the current testing climate, these are very perilous times for our profession.

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The Cardinal

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

Deadlines:

August 15 (Fall issue)
December 15 (Winter issue)
April 15 (Spring 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

President's Letter (Continued)

The number of foreign language programs that are being reduced or eliminated entirely is alarming, as is the growing trend to shove traditionally taught languages to the side in favor of other, less commonly taught ones. ALL languages are important, and we must do a better job of educating administrators and boards at the local levels, and of encouraging more forethought and careful planning. The pervading atmosphere of competition among languages and power struggles within the profession must cease! There has never been a more critical time to stand together and cooperate with one another. "If we have as much sense as a goose, we will stay in formation with those who are headed the same way we are."

OFLA will pull out all stops in 2010-2011 to ensure that World Language education in Ohio not only survives, but also thrives. Toward that end, we are reviewing issues and pondering the possibility of working with a professional lobbyist in Columbus as well as continuing our earnest support of JNCL-NCLIS at the national level.

MARK YOUR CALENDARS NOW for the annual conference, which will take place on Thursday, Friday and Saturday, April 7, 8 and 9, and once again at the conveniently located Hyatt on Capitol Square, in Columbus. You will hear some amazing speakers (more about that in a later edition and on the listserv) and have the opportunity to network and share ideas with hundreds of other teachers, participate in numerous workshops, and attend a number of exciting presentations. The theme this year is "Making Connections – Personal, Professional, Pedagogical". Let's explore ways to better connect with each other and with our students, as well as to the professional world at large. Let's examine possibilities for strengthening our connections with other disciplines, thereby providing our students with a more truly global education for the 21st century. In that same vein, why not attempt to build on the connections between the various languages we all teach?

There is incredible talent within our ranks. Please plan to propose a session or workshop for the conference! You will find the forms you need (due October 15th) on the OFLA Web site.

President's Letter

(Continued)

OFLA's commitment to professional development does not stop with the annual conference! In addition to the annual Fall Workshop (information located elsewhere in this publication), our new "Regional Workshops" are proving successful, and we have heard a number of very positive comments. Teachers can find quality materials, useful ideas and advice, networking opportunities, AND get reasonably priced graduate credit from Ashland University through participation in these OFLA sponsored workshops that take place in various locations around the state. What a wonderful deal!

Check the Professional Development article within this Cardinal edition to see what is currently being offered, and learn how to sign up for Ashland credits, if desired. We also encourage you to propose and present a regional workshop of your own! More information on how to do that is forthcoming.

The regional professional workshops are in their infancy, and the Board is committed to refining the process and increasing the number and variety of workshops offered. Kudos to all those who continue to work so hard on this endeavor, particularly Martha Pero, Teri Weichart, Jane Rauschenberg, and all the presenters.

I am both incredibly excited by the opportunities and great times ahead this year, and a bit daunted, too, by the challenges we face. Most of all, I am certain that by working together, 2010-2011 will prove to be a productive and rewarding year. Thank you for allowing me the great privilege of serving as your President! I wish each and every one of you a fantastic year.

Sarah



The Goose Story

Author Unknown

Next fall, when you see Geese heading South for the Winter, flying along in V formation, you might consider what science has discovered as to why they fly that way: as each bird flaps its wings, it creates an uplift for the bird immediately following. By flying in V formation the whole flock adds at least 71% greater flying range than if each bird flew on its own.

People who share a common direction and sense of community can get where they are going more quickly and easily because they are traveling on the thrust of one another.

When a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it alone and quickly gets back into formation to take advantage of the lifting power of the bird in front.

If we have as much sense as a goose, we will stay in formation with those who are headed the same way we are.

Geese honk from behind to encourage those up front to keep up their speed.

What do we say when we honk from behind?

Finally, and this is important, when a goose gets sick, or is wounded by gunshots and falls out of formation, two other geese fall out with that goose and follow it down to lend help and protection. They stay with the fallen goose until it is able to fly, or until it dies. Only then do they launch out on their own, or with another formation to catch up with their group.

IF WE HAVE THE SENSE OF A GOOSE, WE WILL STAND BY EACH OTHER LIKE THAT.

To see an online version go to: <http://www.youtube.com/watch?v=bo6vWP9I5JA>



Photo Courtesy of Gidzy under a Creative Commons License

Do You Believe?

Judy McCombs, ELL Committee Chair



I opened my email today and read, “Article for *The Cardinal* is due August 14th.” ¡Ay caramba! OMG, really!? I missed the memo! Yikes, what to write? My saving grace has been that I attended a leadership summit for my district the first week of August. I have reread my notes and am sharing highlights of three powerful sessions I went to.

From the session “Leadership through Empowerment,” I learned the importance of building positive relationships with our students and colleagues – even the ones that drive us nuts! What Dr. John Harrison said is very true. “In the years to come students (colleagues) may not remember what you taught them, but they will always remember how you made them feel.” We have the fragile task of lifting the students we teach, offering words of encouragement to those we interact with on a daily basis, professionally and personally. We can also choose to deflate those around us. What will you choose to do this in coming school year? Lift others so that they may soar or let the air out of their tires?

Dr. Willard R. Daggett, founder of the International Center for Leadership in Education informed us that the 5 fastest growing economies in the world today are Vietnam, Brazil, Argentina, Indonesia and Panama. (I may have these out of order.) If knowing that doesn’t make your heart skip a beat or two I don’t know what else could (okay, besides a pay raise). Now we have absolute proof that in order to be valued competitors in the race to the top our students need to leave our schools armed with a second language and a global awareness. So remember, YOU are important! What you teach is valuable to the 10th power!

Of course in the 3 days of the summit I sat through many wonderful presentations and I’d love to share something from each of them, but I also know that no one wants to read more than a page of anything, not enough time, too busy, etc. So I’ll finish off this article with a thought from Dr. Catherine A. Mayus and with a challenge. She spoke to us about the importance of “the vision and the mission” of our schools, our programs. I challenge YOU to go to Youtube.com and watch a video that can be found under the name Dalton Sherman. Then, I want you to email me at sra.mccombs@yahoo.com and tell me if he lifted you up, or if he deflated your tires. This outstanding young man could be anyone in our classrooms! He asks the question,

“Do you believe in me? Because here’s the deal: I can do anything, create anything, dream anything, and become anything – because you believe in me. And it rubs off on me ... in some cases you are all we got.” “Do you believe in my classmates? You better ... what we need from you is to believe that we can reach our highest potential ... no matter where we come from, you better not give up on us. No, you better not.”

So now, I ask you ... do you believe in your students, in what you are doing, in what you are teaching? Do you believe? If you don’t believe that all students have potential and you’ve given up, waiting for retirement ... please – get off the bus now! If you do believe that all students have potential and you are ready to meet the daily challenge, make positive relationships and lift others, in return you’ll be uplifted and inspired to continue arduously in this demanding profession of ours!

I believe in you! Have a great year!

Judy McCombs

Outstanding Language Student

Joyce Skocic, French Teacher @ Mt. Vernon High School



Michael J. Hayes

Michael Hayes, graduated from Mt. Vernon High School in June 2010. He is the Outstanding Language Student of the Year 2010 from Mt. Vernon High School. He studied French, Spanish and Latin.

During his senior year he was in French 5- Kap, a course earning him college credit from Kenyon College, and Spanish 5, an AP class, while studying other languages on his own.

He earned 1st on the National Spanish Test, and 5th on the AATF National French Test. He won a full scholarship to Kenyon College in Gambier, Ohio and plans to study several languages there.

“Best of Ohio” & “All Stars” of the OFLA 2010 Conference

The Executive Board of the Ohio Foreign Language Association is proud to announce the list of distinguished sessions from the 2010 Conference. The selection was based on the number of participants attending the session and on the quality of the participant evaluations. It was clear from the abundance of enthusiastic comments that the level of the presentations was very high, and it was difficult to select only a few from such an impressive array of talent. The “Best of Ohio” session will represent OFLA at the Central States Conference in Indianapolis in March 2011. The “All Stars” will be invited to repeat their sessions at the 2011 OFLA Conference, April 7-9, at the Hyatt on Capitol Square in Columbus.

Sincere congratulations to these deserving winners and special thanks to all of the excellent presenters who helped make the 2010 Conference a success!

Best of Ohio:

Rebecca Wiehe, “Not Just AP: Preparing Students for the AP exam at all levels”

All Stars (in alphabetical order):

Shelly Amorocho - “Using Web 2.0: Applications to Assess Oral Fluency”

Mike Amstutz - “Entice, Enliven & Enrich: 20 games to make your Spanish classroom vocabulary rich, grammatically sound, and culturally alive”

Marion Ulrike Greiner - “The Use of Games in Foreign Language Teaching”

May Haney, Kathleen Acosta, Ashleigh Ten Eyck - “Spark Enthusiasm Presents: Best Practices for the Spanish Classroom”

Marie Hertzler - “Yoga for French Teachers”

Joe Moore (2 sessions) - “Comprehensible Input: What is it and how can I get some?” and “Whachamacallits and Thingamajigs”

Barb Reichenbach - “Integrating Culture into Every Lesson”

Advocacy Minute

Erica O’Keeffe, Political Advocacy Committee Chair



Let’s take a look into the “Techniques of Advocacy” by the American Council on the Teaching of Foreign Languages (ACTFL) for ideas to promote our programs through media. This information has been directly cited from: <http://www.actfl.org/i4a/pages/index.cfm?pageid=5088>

Getting the Message Out

One of the easiest techniques for delivering your advocacy is with letters that target your message to the specific interests of the person whose support you seek. The messages must put the action you propose in terms that are appropriate with the person’s position and capabilities. Most important, your message **MUST** include a request for action ... what it is you want the recipient to do! See the following sample letters and notice how they approach the basic argument for language programs in different terms. You can easily tailor these letters to make them meaningful to your community.

Media

Your local media are always looking for good stories that have a local “hook,” a subject with particular interest to you and your neighbors about something important to the community. You need to promote the importance of languages in your schools by suggesting that they run newspaper articles on what is happening at the different levels of schools, about unique projects going on, etc. The radio and television outlets should be encouraged to interview language teachers, visit schoolrooms and highlight success stories about local students who have achieved something special through their language study. Your letter is just the first step in promoting this. You must tell them that you will follow up with a phone call ... and then be sure to do it!

Sample Letter to Media

Dear _____:

Why is it that America seems to confront serious language deficits every time we face a new challenge somewhere in the world? The fact is that too many U.S. schools continue to marginalize the critical importance of foreign language study. And that results in a system that produces graduates who cannot function well in an increasingly global marketplace. I believe that this issue deserves your attention and coverage.

Few news topics capture the attention of our community as quickly and as thoroughly as stories

Advocacy Minute

(Continued)

concerning our schools. And as you know, the subject of language education and the future of language programs is the fuel for heated conversations in homes, PTA meetings, business offices and town meetings not just in our community but across the country. Parents concerned about their children's education, students trying to prepare for college and future jobs, educators searching for better programs and the teachers to lead them, business leaders worried about hiring employees with contemporary skills ... all of them are hearing more and more about the value of language study in overall academic performance. They need information ... and the news and background coverage you provide can be a valuable resource for them.

Across the U.S., new programs in Chinese, Arabic and other less commonly taught languages are appearing in response to the demands of citizens and the needs of society. Programs for all languages are being introduced in elementary classrooms and language immersion, where multiple subjects are taught in non-English settings, are becoming popular. Right here in our own [community, city or county], language programs are evolving: [give example of a new program or expanded curriculum]. But there is opposition, of course, because of funding shortages, teacher shortages or, worst of all, a shortage of awareness that they are available. Your [newspaper, station] can be a powerful tool for generating that awareness and for generating public discussion of this very critical issue. I urge you and your reporters to talk to our administrators, visit our schools and talk to parents and students about how they view the need for language education and the value, both personal and social, of multilingualism. There are good stories here ... and an audience eager to know more.

Sincerely,

For more ideas see: ACTFL's [DiscoverLanguages.org](http://www.actfl.org) Web site which highlights print and video advertisements that you can send to your local outlets with a request that they use the promotions when they have space or time available.

Reference: Getting the message out. (n.d.). Techniques of advocacy. Retrieved August 8, 2010, from American Council on the Teaching of Foreign Languages Web site: <http://www.actfl.org/i4a/pages/index.cfm?pageid=5088>

Please share your successes with me via email: Erica.ofla.pac@gmail.com.

111th Congress and Languages

Ashley Lenker and J. David Edwards, JNCL-NCLIS

As the 111th Congress enters its August recess, the press of legislative business has even required the House to come back into session to pass a \$26 billion bill to preserve teachers and government workers' jobs. When Congress officially returns from recess after Labor Day, they will have a very full plate considering climate change, national security, Afghanistan, the economy, omnibus and supplemental spending bills, and reauthorization of the Elementary and Secondary Education Act (ESEA), among other concerns. With partisanship greater than ever and mid-term elections approaching, accomplishing anything may be difficult and a lame duck session seems possible.

The first session of the 111th Congress was almost totally dominated by the economy. By the second session, other issues, such as the Race to the Top (RTT) and its impact on education reform, began to come into play. In releasing the Department of Education's budget, Secretary Duncan announced a number of changes tied to the reform provisions in RTT. While not at the top of their concerns, one approach to accountability will impact languages. The budget and the Administration's Blue Print for ESEA combines academic programs and forces them to compete for funding. For example, the new Effective Teaching and Learning for a Well-Rounded Education will combine the \$27 million Foreign Language Assistance Program (FLAP) with seven other programs in economics, civics, arts, geography, and history.

In May, during the JNCL-NCLIS' annual meetings, the language community engaged in advocacy to save FLAP from this proposed consolidation, to increase funding for languages, and to garner support for Rep. Rush Holt's (D-NJ) Foreign Language Education Partnership Program (H.R. 4065). FLEPP creates sequenced, articulated foreign language partnerships between schools and institutions of higher education. JNCL/NCLIS members discussed provisions for a new language bill that would include national, state, and local provisions. We are pleased that the JNCL-NCLIS efforts and collaboration during the meeting have resulted in several positive outcomes for languages, including appropriations, congressional briefings, Senate hearings, and new language legislation.

First, FLAP is likely to be funded at \$26.9 million in FY2011. This figure was reported by the Senate Appropriations Committee and would not consolidate FLAP as proposed. Our collective efforts contacting Members of Congress, successful Congressional visits in May, and JNCL/NCLIS' interaction with policymakers proved to be a winning formula in saving FLAP in the short term. Other Senate appropriations include: Title VI of the Higher Education Act is increased by \$2 million to \$110.36 million, bringing the foreign language and international education account to \$127.881 million; Civics Education, another program the Administration would merge into a larger pot is funded at \$35 million with \$13,383,000 going to the Cooperative Education Exchange Program; the Fund for the Improvement

111th Congress and Languages

(Continued)

of Postsecondary Education (FIPSE) is \$105.6 million; and Graduate Assistance in Areas of National Need is at \$31 million.

Second, Chairman Senator Daniel Akaka (D-HI) recently held a hearing entitled “Closing the Language Gap: Improving the Federal Government’s Language Capabilities” to examine the need for languages and coordination across government agencies. The July 29 hearing included testimony by JNCL-NCLIS President Dan E. Davidson (ACTR/ACCELS) and Board Member Richard Brecht (CASL). The hearing demonstrated that although certain agencies have made some progress in increasing their language capabilities there is still much room for improvement at the federal level. The hearing webcast is available on the Subcommittee on Oversight of Government Management, the Federal Workforce and the District of Columbia Web site.

Third, as considered at the annual JNCL-NCLIS Delegate Assembly, provisions for an omnibus language bill were finalized recently. JNCL-NCLIS worked closely with the Coalition for International Education (CIE), ACTFL, the Asia Society, NEA, and others to build consensus and collaborate with Rep. Holt’s staff. After a policy briefing on Capitol Hill, sponsored by these associations, Rep. Holt introduced the Excellence and Innovation for Language Learning Act (H.R. 6036). It is a \$400 million initiative to create and expand language education infrastructure and programs at the national, state, and local levels. The local piece of the legislation is comprised of Rep. Holt’s FLEPP bill (H.R. 4065). If passed, the entire omnibus bill would increase language learning opportunities at all levels. Although this is unlikely to occur during this session, it allows for language provisions to be considered in the reauthorization of the ESEA. Therefore, it is important to continue to raise awareness and advocate on behalf of H.R. 6036 H.R. 4065, and FLAP.

JNCL-NCLIS President Dan E. Davidson and staff have spent the second session of the 111th Congress coordinating activities and reporting to members on new developments. We will continue to keep members alert to new information, congressional actions, and the need for advocacy. JNCL-NCLIS genuinely appreciates all of our members’ activities and your continued support for language initiatives and policies.

Around the State

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



The Revision of Ohio's Foreign Language Content Standards is Underway

In June, the Ohio Department of Education commenced the process of revising our state's K-12 foreign language content standards and model curriculum per the requirements of Ohio House Bill 1. Nearly fifty world language educators from across the state representing many different languages and grade levels convened in Columbus on June 16, 2010, to share what they like about the current standards and what they would change. ODE world language consultants then shared their early thinking about the revision of the standards, and participants and consultants alike were pleased to note a strong correlation between the ODE's early vision and the requests of this representative sampling of Ohio's teachers.

On August 13th, the feedback from that meeting was shared with the Standards Revision Advisory Group, a twelve-member committee representing world language stakeholders and constituent groups from across the state. Following a day of discussion, the group made the following recommendations for the revision of our standards:

- Compress the current 5 C's into Communication and Cultures, while maintaining the spirit of the current national and state standards;
- Format the standards by proficiency level (novice, intermediate, pre-advanced); and
- Include three views of the standards depending of where programs begin (K-5, 6-8, 9-12).

Members of the Advisory Group



Row One: Rebecca Bias (filling in for Diane Birckbichler), Suzanne Jacobson, and Isabel Espinoza.
Row Two: Debbie Robinson, Carma Jean Rousch, contractor Teri Wiechart, Camille Nasbe, Martha Pero, Troy Combs, Franz Gruber, Jeannine Subisak and Ryan Wertz. **Not Pictured:** Umbisa Gusa, Lori Winne, Diane Birckbichler, and Lee Link

Around the State (Continued)



The revision of the academic content standards will take two years (see timeline below). The revision of the model curriculum will require one additional year to complete.

Academic Content Standards Revision and Model Curriculum Timeline

Revision Work Benchmarks	June 2012 Adoption Timeline
Discussion Group	June 2010
Advisory Group Meeting	August 2010
Working Group chosen	September 2010
Working Group meeting	November, 2010
Internal Review (FL Team)	November to April
Hybrid advisory/working group review	April 2011
Expert reviewers' feedback (4-6 weeks needed)	May - June 2011
Expert reviewers' feedback incorporated and initial draft finished	August 2011
Present initial draft to focus groups	September 2011
Integrate focus groups' feedback	October 2011
Post draft for public comment	Nov. - Dec. 2011
Possible progress update presentation to Achievement Committee (SBOE)	Dec. 2011 or Jan. 2012
Integrate public feedback	Jan. - Feb. 2012
Final draft completion	March 2012
Present final draft to Achievement Committee (SBOE)	April 2012
2nd posting of draft standards for public comment	Late April 2012
SBOE resolution to adopt revised standards	May 2012
Adoption of revised standards	June 2012

As you can see from the timeline, your input is critical to the process. You will have many opportunities to shape ODE's work on the revision of the standards and model curriculum by providing feedback at critical junctures in the revision process. Additionally, we would ask you to begin collecting a variety of instructional strategies and resources to include in the corresponding sections of the model curriculum. Instructional strategies refer to strategies for teaching communicative, cultural and cross-curricular skills, especially those relating to 21st Century Skills. Other examples of instructional strategies might include things like project-based learning opportunities, service-learning ideas, internship possibilities, and practices that reinforce learning content across disciplines. Resources might include things such as Web sites, software programs, games, and virtual learning environments. You will have an opportunity to submit these strategies and resources in the future. Stay tuned for further details!

New World Language Licensure Exams in Place as of September 1, 2010

In keeping with the Foreign Language Advisory Council's recommendations (2007), the State Board of Education adopted the Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) for

Around the State

(Continued)



all licensure candidates except Latin and American Sign Language. If you have candidates who did not complete ALL licensure requirements by September 1, they will need to take these exams even if they already took the Praxis II content test. In addition, teachers of all languages still need to take the Principles of Learning and Teaching test from ETS. More information with active links follows from our Office of Educator Preparation.

Educator Licensure Examinations

The successful passing of licensure examinations is part of the credentialing process in Ohio. These examinations are provided by Educational Testing Service (ETS) and the American Council on the Teaching of Foreign Languages (ACTFL/LTI).

The Praxis Series™ is provided by ETS and includes Praxis II, which measures professional, pedagogical and subject-specific knowledge and skills. Click [here](#) to access the ETS Web site for more information about the Praxis Series™. Click [here](#) for information on approved Praxis II out-of-session testing for educator licensure in Ohio.

The ACTFL/LTI examinations provide a system of assessing and ensuring the spoken and written language proficiency of candidates for licensure to teach world languages. Click [here](#) to access the ACTFL/LTI Web site for more information about world language tests.

If you are curious about what licensure exams candidates in other content areas must take, click [here](#) to access a PDF file containing the complete list of tests required for educator licensure in Ohio.

Is Your Local Credit Flexibility Plan in Place for the Start of the 2010-2011 School Year?

As you may recall, local boards of education are required to adopt a provisional plan to award credit by proficiency in all content areas in accordance with the state's general plan by the start of the 2010-11 school year. (For background information, click [here](#).)

All students must be given the chance to earn high school credit (in middle school, too, if similar content is taught by a multiage- or high school-licensed teacher) through the various mechanisms districts put in place that align with the state plan. The spirit of the legislation for our discipline is to enable students to learn languages in a variety of ways outside of the four walls of the classroom and to be rewarded with credit through demonstration of proficiency. It is NOT, however, to offer 30 students at a time an online course in Spanish One, for example, in order to cut staff. (If such abuses occur, contact our associate director at Tom.Rutan@ode.state.oh.us.)

Please reference the World Languages guidance documents on credit flexibility on the ODE Web site to read about typical scenarios that reflect legitimate reasons to honor a student's request to earn credit by proficiency. If you run across other viable requests, please let us know so that we can update our

Around the State (Continued)



guidance documents.

In an effort to share efforts across districts and languages, Carol Eiber, Executive VP of OFLA, requests that you send your game plan to her. Case studies will be posted on the OFLA and ODE Web sites.

Welcome Our New Visiting Teachers from Spain and Guest Teachers from China to Ohio

This fall, Ohio welcomes 14 new Chinese teachers and eight new Spanish Visiting Teachers to our state. They join eight returning Chinese teachers and four veteran Spanish teachers who were invited by their host districts to return for a second or third year. Ohio's international teacher exchange programs provide opportunities to Ohio schools and districts to participate in rich cross-cultural exchange programs designed to expose Ohio students to international perspectives, promote the development of sister school relationships and strengthen the relationships between Ohio and its international partners.

New Spanish Visiting Teachers in 2010-11

Olaya Cuervo	Jackson Local Schools and Plain Local Schools
Tania Fernández	Cincinnati City Schools
Alberto Pomer	Cincinnati City Schools
Abraham Prades	Indian Creek Local Schools
Ana Rueda	Mansfield City Schools
Luisa Samper	Fort Frye Local Schools
Ana Sánchez	Mansfield Local Schools
José Tomás	Mansfield Local Schools

New Chinese Guest Teachers in 2010-11

Chen Yi	Gahanna-Jefferson City Schools
Fu Yingjie	Kent City Schools
Fu Wenjuan	Archbishop Hoban HS and Our Lady of the Elms HS (Akron)
He Qingping	Shaker Heights City Schools
Hou Yuanyuan	Marion Local Schools
Hu Yanghua	Shaker Heights City Schools
Li Xuemeng	Shaker Heights City Schools
Liu Jiana	Winton Woods City Schools
Liu Zhiyu	Chillicothe City Schools
Wang Rui	Kenston Local Schools
Zhang Tao	Northridge Local Schools
Zhang Xiaohong	Winton Woods City
Zhong Wenxiu	Warren Local
Zhou Yu	Lima City

Around the State

(Continued)



Ohio's First Jules Verne Teacher from France to Teach at New International High School in Columbus

In May, ODE and the Ohio Board of Regents signed an MOU with the Académie de Rouen. As part of our agreement, we may now set up teacher exchanges between Ohio schools and the Académie. Columbus City Schools will host our state's first Jules Verne teacher during the inaugural year of its new international high school. Charles Collignon will teach social studies and French courses during his tenure here in Ohio. Because the International High School is in its first year, the exchange with Rouen will take place via technology. It is the school's hope that they will be able to send a teacher to the Académie in years to come.

Please welcome all of our international teacher colleagues and make them feel at home in Ohio!

2010 Global Institute for Ohio K-12 Educators a Big Success

On August 3-5, 2010, nearly 100 K-12 educators from across Ohio met at The Ohio State University. Primarily funded by a grant from the Martha Holden Jennings Foundation and contributions from partner organizations, the Global Institute provided teachers of all content areas and grade levels the opportunity to share best practices in international education, obtain new resources and tools for internationalizing across the curriculum, and develop an action plan for implementation in their classrooms and schools. The Global Institute is a partnership among the Ohio Department of Education, The Ohio State University, the OSU Office of International Affairs, the Wexner Center for the Arts, Area Studies Centers at The Ohio State University, the Gerald H. Read Center at Kent State University, Ohio University and the Ohio Geographic Alliance.

Do You Have Budding Linguists in Your Midst?

The Ohio State University Department of Linguistics just completed two week-long summer camps, Summer Linguistic Institute for Youth Scholars (SLIYS), which took place on OSU's main campus in Columbus. High school students from all over the U.S. came to learn how linguistic knowledge about foreign sounds, different writing systems, grammatical patterns and culture can enhance learning a second language. Students investigated culture and language properties of multiple languages, including French, Spanish, Japanese, Russian and Chinese. In one week, students were able to look at foreign languages with new eyes and new skills. Because of the positive response from these students and their parents, we will be running multiple programs next summer as well. Please see the SLIYS Website for more information at: <http://www.ling.ohio-state.edu/sliys/> or contact Dr. Julia McGory (614-688-3109) for more information.

Professional Development: Upcoming Opportunities



OFLA-Sponsored Regional Workshops

October 30: Theresa Minick, Carol Eiber & Martha Pero present the OFLA Fall Workshop (CSC Extension) “Web 2.0” at Hudson High School, 4 contact hours

January 22, 2011: Sarah Shackelford & Jane Rauschenberg present “Louisiana” at Clermont NE High School, 6 contact hours

April 7-9, 2011: The OFLA Conference in Columbus at the Hyatt Capitol Square, up to 15 contact hours

Additional information, including registration and contact information for the presenter(s) is available on the OFLA Web site. Watch the OFLA Web site and the listserv for other workshops as they are announced. Anyone wishing to offer a workshop with OFLA sponsorship should contact Jane Rauschenberg (Professional Development Chair) at <jane.rberg@me.com>.

Ashland Graduate Credit: 1, 2 or 3 Hours Offered by OFLA

OFLA is working hard to make workshops available in a variety of locations around the state. We realize the need for strong professional development is year-round, and that not everyone can make it to the conference. Each workshop is offered individually, with a registration fee of \$10 per contact hour (so a 3-hour workshop costs \$30, and a 10 hour workshop costs \$100).

All of the workshops are available for CEUs, but graduate credit through Ashland University is also available for those who attend multiples of 15 hours and write a reflection paper and implementation plan. There will be a fee from Ashland for the credit, in addition to the workshop fee. For more information about graduate credit options and the requirements for the written pieces, see the OFLA website or contact Martha Pero <perom@hudson.edu>. To register for one or more of the workshops, see the OFLA Web site. To register with Ashland for the credit option, see <<http://www.ashland.edu/academics/education/profdev//stark/workshops.php>>

Additional information, including registration and contact information for the presenter(s) is available on the OFLA website. Watch the OFLA Web site and the listserv for workshops as they are announced. Anyone wishing to offer a workshop with OFLA sponsorship should contact Jane Rauschenberg (Professional Development Chair) at <jane.rberg@me.com>.

Technology Tip

Check out Urtak for Easy Polling

Urtak Yes. No. Don't Care.

Create Directory Login / Register English

The screenshot shows the Urtak website interface. At the top, there are tabs for 'ANSWER' and 'ASK'. Below this, there are three poll questions:

- Question 1: "do you like nature?" with three buttons: "YES" (blue), "NO" (orange), and "DONT CARE" (grey).
- Question 2: "Do you cook your own meals?" with a pie chart showing approximately 30% orange and 70% blue.
- Question 3: "Do you own a pet?" with a pie chart showing approximately 30% orange and 70% blue.

At the bottom of the interface, there are links for "LOGIN / REGISTER" and "URTAK".

Find Out What People Think.

Urtak lets you make smart, sticky polls where participants can ask and answer questions.

With Urtak you can:

- Make unlimited free polls.
- Embed polls everywhere.
- Analyze results in real time.

[Create an Urtak](#)

Urtak is an Icelandic word which means statistical sample and this company uses it for their online collaborative polling tool. An Urtak is a set of questions asked by a group of people and their responses. These polls can be done in English, French, and Spanish.

For more information go to: <http://urtak.com/>

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News & Notes

Mark your Calendar

The 2010 Miami University Conference on the Teaching of Languages (MUCTL)

Share and showcase experiences, solutions, successes, and new trends in foreign language education - Direction, practical ideas, and networking for experienced and new language educators - All languages welcome: Arabic, Chinese, French, Japanese, Latin, French, Russian, Spanish, etc.

Friday, October 15th, 2010, 8:00 am- 5:00 pm

Voice of America Learning Center, Miami University

7847 VOA Park Drive, West Chester, OH 45069

Keynote Speaker:

Our keynote speaker will be Martha Pero, named 2010 Teacher of the Year by the Central States Conference on the Teaching of Foreign Language (CSCTFL) and past President of OFLA (Ohio Foreign Language Association).

Selected Topics:

Technology for Writing, Advanced Placement, Digital Portfolios, Assessing Speaking, Assessing writing, Second Language Reading, Making Accommodations, Grammar and Technology, Service Learning, Journaling, Getting involved with Culture, etc.

Continuing Education Units:

Receive .75 Continuing Education Units.

To register:

Go to: <http://www.units.muohio.edu/lifelonglearning/> and click “non-credit programs”. Online registration opens in July.

Spanish Book Club

This year's Spanish Book Club at the OFLA Conference will be about the novel "La Malinche". Ila Henning and Patrice Castillo will facilitate the discussion.



Additional information will be available in future Cardinals. Watch the OFLA website and the listserv for other book clubs as they are announced.

Ohio TESOL

Teri Mandell, TESOL Representative



Ohio TESOL Conference

The Ohio TESOL Conference is November 12-13, 2010 at the Downtown Hyatt Regency. The theme of the conference is "The Power of Words." Dr. Kate Kinsella, a teacher educator at San Francisco State University, is the keynote speaker. Her keynote is entitled: "Structured and Accountable Classroom Language Use Across the Curricula: A Key to Narrowing the K-12 Verbal Gap".

AATG News

Deborah Page, AATG Representative

AATG Fall Conference

The annual conference and meeting of the Ohio AATG will be held October 29-30, 2010. It will be held at the Worthington (Columbus) Holiday Inn, 7007 N. High St., Worthington OH 43085. You can call the hotel at (614) 436-0700 to reserve your room for Friday evening.

The conference will begin late Friday afternoon with presentations, dinner and a film screening. Saturday's activities will include the keynote address in addition to additional presentations and the annual business meeting. Watch for details in the next Austausch.



AATF News

Kirsten Halling, AATF-OH Member

Laissez les bons temps roulez!

La 6e Journée d'Immersion pour profs de français a eu lieu le samedi 14 août, 2010 à Wright State University. Vingt-deux profs de l'état d'Ohio se sont regroupés pour assister à des séances sur la musique contemporaine française (y compris le rap, le rock, le R n'B et la musique populaire), la promotion des programmes de français (« Le Français, la langue la plus pratique »), et la dramaturgie. Karine Daddah, la nouvelle prof de français à WSU a fait une superbe présentation sur le pays francophone où elle a grandi, La Mauritanie, suivie par une cérémonie de thé à la menthe. Si vous avez raté la journée, ne vous inquiétez pas, parce qu'on demande à Karine de refaire sa présentation pour le Congrès d'OFLA en avril. La prochaine journée d'immersion pour profs aura lieu le vendredi 19 août, 2011... mais avant cela, il y aura le week-end d'immersion pour profs de français au Parc Mohican... une occasion à ne pas manquer !



L'alarme incendie a sonné, nous obligeant à faire une petite pause



AATF News

Kirsten Halling, AATF-OH Member

Week-end d'immersion pour profs de français Venez nous rejoindre à Mohican!

Où: Mohican State Park, dans une cabane ou au Lodge

Dates: 24-26 septembre, 2010

Prix pour loger à la cabane :

- » \$25/personne/nuit avec camarade de chambre
- » \$50/personne/nuit sans camarade de chambre
- » \$10/personne/nuit sur le canapé-lit dans le salon

Repas : vendredi et samedi soir à la fortune du pot (amener un plat et une bouteille). Petit déjeuner (samedi, dimanche) et déjeuner (samedi) compris.

Activités : Présentation sur la musique contemporaine et partage d'activités (amener des exemplaires de vos exercices préférés)

Pour réserver : Remplissez le formulaire ci-dessous, et envoyez-le à marie.hertzler@wright.edu. Date limite : 15 septembre, 2010 :

Nom : _____

Lycée/Université : _____

Dates désirées : _____

Choix de logement (encerclez votre choix) :

- » \$25/personne avec camarade de chambre
- » \$50/personne sans camarade de chambre
- » \$10/personne sur le canapé-lit dans le salon



Folies impromptues : Halloween en France

Instructions : Partenaire #1 garde le papier, et demande au Partenaire #2 de lui donner 20 mots répondant aux critères ci-dessous. Partenaire #1 met les mots dans les blancs. Les deux partenaires lisent l'histoire qu'ils inventent.

- | | |
|---------------------|---------------------|
| 1. nom f/s | 11. nom m/s |
| 2. nombre | 12. nom f/s |
| 3. nom f/s | 13. verbe 3e pers/s |
| 4. mois | 14. adverbe |
| 5. adjectif f/s | 15. nom f/s |
| 6. verbe 3e pers/pl | 16. nom pl |
| 7. nom f/s | 17. nom m/s |
| 8. nom f/s | 18. nom f/s |
| 9. couleur (f) | 19. adverbe |
| 10. nom m/s | 20. adjectif f/s |

Joëlle est une _____ (1) d'échange qui passe _____ (2) mois dans une _____ (3) d'accueil en Ohio. Ce soir, c'est le 31 _____ (4), et Joëlle est très _____ (5) d'enfin apprendre comment les Américains _____ (6) Halloween. La veille, sa _____ (7) d'accueil lui a donné un déguisement de sorcière avec une _____ (8) noire, une perruque _____ (9), un _____ (10) pointu et un vieux balai. Les deux autres enfants sont un _____ (11) et une _____ (12). L'heure est enfin arrivée de faire le « Trick or Treat ». Joëlle _____ (13) la maison avec les autres enfants, et ils vont _____ (14) chez le voisin d'en face. Le plus petit frappe à la _____ (15). Toc, toc, toc... La porte s'ouvre lentement et les _____ (16) entendent un _____ (17) terrible. Ils ont très peur. Tout d'un coup, une énorme _____ (18) apparaît devant eux. Joëlle prend ses jambes à son cou et rentre _____ (19) chez elle. Décidément, Halloween n'est pas sa fête _____ (20) !



AATF News

Kirsten Halling, AATF-OH Member

Six petits virelangues pour vos élèves :

1. Pauvre petit pêcheur, prend patience pour pouvoir prendre plusieurs petits poissons.
2. Trois tortues trottaient sur un trottoir très étroit.
3. Les vers verts levèrent le verre vert vers le ver vert.
4. As tu été à Tahiti?
5. Poisson sans boisson, c'est poison!
6. As-tu vu le tutu de tulle de Lili d'Honolulu?

Essayez de les dire. C'est pas évident !



Ohio Classical Conference

OCC Conference Schedule (tentative)

October 15-16

Blackwell Inn, Ohio State University, Columbus, OH

Classical Education and Pedagogy

Kenneth Goings and Eugene O'Connor, Ohio State University: "The Role of Ohio Colleges in the Teaching of Greek and Latin at Black Colleges and Universities after the Civil War"

Timothy Wutrich, Case Western Reserve University: "Vergil's Aeneid as Poetry for Performance"

Bethany Rainsberg, Independent Scholar: "Aeschylus and the Academic Director: Staging and Changing the Classics"

Scott Keister, Minerva High School: "Quid corpus tuum sub aqua tenet? A Practical Guide on Why and How to Include Inscriptions in Beginning Latin Classes"

Christopher Bungard, Butler University: "Classics with a Twist: Digital Storytelling in the Classics Classroom"

Vergilian Society Luncheon

William Batstone, Ohio State University (title TBA)

Greek literature

Deborah Lyons, Miami University: "Helen of Troy: From Object to Subject and Back Again"

Rebecca Kennedy, Denison University: "Imperial Identity and the Persian King in Aeschylus' Persians"

Carolin Hahnemann, Kenyon College: "Odysseus in Sophocles"

Anna Peterson, Ohio State University: "The Day the Comic Died: The Socratic Vilification of Aristophanes in the Imperial Period"

Jay Arns, Bishop Fenwick High School: "The 'Mysteries' of Pindar's Pythian 2"



Ohio Classical Conference

(Continued)

Banquet Lecture

Georgia Nugent, President of Kenyon College (title TBA)

Roman literature and society (Timothy Wutrich, Case Western Reserve, Presiding)

Bradley Potter, Pontifical College Josephinum: “Divided and Conquered: The Destruction of a Roman Legion in *Bellum Gallicum* 5”

Anna McCullough, Ohio State University: “Veiling and the Fetishization of Hair in the Early Roman Empire”

Donald Lateiner, Ohio Wesleyan University: “Double Trouble: Rhetorical and Thematic Doubling in Ovid’s ‘Ceyx and Alcyone’ Narrative (*Met.* xi)”

Steve Tuck, Miami University: “Nasty, Brutish, and Short? The Demography of the Roman Imperial Navy”

Judith de Luce, Miami University: “Unlikely Imagery: Flowers and Death in the *Aeneid* and the War Poetry of the Twentieth Century”

Panel Discussion: “Is Latin a Hazardous Material?”

Sherwin Little, Indian Hill H.S.

Sterge Lazos, St. Edward H.S.

Bruce Heiden, Ohio State University

Membership

Teri Wiechart, VP for Membership

Invite your colleagues to join
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Serving the Needs of Foreign Language Educators in Ohio
<http://ofla.memberlodge.org>

Visit the Web site.

Renewing members: Log in. Then click JOIN/RENEW.

New members: Click JOIN/RENEW.

(Join or renew online then pay online or mail a check.)

Membership Dues for 2010-2011	
One-Year Membership	Three-Year Membership
Professional Member\$45.00	Professional Member\$125.00
Joint Professional Member\$55.00	Joint Professional Member\$155.00
Associate Member \$20.00	Associate Member \$50.00
	Lifetime Membership
Student member \$10.00	Lifetime Member \$400.00

MEMBERSHIP LEVELS - as defined in the By-laws of the Ohio Foreign Language Association

Professional—All persons actively employed in foreign language education or on other education work in the State of Ohio may become Professional Members, will all the rights and privileges for membership in the Association, including the right to vote and to hold office.

Associate - All persons who by reason of training or interest request affiliation may become Associate Members, with all the rights of membership in the association except the right to vote and to hold office.

Student membership - Those full time students who are preparing for a full time career in foreign language education may become Students Members, with all the rights and privileges of membership in the Association, except the right to vote and to hold office.

Membership

(Continued)

DONATIONS

Make voluntary donations to

The OFLA Foundation

[HTTP://OFLA-ONLINE.ORG](http://OFLA-ONLINE.ORG)

CLICK ON FOUNDATION

The OFLA Foundation was established by the Board to enable members and other interested parties to contribute funds to be used to promote world language education.

The Memorial Scholarship Fund was established in 2003 to provide leadership for the future. Funds contributed will be used to defray the expenses of a number of pre-service world language education students to attend the OFLA annual conference. Any contribution made “in memory” or “in honor” of someone will be applied to this fund.

Make voluntary donations to

CAMP OFLA

[HTTP://OFLA.MEMBERLODGE.ORG](http://OFLA.MEMBERLODGE.ORG)

CLICK ON DONATIONS

Camp OFLA is sponsored by the Ohio Foreign Language Association. Campers may choose from German, Chinese, French, Arabic or Russian for a week of language and cultural fun. Ohio teachers of these languages, assisted by pre-service university students and high school 3rd and 4th year language students, lead the camp. Activities for the week include language, ethnic cooking, dancing, singing, sports, arts and crafts, campfires, and swimming. The week culminates with a program on Saturday morning for parents and special guests.

—An Invitation to Join—
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<http://ofla-online.org>

Last Name _____	First Name _____	M.I. _____	I am a new member <input type="checkbox"/> Yes <input type="checkbox"/> No
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County _____		Languages _____	
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E-mail address _____		Fax _____	
Years of Experience _____		School Address _____	
Grade level you teach (select all that apply) <input type="checkbox"/> (0) Student		City _____ State _____ ZIP _____	
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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.

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- Student Member (full time students preparing for a career in Foreign Language Ed.) \$10.00

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- Professional Member\$125.00
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- 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!

OFLA 2011 Conference

Making Connections – Personal, Professional, Pedagogical



Columbus

Mark Your Calendars Now!
We Hope to See You There!

April 7–9, 2011



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The Cardinal

Ohio Foreign Language Association

Editor: Cheryl Johnson PO Box 719 Gambier, OH 43022

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Mark Your Calendar Now!

September 24–26	Ohio AATF Fall Immersion Weekend Information: http://aatfohio.wordpress.com
October 1–8	National German Week Information: http://www.aatg.org/about-aatg/62-news-and-notes/200-national-german-week
October 15–16	Ohio Classical Conference (OCC), Columbus, OH Information: http://www.xavier.edu/occ/meetings.cfm
November 4–10	National French Week La Semaine du Français Information: http://www.frenchteachers.org/nfw/
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) Information: http://www.actfl.org American Association of Teachers of German (AATG), in conjunction with ACTFL
January 6–9	Modern Language Association (MLA), Philadelphia, PA Information: http://www.mla.org AATSELL/AATSEEL, in conjunction with MLA Information: http://www.aatseel.org
March 3–5, 2011	Central States Conference (CSC), Minneapolis, MN Information: http://www.csctfl.org/
March 6–12, 2011	National Foreign Language Week
April 7-9, 2011	Ohio Foreign Language Association (OFLA) Annual Conference, Columbus, OH Information: http://ofla-online.org