

Susan Gross to Present TPR Storytelling Workshop at 2004 OFLA Conference in Columbus.

by Barbara S. Andrews



teachers deal with some of the usual issues about implementing TPR Storytelling in the classroom. The two workshops will not cover the same ground, and may be taken independently of each other.

More about Susan Gross:

Susan Gross taught French to 7th and 8th graders in Colorado Springs, Colorado for 28 years of her 33 years of teaching experience. Since retiring in 2002, she does consulting work with individual school districts and presents workshops on TPR Storytelling.

Throughout her career, Susan kept searching for a better way to teach languages. Dismayed by falling enrollments and elimination of language courses, she experimented with many "new" methods as they came and went: ALM, suggestopedia, directed dialogs, simulations, communicative competence interviews, paired activities, team learning, cooperative learning, mastery teaching, and TPR. She found that TPR was better than anything else, but after five or six weeks in Level One,

it seemed to lose its power, so she went back to the textbook.

She invented over 100 games to teach French grammar. She made the kids talk for ten minutes every day of the year. She had them write weekly diaries. Nothing seemed like too much work.

Susan says:

"When I first encountered Krashen's five hypotheses, they struck a chord with me. I knew they were true, but they did not seem to

(Continued on page 16)

One of this year's featured workshops at the OFLA Annual Conference will be a full-day workshop by Susan Gross on Thursday, March 25. I met Susan in late July 2003 at the National TPRS Conference in Chicago. What follows will surely make you curious to know more about Susan's 'winning ways.' I have included both some of her professional background and statements from an interview.

In addition, for those who want to know MORE about TPR Storytelling, OFLA members Teri Wiechart (Delphos Jefferson High School) and Julie Schonauer (New Philadelphia High School) will be presenting a half-day workshop on Saturday, March 27, to help

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Ohio Foreign Language Association

The OFLA Vision

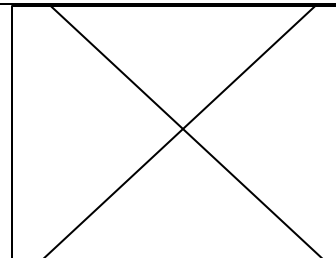
Every Ohio student will be proficient in a second language, which is essential to a world-class education.

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.
2. Build the capacity of foreign language teachers to prepare learners to demonstrate their proficiency.
3. Build support for foreign language instruction among parents, policy leaders, the business community and opinion leaders in the media.



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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- download forms and applications
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The Cardinal

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Comments, suggestions, opinions, reviews, and classroom tips are welcomed. Send to:

The Cardinal

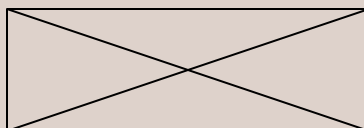
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Keep in mind that space limitations may make it impossible to publish all submissions, and that submissions may be edited for the purpose of brevity and clarity.

Moving?



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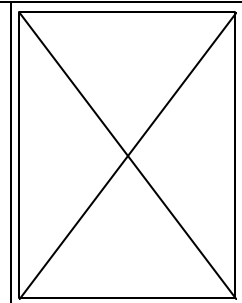
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Letter from the President

Philippa Brown Yin



Off the Top of my Head and Out of the Box

It seems that I receive more news every day about world languages—their role, their prospects, their teachers, the students, and so on. This is normal, of course, as I am signed on to a number of news sources. But what a dilemma when the news plays havoc with my brain by seeming to go in every direction at once! A poll of parents in Cleveland Municipal schools indicates that the number of these who really want their children to study world languages is up 30% over two years ago. The 2002 Modern Language Association survey of the world language enrollments indicates that more college students are studying more languages than ever. At the same time, the National Association of State Boards of Education warns, in the words of the website blurb at the Joint National Committee for Languages (JNCL-NCLIS), that “arts and foreign language education is becoming marginalized and is increasingly at risk of being eliminated as part of the core curriculum.”

So what are we to make of all this? While I was at the ACTFL (American Council of Teachers of Foreign Languages) convention this fall I tried to keep my antennae in the air so I could sense the tone of the conference and its

constituents. I believe that this experience, together with others of the summer and fall, have brought out a number of attitudes which might be summed up as follows:

- The tragedy of September 11 was, in large part, a tragedy provoked by a failure to communicate between two very different cultures, and this was largely because of the difficulty in communicating between two very different languages. The fact that languages embody the cultures in which they are spoken, though, seems not to have caught on, as was the case with both French and U.S. involvement in Vietnam also.
- Reactions to the 9/11 tragedy varied, but often had an element of the need for global awareness and outreach. In 2003, have we missed the boat? Or is it now just too much for us to take on the task of educating ourselves and others to truly be citizens of the world?
- Teachers are embracing the standards movement in part because they include the cultures of their language areas of competency. They see that in the long run, all students need to be better educated so that we can put in place structures that work for us in terms of national security and global commerce. The arts and culture play a role, but these are secondary for many. Where is

quality of life? It's still important, but not pre-eminent for many.

- We must learn from each other, emulating the structures that work, refining our teaching, calling on each other for assistance, and giving freely of our knowledge and training to produce a better product: our students.
- On the ACTFL website you can read about the possibility of a National Education Policy for Languages, from which I quote: “As the only industrialized nation without a language education policy, it is time to begin forging a national policy that will promote the study of languages in our schools. This panel will feature major players in this arena who will outline what needs to be done and how we can get started!” (<http://www.actfl.org>) In our own ways, in our case through OFLA, we all need to “get started.”

There has been talk of a linguistic “reserve corps,” a group of U.S. citizens whose training will equip them to carry on periodic meetings to maintain their skills and update them as to techniques of language development, cultural trends and so on. I think this is not a bad idea; but it is still a defensive move and

we need more. We need to have all education become global, including cultural simulations, visits from students from a wide range of cultures, and we need to send our students abroad, both as learners and as ambassadors. Until we can make this conviction part of our educational system, we limit our own development and hurt our future chances. Yes, there are programs, but they are limited in numbers and limited by costs. So, some bolder, more inventive thinking is required here.

In 2005, "The Year of Languages," we will perhaps be able to ride a wave of goodwill toward world language education the likes of which we haven't seen before. I'm saving up for my surfboard now and thinking of practices, celebrations and other events that will capitalize on the topics. And now is perhaps the best time to re-

evaluate what we are doing and how we are doing it. As we incorporate the standards in our curricula, how might we involve our students with languages in new ways? As we build this year and next toward 2005, our strength may grow with intelligence, ingenuity and careful incorporation of strategies we already know to be successful.

A recent article I read on the meaning of Thanksgiving began with a variant of the old joke about a cat out walking with her kittens who saw a large dog coming at them. The mother cat hid her kittens out of sight and went out to confront the dog. The cat, of course, roared out "Arf, arf, arf," and the dog turned and walked away. "You see," the cat then said to her kittens, "that's the value of knowing a second language." The article had used this story to highlight the need to speak the social language spoken outside our immediate circle of friends

and family. The story remains relevant to our situation, in that all of us must acknowledge that most people will have to communicate, work and live with people from other cultural and linguistic circles. So our role as language educators is to make this possible for our students to as high a degree as possible and in as many ways as possible.

I also want to encourage you to attend our three-day conference in Columbus, where your colleagues are planning a wonderful series of workshops, presentations and experiences to refresh your enthusiasm and help you too to think "outside of the box." Together we can and will build a stronger profession!

Piper Brown Yin

OFLA Listserv

Why join the OFLA listserv?

- Reminders of deadline dates that can save you \$
- Speedy way to get input from other OFLA members
- Helps keep you informed on the latest foreign language news
- Does not generate a ton of messages to clutter up your mailbox
- Members can store files to share with other members on our web site:

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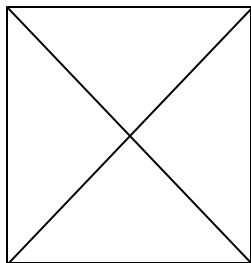
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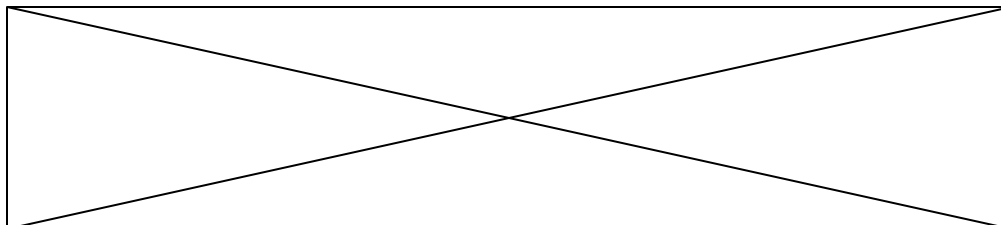
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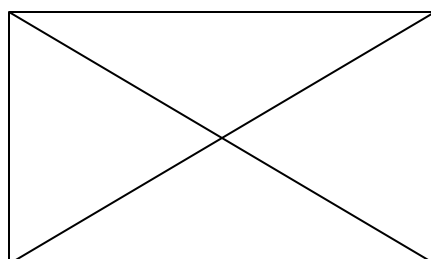


Ohio Foreign Language Association Annual Conference: March 25-27, 2004



Plan now to join us in Columbus, Ohio!

The **Hilton Columbus** is our hotel and conference site, centrally located at the Easton Town Center

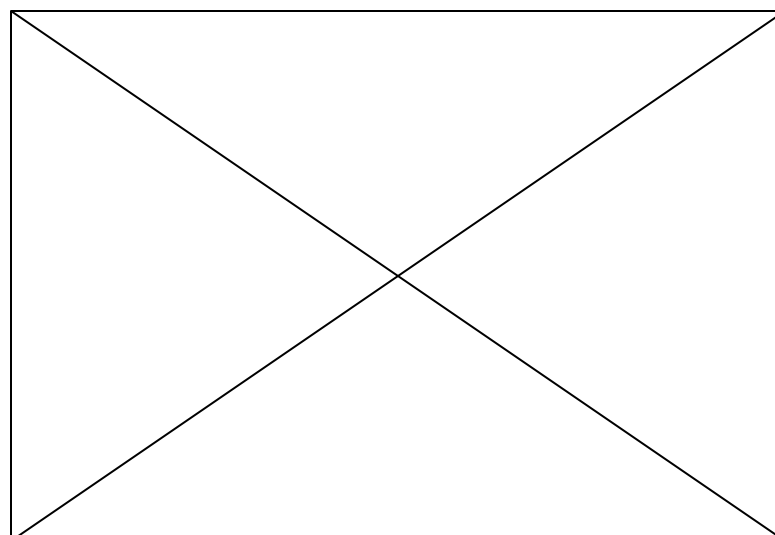


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FREE PARKING at the Hotel!



Thursday—Half-day workshops; Exhibition Opening Gala Celebration

Friday—Workshops, Sessions, Exhibits, Luncheon Speaker, Tours of Language sites

Saturday—Half-day workshops, Sessions; Exhibits; Award Luncheon.

For more information visit: **www.ofla-online.org**

Early Bird Registration Rates

(Postmarked by Feb. 27, 2004)

OFLA Member	\$35
(Annual dues \$30.00 received by Dec. 1)	
Non-Member	\$65
(Includes yearly dues of \$30)	
Full-time student & OFLA member	\$15
(Annual dues \$10.00 received by Dec. 1)	
Full-time student non-member	\$ 25
(Includes yearly dues of \$10)	

Registration fee waiver for primary presenter.

Regular Conference Registration Rates

(Postmarked Feb. 28–March 15; after March 15 register on site)

OFLA Member	\$55
(Annual dues \$30.00 received by Dec. 1)	
Non-Member	\$85
(Includes yearly dues of \$30)	
Full-time student & OFLA member	\$20
(Annual dues \$10.00 received by Dec. 1)	
Full-time student non-member	\$30
(Includes yearly dues of \$10)	

Regular workshop rates \$20 (1/2 day), \$40 (full day)

Conference Notices

Columbus

March 25-27, 2004

Call for Presiders!

Presiders introduce speakers for the sessions at the conference. They also pass out evaluation forms to people attending the sessions. If you would be willing to be a presider for one or more sessions, please fill out the following form and send it to: **Barbara S. Andrews, Gateway Middle School, 900 Gibbs, Maumee, OH 43537**. You may also email this information to: **preselct@ofla-online.org**

Name: _____

Address: _____

City, State, Zip _____

Telephone: _____

E-mail address: _____

Institution: _____

Language(s) you teach: _____

Number of sessions you would be willing to preside over: _____

Conference Presenters: Don't Forget to Register!

Note to all presenters for the OFLA conference: You will still need to register for the conference, even though the conference fee for the main presenter will be waived.

OFLA Conference a Bargain!

The Annual OFLA Conference is one of the biggest and best conferences in the United States offering three full days of sessions, plus exhibits and a chance to network with colleagues from all over the state—General registration is just \$35 (workshops and luncheons constitute additional fees). For up-to-date information regarding hotel reservations and prices and online registration, check our website:

www.ofla-online.org

***Making A Difference:
Communicate, Connect, Celebrate!***

OFLA welcomes

RITA OLEKSAK,

KEYNOTE SPEAKER

at the

2004 OFLA Conference in Columbus



OFLA and Rita invite you to join her in connecting with colleagues to **“Build World Language Success”**. Let's communicate the message that we are reaching out to a global economy and celebrate

the difference that learning a foreign language makes in the life of a child. Rita A. Oleksak, Foreign Language Director from Springfield, MA Public Schools, will talk about the challenges and opportunities of learning a foreign language since the passage of the No Child Left Behind legislation.

Rita will also present a Saturday **Conference Keynote Workshop in “Assessment Driven Instruction.”** During this morning workshop the presenter will highlight her district's work with assessment as a tool to drive content-based instruction. Traditional year-end district-based assessments will be shared as well as a new model of online reading/writing assessment that not only helps with course placement, but can be used as a high stakes test for foreign language graduation requirements. The presenter will share samples from the testing process and will discuss test results and implications for future professional development in order to meet the needs of all children.

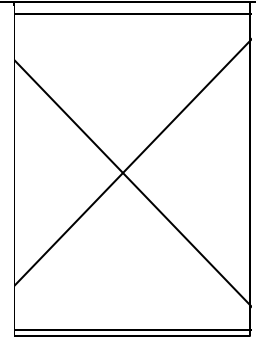
Rita's professional position in the Springfield Public Schools, her impressive record of service to our chosen field (as officer in the Massachusetts Foreign Language Association and ACTFL Program Chair 2002-2003), and her down-to-earth way of approaching issues will make her appearance with us a valuable part of your conference experience. Please join our OFLA family in welcoming Rita to make this Columbus conference the best ever.

Around the State

Charles E. Conway

Deborah Wilburn Robinson

World Languages Consultants, ODE



Standards 101: The Communities Standard

Over the next several issues of The Cardinal, each of the five standards that comprise the Ohio academic content standards for foreign language will be addressed.

The Fisher College of Business at The Ohio State University recently held a three-day CIBER Conference entitled “Lessons from the MBA Classroom: Business Concepts and Pedagogy for Foreign Language Teachers and Professionals”. Part of this conference dealt with ways that K-16 language educators can incorporate business concepts into the curriculum. The conference provided many ideas that language teachers in Ohio can incorporate to address the Communities standard.

The Foreign Language Standards Writing Team designed the Communities standard to encourage students and educators to use what they learn beyond the confines of the classroom. The standard is organized by three ideas: Outreach, Enjoyment and Enrichment, and Career Exploration and Skills. Each of the three keywords makes up the overarching Communities standard:

Communities: Participate in multilingual communities and cultures at home and around the world.

Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

Outreach: The outreach component deals with three concepts: presenting information learned to others; performing for school and/or community events; and communicating with others locally or around the world. Presenting information can be realized in many ways. Students can design visual or oral presentations to deliver to others in the school or community. Performing in local events, or working with younger language students are also ways to meet the expectations of the outreach component. Communicating with others deals with students making contact with students or other speakers to explore issues, exchange information, or to gain insights.

Enrichment and Enjoyment: This component deals with students taking their own interests and using authentic resources to explore them. Within this component, students will explore cultural elements aligned to their own interests (music, sports, dance, art, history, etc.). They will also attend, participate in or view target culture events. Both pieces offer great potential for students to incorporate technologies into their learning.

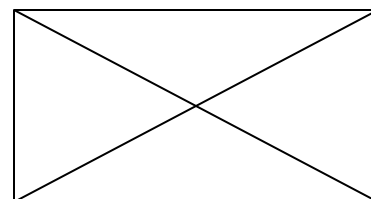
Career Exploration and Skills: Within this component, students will explore both local and international careers that either require or seek knowledge of another language and culture. In addition, the Writing Team has created benchmarks and indicators that incorporate employability skills into the language curriculum. The component asks students to develop strategies to work cooperatively with others of different backgrounds and learning styles. In addition, skills frequently cited as desirable in the workplace ask students to incorporate such skills into their learning. For example, students may create and implement a schedule or task list to assist them in completing a project. Students may also develop strategies and tools

AP soon available in **Italian, Japanese, Russian, and Chinese!** For updates, check the College Board Web site at: www.collegeboard.org

Continued on page 27

The Cardinal Notebook

Janet Irvin
Contributing Editor



What's In Your Suitcase?

"Make a suitcase," I told my second-year students on the third day of class. "Fill it with items you will need for a trip to Spain."

We were reviewing basic clothing vocabulary, reminding ourselves of idioms like *hacer la maleta* (to pack a suitcase), practicing the use of articles and numbers before we plunged headlong into verbs. After they finished, we had an oral activity. I played on the current ad campaign of a particular credit card company that asks the what's-in-your-wallet? question and sends huge, scary strangers after you if you answer wrong. Well, no monsters chasing students in my classroom, just a playful way to combine speaking, action and vocabulary.

As I watched the students cut and paste and make their lists, it occurred to me that each year of language study is exactly like going on an extended trip. There are certain basic items we all need in our figurative suitcases and a few optional ones as well. Therefore, I present you with my suitcase.

The first item is my passport, the Highly Qualified Teacher form we filled out at the beginning of this school year. It includes all my coursework, my degrees and the additional seminars and workshops I have attended. There is also a blank

space to add new learning experiences from this year.

It occurred to me that each year of language study is exactly like going on an extended trip. There are certain basic items we all need in our figurative suitcases and a few optional ones as well. Therefore, I present you with my suitcase.

Next is my lesson plan book. No trip is complete without an itinerary. This is where standards, objectives, goals are set down. I like to have a road map, then deviate off the well-traveled path when an interesting side trip comes up.

The third item in my suitcase is a picture of my colleagues, both those in my building and the extended network of teachers I have met through the years. I may not talk to them every day, but I know where they are if I need them. It is reassuring to know that I do not have to know all the answers all the time. I just need to know where to go to find the answers. My colleagues provide a cushion of support, a shoulder to lean on and an ear to bend on those rare, but not

extinct days, when everything goes wrong and even the best laid plan does not work.

What would a trip be without detours? Sometimes the way is not as straight and clear as I thought. That inspires me to include the next item, a well-thumbed copy of a good dictionary and at least one address for an Internet vocabulary site. Here is where I go to find unfamiliar expressions or answer that perennial request, "Señora, how do you say...?"

I also include a copy of *The Cardinal* to remind me of that extended family of teachers who believe, as I do, in the importance and the joy of language acquisition. They are thinking and writing and serving on committees and advocating for responsible change. They write to me and for me, and I am glad to know they are there. Besides, I always need something to read when I travel.

And what would the journey be without a game to play. I bring whiteboards, handy for review, competition and fun. My students are always asking to use them, but I am careful to use them sparingly so they are always a novelty and welcomed by the group.

Continued on page 27

All Students can Learn a Foreign Language

A Special Focus on Special Needs Learners and Urban Learners

Reflection on the NEOLA March 8th Workshop

By Diana Kunze

As many Ohio school systems are making foreign language learning available to the whole student body rather than a select number of students, the foreign language teachers need to familiarize themselves with the legal, psychological, and practical needs of special-needs learners. Most foreign language teachers have had very limited exposure in their education courses at the university to instructions concerning special education. We are not well equipped to accommodate special-needs students, let alone, understand and deal with the paperwork, which accompanies each of the students.

Dr. Welton and Dr. Vakil, both special education educators at the University of Akron, conducted the NEOLA (North East Ohio Language Alliance) march 8th workshop that was attended by a number of foreign language teachers from diverse school districts. All of us came with a number of questions regarding IEP's and other legal documents we might encounter while dealing with special-needs students. While Dr. Welton and Dr. Vakil helped us identify the characteristics of special-needs students and explained state mandated documentation requirements to us, Dr. Colville-Hall presented us with the "links" between special needs learners and the teaching of foreign languages.

While most of us in the foreign language classroom have used differentiating instruction strategies for students with ADD, ADHD, or perhaps dyslexia, many of us could not identify behavioral signs of other disabilities, let alone adjust our classroom instructions accordingly. Therefore Dr. Welton and Dr. Vakil

first focused on the characteristics of students with learning disabilities, emotional disturbance, autism, communicative disabilities or students who are health impaired, such as students with ADD, ADHD, Tourette Syndrome, etc... Dr.

We agreed that the challenge of modifying our instructions to accommodate each one of these students brought with it tremendous rewards. The amazing thing is that the teacher as well as the other students are enriched by the process.

Welton and Dr. Vakil shared with us their own experiences with special-needs students. The scenarios they described helped us to understand the difficulties special-needs students encounter inside and outside of the classroom. It also helped us to realize how great the students' need for instructional modification and differentiation really is. In order to lower the level of frustration of the special-needs student, the foreign language teacher needs to be knowledgeable about the specific disability, devise individualized instructions for the student and work closely with other teachers, the parents, administration, and guidance counselors.

Some of us shared, with the other teachers, experiences we might have had dealing with special-needs students. While one of the teachers had taught Spanish to a blind

student, I have had the experience of teaching German to a deaf student in seventh and eighth grade, as well as the experience of dealing with the challenge of the behavior of an autistic student brought to my upper level German class. We agreed that the challenge of modifying our instructions to accommodate each one of these students brought with it tremendous rewards. The amazing thing is that the teacher as well as the other students are enriched by the process. Through my deaf student, I learned to be more conscientious about my pronunciation when I spoke into the microphone and to formulate each sound carefully as he was reading my lips. I learned that my class was a community of learners, excited that among them was this brilliant and brave student who was on his way to master a second language. I have only fond memories of this very humbling experience of helping to unlock another world for the student. My autistic student loved to read and write German and was very interested in German composers. As he was not comfortable in social settings, he became our music expert, bringing in music which was linked to the literature we were reading. For instance, German mythology is strongly reflected in many of Wagner's operas. I have found that in dealing with special situations such as these, that we as foreign language teachers need to set aside the rigid norms of speaking, writing, listening, and communicating, and let the children give us the gift they bring into the classroom. Based on my own experiences I can only say, in both cases, foreign language learning was enriched by the

presence of my special-needs students. They are both off to universities, pursuing their studies and following their dreams.

My students are a perfect example of the many reasons why special-needs students need to be included in the world of foreign languages. While my deaf student ventured into understanding the Germanic world, my autistic student found acceptance among his peers by sharing his awesome gift and love of music. Acceptance of diversity and increased social skills are but two of the many reasons why special-needs students can profit from the inclusion in the foreign language program. Of course, as already mentioned, we must adapt our instructions to accommodate the students. Adaptation starts within our mindset: first and foremost we must believe that all children are capable of learning if we know how to meet their needs. Dr. Welton and Dr. Vakil pointed out that adaptation is a collaborative effort among all people involved with the education

Based on my own experiences I can only say, in both cases, foreign language learning was enriched by the presence of my special-needs students.

of the child, and it must demonstrate accountability as well as individualization. It is important too that any modification made for the special-needs student is incorporated into the class setting in such a manner that the special-needs student does not feel singled out. By allowing my autistic student to become the music expert in his class, he was able to contribute to the whole class and

find his social niche. A flexible instruction environment appeals to the multiple intelligences of the students, wherein each and every student can excel within his or her area of expertise. Flexibility of assessment

Acceptance of diversity and increased social skills are but two of the many reasons why special-needs students can profit from the inclusion in the foreign language program.

is also necessary in order to give students several chances to succeed.

The types of adapting necessary for success are spelled out on IEP's, but a teacher often deals with special-needs students who don't come with special instructions. Some instructional methods are just educationally sound across the board. For instance, students are often bombarded with excessive homework assignments. We must ask ourselves, is this really necessary? Also, giving simple instructions linking written and spoken information to visuals, dividing work among a group of students within their area of expertise, and stressing accuracy rather than speed can help all students become successful learners and will not single out students with special needs. When we successfully incorporate the needs of all students into our instructional strategies, we will create a foreign language classroom where all students will cooperate and learn from each other and will be fully engaged in the learning process. Specific foreign language learning strategies might include word association, such as cognates between the English and foreign language, finding the opposites of words, or pair/share strategies when reading stories. Most importantly, all foreign language

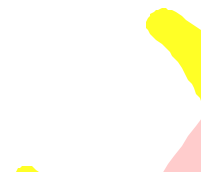
students need to be taught input strategies and what procedures are necessary to complete a specified task. Other important foreign language acquisition strategies pointed out by Dr. Colville-Hall were: to learn words and concepts in context, in a meaningful foreign language environment, reading and writing as well as culture should be integrated as well as emphasized.

In order to assess the accomplishments of special-needs students, foreign language teachers need to be familiar with the student's disability and construct tests and assessments accordingly. If a student is on an IEP, the assessment will likely be driven by the IEP. The teacher will be required to document the progress of the student and share information with everyone involved with the student's educational process. The foreign language teacher who deals with special-needs students needs to look at the following test adaptations: time shortened, or break down tests into smaller quizzes, and finally, encourage proofreading. However, the adaptations should not compromise the validity of the test and should be a reliable and a constant measure of the students' success.

The NEOLA workshop conducted by Dr. Welton, Dr. Vakil, and Dr. Colville-Hall gave us foreign language teachers much needed information. We learned how to identify the characteristics of divers special-needs students, we acquired information about legal issues pertaining to special-needs students, and we looked at teaching strategies we can apply in our classroom. All of us in attendance are thankful for the information which will help us become more effective teachers in a classroom of diverse learners.

A Fully Bright Experience

Andrea Bradd Laggan



It was about this time of year that my husband Dan and I decided we needed to take action. We had been in France on our Fulbright exchange since August and had not yet been invited over to someone's house for dinner. Since we had 'inherited' a beautiful old stone house with a bright sunny dining room, we resolved this dilemma by throwing our first dinner party and enticing them with a typical American Thanksgiving Dinner. Our guests, fourteen total, consisted of the other English teachers, and their husbands, from the Collège René Descartes in Châtellerault, France, where I taught English.

To our delight, they all 'rsvp'd' *oui* and we set out to gather the ingredients. Dan first telephoned his mother who sent a giant package of stuffing, pumpkin pie mix, canned cranberries and other spices and delights we couldn't find in this gastronomic mecca. I set out to our local *Boucherie* to buy a turkey.

Monsieur le Boucher was a jolly, plump man, with a well trimmed silver beard and mustache and always wore a smile complimenting his rosy cheeks. He had helped me in the past with some of my experiments in French cooking and seemed to take a delighted, yet curious, interest in these *Américains* trying their hand at authentic French cuisine.

I was looking for his expertise that day because this was only my second time cooking a turkey

dinner all by myself, besides that the French are known to be gourmets.

As I was presenting our meal and explaining how the dishes on the table were to be all piled on to one plate and eaten at the same time, I proudly explained how we had gone to the local cave and wanted to buy a nice white wine. All of a sudden, our guests became quiet and their eyes opened in terror.

Dan and I had figured for 14 people we would need around a 20 lb. bird, roughly 9 kilos. But I wanted to get the advice from the expert... he was *our* butcher after all. So after the small talk and the free bottle of *Beaujolais Nouveau* he gave me, I explained that we were cooking an American Thanksgiving dinner for my colleagues. His eyes lit up as he thought of playing a key role in this 'foreign' meal and he asked how many guests were to come. Fourteen. After some careful consideration he suggested a turkey around three kilos. Three kilos!... I was thinking more around nine! "Oh là là... impossible!" He started mumbling about how he could never find a turkey that large, that he'd have to talk to his friend the poultry farmer and that he would ask him to plump one up, but that it would take a couple of weeks. Finally, after several calls to multiple friends, we agreed on an eight kilo turkey which would be ready in two weeks.

Finally the day had arrived when I was to pick up the turkey. I arrived and found three elderly French women in the small *Boucherie*, one buying *Épaulé d'anneau* and discussing the

best way to cook it, the others joining in on the conversation, but

patiently waiting their turn. When *Monsieur* saw me enter the store, he stopped what he was doing and said: "*Mesdames*, wait one minute so I can show you what this *jeune Américaine* has ordered"; after which he walked into the refrigerator and came out proudly carrying his 8-1/2 kilo turkey, giblets, neck, head and all! I told him he could keep the head, neck and feet if he would just cut them off for me (my treat) and I set off on my way home. Thanksgiving, though two weeks late, was only a day away!

Our two-week delay did give us more time to investigate which wine we should serve. Our first thought, like any well-bred American was: white wine with poultry. Well, we sure did turn heads, and probably a few stomachs with that suggestion! As I was presenting our meal and explaining how the dishes on the table were to be all piled on to one plate and eaten at the same time, I proudly explained how we had gone to the local *cave* and wanted to buy a nice white wine. All of a

sudden, our guests became quiet and their eyes opened in terror. But as Dan emerged from the kitchen holding a couple of bottles of *St. Nicholas de Bourgueil* (a light red wine), our guests let out a sigh of relief and then started laughing at the thought of a white wine with turkey! *Grace aux experts* at the local *cave*, the dinner was saved!

Needless to say, we had broken the ice with our Thanksgiving meal.

Not only do we still keep in contact with the friends we made there, but the English colleagues have kept up the tradition of dining all together at each other's houses periodically. We had unknowingly started a tradition!

The 8-1/2 kilo turkey, which we devoured clear to the bone, the stuffing, the pumpkin pie and our hospitality won the hearts of our French friends. After that, a month didn't go by without being invited to at least two dinner gatherings! Just as that first Thanksgiving day, our Fulbright Thanksgiving brought two cultures together and made friends forever. Not only do we still keep in contact with the friends we made there, but the English colleagues have kept up the tradition of dining periodically all together at each other's houses. We had unknowingly started a tradition!

My husband and I are always thankful for that year we spent in France and only can hope that others take that chance too. Take the first step and take life by the horns. You'll never know how much you'll be thankful for it until you do!

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As the new participant registers for the conference, there will be a section on the form that asks for the sponsoring member's name. Be sure that your name is entered on this blank so that you will be entered in the contest. Only the member whose name is submitted on the registration form will be eligible.

At the Conference Awards Luncheon, one name will be drawn from among the sponsors, and that person will win a free one-year OFLA membership.

So, join in on the fun and excitement, and at the same time introduce a friend or colleague to the best foreign language association around! Good luck!

For questions or for more information, contact Debbie Sehlmeier at:

vpmem@ofla-online.org



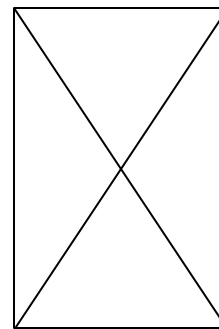
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Being Bold

Barbara S. Andrews
President Elect



Why can't we hang on to our language students?

Kids really want to learn other languages!

A few years ago, the assistant principal of the middle school where I teach had all of the students complete a survey on what subjects they would like to study if they were given options. Included were things like photography, journalism, art, woodworking, cooking, and foreign language.

The results of the survey? Students in grades 6-8 overwhelmingly wanted to learn a foreign language more than any other subject.

Having taught eighth graders for the past 17 years, I already knew about their enthusiasm for learning languages. Kids this age are curious about the world and love learning new things. TPR is their favorite activity. Their enthusiasm keeps me going through five classes in spite of all the repetitions.

Most students drop out of language classes after two or three years.

In recent years I have been troubled by a nagging feeling that there is something wrong about the way foreign language is taught. I mean, why is it that so few of these enthusiastic eighth graders make it through a four-year program?

An ACTFL study (Draper and Hicks, 1996) found that in 1994

Effective teachers are those who are constantly learning and growing. Going to workshops and conferences and studying abroad and reading books and joining listservs may not be required or paid for or even recognized by your school district, but they will go a long way toward reinvigorating your enthusiasm for and commitment to teaching.

only 33% of American students in grades 7-12 were studying a language other than English. The same study showed disturbingly high attrition rates in foreign language courses between grades 9 and 12. In the Spanish classes at one school, for example, the attrition rate between the first and second year of study (grades 9 and 10) was about 29%; between the second and third year, about 63%. In other words, only 8.6% of the students who took first-year Spanish were still taking that language four years later.

Of course, there are plenty of reasons for these dismal attrition rates. Students who want to learn the language often don't want to put in the effort required. The emphasis on proficiency testing and "core" courses often doesn't leave them enough time for "electives" like foreign language. The schools' financial crunch often means less money for electives, or even the elimination of entire departments. The list could go on and on.

But I still have this nagging feeling that at least a part of the problem has to do with our teaching methods. When I was in high school, only the top students went to college; thus, only the elite students studied college

prep subjects like foreign language. These days more of the average students are planning on going to college, so teaching methods that seemed to be effective in the past just don't get the same results.

Besides, it bothers me that foreign language should be linked with "college prep." After all, anyone who has learned one language can learn another one. Why should the students with lower IQ's be discouraged from learning other languages?

Isn't there something we can do?

FLTEACH subscribers responded to my question with the usual—quite legitimate—rationalizations for these high attrition rates: frustration with school politics and the mostly monolingual mindset of the nation, the work ethic and attitudes of students, feelings of powerlessness, etc.

But it didn't give me absolution from my guilt. I realize that I don't have the power to change the educational system or the school or the other teachers, but surely there

is something I can do to keep more kids—even the marginal ones—excited about foreign language class.

That's when I determined to find out more about TPR-Storytelling.

TPRS is a method based on James Asher's Total Physical Response and Stephen Krashen's research on language acquisition. With TPRS, students learn the language from comprehensible input—mostly from the teacher, but also from readings that are carefully chosen for their level. Output—writing and speaking—is limited, because the real gains, according to Krashen, come from the input. In fact, many TPRS teachers save the “output” activities for homework in order to maintain as much input as possible in the classroom.

I find myself drawn to this method because:

- It produces very fluent speakers in a relatively short time.
- It minimizes or even eliminates the fear of speaking.
- Since the classroom is the key element and homework only a small part, kids who don't do homework can still keep up with the class.
- TPRS teachers are finding astonishing gains in their enrollments in upper level courses.
- Many TPRS teachers report large gains in their students' scores on standardized tests, such as the AP and the New York Regents' Exams.
- TPRS teachers don't need expensive textbooks and fancy ancillary materials. If you don't feel comfortable creating your own stories, you can order inexpensive materials from Blain Ray's company. If you are required to use a particular

textbook, however, you can get help from other teachers using the same textbook by joining the “booktprs” listserv.

Please don't think that I am touting TPRS as “the” answer for everyone. TPRS is new and still being fine-tuned and honed by the rapidly-growing and enthusiastic body of teachers using TPRS in their classes. It takes a lot of courage to give up nearly all of your best-loved teaching methods to switch to a method you've never tried before. I know, because I'm about to stick my toe in the water myself!

The legacy we leave behind

I remember one of my high school teachers, who was close to retirement when I graduated from high school, who used the same yellowed and dog-eared note cards and transparencies for decades. She may have been a good teacher once, but had lost her effectiveness long ago. It was obvious to us that she had been teaching the exact same way for so long that she had completely lost touch with our generation. It was also obvious to us that she thought the younger generation was hopeless.

When I think about retirement some eight or nine years down the road, the last thing I want is to end up believing that my teaching turned a lot of kids off to foreign language.

I sometimes hear veteran teachers talk about never going to conferences anymore because there's nothing there but “fluff,” or that they have seen the rise and fall of too many language teaching methods to ever get on any more bandwagons, or how they have learned not to “waste money” joining professional organizations.

How can anyone ever know all there is to know about teaching?

How can anyone go to school day after day to teach something they don't truly believe is important with the same materials and methods they have been using for years and years?

How can anyone who doesn't like kids be an effective teacher?

Effective teachers are those who are constantly learning and growing. Going to workshops and conferences, studying abroad, reading books and joining listservs may not be required or paid for or even recognized by your school district, but they will go a long way toward reinvigorating your enthusiasm for and commitment to teaching.

And maybe we'll find a way to hang on to some of these students for longer than a couple of years.

The OFLA Board of Directors is seeking candidates to fill three OFLA Executive Board Positions!

- **Executive Vice President** (year one of the four-year presidential track beginning July 1, 2004)
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We want, we need, we urgently seek the energetic, the enthusiastic, the dedicated world language educator to serve our membership, our profession, and our Ohio learners!

For complete details about running for an OFLA executive office, please contact the Nominations Committee Chairperson at: **pastpres@ofla-online.org**

be applicable to the classroom. For one thing, it seemed to me that it required an incredible number of hours of comprehensible input to actually get acquisition—especially of things like subjunctive! So I figured that it was a good theory but not geared for the classroom. Nevertheless, I learned as much as could about the natural approach and tried to implement it as best I could.”

During her career, Susan acquired a reputation as a stellar French teacher. She became foreign language department chair. She served on the board of the Colorado Congress of Foreign Language Teachers and was elected President. Her students performed well on the National French Contest. She was the recipient of glowing praise from students, parents, and other teachers.

But it wasn't enough.

“I knew that we still lost half of our students between the first day of Level One and the last day of Level Three. I knew that most students were not speaking with ease even at the end of Level Three. There had to be a way to get better student performance and to get lower attrition rates!”

When you first started using TPR Storytelling in your classes, you had been teaching for 25 years and had earned a solid reputation as an excellent teacher in your district and in the state of Colorado. What made you risk your entire reputation by abandoning the old methods and starting all over with TPR-Storytelling?

Results! I saw 5th-grade TPRS students speaking Spanish with

“I knew that we still lost half of our students between the first day of Level One and the last day of Level Three. I knew that most students were not speaking with ease even at the end of Level Three. There had to be a way to get better student performance and to get lower attrition rates!”

accuracy and confidence. That is the kind of performance I had always dreamed of! I was leery of it though, so the first year I did a one-month experiment. When that turned out well, I requested permission to “pilot” TPR Storytelling the following year in my beginning French classes. When that exceeded my wildest expectations, I officially adopted TPRS materials as the “textbook” for my program.

How did you find out about TPR Storytelling?

I learned about TPR Storytelling at a SWCOLT conference. I presented my workshop on games and learned that Joe Neilsen did a TPR Storytelling workshop that same day.

What did you do to train yourself to teach with TPR Storytelling?

I was so nervous about doing it “right” that I went to four workshops before I dared to try it! After my 10th workshop (and plenty of classroom practice) I knew that I was on top of it! During this time I kept in touch with Blaine Ray, the creator of TPR Storytelling. We exchanged emails, talked on the phone, and presented workshops together. We constantly discussed our practices and our views of language acquisition, and I grew more confident.

How did teaching with TPR Storytelling affect your students' learning? Give us some specific examples.

For 25 years I taught the way I thought was best: paired activities, games, group projects, textbook sequence of grammar. I always got the same results: many students loved French I because it was fun, but their ability to speak spontaneously was practically non-existent. A few could speak using memorized phrases, but they were not able to create in the language “on the fly.” Only about 50% of the kids who had started in French I were still taking French in level 3. And the AP enrollment was less than 10%!

By November of the first year that I “piloted” TPR Storytelling in my 7th grade French class, the students were making up stories in French and telling them right on the spot! They were teasing each other in French in the classroom, they were laughing and competing to see who could say the cutest idea in class; it was like a dream come true. By the end of 7th grade, my students wrote 100-word essays in good French in less than 10 minutes.

What advice would you give to someone who is interested in trying TPR Storytelling but is not sure s/he would be good teaching that way? Do you have to have an outgoing personality to be a TPRS teacher?

I am not sure that an outgoing personality is required but a love of students is mandatory. If a teacher finds students to be annoying then that teacher will not find success using TPR Storytelling. The reason is that we Storytellers

use our students as the central topic of conversation. We do not talk about whatever is in a textbook; we talk to and about our students. The bulk of class time is spent in give-and-take between teacher and students.

How did the other language teachers react when you started using TPR Storytelling? Were you required to use a textbook or “prepare” your students to go into more traditional classes?

I became evangelistic about TPR Storytelling so I offended many teachers by my preaching. But many colleagues were intrigued and became TPR Storytelling teachers also. Today in Colorado there is a big contingent of TPR Storytelling language teachers.

Yes, my students went on to private high schools and to public high schools. Almost every student who went to another state or to a private high school skipped a year of French! In my district, some of them had a hard time settling down to a textbook and workbook. They even had to adjust to being asked to fill in the blank with the form of an infinitive in parentheses! Those who did not drop French earned grades

...We Storytellers use our students as the central topic of conversation. We do not talk about whatever is in a textbook; we talk to and about our students. The bulk of class time is spent in give-and-take between teacher and students.

of B and A in their high school course. Additionally, we NEVER reverted to 50% enrollment in French 3 again! Even though they were not doing TPRS in high school, between 60 and 65% of the kids stuck with it through French 3. The AP enrollment increased significantly also.

What advice would you give to a teacher who is discouraged from using TPR Storytelling because it isn't grammar- or textbook-driven enough to fit in with the district's course of study?

I would ask that teacher to compare results. If that teacher is achieving the same level of language ability AND high enrollment in the upper level classes, then I want to hear about that district's program. In my experience, most schools have good language performers in their upper-level classes because they have less than 10% of the graduating class enrolled in those classes!

These are the sorts of questions I would ask that teacher: Are your Level One students writing good compositions in 7-8 minutes? Do they speak easily and well when given a prompt such as a picture? Do they read graded novels with ease? Level One TPR Storytelling students do all of these things. Do your Level Two students speak and write well in the past tense? Do they read their readers with almost the same ease as they do in English? TPR Storytelling students do. Do 20% of the students at your school continue in the language through the

top level classes? TPR Storytelling students do. How many of your students have scored a 3 or higher on the AP language exam after only two or three years of high school language? Some TPR Storytelling students have done just that!

Why do you think TPR Storytelling is catching on so quickly?

Answer: Results. When teachers try TPR Storytelling they are so impressed with their students that

When teachers try TPR Storytelling they are so impressed with their students that they spread the word. The results that we get are hard to beat.

they spread the word. The results that we get are hard to beat.

Since TPR Storytelling is still new, how can teachers who are just starting to use it get the support they need to keep growing and improving their technique?

When switching to TPR Storytelling, there is bound to be a certain level of insecurity. Most teachers who make the switch find that they need to attend several workshops, read the book “Fluency through TPR Storytelling,” and join the moretpers listserv. The workshops help teachers understand the method and refine their skills. The book provides additional explanations and food for thought. The moretpers listserv provides daily support and help. My web page has some articles that help teachers, and it has lesson plans, rubrics, and a link for joining the moretpers listserv. Here is my web page:

<http://www.susangrosstprs.com>

To close, I can say from my own experience that Susan Gross' beginning TPR Storytelling workshop is phenomenal! TPRS workshops normally cost \$179, but OFLA Conference attendees can attend this one for only \$40.

Left wing... *discovering*

by Andrea Bradd Laggan

We were seeking adventure, and adventure we found! It came in the form of a volcano, a rainforest, the Cousteau Underwater Reserve and a 360 feet high waterfall, all conveniently located on one wing of a butterfly. The butterfly happens to be the island of Guadeloupe in the French Antilles and after the 2003 AATF conference in Martinique, my husband and I decided to give ourselves three days of fun and adventure, French Carribean style.

La Basse-Terre, the larger volcanic western wing of the island, is dominated by the National Park of Guadeloupe, a mountainous rainforest of 74,000 acres dripping with waterfalls and ponds. La Soufrière, a still-simmering volcano, rises above to 4,800 feet and dramatically dominates Basse-Terre physically, visually and psychologically. It is draped in banana plantations and lush tropical vegetation but emits sulfurous fumes which remind you of the still ominous threat it represents. The perimeter of the left wing offers tiny hill-top and beachfront villages with amazing views to the Carribean Sea. Narrow winding roads snake among them and through the forest like the fast-moving flash rivers after each heavy rainfall.

TWO FAVORITES...

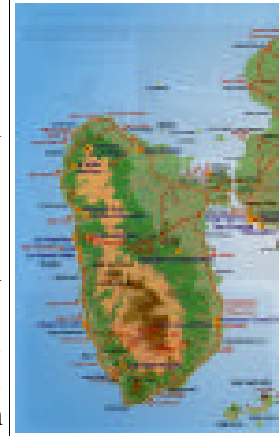
Our main goal in staying on la Basse-Terre was to hike the volcano. After driving up to La Savane à Mulets, we set out to hike the last 1,500 feet. We started our climb at around 10:00 a.m. on a sunny day, yet la



La Soufrière

Soufrière was still veiled by its usual cap of clouds formed by the steam rising from two craters. Two arduous hours later, we realized that our narrow path was taking us between those two craters. We arrived at the summit where the path was slippery, no safety

barriers had been provided, and visibility was limited. We sensed the danger! On the way up, we had survived a group of chattering local school children, many tourists, the steep climbs and slippery rocks of the trail... now sole hikers to reach the summit, we weren't sure we were going to survive the path at the top! Almost as soon as we crested the top ring, a storm cloud whipped across the volcano. We were soaked within ten minutes and it wasn't even raining! The wind was incredible, to the point where we couldn't walk upright, but had to creep along on all fours for fear of being blown into one of the craters! Luckily there was a concrete shelter built



Les Chutes du Carbet

long ago in which we rested for a few minutes before heading back down. Goal #1 accomplished: we had conquered a volcano!

A much easier, but just as rewarding hike was the half an hour trail that led to the middle falls of *Les Chutes du Carbet*, a dramatic 360 foot high waterfall with a swimming pond at the base. Of course we took a dip in the freezing pond, but then warmed up in the natural hot pools only 20 feet away! What an exhilarating experience! We left la Basse-Terre, our thirst for adventure fully quenched.

...right wing

'the Butterfly'

by Davara Potel



Eight days on the island of Guadeloupe, a rental car, and a French husband who loves to drive a manual shift car... the perfect ingredients for exploring this *département d'outre mer*. We traveled the roadways of the left wing for two days and had the six remaining days for canvassing all areas of the right wing, **la Grande-Terre**.

In sharp contrast with la Basse-Terre, la Grande-Terre is a relatively flat limestone plateau whose isolated *mornes* (hills) rarely surpass an altitude of 175 meters. To the west, lies the impenetrable tangle of the mangrove swamp; to the northeast, rugged wind-beaten cliffs taunt the Atlantic winds; to the south, blond beaches bathed by turquoise waters and lined with seagrape trees tempt natives and tourists alike; and in the center of the island, the eye delights at the immense fields of sugar cane from which protrude the remains of weathered windmills. This wing of the butterfly has so much beauty to offer!

TWO FAVORITES...

Our reason for traveling to Morne-à-l'Eau was to discover THE cemetery, the one whose picture adorns every guide book about Guadeloupe (and this article, too!). As we approached one of the main intersections in town, we spotted it, and the sight of this hillside funerary city within the city left us in awe. We eagerly walked the narrow pathways among the black and white



*La Pointe des Colibris at la pointe des Châteaux
(in the distance the island of La Désirade).*

checkerboard tombs, noticing carefully placed seashells and the hardened pools of melted candle wax. How glorious a sight this must be for *la Toussaint* when the shiny ceramic surfaces are illuminated by thousands of candles burning in memory of the deceased!

A short ride from our hotel in the resort town of St. François, we discovered the spectacular rugged beauty of the windswept cliffs and castle-like rock formations of *la Pointe des Châteaux*. Large, powerful waves pound the sandy beach that lies between the parking area and the rocks. To swim there is to risk drowning! The point just beyond beckons the visitor to climb, and we were amazed to discover that a staircase had been conveniently provided. Once at the top, the eye revels in the majestic vistas: to the west the tumultuous ocean explodes on the rocks and the island of la Désirade appears hazily on the horizon; to the east, the view back along the beach-studded southern coast.

Left wing... right wing... the *département* has so much to offer the visitor who is willing to ride the roadways, hike the trails, or simply enjoy the ever-changing landscapes.



la cimetière- Morne-à-l'Eau

Professional Development Opportunities

Attention University Students !

OFLA announces:
NEW Study Abroad Scholarships
For pre-service teachers
9 awards of \$1000 each

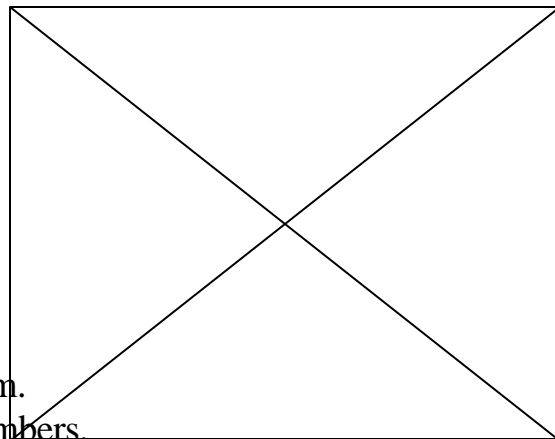
Basic criteria include:

- Be enrolled in a declared licensure program.
- Participate in an accredited study abroad program.
- Submit two letters of reference from faculty members.
- Submit a written personal statement indicating your intent to teach in Ohio for two years after licensure and your reasons for choosing a career in world language education.

Application forms available for individuals and teacher trainers.

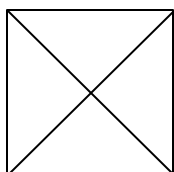
Contact:

Christine Monday
OFLA Scholarship Committee
Sylvania Northview H.S.
5403 Silica Dr.
Sylvania, Ohio 43560
scholar@ofla-online.org



OFLA has Money
to give your
students!

Please sponsor your
deserving and promising high
school and university
students to attend the 2004
OFLA Conference in
Columbus, March 25-27!
Because OFLA knows that
we are facing a teacher
shortage in foreign lang-



uages, we will try to fund all qualified candidates! Let us give your students
much-needed encouragement to become FL teachers!

See pages 32, 33 and 34 for more information and the applications.

ALLIANCE GRANTS CONTINUED

The OFLA Board is
continuing to offer grants of up
to \$500 per alliance to be used
for funding alliance operations
and activities. The grants will
be awarded competitively,
based on proposals submitted
by the steering committee of
each alliance.

Grant applications can be
requested by contacting :

Marian Walters
5159 Sandra Drive
Toledo, Ohio 43613.
Email:
awards@ofla-online.org

INTRODUCING THE OFLA BOOK CLUB



When was the last time you read a contemporary novel in the target language just for pleasure and discussed it with your peers? OFLA members who would like to participate in the OFLA Book Club may read any of the novels listed below. The novels are available for purchase at most major online booksellers. An online readers guide for each novel will be posted soon on the OFLA website. During the spring conference, readers are invited to attend a special session to discuss their novel in the target language. One or a panel of our esteemed colleagues will lead the discussion.

The Latin American Novel

- ❖ Title: *La materia del deseo*
- ❖ Author: Edmundo Paz Soldán
- ❖ Publisher: Ediciones Alfaguara, S.A.;
(November 15, 2001)
- ❖ ISBN: 1581059833

The French Novel:

- ❖ Title: *Un papillon dans la cité*
- ❖ Author: Giselle Pineau
- ❖ Available through
<http://europeanbook.com>
tel: (415) 474-0626

The Spanish Novel:

- ❖ Title: *Corazón tan blanco*
- ❖ Author: Javier Marías
- ❖ Publisher: Punto de Lectura; 3rd
edition (May 1, 2000)
- ❖ ISBN: 8495501031

The German Novel:

- ❖ Title: *Im Krebsgang: Eine Novelle*
- ❖ Author: Gunter Grass
- ❖ Publisher: Steidl, Gerhard Druckerei
und Verlag
- ❖ ISBN: 3882438002

Books can be ordered online or through your local bookstores.
<http://www.amazon.com> <http://www.barnesandnoble.com>

Please contact Patrice Castillo with OFLA Bookclub questions or suggestions at:
LEXHS_PBC@NCOCC-K12.ORG

Watch for postings on the new OFLA website!



2005: Central States Comes to Columbus

With your help, we can put on a party they'll remember for YEARS!

We know we have lots of talented and dedicated language teachers in the Buckeye State. We'll need LOTS of you to lend us some of your time and imagination to make this the best Central States Conference EVER!

Committees are even now being assembled. Please contact the Local Arrangements Chair below to volunteer your own special talents in the following areas:

Food Functions:

decorations for luncheons and events, ticket-taking, menus, set-up, flowers for award winners, etc.

Hospitality:

contact with convention bureau and other resources (restaurants, entertainment, maps, etc.), set-up of tables, schedule of volunteers

Packets:

stuffing registration packets, setting deadlines for submissions, organizing volunteers, setting up work times and places, etc.

Photography:

arranges for candid and posed photos to be taken

Publicity:

in charge of all conference signage, supplies, boards and easels to use for bulletin and sign boards, arranges for copy machine, list of room assignments for each session

Transportation:

negotiates for group transportation to off-site events, including student marshals. Works closely with Immersion, Entertainment, and Student Marshals Committees.

Student Marshals:

arranging for student helpers, including supervision, transportation, special T-shirts, and training.

Entertainment:

arranges dining/entertainment options, signed contracts with vendors, providing ticket information, scheduling volunteer hosts, arranging all payments to vendors. Note: This committee is also responsible for arranging transportation to off-site sessions.

Immersion:

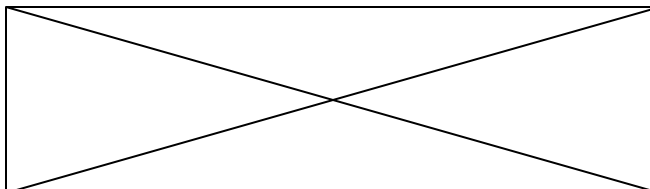
deals with all details involved in immersion events, including planning luncheons (if necessary), contracting with vendors, providing hosts, and handling any special needs.

VIP:

arranges for delivery of gifts for various VIP's, sends letters to get scheduled arrival times, arranges transportation for VIP's

Questions? Comments? Suggestions? We'd love to hear from you!

Barbara S. Andrews
Local Arrangements Chair
barbiesa@buckeye-
express.com



Beverly Larson
Assistant Local
Arrangements Chair
blarson@insight.rr.com

Making Connections



2004 Central States Conference
A joint conference of the Central States Conference on the Teaching of
Foreign Languages with the Michigan Foreign Language Association.

April 1-3, 2004
Hyatt Regency Hotel
Dearborn, Michigan

For more information, contact:

Patrick T. Raven, Executive Director
Central States Conference
on the Teaching of Foreign Languages
P.O. Box 251, Milwaukee, WI 53201-0251
Phone: 414-405-4645; Fax: 414-276-4650
CSCTFL@aol.com ; www.centralstates.cc



CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES
THE
FIDELITY
CONFERENCE

Committee on Early Language Learning

OFLA's new website design has made communication easier for those interested in early language learning. An e-mail link is now available to contact the committee or to request a copy of the FLES Advocacy Packet. Along with many items and articles for early language learning advocacy, this packet contains a list of elementary foreign language programs in public schools in Ohio. A goal of the CELL committee is to keep this information updated so that networking is more easily accomplished. If your district needs to be added or if there have been changes, please update your information on our new form on the Early Language Learning Committee page of our website <www.ofla-online.org>.

There is also space for links to organizations on early language learning. Teachers, parents, and administrators interested in starting or maintaining an early language program have access to a wealth of information at the following links: NNELL (National Network for Early Language Learning); Nanduti, Early Language Learning Site at the Center for Applied Linguistics; and the Glastonbury, CT Schools Web Site. The Glastonbury Schools have a long-standing, well-articulated K-12 foreign language program.

A charge of the ELL committee is to develop a "virtual tour" of model ELL programs. As we work toward this goal, we welcome OFLA members' suggestions. Links to successful Ohio programs will help us see what's working throughout the state. How might we publicize your district's early language learning program so that we can learn from each other's successes? Our new website design gives us this capability.

AATF Sponsors National French Contest

The **National French Contest**, sponsored annually by the American Association of Teachers of French, is open to all students of French from the elementary grades through high school. **Le Grand Concours** testing dates for **2004** are:

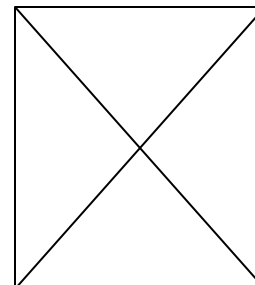
FLES Contest: February 26 - March 3

Secondary Contest: March 1-20

In addition to state and national winners, Ohio will be awarding prizes to the highest scoring students in each school. Every school will have winners.

If you are interested in participating or receiving more information, please contact the Ohio Coordinator:

**Every School
will have
winners!**



**Judith A. Baughin,
Raymond Walters College
University of Cincinnati
9555 Plainfield Road
Cincinnati, OH 45236
judith.baughin@uc.edu
tel: (513) 745-5646
fax: (513) 745-5771**

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AATG News

Deborah Page,
AATG Representative



Bicentennial “Deutsche in Ohio” T-Shirts A Big Hit.

The shirts are flying out of Mark Himmelein’s office! The T-shirt was developed by our members and students to highlight the large German heritage in our state as part of bicentennial celebrations. Funding for the t-shirt came from a chapter resources and from a project grant from the AATG national office.

The shirt was designed to look like a concert T-shirt with an image on the front, and Ohio towns and institutions listed on the back like “tour dates/locations”. The shirts are high quality, 100% pre-shrunk cotton, in black, with white lettering on the back and our own logo on front left chest area. They are available while supplies last in

Extra Large. The cost per shirt is only \$10.00, includes shipping and handling. Payment for the shirts can be done with check or money order—no PO’s accepted, as everything is being run through Ohio State with volunteer help. You may order in any quantity

To order shirts, please send the check or money order, payable to Ohio AATG, to Dr. Mark W. Himmelein, Mount Union College, 1972 Clark Ave, Alliance, Ohio 44601. Please be certain to give a contact number and e-mail address so we have questions about your order. If you are a German-American organization, and would like to sell these promotional shirts for the Ohio Bicentennial, please contact Mark.

Check out the front design, as well as the back in the link to the right to get you to the T-shirt

AATG Online Store Open

The AATG new online store is now officially open and ready for business. Go to: <http://aatg.org/store/store.html>

You click on the shopping cart to enter, create an account to the (secure) server, and have access to all the various materials offered by AATG. Categories for you to browse include Kinder Lernen Deutsch, Literary Studies, German geography, politics, foreigners, German culture and customs (includes daily life and TV materials), German history and current events, German for Business and Engineering (PWD, ZDfB, Wirtschaft), Promoting German and German-Americana (Advocacy, Diversity), Switzerland and Austria, Music and Fun (includes T-Shirts, duffel, calendars), New Materials, Listening comprehension exercises, Teaching tips and Language learning materials, Inter Nationes, and Clearance.

Ohio Classical Conference

Sherwin D. Little

Ohio Classical Conference Representative



OPPORTUNITIES FOR LATIN STUDENTS

NEW OPPORTUNITY EXPLORATORY LATIN EXAM

GRADES 3-6

The Classical World has always been a source of amazement and inspiration for students at the elementary school level. In order to recognize and celebrate this interest, ETC (Excellence Through Classics for Elementary and Middle School Levels) is sponsoring the Exploratory Latin Exam for Grades 3 through 6, an age-appropriate national evaluation. ETC is making all attempts to acknowledge the diversity of the existing exploratory programs throughout the country and to focus upon common elements rather than to mandate course content. This exam is not designed for students qualified to take the National Latin Exam.

The exam consists of thirty multiple-choice questions.

This exam may be administered at any point from October 1, 2003, through April 15, 2004. However, teachers must return completed exams within one week of each administration. Results from all exams, regardless of administration date, will be sent in May 2004. All participants will receive certificates, and the highest achievers will receive both certificates and ribbons.

For more information, go to:

<http://www.etclassics.org/ele.htm>

NATIONAL LATIN EXAM

The National Latin Exam is offered under the joint sponsorship of the American Classical League and the National Junior Classical League. They are pleased to announce the 2004 ACL/NJCL National Latin Exam. More than 128,000 Latin students across the U.S.A., Australia, Belgium, Canada, England, Italy, Japan, New Zealand, Republic of Niger, Switzerland, Zimbabwe took the 2003 National Latin Exam. The ACL/NJCL National Latin Exam has been approved by the National Association of Secondary School Principals and placed on the Advisory List of National Contests and Activities for 2003-2004. Exams are available in the Introduction to Latin, Latin I, Latin II, Latin III-IV Prose, Latin III-IV Poetry and Latin V-VI. The exam must be given to ALL students within the same class period during the SECOND FULL WEEK IN MARCH (March 8-12 or earlier) Cost: \$3.00 per student. Application Deadline January 10, 2003

For more information:

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

MEDUSA MYTHOLOGY EXAM

The Medusa Mythology Exam Committee is proud to announce its

sponsorship of the eighth annual "Medusa Mythology Examination." The exam is available to all students of Latin and Greek in grades 9-12. The Medusa was developed in order to allow those talented in mythology an opportunity to excel and be recognized. Another aim is to increase Classics students' exposure to mythology. The Medusa is composed of 50 multiple choice questions. The Medusa Exam Committee, a team of eight professors, teachers, and students, will design the syllabus and questions for the exam. In addition, a panel of esteemed teachers will review the initial copy of the exam to ensure its complete mythological accuracy. The Medusa Exam Committee will then review the final copy of the exam. The theme of this year's exam is "Transformations." Sources include the ancient works of Apollodorus, Homer, Ovid, and Vergil, and modern works such as Hamilton's *Mythology*, Bulfinch's *Age of Fable*, and Pierre Grimal's *Dictionary of Classical Mythology*.

Fees for the Medusa are \$2.00 per student plus a \$15 school fee. Financial aid is available as necessary. The exam will be administered during the week of 29 March - 2 April 2004 (choose one day; we work around spring break conflicts) and all scores and awards will be returned to the test-taking school soon after they are received.

and processed, in time for awards assemblies.

Registration will begin 1 November 2003. The registration deadline is 15 February 2004. Interested parties are encouraged to download their registration materials, but may also contact the Medusa Exam Committee at:

<http://medusaexam.cjb.net/>.

NATIONAL MYTH EXAM

Administered by the *Excellence Through Classics* Committee of the American Classical League. The exam is to be administered between February 25 and March 8, 2004. The deadline to register for the exam is January 15, 2004.

The format of the exam is multiple choice and includes a thirty-question section on Greek and

Roman mythology which is required for all students in grades five through nine. Students in grade six through nine are also required to answer ten questions from at least one literary subtest. Their five subtest choices are: the *Iliad*, *Odyssey*, *Aeneid*, African Myths, or Native American Myths. The questions for each subtest based on an epic focus upon only one book of the epic each year.

ALL students: thirty general Pantheon questions.

ALL students: ten questions about Ancient Beginnings.

Students in grades 6-9: select subtest consisting of ten questions on ONE of the following topics:

- Iliad Book 1, Lattimore translation
- Odyssey Book 10, Fitzgerald translation

- Aeneid Book 8, Fitzgerald translation
- Native American tales:
 - “The Orphan Boy and the Elk Dog” (Blackfoot)
 - “The Jicarilla Genesis” (Jicarilla Apache)
- African tales:
 - “Why the Dog is the Friend of Man” (Congo - Bushong)
 - “The Magic Horns” (South Africa - Xhosa)
 - “Why the Sun and Moon Live in the Sky” (Eastern Nigeria - Ibibio)

For more information and registration forms:

http://www.etclassics.org/myth_exam.htm.

Around the State, Con't from page 8

to assist cooperative work, such as defining a problem, evaluating options, developing consensus, and proposing and justifying solutions.

Once the foreign language academic content standards have been adopted by the State Board of Education (currently scheduled for December, 2003), a writing team will be brought together to create lessons, assessments and support materials to provide Ohio educators, parents, and students guidance on how standards such as Communities can be incorporated into the curriculum. This will be a crucial part of the standards development process. Should you or any of your colleagues wish to apply for participation on the writing team, please visit the Ohio Department of Education Web site, www.ode.state.oh.us, for information on the application process. When completed, the work of the writing team will be posted to the Instructional Management System (IMS) for electronic delivery across the state. In many ways, the model curriculum project incorporates many of the components that make up the Communities standard!

Cardinal Notebook, Con't from page 9

A few other things in my suitcase include a clothing item in the target language, a sweatshirt or T-shirt or authentic dress, that speaks of my willingness to advertise my love for this language I teach.

There is also a piece of pottery from Spain, a small quartz donkey from Mexico and a brightly painted oxcart from Costa Rica. Each time I look at them, I relive the wonder of real travel and vow that when summer comes, I will follow my heart and go on a journey. I promise myself I will revisit the places I have seen or venture into new territory, and the vow keeps me going when the teaching gets tough.

When the students finished telling me what was in their suitcases, I had them trade with a companion and tell me what their friends had packed.

So, fair is fair. Take a look inside yours and tell me What's in YOUR suitcase?

Email and comments are welcome. Contact Jan at:

Jgdmirvin@aol.com

OFLA Student Award for Excellence in Language Study

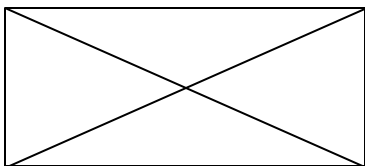
Many schools offer achievement awards to their outstanding students. The Executive Board of the Ohio Foreign Language Association believes that language students should be among those recognized; accordingly it offers the Award for Excellence in Language Study to be awarded throughout the state of Ohio.

Only members of OFLA may submit nominations. Any teacher wishing to recognize outstanding student achievement with the Award should complete a nomination form (see page 29) and return it to the Promotional Educational Activities Committee Chair. Each school is eligible to make one award for each language taught. Nominees must be graduating students (although they may be graduating from any level, e.g., elementary, junior high, high school, college, etc.) Nominees must be enrolled in the most advanced course offered of the language for which the award is being made. Nominees must show evidence of interest in foreign language and international studies beyond work in the classroom.

Please allow four to six weeks for delivery of the award certificate(s). The names of students receiving awards and their nominating teachers and schools will be published in the fall issue of *The Cardinal*. The Nomination form can be found on page 29, on the OFLA website, or for further information, contact:

OFLA Promotional Educational Activities Committee
Sandra Murray
Tallmadge High School
484 East Avenue
Tallmadge, Ohio 44278
edactiv@ofla-online.org
Fax: 330.916.6013 (completed nomination forms only)

Additional certificates for student achievement which teachers may reproduce can be downloaded from the OFLA website (click on 'One Stop Forms'). **www.ofla-online.org**



**Have you moved? Changed schools?
Changed your phone number?**

Please be sure to update all information by contacting our Membership Chair, Debbie Sehlmeier vpmem@ofla-online.org ! If we don't know your new address you will miss an issue of *The Cardinal*. Each time someone moves without contacting us, we are charged for returned postage, the original *Cardinal* is destroyed, and finally, we must pay for postage to send out another issue to your new address. Help us save money by keeping us informed!

OFLA STUDENT AWARD FOR EXCELLENCE IN LANGUAGE STUDY NOMINATION FORM

As head of the Foreign Language Department, I nominate the graduating student, named below, whom I certify meets the criteria set forth, to receive the OFLA STUDENT AWARD FOR EXCELLENCE IN LANGUAGE STUDY, granted by the Executive Board of the Ohio Foreign Language Association.

Name of teacher _____ Signature _____

Position _____ Date _____

Mail award to: _____

Name of student nominated _____

Language studied _____ Level or Course _____

Name of school _____

School address _____

City _____ Zip _____

Date of Award Ceremony: Month _____ Day _____ Year _____

Brief description of nominee's qualifications (attach extra sheet if necessary) _____

Nominee selection procedure:

___ Faculty committee	___ Recommendation by teacher	___ Student competition
___ Choice of principal	___ Recommendation by counselor	___ Choice of Department head
___ Other (please describe) _____		

Mail or fax to:

**OFLA Promotional Materials Committee,
Sandra Murray
Tallmadge High School
484 East Avenue
Tallmadge, Ohio 44278
edactiv@ofla-online.org
fax:330 916 6013**

Note: Please allow four weeks for delivery of award certificates. This form is reproducible.

GUIDELINES FOR OFLA TEACHER GRANTS

Eligibility:

Any active member of the Ohio Foreign Language Association is eligible to apply for an OFLA Teacher Grant, with the exception of those who serve on the selection committee.

Guidelines:

- A. Proposed projects must lead to the development of materials that will be used in the foreign language classroom. They may include requests for travel, software, and equipment.
- B. Proposals must reach the OFLA Scholarship Committee Chair by April 15, 2004.
- C. The Scholarship Committee will notify winners by May 1, 2004.
- D. Grantees must agree to present their materials in a session at the annual conference following the award or in an article for the Cardinal. They are encouraged to share their materials with other teachers through the OFLA's Instructional Materials Committee.

Funding:

- A. This year, the OFLA Executive Board has allocated \$2000 for Teacher Grants.
- B. The maximum amount to be awarded is \$500 per person.
- C. Grant recipients will receive 80% of the award in May of the year the grant is awarded, and the remaining 20% upon completion of the final requirements, no later than the conclusion of the OFLA conference in the following year.

OFLA TEACHER GRANT PROGRAM APPLICATION FORM

Complete and return by April 15, 2004 to:

Christine Monday
Sylvania Northview H.S.
5403 Silica Dr.
Sylvania, Ohio 43560
scholar@ofla-online.org

Your name: _____ OFLA member? _____ Since when? _____

Your home address _____

Telephones: work: _____ home: _____

E-mail address: _____

Colleges and Universities attended/years/degrees:

Teaching experience: schools/years/languages taught:

Current school address: _____

Your Principal's or Superintendent's name: _____

Professional Service (memberships, committees, offices held):

If I receive a teacher grant, I agree to present the materials I develop in a session at the next OFLA annual conference or in an article for *The Cardinal*. I will share my materials with other teachers through OFLA's Instructional Materials Committee.

Date: _____ Your signature: _____

I. Project Summary:

Describe your project. What do you hope to accomplish and why? How and when will you carry out your project? Who will use your materials? How will you evaluate the effectiveness of your materials? Please respond to these questions on a separate sheet.

II. Budget:

Please estimate the costs you expect to incur.

Item	Estimated cost	Amount requested from OFLA
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Total estimated cost _____

Total requested from OFLA _____

OFLA Conference Scholarship for Prospective FL Teachers

A Scholarship for High School Students and Their Teachers!

The time has come for us all to participate in encouraging those strong high school students to consider a career in foreign language teaching. One way we can help them explore the possibility of pursuing a teaching career is to invite them to attend the OFLA annual conference for a day to get a taste of the profession. To that end, OFLA offers scholarships to high school students and their teachers. Last year twenty-five were awarded. The student award will be an honorarium of \$25 as well as free conference registration and luncheon. The teacher's reward for making this valuable contribution to our profession will be free OFLA conference registration and luncheon.

Who's eligible?

High School juniors and seniors who have completed two years of language study.

What will the student actually do?

High school recipients of the scholarship will attend the annual OFLA conference in Columbus, March 25-27, 2004. They will be greeted by their high school teachers with whom they will attend an orientation session for high school and university scholarship recipients. They will be recognized at the Keynote Session and will then be free to attend conference sessions throughout the day. The teachers and students will be treated to the Friday luncheon.

What will the sponsoring teacher do?

Teachers are responsible for making eligible students aware of the scholarship opportunity, as well as assisting them with the application process. A letter of recommendation from the teacher must accompany the application. Upon receipt of the award, the teacher will assist the student with registration and other conference arrangements. The teacher's role during the conference is one of making the student feel welcomed and comfortable, but not accompanying the student throughout the day.

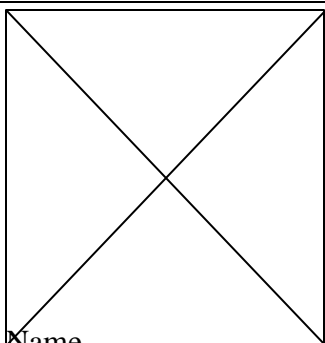
A \$200 Scholarship for University Students!

University students planning a career in foreign language teaching can apply for a scholarship to attend the annual conference in Columbus, March 25-27, 2004. Last year OFLA was proud to award twenty \$200 scholarships to qualified students.

Applications (pages 33 and 34) and letters of recommendation must be received by February 15, 2004. Send all materials to:

**Christine Monday
Sylvania Northview H.S.
5403 Silica Dr.
Sylvania, Ohio 43560
scholar@ofla-online.org**

Application Form High School Student Scholarship For Conference Attendance



Name _____

Address _____

_____ Phone () _____

Parents'/Guardians' name(s) _____

High School _____ Year (circle) Junior Senior

Number of years of foreign language completed (circle) two three four

Sponsoring teacher* (must be a paid OFLA member) _____

Address _____

_____ Phone () _____

*It is the responsibility of the sponsoring teacher to aid the recipient in registering, as well as to confirm district policies regarding liability and school absence. It is not the purpose of the committee to facilitate such matters.

On a separate piece of paper, please write a letter indicating why you are interested in a career as a foreign language teacher and what you hope to accomplish in attending the OFLA Conference. Please indicate your intentions of attending sessions throughout Friday. Be sure to submit your letter of recommendation from your foreign language teacher with this application.

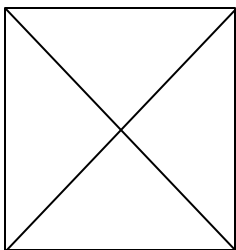
The deadline for applications is February 15, 2004. Send to:

**Christine Monday
Sylvania Northview H.S.
5403 Silica Dr.
Sylvania, Ohio 43560
scholar@ofla-online.org**

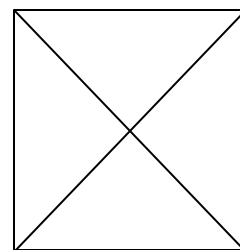
Recipients will be notified the beginning of March and checks will be presented at the Friday Keynote address. Failure to attend the conference for any reason will result in cancellation of the award. Please verify permission to attend from your high school in order to avoid conflicts.

Signature _____ Date _____

Parent/guardian signature _____ Date _____



Application Form University Student Scholarship for Conference Attendance



Name _____ Year in School _____

Address _____ Second Language _____

_____ Phone () _____

University _____ Location _____

Email address _____

Will you be presenting at the conference? Yes _____ No _____

Sponsoring Faculty Member* (must be paid OFLA member) _____

Address _____

_____ Phone () _____

*It is the responsibility of the sponsoring faculty member to help the recipient with registration and hotel reservations. The committee will provide a list of winners if the recipient wishes to arrange for a roommate.

Be sure to include the following in your application packet:

- A completed application form.
- A letter indicating why you want to be a foreign language teacher and what you hope to accomplish by attending the OFLA Conference. Indicate whether you will attend sessions throughout Friday and Saturday and whether or not you will be lodging at the conference hotel.
- A letter of recommendation from your sponsoring faculty member.

The deadline for application packets is February 15, 2004. Recipients will be notified in February and checks will be presented at the Saturday Awards Luncheon. Failure to attend the luncheon will result in cancellation of the award. Please verify the date of the Praxis II Exam to avoid conflicts.

Send all materials to:

Christine Monday
Sylvania Northview H.S.
5403 Silica Dr.
Sylvania, Ohio 43560
scholar@ofla-online.org

Signature: _____

—An Invitation to Join—

The Ohio Foreign Language Association

www.ofla-online.com

Serving the Needs of
Foreign Language Educators
in Ohio

Last Name	First Name	M.I.	Previous Names (if any)		
			This is a new address	Yes	No
Home Address			I am a new member	Yes	No
<hr/>					
City	County	State	Zip		
<hr/>					
E-mail address		Home Phone			
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School/Institution		District	School Phone		
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School Address					
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Language(s)		Level(s)	• I/We pay through O.E.A.		

*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 website: www.ofla-online.org

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Make check payable to OFLA and send check and membership form to:

OFLA (419) 385-5776
Debbie Sehlmeier (419) 389-5055 (fax)
P.O. Box 1342 vpmem@ofla-online.org
Perryburg, OH 43552

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

Calendar of Events

December 27-30, 2003	Modern Language Association (MLA) Convention, San Diego, CA Information: www.mla.org
December 27-30, 2003	American Association of Slavic and Eastern European Languages (AATSEEL), San Diego, CA Information: http://www.aatseel.org
March 1-6, 2004	Foreign Language Week
March 25-27, 2004	Ohio Foreign Language Association (OFLA), Columbus, Ohio Information: www.ofla-online.org
April 1-3, 2004	Central States Conference (CSC), Dearborn, MI Information: www.centralstates.cc
July 17-23, 2004	The American Association of Teachers of French Conference (AATF), Atlanta, Georgia Information: www.frenchteachers.org
July 28- August 2, 2004	The American Association of Teachers of Spanish and Portuguese (AATSP), Acapulco, Mexico Information: http://www.aatsp.org
November 18-21, 2004	American Conference on the Teaching of Foreign Language (ACTFL), Chicago, Illinois Information: www.actfl.org



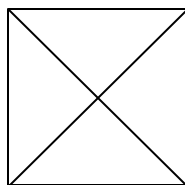
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