



# The CARDINAL

Newsletter of the Ohio Foreign Language Association

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Winter 2011

## Letter from the President

Sarah Shackelford, OFLA President



**Making Connections – Personal, Professional, Pedagogical**

Greetings to All!

It is my pleasure and honor to invite you to the 2011 Ohio Foreign Language Association Conference in Columbus. The OFLA conference unites in one place, and for a span of three days, some of the brightest minds and most energetic, dedicated souls in foreign language education in the country. The conference opens on Thursday with a variety of full and half-day paid workshops. Friday and Saturday, you'll find more first-rate workshops, numerous hour-long sessions on a variety of pedagogical, content-based, and cultural topics, and special language-specific events. There will be a "Meet and Greet" opportunity for first-time conference attendees on Thursday evening, a box lunch available on Friday in the exhibit area to allow more time for browsing, a sale of gently used teaching materials, a presidential reception on Friday evening, and an awards luncheon on Saturday honoring significant contributors to our profession. In addition to all this, many of us have found that the conversations among colleagues between and after sessions and during visits to our vendors have produced some of the most enjoyable and valuable moments of the conference.

Don't forget that graduate credit for conference attendance is now offered through Ashland College! If you are interested, find out how at <http://www.ofla-online.org/index.php/ashland-graduate-credit>.

I am excited to announce the Keynote Speaker for the conference, Alexandra Robbins. Robbins is a best selling author, journalist and lecturer who has written

for a variety of publications and regularly appears in the national media. With first-hand observations and visits to schools across the country, her books tackle issues such as the student and teacher cheating epidemic, overtesting, sports rage, and a cutthroat college admissions process – very timely topics for our consideration in these times of economic turn back, power struggles within the profession, and pervasive competition among languages. Her Friday morning

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## The Cardinal

*The Cardinal* is published four 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](mailto:vppub@ofla-online.org)

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

### Why *The Cardinal*? (quoted from Vol. 1 No 1, October 1962)

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

## The OFLA Web site:

[ofla-online.org](http://ofla-online.org)

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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).

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# Ohio Foreign Language Association

## The OFLA Vision

Every Ohio student will be proficient in a second language, which is essential to a world-class education.

## The OFLA Mission

The Ohio Foreign Language Association is committed to world language study beginning in the primary grades, so that every learner, from early childhood through adult, acquires a high level of communicative and intercultural competence.

## The OFLA Strategic Plan

### 1. Establish clear expectations for foreign language learners.

- Executive Vice-President
- Early Language Learning
- Secondary Language Learning
- College
- Beginning Teachers
- Promotional Educational Activities
- State World Languages Consultant

### 2. Build the capacity of foreign language teachers to prepare learners to demonstrate their proficiency.

- President Elect
- Articulation & Curriculum
- Professional Development
- Scholarship
- Teacher Education & Licensure
- Technology & World Languages
- State World Languages Consultant

### 3. Build support for foreign language instruction among parents, policy leaders, the business community and opinion leaders in the media.

- Immediate Past President
- Awards
- Political Advocacy
- Public Relations
- Retired Teachers
- the OFLA web site
- the Affiliates

## President's Letter (Continued)

address will be presented in the historic Statehouse Atrium, just across the street from the conference hotel.

Some other conference guests include Ellen Bernard Shrager, who has a new message about bullying in addition to her ever-popular student and parent management tips, and Barb Cartford, who will present a beginner TPRS workshop and a workshop for teaching culture with stories.

Workshop and session offerings are wide in scope and variety; there is literally something for everyone, no matter the language or level taught. "Strategies for Increasing the Use of Target Language in the Classroom," "Digital Storytelling," "Drilling Down: Going Beyond Spanish Textbook Grammar," "Not Just AP: Preparing for the Advanced Placement Exam" and "Universal Journeys with Baggage" are among some of the workshops offered. And what about "Incentives Students Can't Refuse!," "Advice from the Trenches," "Open the Brain-Friendly Toolbox," "So You Think You Can't Dance!," "Whatchamacallits and Thingamajigs...What Are You Trying to Say?," "Made in Japan," "Projects with Purpose," "Slam Poetry in the French Classroom," "Rhythm, Beats & Rhymes: Using Hip-Hop to Teach Spanish Vocabulary," "Latin Projects via Voicethread," "Practical Uses of Web 2.0 Tools in the Arabic Language Classroom," "Creating the 21st Century Learner: Articulating Our K-16 Language Programs," "Tips for New Teachers." These and a host of other appealing sessions await you on Friday and Saturday.

The theme of this year's conference is "Making Connections – Personal, Professional, Pedagogical". Foreign language educators are an essential part of our students' and our country's future success. Strengthening our connections with one another and with our students, making connections between the various languages we teach, and bridging the gap between our discipline and other subject matter are all vital ingredients for helping students assume their roles as true global citizens. Please plan to connect with us in Columbus on April 7, 8 and 9, 2011 to participate in the discussions ... and the fun!

Sincerely,  
Sarah Shackelford, President, OFLA



# Robbins is the Keynote Speaker at the 2011 OFLA Conference in Columbus



Alexandra Robbins is a best selling author, journalist and lecturer who has written for a variety of publications, including *The New Yorker*, *The Atlantic Monthly*, *The Washington Post*, *Cosmopolitan*, and *Salon*. Robbins regularly appears in the national media, on shows such as *60 Minutes*, *The Oprah Winfrey Show*, *The Today Show*, *The View*, *The Colbert Report*, and *Anderson Cooper 360*, and networks including CNN, NPR, the BBC, MSNBC, CNBC, C-SPAN, and the History Channel.

With first-hand observations and visits to schools across the country, her books tackle hard-hitting issues involving young adults, education, and modern college life. In the compelling and easy to read *The Overachievers: The Secret Lives of Driven Kids*, Robbins followed the lives of students from a Bethesda, Maryland high school as they navigated the SAT and college application process, providing us with a series of critiques of the system, including college rankings, parental pressure, the meaninglessness of standardized testing and the push for A.P. classes.

Robbins is also the author of *Pledged: The Secret Life of Sororities*; *Secrets of the Tomb: Skull and Bones, the Ivy League, and the Hidden Paths of Power*; *Conquering Your Quarterlife Crisis: Advice from Twentysomethings Who Have Been There and Survived*, as well as an about to be published new book. Read more about these publications on the author's website (<http://alexandarobbins.com/>) and visit her fan page on Facebook (<http://www.facebook.com/AuthorAlexandraRobbins>).

Books will be available for purchase and autographing following Robbins' keynote address. Plan to join us as we consider the impact of foreign language education on the lives of our youth and the pressures they face in today's society.

# Cartford is Special Guest Workshop Leader at the 2011 OFLA Conference in Columbus



**Barb Cartford, 2010 Minnesota Teacher of the Year and Swedish Teacher from National TPRS Conferences is coming to the OFLA Annual Conference.** As our special guest, Barb will be presenting two workshops. The first will be a two hour workshop specifically on how to teach culture through stories using comprehensible input teaching methods, with examples in Spanish. Her second, longer workshop is entitled *Culture, Comprehension and Communication: An Introduction to Culture-based TPR Storytelling*.

“Everyone is a beginning language student today! Put yourself in the role of the student in a lesson especially designed to have you experience how effortless it is to acquire language when it is fully comprehensible.”

Participants will experience acquiring another language effortlessly through a highly-interactive, culture-based lesson in Swedish.

## **Some of the teaching strategies include:**

- TPR: “Total Physical Response” with props and actions
- PQA: “Personalized Questions and Answers”
- Story asking: Getting students’ input for story details
- Chants and songs
- Paired-practice

## **Interwoven throughout the day:**

- discussions in English on the importance of repetition, maintaining a stress-free, brain-friendly environment, and how to make the target language completely understandable
- practice of the strategies with partners

## **About the presenter:**

2010 Wayzata School District, Minnesota: 25 years  
2009-10 Minnesota World Language Teacher of the Year  
2005 Presenter at ACTFL Annual Conference  
2005 Best of Central States Conference (Columbus, Ohio)  
2004 Circle of Peace: Concordia Language Villages  
2003 Best of Minnesota (State WL Teacher Conference)

- Since 2003, she has given teacher workshop/seminars in 10 different states, at many school districts and conferences (MN: 7 years, CSC: 3 years, ACTFL: once, NTPRS: 6 years).
- She has taught Spanish at the high school and middle school levels and now is in her 2nd year of teaching 4th and 5th grade.

**See Barb’s website:** <http://web.me.com/barbaracartford> or check her out on Facebook. And join us at the Conference to experience Barb’s useful, engaging and interesting presentation.

# What Kind of Teacher Are You?

## Judy McCombs, ELL Committee Chair



I was on my way to school this morning wondering, “Why didn’t we get a snow day?” Yep, it was cold, snowing, the streets and traffic were a zoo, but there I went, like you, I went.... I was (We were) going to be there no matter how many kids would fail to show up. I was (We were) going to be there for those who were able to come. Like the soldiers of the “Light Brigade” we go to school to teach, to be there for our students, our colleagues, our district. We are dedicated! (Bring it on!)

Those of you that have read my articles before know that I am a Zumba fitness instructor. If you didn’t know, now you do! This weekend I attended a training session in Cincinnati. The instructor leading the session was very excited and enthusiastic that she could use her high school Spanish in her Zumba fitness classes and that she actually understood the songs! She told us “I wish I could find

my high school Spanish teacher and tell him: Look, I’m using my Spanish!”

As you begin the new calendar year, think about the lessons you have yet to teach. Are they lessons that will inspire students to stick with learning a foreign language for use once they are through with school? Or are they lessons that will have students saying, “I took 4 years of Spanish (insert the language you teach) and all I can remember is “Me llamo María”?”

Like the soldiers of the “Light Brigade” you are already up, out the door, on your way to your building. Make your lessons count! Inspire others! I remember my 10th grade Geometry teacher, Mrs. Graham, may she rest in peace. She always made her seating chart based on the grade of your last test: “A” students at the front; lower performing students got to sit in the back – with me. I’ll always remember how she made me feel.

I say to you, “be the kind of teacher that students will always remember for good.” Be the kind of teacher students will look back on fondly when they reminisce about their high school career. Be the teacher your students will want to find and thank.

Hasta la vista,  
*Judy McCombs*

# It is Never Too Late to Implement Change!

## Roslyn Terek, Executive Vice-President



Each year as the school year begins all teachers hope for the best outcomes with their classes. It doesn't matter where they teach, what levels they teach or what subjects they teach. Teachers everywhere want their students to learn, to progress, to mature, and to get along with classmates. For OFLA members who teach in Ohio's K-12 public and private schools the 1st semester will soon come to an end. They will focus on semester exams, semester grades, and the start of the new term. They will reflect on their first semester, and may find that many things went very well. But they may determine that their classes haven't been exactly as they pictured they would be.

Perhaps they were faced with uncooperative students who didn't focus on tasks at hand. There may have been "issues" between several students in class. Large classes filled with students who questioned "why" too many times may have them feeling as if June could not arrive too quickly! Certainly, they may have noted several other things that they would like to improve upon in their classrooms.

As we all know, there are many benefits from sharing ideas with colleagues on this topic. And so, as the new semester begins, we might consider "a fresh start." But, we might be puzzled as to how to proceed.

### **A Mission Statement Keeps Me Focused**

Several years ago, three colleagues and I attended the "Baldrige in Education" training with the administrators of my school district. Following that training, I was eager to try several techniques we learned. One of them was to write a mission statement for ourselves during the training. And so, I wrote: *"My mission is to meet the needs of all my students while enabling them to work together to meet the Ohio Foreign Language Academic Standards in a safe, comfortable, interesting and challenging environment."* I posted this statement in my classroom. And, I continue to do each year. My students, and anyone else who ventures into my domain for the first time, sees it, reads it, and comments about it. Generally, a lively discussion ensues.

### **Answer These Three Questions**

Writing my mission statement came from answering these three questions:

- Why am **I** here?
- What do **I** have to do well?
- How will **I** make that happen?

The questions are simple, but admittedly, it took me a while to find the right words to express what I wanted to convey to my students, their parents and my colleagues. Each time I read it, I remember how I questioned what I wrote as I worked through the writing process of this simple statement. Today, I find that I am content with what I have said. And, it is one of the first things I discuss on the first day of class each year. It is my belief that this discussion sets the tone for what is to come as the year progresses.

# It is Never Too Late to Implement Change! (Continued)

## **Positive Classroom Outcomes from Class Mission Statements**

Having written my own mission statement led me to ask my classes and my department to write their own mission statements as well. And so, each year, the homework assignment on the first day of class is for my students to answer these three questions. They are a little different than the questions I answered.

- Why are **we** here?
- What do **we** have to do **well together**?
- How will **we** make that happen?

The next day, as they enter class, I stand at the door holding a colorful box. Students pull a colored squishy ball, a pen, or a candy bar from the box. Groups are formed by the objects each student has pulled from the mystery box. Generally, I use small groups of 3-5 students. The numbers can vary depending on the size of the class.

The groups are directed to find the similarities and differences in their answers. I circulate among the groups and help them to analyze their answers. Each group is asked to condense their answers into only *one answer to each question*.

Following that process, each group shares its three answers with the entire class. As the groups share their answers, I write down key thoughts that were expressed. We then all work together to write the final class mission statement. Here are two statements written this year and several from some years ago.

### ***French 1 Period 6 2010 – 2011 Austintown Fitch High School***

*We are here to explore French culture so we can use the language to communicate effectively and better prepare ourselves for the future. We have to work well together and encourage each other to make the process successful. We will keep everyone focused and on task to aid the learning process.*

### ***French 1 Period 7 2010 – 2011 Austintown Fitch High School***

*We are here to learn how to communicate in French and to learn about the French culture. We will do this by paying attention, cooperating with one another and listening to one another as we work to accomplish our goals. We will challenge ourselves, stay focused and respect one another in order to learn efficiently.*

### ***French 1 Class 2003-2004 Struthers High School***

*We are here to achieve the global language standards as we learn about the French language and culture by co-operating, respecting one another, preparing for our future, and having fun.*

### ***French 2 Class 2003-2004 Struthers High School***

*We are here to do our best as a team to learn about the French language and culture, to prepare for our future, to collaborate, to listen to each other, to try to meet our goals, and to have fun while we work.*

# It is Never Too Late to Implement Change! (Continued)

## ***French 3 Class 2003-2004 Struthers High School***

*We are here to grow as individuals to learn and to understand French as we work together as a team to try to meet the global language standards, to prepare for our future, and to have fun while working.*

## ***French 4 Class 2003-2004 Struthers High School***

*We are here to expand our knowledge of the French language and culture, to develop lifelong skills, and to achieve the standards for global language, while we encourage, accept, and respect one another.*

I have found that the students all know what is required of them as the year begins. They have had a share in determining the direction the class will take. They all do understand why they are in class, what they have to do well and how they are going to make it happen. Ideally, this task is done at the start of the school year, but the beginning of a new term is an appropriate time as well. AND, as I always say, “it is never too late for change!”

# Advocacy Minute

Erica O’Keeffe, Political Advocacy Committee Chair



## How do we advocate for our programs amidst times of educational cut backs?

We have some major questions to ask ourselves as world language teachers.

1. Why are world languages important?
2. Why is it necessary that students graduate high school having earned credit in a world language?
3. What sets students apart from other students who have not studied a world language?
4. What am I, as a world language teacher, willing to do in order to advocate for world language programs?

It is important to ask yourself these questions so that you can be prepared to fight for your program. As cuts occur, our programs are one of the first to go, especially in the middle school and elementary levels. However, you should be prepared for cuts at the high school level as well.

### Why are world languages important?

Well, I think we already know this answer but we need current information to support our ideas. Good news. Have you heard about 21st Century Skills? This is a new educational paradigm which was created in order to better prepare students for success in our global society. In this movement, world language is considered to be one of the core subjects. To find out more information about how we fit into 21st Century Skills go to the following Wiki:

<http://sgallagherdecol.wikispaces.com/World+Languages+Standards+and+21st+Century+Skills>.

On the next page is a summary in chart form found on this same Wiki.

# Advocacy Minute (Continued)

## Aligning the World Language Standards (National and BCPS) to the 21st Century Skills

21st Century Skills	National Standards	BCPS Curriculum - Articulated Instruction Module Objectives
Core subjects and 21st century themes	<p>Students:</p> <ul style="list-style-type: none"> <li>• engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</li> </ul>	<p>Students will use appropriate vocabulary and grammar to:</p> <ul style="list-style-type: none"> <li>• meet others and exchange personal information</li> <li>• engage in short conversations describing people and telling what they like</li> <li>• exchange personal preferences and feelings about leisure time activities</li> <li>• engage in short conversations to express personal needs for school</li> <li>• deliver short narratives about themselves</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• engage in short conversations about family and pets</li> <li>• engage in short conversations to express personal needs</li> <li>• write and deliver short narratives about school</li> </ul>
Learning and innovation skills	<p>Students:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</li> <li>• demonstrate an understanding of the relationship between the products and perspectives of the culture studied</li> <li>• demonstrate understanding of the nature of language through comparisons of the language studied and their own</li> <li>• demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• write simple lists, simple sentences, messages or poems</li> <li>• tell or write a simple story</li> <li>• compare the perspectives, practices and products of people in different cultures</li> </ul>

# Advocacy Minute

## (Continued)

<p>Information, media and technology skills</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• understand and interpret written and spoken language on a variety of topics</li> <li>• present information, concepts and ideas to an audience or readers on a variety of topics</li> <li>• reinforce and further their knowledge of other disciplines through the foreign language</li> <li>• acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• understand and interpret simple text written in the target language</li> <li>• write and deliver short presentations about plans for leisure time activities</li> <li>• make short presentations and write simple sentences about their family, self and home</li> <li>• access and apply information and skills from other content areas to extend knowledge and skills in the target language</li> </ul>
<p>Life and career skills</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• use the language both within and beyond the school setting</li> <li>• students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• exchange personal preferences about foods</li> <li>• engage in short conversations about daily routine and health</li> <li>• dramatize skits or dialogues about meals</li> <li>• dramatize short skits or dialogues about clothing and shopping</li> <li>• identify and describe cultural practices in the target countries and discuss their importance</li> </ul>

21st Century Skills is a movement that is currently being worked into legislation. It is very important to advocate by educating parents and community members about how we fit into the 21st Century Skills paradigm. If schools and communities realize that we are a part of this movement they may think twice about cutting our programs.

**Why is it necessary that students graduate high school having earned credit in a world language?** In summary, students are expected to matriculate to the university with college credits. Sometimes these credits come from Advanced Placement courses, dual enrollment classes, post-secondary options, and, lastly, through placement tests. In my opinion, we need to ensure that students are able to get college credits for the world language courses they take in high school. Moreover, most universities require an elementary sequence of a world language in order to graduate with a bachelor degree; thus by providing students with the opportunity to earn college credit prior to going to college saves everyone

# Advocacy Minute

## (Continued)

money and time in this hurting economy. Ask yourself: Does your school currently offer any of these options to students? And is your world language program preparing students for the entrance placement exam for languages? If your answer is yes, you are already advocating for your program. If your answer is no, it is time to take a good look into the programs you are offering your students.

### **What sets students apart from other students who have not studied a world language?**

For several high schools a requirement to graduate with an honor's diploma is to have at least three consecutive years of a world language or to have a total of four years of two different world languages. In addition, universities are not just looking for a high GPA. They are searching for the student who is a well-rounded individual who can think globally and understand a variety of cultural differences that will be encountered once in college. Students who have taken several years of a world language in high school most likely will adapt better in college because of their thinking abilities gained from learning a world language as well as their capability to understand more than one perspective.

**What am I, as a world language teacher, willing to do in order to advocate for foreign language programs?** This is a tough question if you do not think that your program is in jeopardy or if you think, "It will never happen to me." If this is you... WAKE UP! Programs are being cut everywhere around the nation especially when several levies from well-to-do suburban school districts are failing.

### **What can you do?**

1. Send emails and letters to your parents, students, administrators, and community members about the benefits and importance of learning a world language.
2. Showcase your students' work in the world language. Get your picture taken for a community newsletter or newspaper, post student work all around the school, invite parents, community members, and administrators into your classroom to see how much their students are learning. This is proof that your students are gaining real-world proficiency skills!
3. Keep yourself updated on the latest educational trends and be able to explain to everyone how world language is a key component (hint- 21st century skills).
4. Visit the ODE website:  
<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1701>
5. Visit the Center for Applied Linguistics (CAL): <http://www.cal.org/topics/fl/>
6. Do the following steps [directly taken from the American Council on the Teaching of Foreign Languages (ACTFL) website: <http://www.actfl.org/i4a/pages/index.cfm?pageid=3656> ]:

# Advocacy Minute

## (Continued)

### Foreign Language Advocacy

(reprinted with permission from the Center for Applied Linguistics)

Here you'll find practical advice on how to become a foreign language advocate in your community. You can also link to your representatives in our nation's capital so you can let them know your stance on foreign language issues.

### Become an Effective Advocate in 8 Easy Steps

1. Keep informed of political issues that affect language education at the local, state, and national levels.

Example – Read the newspaper, “Learning Languages” (journal of the National Network for Early Language Learning), your state foreign language association's newsletter, and any other publications dealing with issues that will have an impact on your program.

2. Identify specific issues that your state foreign language association should address. Identify how early language education will be affected by specific policy and budget discussions and decisions.

Example – Local budget cuts may result in the discontinuation of your immersion program. Bring this to the attention of your state political action committee and your colleagues.

3. Identify specific points in the decision-making process where advocacy efforts will have the greatest impact, and identify persons in those positions.

Example – The local school board is to vote on implementing a long sequence program that will complement your elementary immersion program. Make sure you know who the Chair and the other members of the board are. Then make sure they receive information from you that clearly states how this change will impact your program and students.

4. Inform other teachers, administrators (don't forget the Superintendents' Group and Curriculum Leadership Councils), and parents about these issues and your activities through newsletters, alerts, and any other media that reaches your constituency.

Example – Send a paragraph or two to the editor of your local and/or state newsletter describing your project or predicament. Make sure to include what you would like your colleagues to do about the issue (letters, phone calls, support materials, etc.). Some associations dedicate a few pages of each newsletter to political advocacy. Another idea is to create a position paper on foreign language to be widely circulated in your community.

5. Contact the media (letters to the editor, op-ed pieces, radio and TV segments, etc.).

# Advocacy Minute

## (Continued)

Example – Call the education reporter of the local paper and ask him/her to come visit your program. Or write a letter to the editor stating your opinion on the issue.

### 6. Build coalitions with other organizations and key constituency groups.

Example – Work with university teachers to promote a long sequence of study to state and local policy makers. Less obvious allies you shouldn't overlook include your local opinion shapers, parent-teacher organizations, realtors, clergy, the business community, and non-foreign language staff.

### 7. Clarify and strengthen your foreign language budget with “bottom line” justification.

Example – Well-constructed immersion programs aren't cheap, but a clearly outlined explanation of costs and benefits will help sell the program. Be direct and your community will respect your straightforwardness.

### 8. Organize and maintain network lists by recruiting people who promise to participate in one or more of these activities.

Example – First, volunteer to be on a political action committee. Second, find at least one other person who will participate and make sure the committee has complete contact information. Finally, delegate one member of the committee to maintain this information in a database that can be used and updated easily.

Adapted from Joint National Committee for Languages (JNCL) advocacy workshop materials (1997) and Glastonbury, CT, Public School documents drafted by C. Brown and B. Neumaier (1996).

### All information found from the following websites:

1. 21st Century Skills Wiki  
<http://sgallagherdecol.wikispaces.com/World+Languages+Standards+and+21st+Century+Skills>
2. ODE  
<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1701>
3. CAL  
<http://www.cal.org/topics/fl/>
4. ACTFL  
<http://www.actfl.org/i4a/pages/index.cfm?pageid=3656>

# Around the State

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



## Revision of Ohio K-12 World Language Academic Content Standards

The process of revising Ohio's world language academic content standards is underway with adoption by the State Board of Education still expected in June, 2012. When finished, the revised standards will be more streamlined and will provide clearer entry points for guiding the learning of students who begin language study in different grades. The accompanying model curriculum will feature clearer connections to 21st century and college and career readiness skills. The revised standards will only be available in an electronic format, and users can expect a high degree of interactivity for customization purposes.

The most notable change will be the compression of the current five goal areas of Communication, Cultures, Connections, Comparisons and Communities into two: Communication and Cultures. This change was suggested by the educator discussion group that launched the process; approved by the standards revision advisory group, which broadly represents the many stakeholders within our profession; and hailed by the working group. If you are concerned that important elements from the other three standards might be lost, don't be! As revision work on the standards has progressed, everyone involved has taken great care to eliminate the obvious redundancies that exist in the current standards – but not at the expense of losing the richness of the three C's that will be incorporated into Communication and Cultures. The new standards will still prompt you to create opportunities for your student to connect with other disciplines, make linguistic and cultural comparisons, and engage with diverse communities. If you look closely at the benchmarks and indicators under the current Connections, Comparisons and Communities standards, you will quickly realize that they are all essentially communicative or cultural in nature and that this compression makes a lot of sense.

On November 3-4, 2010, the standards revision working group convened in Worthington, Ohio, to tackle the Herculean task of compressing the current benchmarks and indicators under the new Communication and Cultures standards in a well-articulated manner. "My brain hurts!" was heard more than once over the course of the two days that the group labored, and our hats go off to these incredibly industrious volunteers who accomplished everything that we had packed into a challenging agenda.



**Front row:** Jennifer Phillip, Beatrice Omwomo, Michelle Morgan, Patricia Marin Weir, Deb McCorkle, Carol Eiber

**Middle row:** Tricia Fellingner, Jingjing Wu, Sanaa Jouejati, Christine Evenson, Rocío Arias, Rebecca Wiehe

**Back row:** Amanda Hedrick, Nate Maier, Erica O'Keefe, Martha Castañeda, Sherwin Little, Marisol Rodríguez, Hiroaki Kawamura

## Around the State (Continued)



Many thanks to Teri Wiechart for organizing the current standards into workable documents for us and for the working group to use in the revision process.

You may be interested to know that some of the current standards terms will be changing to reflect common language used nationally and in our office. Benchmarks will become “content statements” and indicators will be known as “content elaborations.” Our current organizers (e.g., the interpretive, interpersonal and presentational modes and cultural products, practices and perspectives) will likely be referred to as strands, topics or themes in our revised standards. We know that these terminology changes may raise a few eyebrows. We urge you to “go with the flow” just as we are doing, knowing that your ODE colleagues are trying to ensure as much semantic continuity as we can.

When we have finished revising and editing the working groups’ draft, the advisory and working groups will inspect our work critically one last time before it goes off to a panel of national world language experts for external review. We will again refine the standards document based on their critical feedback before posting the revised standards for comment by you and other interested stakeholders, most likely in the late summer or early autumn of 2011. As the revision process is completed, we will commence work on the revised model curriculum.

Please note that teachers will be offered ample opportunities for professional development to build their capacity to use the revised standards and model curriculum before they will be expected to begin using them in their classrooms. Rollout of the new standards will be a three-year process once the State Board of Education adopts them. We humbly present this update to keep you “in the loop” so that ultimately you don’t feel too overwhelmed by the changes that are in store for us all.

We are very excited about how our revised standards are initially shaping up. We hope you will share in our excitement! Stay tuned for future updates.

### **Advocacy**

With a new governor set to take office intent on slashing state government by at least 10%, and a deficit that threatens to require deeper cuts, we must ask ourselves if there is any hope in maintaining and strengthening world language programs at this juncture. The following advocacy tips might help you to do just that in your local districts.

The current evidence-based model of school funding may undergo revision under the new governor. While there are no specific funding provisions for world languages in the model, you may see where natural ties can be made. Do you have an early college program? Do you serve gifted and talented students? English language learners who excel in their home language in your classes? Promote these ties to advocate for the value you add to learners.

You also should gather hard data from current students (and parents!) and anecdotes from former and current students and parents to make your case. Consider putting together a simple survey or questionnaire modeled on the following (choose the questions that apply to modern or classical languages as needed):

# Around the State (Continued)



5= Strongly agree    4= agree    3= neutral    2=disagree    1=strongly disagree

\_\_\_\_\_ Studying \_\_\_\_\_ (insert your language) is preparing me to communicate effectively with people who speak a language other than English.

\_\_\_\_\_ Studying \_\_\_\_\_ is preparing me for college or the world of work.

\_\_\_\_\_ The knowledge and understanding I have of \_\_\_\_\_ culture is an asset to me personally and to a future employer.

\_\_\_\_\_ I am better prepared to live and work in this globally connected world because of my study of \_\_\_\_\_.

You also might include open-ended questions and prompts, such as the following:

Tell how learning \_\_\_\_\_ is an asset to you as you think about careers or college.

Why is learning \_\_\_\_\_ important to you?

How do you envision using your linguistic and cultural knowledge of \_\_\_\_\_ ?

Couple your findings with the State Board of Education's Vision Statement:

## **Our Vision Preparing Students for the Challenges of the 21st Century**

*The State Board of Education's vision is for all Ohio students to graduate from the PK-12 education system with the knowledge, skills and behaviors necessary to successfully continue their education and/or be workforce ready and successfully participate in the global economy as productive citizens. Ultimately, all students will graduate well prepared for success.*

Find more compelling evidence for language learning by visiting the Global Competence Matrices put forth by EdSteps and the Chief Council of State School Officers (our state superintendents' professional association). As defined by the project, "global competence is the knowledge, skills, and dispositions to understand and act creatively and innovatively on issues of global significance." It should certainly be argued that no learner can be considered globally competent unless he or she can investigate the world, recognize perspectives, communicate ideas, and take action *in at least one language in addition to English*.

Finally, consult the Foreign Language Advisory Council's Report, *Passport to the Future: Ohio's Plan for World Languages*. You will find citations from the world of business and survey results from Ohioans on the importance of linguistic and cultural competence. The OSU Language Flagship's Roadmap contains similar fodder.

## Around the State (Continued)



If you need concrete proof that individuals have the power to effect change, consider these recent postings from the OFLA listserv:

Hi everybody! I just want to let you all know that we have another friend of Foreign Languages in the Ohio State House of Representatives. My representative, Todd Snitchler (R), is a strong supporter of us. I had a short conversation with him online the other day and here is what he had to say:

“I am a strong supporter of foreign language education (I took four years in high school and four semesters in college) and believe we should start in kindergarten with foreign languages. I also believe the arts, and music in particular, play a role in education and brain development as well as personal discipline and achievement, so I won’t be in favor of plans that drastically reduce those areas.”

Very heartening news! Christopher Roberts, Akron, OH.

Karen Michniak and Linda Seyler of Columbiana HS in Tiffin sent a letter home to the parents of current French students about the possibility of losing their well-subscribed program. They presented a case for continuing French based on staffing needs and the importance of French in Ohio and the world. The teachers also urged parents to attend the December 21st local board meeting to lobby for continuing the program. *The Cardinal* went to print prior to the outcome, but we hope that Karen and Linda’s efforts hit a home run.

**Remember:** Ohio is a local control state. The fate of your local program rests with you, not ODE or OFLA. You must be proactive in proving how world language study adds value to your learners, prepares them for college and the world of work, and increases their success to compete and collaborative in the 21st century. We challenge you to draft compelling letters, develop questionnaires and surveys, and report on your advocacy efforts through the listserv and the OFLA Advocacy Committee, chaired by Erica O’Keefe. Good luck!

### **The GLEN is coming to Ohio!**

Are you a novice teacher with fewer than five years of experience teaching in rural Ohio? Do you wish you had colleagues to talk to and exchange ideas with to improve teaching and learning? Are you mulling over what activities you might include in your IPDP to renew your license? Then the Global Language Educator Network is for you! ODE and OFLA signed on to the University of Oregon’s Language Resource Center proposal to bring GLEN to Ohio’s rural beginning teachers.

Over the past eight years, the Center for Advanced Second Language Studies (CASLS) at the U. of Oregon has developed and refined a research-based, long-term professional development model that has transformed the lives of novice teachers in small, rural communities. They have a long track record of establishing communities of practice through social networking, capacitating teachers to conduct their own research in their classrooms, and cultivating teacher leaders. Ohio is pleased to have been chosen to join the network.

GLEN participants will receive training in action research during a weeklong summer institute in 2011.

## Around the State (Continued)



They will implement their research projects during the academic year with the help and support of mentors and colleagues. In the second year, participants will convene for a second weeklong institute, share their action research results, receive leadership training, and design a leadership project to be conducted during the next school year.

Participants receive mentoring and peer feedback throughout the duration of the project. Many report that these are the most meaningful relationships in their professional lives. If you would like further information (cost/dates, when known) and are considering participating in this worthwhile network, please send the following information to Debbie Robinson ( [Debbie.robinson@ode.state.oh.us](mailto:Debbie.robinson@ode.state.oh.us) ):

Name  
Work e-mail  
School  
Address  
Position  
Number of years of experience  
Home e-mail  
Home address

# OFLA Grant Recipient Studies in Sevilla

## Audra Jurmanovich, Teacher at Stow-Monroe Falls HS



Audra, on the left, with her roommate and new friend, Gabi Tarango who teaches in Arizona.

I'd like to begin by telling you two things about myself: I am not adventurous and I am an organization nut.

When I began searching for a workshop to help me develop an AP Spanish curriculum, I found Centro Mundo-Lengua through the AP College Board website. Two weeks in Sevilla, Spain. No kids. Just me and the delicious food of Andalucía. I sent for more info. However, after reading over the information, I chickened out. Anyone can look legitimate through advertising. Who knew what the program was really like? As I have stated, I am not very adventurous.

A few months past and I noticed multiple postings on the OFLA listserv about what a great program Centro Mundo-Lengua offered. I contacted David Hirsch, the director in Sevilla, who promptly answered my many questions. I mailed in my deposit before I could doubt myself again.

This program was one of the best decisions I have ever made for my professional development! From the moment I stepped off the plane, Centro Mundo-Lengua handled it all. David Hirsch met us at the airport. My fabulous "host mother," a retired star of Sevilla television and radio, was a character from a telenovela. I met roughly twenty other Spanish teachers from places such as Arizona, Georgia, Korea and Nairobi. I spent two weeks absorbing a wealth of teaching strategies, ideas and inspiration.

The AP College Board program itself is run by Ken Stewart and Laura Zinke. They are American high school teachers and AP Spanish experts. Participants spend four hours a day in classes. We were led through the structure of the AP exam and given ideas for how to structure a course, indeed an entire Spanish program, which leads to communicative competence and student success. Ken and Laura alternate between AP course information and innovative ideas for all Spanish classrooms. This workshop reignited my passion for Spain and improved my ability to teach all levels of Spanish.

After classes, Centro Mundo-Lengua planned excursions and cultural events for the afternoons and evenings. These were optional, most were included in the price of the trip and all were fantastic! The program even helped us to organize a weekend trip to Morocco to add to our adventure.

This program was brilliantly organized, and every last detail was taken into account. I am extremely grateful to OFLA for awarding me the grant that helped me to advance my career with this amazing experience. Even if you are not currently teaching AP Spanish I encourage you to investigate Centro Mundo-Lengua. You can learn more at [www.centromundolengua.com](http://www.centromundolengua.com). Feel free to contact me at [st\\_jurmanovich@smfcsd.org](mailto:st_jurmanovich@smfcsd.org) ; I'd be happy to answer questions for even the most un-adventurous of travelers!

# Professional Development

## Carol Eiber, President Elect



### ACTFL Convention, Boston

The annual convention of the American Council on the Teaching of Foreign Languages was held November 19-21, 2010 in Boston, MA. The theme was *Languages: Gateway To Global Communities* and what a great convention it was!

#### The Awards

As our students would say, “Ohio rocks!” The convention was the stage for our Ohio stars! Our own Martha Pero from Hudson High School represented the Central States Conference in the Teacher of the Year program. It was a great moment to see Martha as one of the best in the nation! Friday morning ACTFL president Eileen Glisan announced the winner, Clarissa Adams Fletcher from Georgia. Clarissa will be the national spokesperson in advocating for the language education profession.

Shortly after that event came the news that another one of Ohio’s stars was in the national spotlight: our World Language Consultant Debbie Robinson was named National State Supervisor of the Year. The award recognizes leaders at the state level who advocate for foreign language education and standards-based reform.

Not long after that came another announcement, that Ohio University’s Fred Toner, past president of OFLA, has been named our area’s representative to the American Association of Teachers of French. Fred will represent Ohio, as well as the other East Central states to the AATF board.

We are so fortunate to have these three outstanding professionals in leadership positions here in Ohio. Congratulations, Martha, Debbie and Fred! Also, a big “Thank you” to the several Ohio educators who nominated these stars to national positions!

#### The Keynote

The conference was the largest ever, with 7000 educators expected to attend. There were over 650 workshops, sessions, or events offered over the three-day period. The keynote speaker was Dr. Richard Haas, president of the Council on Foreign Relations. He spoke on “Language as a Gateway to Global Communities.” One of his main points was that there is no single language that is the language, that if we are moving to a non-polar world, we cannot focus on one language. He also stated that language is an essential tool, that there is no substitute for localism. Language is the key to understanding local realities. He also questioned if all language skills are equally important, that speaking and reading skills are more useful and necessary.

#### The Sessions

It was hard to choose from so many sessions and I’d like to share a little of what I learned at those that I attended.

Laura Terrill reminded me that the prime learning time is the first ten minutes of class; why waste that on

# Professional Development (Continued)

checking homework? Present the new lesson and do group work during a few minutes of “down time.” Lisa Lilley, 2010 Teacher of the Year challenged the group in her session to make language study an experience they can’t get elsewhere, that culture is the starting point, not an “add on.” Vary the presentation; change it up, do something different! She offered these resources: FLTeach, < <http://Zachary-jones.com> >, < <http://prezi.com> >, and < <http://photopeach.com> >. She also encouraged us to dress like a leader, not a worker, and to keep learning!

Pilar Fernández González from the Spanish Embassy spoke on “Spanish in the World” where I learned that there are formulas for ranking languages in order of importance. ( $IL = \Sigma (InWn) / \Sigma Wn$  from Ortero, 1995). Not being a math person I cannot explain the formula but I learned that the number of speakers, a human development index, the number of counties where the language is the official language, exports, translations, and being an official language of the United Nations all are a part of the calculation. Not surprisingly, English comes out as the most important language. The growth of a language is parallel to the economic growth of the country or countries where it is spoken. Other ranking calculations used the number of Internet users speaking a certain language or the geolinguistic factor of the percent of landmass. Her point was that the future for Spanish is very good.

Several of the past Teachers of the Year presented their best practices. Ken Stewart confessed to *CASE, Copy And Steal Everything*, and he encouraged scaffolding the levels as you change the topics from levels 1, 2, 3, 4, and up. Christine Lamphier explained an activity of musical chairs where each student has a slice of a piece of literature. The students mill around and when the music stops they must read their lines to a partner, then think, and then write down what they remember. Later in a pair and share time they speculate on the topic of the selection. Toni Theissen suggested < <http://www.wallwisher.com> > for writing digital post-it notes; you can leave pictures as well. Janet Glass encouraged clear goals for proficiency and good assessments in order to maintain a strong program. Her elementary students’ weather presentation is at < <http://www.youtube.com/levinejanet> >.

Two Ohio teachers, Emily Van Wey from Perry HS, and Alisha Warshay from Shaker Heights HS presented their activities, “Connecting History to Contemporary Culture in Mexico and Peru.” They developed these activities after participating in a summer Fullbright program. Go to < <http://www.utexas.edu/cola/insts/llilas/outreach> > to learn about the program.

## **And most importantly...**

Led by Marty Abbott, past ACTFL president, three presenters discussed “Language Advocacy: It’s Everybody’s Business!” They made the point that it’s hard to cut an award-winning program, so start now to get publicity! We’re in a recession, people in control have to look at budget cuts, so advocate when times are good. Check < <http://www.fairfaxflags.org> > for one success story. Go to the Discovery Languages web site for ideas for advocacy and research results: < <http://www.discoverlanguages.org> >. February is Foreign Language Month; take advantage of the theme and advocate! Make displays for the library, make a video for Ustream.TV, and enter programs or competitions to get languages out in the spotlight! Write letters! A representative’s office considers six letters a landslide, so let’s create a

# Professional Development (Continued)

landslide of foreign language letters to our representative! Get parents in involved; they can talk about their lack of opportunities that their students will have now. The Chambers of Commerce need language speakers; offer to send your students. The presenters also emphasized that it is critical to have your programs produce results! We must get our students to speak confidently in the target language so then they can advocate for us.

The theme of the conference in Boston, *Languages: Gateway to Global Communities* has become the mantra of the language education profession. As our programs are at risk, we must advocate constantly and remind those in office that speaking other languages and knowing other cultures are a requirement for survival for our country as a nation as well as a discipline in our schools. Let's get to it, each and every one of us!

# Professional Development Starts Early

**Lauren Denham, Jaclyn Davis, Ghada Awad, Jennifer McAninch & Susan Colville-Hall**

Developing life-long learners is a goal of each teacher education program. At the University of Akron teacher candidates have been exemplary in frequent attendance at professional meetings, both local and statewide. Lauren Denham, Jaclyn Davis, Ghada Awad, and Jennifer McAninch, among others, attended NEOLA's Spring 2010 meeting entitled "Story-based Strategies for Actualizing the Standards" at Walsh University in Canton.

As they shared their thoughts, it was easy to see why they are so highly motivated. They recognized the benefit of early exposure to sessions where both veteran teachers and new teachers come together to expand their expertise:

"The information that you gain from talking with experienced teachers is invaluable for a beginning teacher." (Lauren Denham).

"Having access to resources and new ideas from seasoned educators will greatly aid me during my "first year" teaching experience." (Jaclyn Davis).

Jaclyn Davis briefly summarized the daylong session:

Dr. Bonnie Adair-Hauck, University of Pittsburgh, presented a workshop on the PACE model, in which she demonstrated a unique instructional strategy, the story-based approach to focus on meaning and form for standards-based language learning. First participants were asked to distinguish differences between textbook language and story-based language, then were led to realize that story-based language is much richer, authentic and meaningful to use. Then she presented an example of a P.A.C.E. lesson featuring an authentic francophone story, explaining all four components, presentation, attention, co-construction, and extension, to the model. According to Adair-Hauck's research, students acquire grammar best when they notice, hypothesize, observe, predict, use, try, negotiate, and revise.

Lauren Denham identified a couple of the PACE components:

For the Attention part in which student attention is focused on discovering grammatical patterns, Dr. Adair-Hauck took sample sentences from the story and put them on the projector screen for everyone to see and put boxes around the verbs that were in the imperative form for the attention phase. From the attention phase, she moved right into the co-construction. Dr. Adair-Hauck gave sample questions to ask students to start the co-construction. Some of these questions included: Does anything look familiar? Is there anything similar about the forms? Is there anything unusual? Can you guess the function of these words? Using these questions the teacher can guide students to their own realizations about the grammar and help them create a rule for this new grammar.

Jennifer McAninch noted Dr. Adair-Hauck's encouragement in the use of graphic organizers such as story maps, character maps, Venn diagrams, etc., to support Vygotsky's theories. She led us through some of these activities and let us participate in them ourselves also.

# Professional Development Starts Early (Continued)

Lauren Denham commented on learning ways to motivate learners with psychomotor activities “when students seem lethargic”:

As a demonstration, Dr. Adair-Hauck divided our group according to whether we felt more like the sun or the moon and we traveled to our designated side of the room. We then had to chat with others about why we felt more like the sun or moon, being partnered up for a certain amount of time asked to speak with another partner. This could be useful to motivate students to speak the target language in addition to keeping them active when they may seem tired or unstimulated.

UA teacher candidates also mentioned the value of learning about the Simulated Oral Proficiency Interview (SOPI) that is being used in Pittsburg schools. “The SOPI is a recorded interview which students respond to on a tape. It is then given to a trained SOPI evaluator for scoring. The students in Pittsburg schools take this from year to year to gauge improvement. I think this is a really good idea because not only does it allow students to see that they are making progress, it keeps classroom focus on communication. According to Dr. Adair-Hauck, classroom teachers in Pittsburg responded well to this and were interested in what they could do to help their students perform at the highest level possible. I would like to see something like this implemented in my future school.” (Lauren Dehnam).

Ghada Awad reflected on her own professional benefit:

I learned how to use critical strategies to negotiate the meaning of stories. Moreover, I participated in a creative story telling activities that will help me in my application to this approach in my classroom. Furthermore, the presenter provided us with a very useful handout that will work as a reference in teaching such lessons in the future. Although the handout was in French and Spanish, I will absolutely be able to use the techniques included in teaching Arabic. I am confident that similar workshops are of great benefit to all world language teachers in North East Ohio.

# Teaching with SMARTs

Elizabeth Hanlon, Spanish Teacher, Wellington High School

## Ideas for Enhancing Your Teaching Practices with SMART Board and Accessories

### The history of my SMART Board and Me

A year ago I stood staring at a SMART Board our custodian had just mounted in the front of my classroom. I wrote a grant to receive this board and had been so excited to find out I had been chosen as the recipient. It was finally here!

However, I wasn't 100% sure exactly what to do with it now that it was here. So, I started using it as a digital whiteboard and continued to show my Power Points on it. But I knew I was not using this expensive piece of technology to its fullest capabilities.

Soon after receiving the board, our district brought in a representative from SMART Ed Services to work with the teachers with the boards in their classrooms. In the hour session, the representative was only able to skim the surface of what this board was capable of; but it was enough for me to realize its potential surpassed being a white board by leaps and bounds!

I began exploring with the SMART Board's software, *Notebook*, and was able to begin integrating more of the board's offerings. At this point, the Ohio Free eTech Conference arrived in Cleveland (visit <http://www.teachsmart.org/freetech/> for more details!) and for two days I was immersed in sessions dealing with how to use the SMART Board.

As language teachers we know the benefits of immersion! Therefore the Monday after the eTech Conference was not full of Power Points on the digital white board because I rolled out my new found SMART Board knowledge! I did struggle as I began using the board's software, but as I become accustomed to using it, I have found more and more of what it can do to enhance my teaching practices. Even after a year, I continue to discover new ways to integrate the SMART Board all the time! I would like to share some of the benefits and capabilities of the board that I use.

### SMART Notebook

Undeniably, the best feature of the board is its accompanying software, *Notebook*. I have worked with colleagues to assist them in using their boards and I am usually asked why they should stop using their *PowerPoint* presentations and start over in *Notebook*. I believe that *Notebook* is easier to use than *PowerPoint*; gives you more maneuverability within the program to find your material; provides you with more options for creativity; and is made specifically for the SMART Board therefore making it work better with your board. You can continue to use *PowerPoint* presentations, even write on the presentations with SMART Board pens, but *PowerPoint* cannot tap into the wealth of resources available in *Notebook*.

I created my "main" *Notebook* file that I open everyday that is formatted for what I use in every class period. I have pages that look like sheets of notebook paper for writing; blank pages for drawing or inserting pictures; and specific pages in which I insert links to internet sites or other files I will use during classes. I group the *Notebook* pages by "Spanish 1", "Spanish 2", "Spanish 3" and "All classes" so that I can easily move throughout them for what I need. I can also insert needed text boxes or pictures on any page and if I want them to be hidden until I need them in the lesson, I can make them smaller and

# Teaching with SMARTs

## (Continued)

then click on them to enlarge when needed with my finger.

*Notebook* has a “Gallery” tab for searching pictures, backgrounds, games, sounds, videos and “flash” (animated pictures) that you can choose from and bring into the different *Notebook* pages to enhance lessons. When pictures are inserted into your *Notebook* pages, you can move them, shrink them, enlarge them, turn them upside down, etc.! You can also bring in images from Clip Art and the Internet if the gallery does not have what you are looking for.

In addition to my daily *Notebook* file, I create other *Notebook* files as I need them for everything from games to whiteboard practice to speaking activities! The possibilities are endless and you can be so creative to make your lessons very engaging for your students – especially the visual learners! I have abandoned almost all of my *PowerPoint* files for *Notebook* but I will admit there are a couple *PowerPoint* presentations that I put a lot of time into and they work well for a lesson – so I just insert a link to them in *Notebook*!

### **SMART and other resources**

The use of the SMART Board also gives me more control of resources I use in my lessons and ultimately better control of my classroom. With the use of one of these boards, you become the computer mouse and can control any normal computer function by interacting with the SMART Board. My textbook audio CDs are imported into iTunes and I show textbook DVDs in Windows Media Player so I can control these programs from my SMART Board instead of hovering over my computer monitor at my desk in the corner of the classroom. You can navigate the web from your board to show, for example, pictures of a cultural event by using the board also. This gives you a better way to control your resources and keeps students on task because you are not hidden behind your desk working the programs!

### **Impact on students**

Thankfully the daily use of the SMART Board has not gone unnoticed by the people it should impact the most – students. In regards to the use of the board in my class, Alicia, a Spanish 2 student, states, “It [the SMART Board] makes the class more interactive, and it makes it easier to follow” and Eileen, also a Spanish 2 student, states “I really enjoy using the Smartboard because it allows for a lot more visual teaching...The class follows what the teacher is saying more if they can see them explain it as well as hear them, and the Smartboard offers a ton of cool features to make learning enjoyable.”

### **Student use of the SMART Board**

As I increased my level of comfort using my SMART Board, I began to realize that it was time for my students to use it also. My students use the board in the following ways:

1. They create the daily bell work. Everyday a student is assigned to do the next day’s bell work as homework. On their assigned day, students write the bell work on the SMART Board. I created a rubric for completing the bell work to help guide them in what they need to do when it is their turn.
2. At the end of chapters or before exams, my students often prepare their own review presentations for their classmates on topics that will be assessed. They use the SMART Board for any visuals they need and have used some of the “tricks” the board is able to do to enhance their presentations. For

# Teaching with SMARTs

## (Continued)

example, when writing on the board, words can be divided up by simply placing your hand in front of the light in the pen tray before each word. One of my students realized I was doing this and was able to incorporate this into his group's presentation so they could move the words they wrote for examples.

3. As teachers we know how important linking to students' prior knowledge is through activities such as brainstorming. In my class, we make a lot of lists of vocabulary students already know before beginning activities – students can come up to the board and write their ideas.

### Using a SMART Board accessory

After becoming comfortable with the board and establishing a level of comfort of use among my students, I decided there had to be more I could do with it in the areas of my students using it and the fact that I often felt “trapped” in the front of the room using the technology. I determined that I needed to increase the interaction of the target language and technology by my students as well as increase my ability to assess students formatively by increasing my mobility and accessibility while still utilizing the SMART Board.

During the eTech conference, I was introduced to the SMART Slate – an accessory to the board that you can carry anywhere in the classroom to operate the SMART Board via a blue tooth device. After receiving information about OFLA's teacher grants, I applied for the Slate to make the “SMART” experience more effective in my classroom.

I received the SMART Slate before the start of the 2010-2011 school year. The Slate has provided me with freedom to move around the room and better monitor students to assess them formatively. This ability has been very beneficial, for example, when completing white board practice with students as I observe them as they formulate their answers to gauge understanding. I can also use the Slate to start and stop *iTunes* and *Media Player* from different areas of the classroom to gauge student understanding of material and make sure everyone is on task.

The implementation of students using the Slate has been slower than my own use of it. The SMART Board screen does not appear on the Slate and therefore you must watch the board while you write on the Slate – meaning hand/eye coordination and practice is essential! My students observed me struggle to become accustomed to it and are therefore slightly intimidated. I am working to integrate the Slate into more of our routine activities little by little to expose students gradually to it and increase their comfort and confidence level to eventually eliminate any apprehension in using it regularly.

### Conclusion

In conclusion, the SMART technology that has been granted to me makes a difference every class period of every day for my students and teaching practices. If you feel like I did a year ago, there are many ways to slowly start incorporating the use of your board – from making discoveries by exploring the technology on your own; to working with colleagues; to attending workshops or conferences geared toward SMART technologies. The more you use it, the more you realize you can do with it!

Please do not hesitate to contact me with SMART Board questions at [echanlon13@gmail.com](mailto:echanlon13@gmail.com) .

# Technology Tip

## Check out MakeBeliefsComix to Easily Create a Comic Strip

The screenshot shows the homepage of MakeBeliefsComix.com. At the top, a large white speech bubble contains the text: "WELCOME TO MAKEBELIEFS.COMIX.COM CREATE YOUR OWN COMIX STRIP - IT'S EASY AND FUN! CREATED BY BILL ZIMMERMAN - ART BY TOM BLOOM - COMIC STRIPS BY YOU!". Below this, a copyright notice reads "COPYRIGHT © 2009". The main content area features a three-panel comic strip. The first panel shows a frog-like character with a speech bubble that says "RIVIT, RIVIT! NO WORDS COME TO MIND. I NEED HELP!". The second panel shows a girl with a speech bubble that says "I JUST NEED TO THINK SOME GOOD THOUGHTS!". The third panel shows a pig-like character with a speech bubble that says "MAN, I 'M LOOKING SHARP TODAY!...ANY THOUGHTS ABOUT MY NEXT BIG ADVENTURE?". To the left of the comic strip is a small white bird icon with a speech bubble that says "CLICK ME TO VIEW A DEMO.". Below the comic strip is a yellow banner that reads "WRITE IN ENGLISH, SPANISH, FRENCH, GERMAN, ITALIAN, PORTUGUESE OR LATIN!". At the bottom, there are two buttons: "ENTER HERE!" and "iCOMIENCE AQUI!".

MakeBeliefsComix is an easy flash-based online program for making comic strips. The site supports the use of English, Spanish, French, German, Italian, Portuguese and Latin text. The site also includes a “how to” tutorials, a section for educators, writer prompts, and a series of printable comic strips to use with your classes.

Check it out at <http://www.makebeliefscomix.com/>

# A COLLABORATIVE PROJECT AND RESOURCE CENTER

for Ohio's Teachers of French, German, and Spanish



COLLABORATIVE  
ARTICULATION  
AND ASSESSMENT  
PROJECT



## Collaborative



Collaborative effort of high school and college instructors to create a core curriculum and a common set of instructional objectives for students at each stage of a four-level language program.

## Articulation + Assessment



Articulation ensures that students move smoothly through a course of study, from one level to the next. It addresses the problems that students encounter when they make transitions between high school courses and the college classroom.



Assessment measures give students an indication of their potential university course placement. Listening, speaking, reading, and writing tests provide feedback to third-level high school students and their teachers.

## Project



The project was initiated in 1992 by The Ohio State University, Columbus State Community College, and Columbus Public Schools, with a grant from the Fund for the Improvement of Postsecondary Education.

**CAAP IS FREE TO ALL PARTICIPANTS!**

**CAAP IS ADDING CHINESE IN 2011!**

### What is CAAP?

#### CAAP is for students

CAAP is a project designed to help high school language students of Spanish, German and French make a smoother transition from high school to college. Each student receives a report on his or her performance on the CAAP exams with an indication of proficiency in the four skills, as well as potential university course placement. Those who do not score as well as they expected may take additional language courses while still in high school. By improving their chances of placing into higher levels at the university, students may save time and money.

#### CAAP is for teachers

CAAP provides a support network for high school language teachers. They benefit from the state-wide collaboration CAAP provides. When their students participate in the CAAP exams, instructors receive a class report outlining student levels in each of the four skills—reading, writing, listening, and speaking. They can compare their students with university level three student scores. Teachers may also participate in CAAP professional development workshops, exam preparation workshops and calibration sessions, and use the teaching and learning resources provided on the CAAP web site.

### What is the purpose of the CAAP Exams?

1. To provide feedback to third-level high school French, German, and Spanish students about their degree of foreign language proficiency.
2. To give these students an indication of their potential placement in language courses at the university level.
3. To be used as an end-of-sequence proficiency test.
4. To help schools meet state requirements to align district curricula and assessments.

#### For more information contact:

**Diane Birckbichler, Director**  
**Rebecca Bias, Assistant Director**

 **CAAP/Foreign Language Center**  
The Ohio State University, 100 Hagerly Hall,  
1775 College Rd., Columbus, OH 43210

 **ph** (614) 292-4361  
**fax** (614) 688-3355

 **web** caap.osu.edu  
**e-mail** bias.3@osu.edu

# Ohio TESOL

Teri Mandell, TESOL Representative



## Ohio TESOL Conference

The Ohio TESOL Conference was held November 12 and 13, 2010 at the Hyatt Regency in Columbus, Ohio. There were over 800 people in attendance. Dr. Kate Kinsella, Ed.D., an adjunct faculty member in the College of Education at San Francisco State University, was the keynote speaker. Dr. Kinsella's keynote speech was entitled "Structured and Accountable Classroom Language Use Across the Curricula: A Key to Narrowing the K-12 Verbal Gap."

Next year's Ohio TESOL Conference will be held November 11 and 12, 2011.

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

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**July 26-August 11, 2011**

**[oia.osu.edu/ssast](http://oia.osu.edu/ssast)**



# AATG News

## Deborah Page, AATG Representative

### AATG Fall Conference

The Ohio AATG Chapter held its fall conference Oct. 29-30, 2010 in Columbus, Ohio at the Worthington Holiday Inn. To start off the conference, a group of graduate students from the Ohio State University presented a roundtable discussion. Barbara Wanske spoke on “Chefket and Pyranja: Teaching German Hip-hop in North American Classrooms,” Sylvia Fisher presented “Die Rütli-Schule in Berlin: von Deutschlands berühmtester Hauptschule zum Campus Rütli,” Ryan Smith read “Tendenz und Folgen: Österreichische Nationalratswahl 2008,” Thomas Stefanuik spoke on “Vergangenheitsbewältigung - weiter und tiefer,” and Veronika Branická on “Berlin entdecken.” Following the discussion, the members chose to screen the first two episodes of *Doctor's Diary*, a 2008 RTL production described as “Bridget Jones as a doctor.”

The keynote speaker, Susanne Even (University of Indiana, Bloomington) held a workshop on Saturday morning titled “Dramapädagogik im Fremdsprachenunterricht.” Those in attendance had the chance to learn and practice several techniques and activities, using Peter Härtling’s novel *Fränze* as the basis for the activities.

The final presentation of the day was Richard Kiovsky’s talk titled “Extr@-Spaß im Deutschunterricht.” Richard shared his school’s experience using the BBC’s educational TV series Extr@ in its French, Spanish and German classes. The sequences have been used as ancillaries to pique students’ interest. If your school has access to Discovery Education, you may have the ability to use this series.

### Chapter Officers

The chapter membership elected Debbie Page as the new 2nd Vice President of the chapter during the chapter meeting at the fall conference. The officers for this coming year are:

President: Richard Kiovsky (Hudson High School)

1st Vice President: Kristina Wissmann (Circleville High School)

2nd Vice President: Debbie Page (University of Cincinnati)

Treasurer: Cynthia Trocchio (Kent State University)

### OFLA Book Club

As part of the fall conference and the activities of the workshop, the members decided to read Peter Härtling’s novel, *Fränze* to discuss at the spring OFLA Conference. Härtling shows how adult problems can become children’s problems. German instructors are encouraged to read the book and to prepare one teaching activity to share at the OFLA session. The hope is that you could have several sound activities to use in the classroom for this novel, or even for excerpts of it. Here is a brief introduction to the novel:

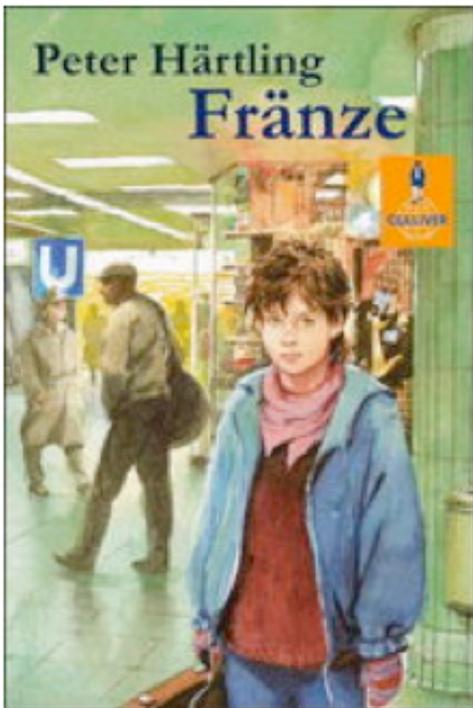
*Die 12-jährige Fränze ist verzweifelt. Ihr Vater Johannes hat seine Arbeit verloren. Er behauptet zwar, dass er auf der Suche nach neuer Arbeit ist, doch Fränze sieht ihn in der Stadt, wie er Alkohol trinkt und sich total gehen lässt. Mittlerweile hat sich der Vater auch total verändert.*

# AATG News

## Deborah Page, AATG Representative

*Er lässt nicht mehr mit sich reden und streitet sich nur noch mit seiner Frau. Er schlägt sie sogar und die beiden (Fränze und ihre Mutter). Eines Tages sagt er, dass er für einige Tage wegmüsse, um mit irgendwelchen Geschäftspartnern zu reden, jedoch glauben die beiden das nicht, lassen ihn aber gehen. Fränze glaubt, dass sich ihr Vater noch in der Stadt aufhält und schwänzt deshalb am nächsten Tag die Schule, um nach ihm zu suchen. Wird sie ihn finden? Kommt sie es schaffen, dass er wieder nach Hause kommt? Findet er wieder Arbeit?? ( [http://www.ciao.de/Franze\\_ab\\_11\\_Hartling\\_Peter\\_\\_403835](http://www.ciao.de/Franze_ab_11_Hartling_Peter__403835) )*

I contacted Barbara Patten at the International Book Import Service (IBIS), and arranged to have sufficient copies for you to order. Here is the information you need to order the book:



Number to call: 800-277-4247

Book: Fränze (Peter Härtling)

ISBN: 978 3407 781703

Cost (includes shipping!): \$13.00



# AATF News: Le Coin Français

Richard Emch, AATF-OH President

The Ohio Chapter of AATF held its annual business meeting in conjunction with the Ohio Foreign Language Association's Annual Conference April 9, 2010. The chapter thanked Dr. Kirsten Halling for her outstanding service as chapter vice-president (2006-2007) and president (2008-2010). Richard Emch was inaugurated as chapter president, and Pascale Abadie was elected chapter vice-president. Nominations are currently being accepted for the spring election of secretary-treasurer as Dr. Marie Hertzler's term expires in 2011.

The Ohio Chapter of AATF held its annual book club discussion lead by Dr. Kirsten Halling in conjunction with the Ohio Foreign Language Association's Annual Conference April 9, 2010. The selection was *Où on va, Papa?* and Dr. Halling's discussion notes can be found at <http://aatfohio.wordpress.com/>. The book selected for 2011 is *Singué Sabour: Pierre de patience* and Dr. Halling has graciously offered to facilitate the discussion. The information for this book can also be found at: <http://aatfohio.wordpress.com/>.

Wright State University in conjunction with AATF-Ohio provided an immersion workshop for current and pre-service teachers on August 14, 2010. The industrious team from Wright State provided examples of current authentic media and instructional strategies for rookie and veteran teachers alike to add to their bag of tricks and strengthen their French programs.

The weekend of September 24-26, 2010, AATF-Ohio held its annual weekend d'immersion at Mohican State Park. The members enjoyed meeting new colleagues and making new connections, as well as catching up and renewing contacts with good friends while speaking French in the relaxed atmosphere of one of our most beautiful state parks. We enjoyed exceptionally beautiful weather, extraordinary authentic French food and wine, and, of course, the friendly company of our membership. As dedicated professionals, we also took time to share pedagogical tips, strategies, and lessons, bien sûr. Mark your calendars now for the weekend of September 23-25, 2011 if you'd like to participate in this rewarding experience. For more information visit: <http://aatfohio.wordpress.com/immersion-a-mohican-du-23-au-25-septembre-2011/>.

On November 6, 2010, Wright State University, with a small sponsorship from AATF-Ohio, hosted and facilitated a journée d'immersion for local high school students. The all-star team from Wright State provided many enriching activities and rewarding cultural experiences for area high school students while providing service learning for the university students.

AATF-Ohio is pleased to introduce the new National French Contest / le Grand Concours Chapter Administrator, Judith Bates. Judy was raised in Washington State and started learning French in the 7th grade. She completed her undergraduate studies at the University of Washington and l'Université de Paris à la Sorbonne. She went to graduate school at the University of Washington and, after moving to Ohio, Wright State University. She has taught French in the Xenia and Centerville School districts. After moving to Cleveland, she worked at St. Ignatius High School and Westlake City Schools, where her colleagues often called her "the Organized One," teaching for 22 years before retiring in 2009. Due to her love of anything that has to do with the French language and French culture, she has joined five different groups that have to do with this beautiful language and culture since retiring. While teaching,



# AATF News: Le Coin Français

Richard Emch, AATF-OH President

her students participated in le Grand Concours, giving her a “teacher’s perspective” on this important contest. Judy looks forward to the challenge of being the test coordinator for the state of Ohio and is committed to making it un grand succès. Information on le Grand Concours 2011 is available on the Ohio Foreign Language Association’s website:

<http://www.ofla-online.org/index.php/ofla-organization/affiliates> as well as

<http://aatfohio.wordpress.com/> .

## **Treize à table: AATF-OH à Mohican State Park, du 24 au 26 septembre par Marie Hertzler, secrétaire-trésorière, AATF-OH**

Toasts aux noix, soupe aux légumes, potage, quiche, salade, baguette, fromage, galette aux pommes, du bon vin français....Qu’est-ce qu’on a bien bouffé !!! Comme d’habitude, nous avons ouvert le week-end de détente avec une table pleine à craquer de plats bien appétissants, faits à la maison et transportés au camp bucolique de Mohican. Et comme de bons francophiles, nous ne nous sommes pas trop égarés de la table (phénix des bois renaissant à chaque repas avec son beau plumage de plats succulents). Bien nourris et reposés, nous étions prêts à partager nos découvertes et succès pédagogiques—courts métrages, clips vidéos, jeux, exercices innovateurs, sketches, chansons—tous centrés sur l’interaction des étudiants à travers la langue. Les membres ont pris une pause pour faire une belle randonnée aux bois tandis que les officiers ont fait du planning pour le Grand Concours, le cercle du livre et la prochaine réunion des membres Congrès OFLA. Le soir, tous autour du feu, il y avait des histoires à raconter, des verres à trinquer et des étoiles filantes à nous émerveiller. Et au départ nous nous sommes mis d’accord pour nous y retrouver l’année prochaine. Ne voulez-vous pas nous y rejoindre ? Réservez tout de suite dans votre agenda le week-end du 23 au 25 septembre 2011.

## **Mon Stage d’été à Liège**

**par Jacqueline Shrake, Early College HS, Cleveland Municipal Schools**  
[scholarjs@yahoo.com](mailto:scholarjs@yahoo.com)

Je tiens à remercier l’ AATF pour la bourse “Summer Internship for Teachers” qui m’a permise de participer à un formidable stage de formation pédagogique en Belgique en été 2010.

Avant le début du stage, j’ai passé deux semaines en Europe avec mon mari pour fêter nos 20 ans de mariage. Après nos au revoir, j’ai pris le TGV et le Thalys, un autre train rapide, pour aller à Liège, en Belgique. C’est une assez grande ville, mais relativement facile à naviguer et très jolie. On m’a accueillie à la gare, et je me suis installée au dortoir de l’Université de Liège, où j’allais vivre pendant les trois semaines du stage.

Nous avons étudié la culture belge et la langue française. Il y avait d’autres Européens dans mes cours, et c’était toujours intéressant de connaître leurs points de vue. J’ai rencontré trois autres profs de français,



# AATF News: Le Coin Français

Richard Emch, AATF-OH President

deux Américaines et un Africain, avec qui j'ai voyagé et passé beaucoup de temps. Ils voulaient parler français tout le temps, et c'était parfait pour moi. D'ailleurs, j'ai trouvé les Liégeois accueillants et les professeurs intelligents et gentils.

Après les cours, nous avons rendez-vous avec un excellent guide d'activités qui nous faisait régulièrement la visite de la ville et des environs. Nous avons commencé par une visite de tous les endroits fréquentés par les étudiants liégeois. Ensuite, nous avons visité les églises de Liège, plusieurs musées excellents, les villes de Bruxelles, Bruges, Namur, et même Maastricht aux Pays-Bas. Les visites étaient toujours à pied, (après le voyage en train) et donc nous avons beaucoup marché. Tant mieux parce que nous avons besoin de faire du sport afin de ne pas grossir en goûtant à la bière belge, aux gaufres, et au bon chocolat. Comme vous pouvez l'imaginer, la nourriture était excellente, et nous avons mangé dans des cafés ou des restaurants tous les soirs. Il y avait une cuisine dans le dortoir où je préparais mon petit déjeuner (du café et des céréales).

Ce qui est incroyable est que chaque jour et chaque soir étaient de bonnes expériences, et j'ai acquis des souvenirs pour toujours- le village gaulois, les feux d'artifices du 14 juillet, le passage du Tour de France à Spa le lendemain de mon arrivée, le marché du dimanche (le plus grand marché en Europe), les mots appris chaque heure, les amis que j'ai faits.

Je suis très contente d'avoir reçu cette bourse. C'était un moment privilégié de ma vie, et j'ai maintenant la confiance de voyager en Europe avec ma famille ou avec des étudiants. Je conseille à tous mes collègues de faire la demande auprès de l'AATF pour gagner une bourse semblable. Je vous assure que ça vaut la peine et que vous ne regretterez rien.

# OVFLA Holds Annual Fall Meeting

Language teachers from the southeast region of the state gathered at Ohio University on October 23rd for the 27th annual meeting of the Ohio Valley Foreign Language Alliance. Upon arrival on campus, participants enjoyed lively conversation over coffee and donuts until the official program began. OVFLA co-directors Fred Toner and Mary Jane Kelley of Ohio University welcomed the standing-room-only audience, and Toner introduced the featured speaker: Terri Marlow of the Parkersburg, West Virginia school district, who provided participants with both a theoretical framework and some very practical suggestions for “Using Authentic Documents to Develop Reading Proficiency.” Marlow, an Ohio University alumna, has received recognition as “WVFLTA Outstanding Teacher,” and she has served as consultant and workshop leader for the national AP Spanish program, as well as presenting regularly at ACTFL and NECTFL.

After a brief intermission, participants re-convened for what has become the signature feature of OVFLA meetings: mini-lessons. These five-minute presentations demonstrate successful classroom practices and offer the audience concrete, practical ideas for teaching a language skill, a grammar point or a cultural concept. Laura Schneckenberger (OU) projected her “Crystal Ball,” which she uses to reinforce future verb forms. Sephora Escarpeta (Lancaster) walked the audience through “Dinner and a Movie,” which requires students to integrate language and culture in the production of a DVD. Adi King (OU) offered “Useful Nonsense: Using Lewis Carroll’s ‘Jabberwocky’ to Teach Reading Strategies,” after which Cindy Ordoñez-Bogart (OU) took us “From the Kitchen to the Dance Floor,” where we swayed to salsa rhythms. Ila Hennig (Adena) ended this high-energy part of the program with a summary of her students’ success “Memorizing Poetry.”

For 27 years, OVFLA has provided first-year and veteran teachers alike the opportunity to collaborate and learn from each other; language instruction is alive and well in southeast Ohio. As Co-director Toner observed, “This year’s OVFLA meeting was a chance to hear a first-rate speaker and touch base with old friends who always have new ideas.”

# Camp OFLA: [www.campofla.org](http://www.campofla.org)

Lucas Hoffman

Camp OFLA 2010 celebrated year 6 with Little Red Riding Hood this summer! We had a group of 25 campers join us to study the languages and cultures of China, France & Russia. Six language counselors worked along with camp nurse Obadah Alfaham (University of Toledo), Chinese teacher Amanda Lin (Gahanna Lincoln High School), French teacher/co-director Lucas Hoffman (Sylvania Southview), Russian teacher Jen Philip (Start High School) and camp co-director Lori Winne (Grove Patterson Academy) to put on another exciting week.



## Russian Cultural Sharing Time

paper flags, or bead bracelets with some fun French messages. On top of all that, we did all the fun traditional camp things: campfire, night hike, nature program, scavenger hunt, and outdoor movie night.

Some of our camp ideas and resources are available on the camp website: [www.campofla.org](http://www.campofla.org). Be sure to check out the *For Teachers* link.

The Camp OFLA staff would like to thank the several generous OFLA members who made scholarship contributions to help our needy campers. Without you, the camp experience would not have been available to many of them.

As we look forward to our 7th camp year, we do need to ask for your help! The camp staff still needs your help in getting word out about this great summer activity for our elementary students. Information regarding the 2011 camp will be available soon on our website and via the OFLA listserv.

# Study Abroad / Immersion Scholarship Application Information

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

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

## University students should:

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

## High school students should:

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

Questions may be sent to [scholar@ofla-online.org](mailto:scholar@ofla-online.org)

## Send all materials together to:

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

**MUST BE RECEIVED BY MARCH 18, 2011**

# Study Abroad / Immersion Scholarship Application

*(Please type or print)*

## Applicant Information

Name \_\_\_\_\_ Expected year of graduation \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Email \_\_\_\_\_

Language(s) you expect to teach \_\_\_\_\_

Overall GPA \_\_\_\_\_ World Language GPA \_\_\_\_\_

Name of University or High School \_\_\_\_\_

Location \_\_\_\_\_

## Program Information

Name of program / company \_\_\_\_\_

Program contact person \_\_\_\_\_

Email \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

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

Location (where student will stay): \_\_\_\_\_

Dates of program: Begin \_\_\_\_\_ End \_\_\_\_\_

Cost \_\_\_\_\_ Date money needed \_\_\_\_\_

Make check payable to: \_\_\_\_\_

Send check to: \_\_\_\_\_

### NOTE:

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

# High School Student Scholarship for OFLA Conference Attendance

## Teacher Guidelines for High School Student Scholarship for OFLA Conference Attendance

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

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

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

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

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

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

### **It is your responsibility as the sponsoring teacher to...**

- confirm district policies regarding liability and school absence.
- obtain written permission from parent or guardian IF students stay overnight in hotel. It is not expected that students will stay overnight as most students go home after Friday sessions end. However, if the student and the teacher agree that the student will stay overnight, the teacher must accept responsibility for chaperoning the student. **STUDENTS MUST NOT BE IN HOTEL UNCHAPERONED.**
- aid student in registering for the conference. You and your student will each receive a free conference registration if student is awarded the scholarship.
- assist student in conference orientation and attending sessions of interest.
- work out eating arrangements. Your student will receive a small stipend check for meals or other expenses as part of the scholarship.
- fill out the Teacher Nomination Form. And...
- send all student materials as well as your Teacher Nomination Form and your letter of recommendation before the posted deadline - **19 February 2011.**

**Please direct any questions to Mrs. Stacy Knipp, OFLA Scholarship Chairperson at [scholar@ofla-online.org](mailto:scholar@ofla-online.org)**

# High School Student Scholarship Application for OFLA Conference Attendance

*(Please type or print)*

Name \_\_\_\_\_

Parent/Guardian name(s) \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Email \_\_\_\_\_

High School \_\_\_\_\_ Location \_\_\_\_\_

Overall GPA \_\_\_\_\_ Expected year of graduation \_\_\_\_\_

What language(s) are you studying? \_\_\_\_\_

How long have you studied it/them? \_\_\_\_\_

Sponsoring teacher's name (must be an OFLA member) \_\_\_\_\_

## **Note: It is the responsibility of your teacher to:**

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

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

## **Be sure to send...**

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

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

**Must be received by 19 February 2011**

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

*(Please type or print)*

Name of student you wish to nominate \_\_\_\_\_

Your name \_\_\_\_\_ High School \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Email \_\_\_\_\_

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

## **Please comment on the following student attributes.**

Academic achievement in world languages

Interest in pursuing world language teaching

Fitness for teaching

Motivation to improve and learn

Character, integrity

Initiative, independence

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

Signature of sponsoring teacher \_\_\_\_\_

Date \_\_\_\_\_

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

**Must be received by 19 February 2011**

# University Student Scholarship Application for OFLA Conference Attendance

## SCHOLARSHIP INFORMATION

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

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

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

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

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

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

### **Be sure to send...**

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

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

**Must be received by 19 February 2011**

# University Student Scholarship Application for OFLA Conference Attendance

*(Please type or print)*

Name \_\_\_\_\_ Expected year of graduation \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Email \_\_\_\_\_

Language(s) you expect to teach \_\_\_\_\_

Overall GPA \_\_\_\_\_ World Language GPA \_\_\_\_\_

University \_\_\_\_\_ Location \_\_\_\_\_

Sponsoring Faculty Member (Current OFLA Member) \_\_\_\_\_

Institution \_\_\_\_\_ Location \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Email \_\_\_\_\_

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

Signature \_\_\_\_\_ Date \_\_\_\_\_

# Teacher Recommendation for University Student Scholarship Application for OFLA Conference Attendance

*(Please type or print)*

Name of Student you wish to nominate \_\_\_\_\_

How long have you known this candidate? \_\_\_\_\_

What is your relationship (mentor, supervisor, instructor)? \_\_\_\_\_

Your name \_\_\_\_\_ Institution \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Email \_\_\_\_\_

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

## **Please comment on the following student attributes.**

Academic achievement in world languages

Commitment to and enthusiasm for teaching

Fitness for teaching

Motivation to improve and learn

Character, integrity

Initiative, independence

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

**Must be received by 19 February 2011**

# Membership

Teri Wiechart, VP for Membership

*Invite your colleagues to join*  
**The Ohio Foreign Language Association**  
*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.)

<b>Membership Dues for 2010-2011</b>	
<b>One-Year Membership</b>	<b>Three-Year Membership</b>
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
	<b>Lifetime Membership</b>
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://WWW.OFLA-ONLINE.ORG](http://www.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.

—An Invitation to Join—

# The Ohio Foreign Language Association

Serving the Needs of Foreign Language Educators in Ohio

<http://www.ofla-online.org>

_____			I am a new member	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Last Name	First Name	M.I.			
_____			This is a new address	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Home Address					
_____			This is a new name	<input type="checkbox"/> Yes	<input type="checkbox"/> No
City	State	Zip	Previous name: _____		
_____					
School District	Languages _____				
_____					
County	School Phone _____				
_____					
Home Phone	Fax _____				
_____					
E-mail address	School Address _____				
_____					
Years of Experience	City	State	ZIP		
Grade level you teach (select all that apply)	<input type="checkbox"/> (0) Student	<input type="checkbox"/> (2) Middle School/Jr.. High	<input type="checkbox"/> (4) College/University		
	<input type="checkbox"/> (1) Elementary	<input type="checkbox"/> (3) High School	<input type="checkbox"/> (5) Retired		
I would like to receive The Cardinal newsletter (select one) <input type="checkbox"/> electronically via email link or <input type="checkbox"/> paper copy via the U.S. mail					

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



Hyatt on  
Capitol Square

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



# The Cardinal

## Ohio Foreign Language Association

Editor: Cheryl Johnson PO Box 719 Gambier, OH 43022

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**RUSH:  
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your new  
address to  
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**Change Service Requested**

# Mark Your Calendar Now!

- Jan 31- Feb 2** eTech Ohio Educational Technology Conference:  
Information: <http://www.etech.ohio.gov/conference/>
- Beginning in January** National Consortium for Teaching about Asia (NCTA) Seminar Information:  
[http://ncta.osu.edu/future\\_sites.php](http://ncta.osu.edu/future_sites.php)
- March 3-5** Central States Conference (CSC), Minneapolis, MN Information:  
<http://www.csctfl.org/>
- March 6-12** National Foreign Language Week
- March 16-19** TESOL's 44th Annual Convention  
Information: [http://www.tesol.org/s\\_tesol/convention2011/](http://www.tesol.org/s_tesol/convention2011/)
- April 7-9** **Ohio Foreign Language Association (OFLA) Annual Conference, Columbus, OH**  
**Information: <http://www.ofla-online.org>**