

# UFLA

The Utah Foreign Language Association Newsletter

Volume 109, Issue 1  
January, 2024



**Jo Carmiol**  
UFLA President

## How does research and data inform your instruction?

Happy New Year and welcome to 2024, world language friends!

Last spring, I started my newsletter message with the German phrase “Weniger aber besser” - Less

but better. I proceeded to outline three components that world language educators can implement in their pursuit for getting the right things done, instead of doing more in less time: Explore, Eliminate, Execute. This fall, I followed up with researched based suggestions for creating a classroom space that supports best practices for language instruction, learning and acquisition.

As we begin a new calendar year, I encourage you to reflect on how you and your students spend your instructional time together. Possible reflection questions include: How do we know if we are doing the right things? Are we just filling time with activities or am I creating meaningful language learning opportunities? What does the research tell us about effective language acquisition? How does language proficiency **data** inform my instruction?

**Research.** What does second language acquisition research tell us about ‘the right

things’ to spend our time on during class?

Access to the target language. Comprehensible input is a critical concept of L2 acquisition and part of the language acquisition hypothesis first proposed by Stephen Krashen (1982). When we provide students with language they comprehend and equip them with tools (like sentence starters/frames) for responding and creating language, they progress in the language.

Motivation/Desire/Attitude. Fostering a classroom environment where students feel successful and able to achieve attainable proficiency goals is a positive step towards increased student motivation. Student attitudes also improve when the instructor is welcoming, and the classroom environment is pleasant and supportive. Recognize and celebrate student successes daily.  
(Continued on Page 2...)

## In this Issue:

AATG Info .....	6-7
AATSP Info.....	8-9
Advertising with UFLA .....	23
Advertising with UFLA .....	16-21
ASL SIG.....	2
Language News .....	10-15
NTPRS Conference .....	4
President’s Message .....	1-2
SWCOLT .....	5
UFLA Board Directory.....	23
UFLA Conference Info .....	3
UFLA Info.....	22

## President's message (continued) / ASL SIG

High Quality Instruction. We need to provide our learners with multiple opportunities to engage with the target language. This is within our control and our students expect it of us. Best practices include routines that help students work with the language and instructional strategies that balance both input and output activities.

**Data.** How will we know they have learned it?

Formative Assessments. Data from ongoing formative assessments can provide some of the most valuable information for you. Since they occur during the learning process, you can pivot strategies or adjust instruction mid-stream. They also give students opportunities to implement feedback and act.

Formal Assessment results from proficiency tests like AAPPL (LTI) and STAMP (Avant) provide a snapshot of our students' overall strengths and weaknesses. Data reports from these assessments also provide Level Up or Power Up strategies that give students a personalized outline or guide to follow on their path to proficiency.

As you plan your lessons, I challenge you to spend time on the things that matter most. Since language proficiency is the goal, implement best practices that promote proficiency.

I have enjoyed serving as your UFLA president for 2023-2024. I'm looking forward to seeing you all at our upcoming annual conference in February.

Jo Carmiol  
UFLA President

### SUPPORT FORMATION OF ASL SIG



American Sign Language is a visual and gestural language used by the deaf to communicate. Instead of using spoken words, sign languages rely on manual and body movements, along with facial expressions and other non-vocal elements, to convey meaning. Sign languages are fully developed and complex languages with their own grammar and syntax, and they are distinct from the spoken languages of the surrounding hearing communities.

If you would like to sign to support for the formation of a new ACTFL ASL (American Sign Language) SIG, please sign using the form link below. Note that 150 signatures are necessary to form a new SIG and you are not obligated to join just by signing on your support for the SIG's creation.

You will need to be an ACTFL member and sign in to access the support form. [You can sign up for an ACTFL membership here.](#)

# UFLA Conference

UFLA ANNUAL CONFERENCE

FEBRUARY 15, 2024

UTAH VALLEY UNIVERSITY  
OREM, UTAH

**UFLA** UTAH FOREIGN  
LANGUAGE ASSOCIATION

## UFLA Keynote Speaker



Dr. Blair Bateman has devoted his career to the teaching of world languages and the preparation of language teachers, in multiple languages but specifically in Portuguese. He worked for 19 years as a professor of Spanish and Portuguese Pedagogy at Brigham Young University, where he was instrumental in creating the DLI endorsement program as well as an endorsement program in Portuguese, a methods class for Portuguese teachers and an M.A. program in Portuguese Pedagogy. He is the principal author of the textbook

*Perspectivas: Português para Falantes de Espanhol*. He has conducted research and published on language teacher preparation, culture teaching and learning, immersion education, Spanish as a heritage language, and Portuguese for Spanish speakers. He served on the UFLA Board for 17 years, including a term as UFLA President in 2020-2021. He currently works at the University of Utah, where he teaches advanced Portuguese classes in the Department of World Languages and cultures and serves as state coordinator of the Portuguese Bridge program. He particularly enjoys teaching Portuguese one day a week at Riverton High School, and he is strongly committed to collaboration between university faculty and K-12 world language teachers.

# NTPRS Conference

**COME LEARN HOW  
TO TEACH WITH TPRS®,  
THE FASTEST, MOST  
EFFECTIVE AND  
ENGAGING WAY  
KNOWN TO LEARN AND  
TEACH LANGUAGES!**

**HAVE YOU**

←  
NEVER HEARD OF  
TPRS® OR HAVE SOME  
KNOWLEDGE OF IT

**OR**

USED TPRS® IN YOUR  
CLASSROOM FOR  
YEARS?

## NTPRS CONFERENCE

WOODS CROSS, UT JULY 15-18, 2024

WOODS CROSS HS  
600 W 2200 S.  
WOODS CROSS, UT  
84087

→  
WITH TRACKS FOR  
BOTH BEGINNER  
& EXPERIENCED  
TPRS® TEACHERS



**SIGN UP  
TODAY!**



USE COUPON CODE:  
**NTPRS-UTAH**  
FOR \$50 OFF REGISTRATION

**TPRSBOOKS.COM/NTPRS2024**

# SWCOLT

SWCOLT will be held in Hawai'i this year. [Visit the website for details](https://www.swcolt.org)



SWCOLT and CLTA are collaborating to make webinars from the SWCOLT teachers of the year available to members. If you attended SWCOLT in Salt Lake City last year, you are a member.

Please consider nominating a colleague for a SWCOLT award. Visit <https://www.swcolt.org/awards> for more information.

**Excellence in Teacher (Elementary, Secondary, Post-Secondary)**

**Lifetime Achievement**

**Friend of the Profession**

You can also apply for a variety of scholarships through SWCOLT. Take a look at the offerings and encourage those in your field of influence who would benefit from receiving the scholarship to apply. <https://www.swcolt.org/scholarships>



## WEBINAR WEDNESDAYS "BEST OF THE SOUTHWEST"

**Featuring 2022-2023 SWCOLT Teachers of the Year**

- Register at [clta.net](https://clta.net)\*
- Access the 45-min. recording & materials prior to webinar
- Attend a 30-min. live Q&A with the featured Teacher of the Year



Webinar #1  
(For upcoming webinars, visit [swcolt.org](https://swcolt.org))

*Weds., Sept 13  
4 p.m. (Pacific Time)*

### NATALIE LALAGOS

Spanish Teacher  
Hawaii Teacher of the Year  
2023 SWCOLT Teacher of the Year

**\*\$25 per webinar (Free for CLTA & SWCOLT members!)**  
CEUs available through Stanford Continuing Studies

# AATG



## AATG German Teacher Retreat

AATG Utah invites all German teachers to  
participate in a retreat

WHEN	PRICING	PROGRAM
January 26-28th, 2024	AATG Members: \$10 Non-members: \$25	speak German eat German food enjoy time with other German teachers leave with hands-on ideas Nachhaltigkeit Workshop hiking & other recreation
WHERE	REGISTRATION	
UVU Capitol Reef Station	Early Registration: 11/30/23 Late Registration with \$10 fee 1/14/24	

SPACE IS LIMITED - SAVE YOUR SPACE TODAY BY SENDING YOUR FEE TO AATG  
VENMO

We are super excited about the retreat at Capitol Reef this coming January. I will attach the invitation here since not everyone is on the AATG Utah FB page. (The FB page is by invitation to keep it secure so please let me know if you want me to add you. Also, spread the word to those who might not have heard of it)

We have had some good responses but still have some open spots on a first come first serve basis.

Lynette is our treasurer and she will take the payment on her venmo and then transfer it to the AATG account. If you would rather pay cash or a different way, contact her at [lynette.ethridge@nebo.edu](mailto:lynette.ethridge@nebo.edu)  
Below is also a QR code for her Venmo.

Here is a little more information:

1. We have talked about carpooling and I think it is a good idea, since parking can be limited there. When we have a better idea of who is going, We think we will be able to make some arrangements.

2. There are 8 dorm rooms at the UVU Field station where we will be staying, with space for 3-4 people per room. We have room for 24 people total. You need to bring your own bedding (or sleeping bag) and towel.
3. We have the space scheduled for Friday, Saturday, and Sunday –January 26-28. The idea is that people will arrive as they can Friday, and we will do our activities through Saturday afternoon, and then anyone who wants to stay Saturday night and do their own thing in the park can stay until Sunday morning, when we will check out.
4. There is a full kitchen at the Field station. Dinner Friday will be a combination of potluck with AATG supplied Bratwurst added. Breakfast is a Deutsches Frühstück from AATG. For lunch on Saturday Jeff Packer will be doing a cooking demonstration, making Berlin Döner (He spent Covid working on the recipe). Dinner Saturday night will be a traditional Abendbrot, and if you stay until Sunday breakfast is each person's personal responsibility, or whatever is left over.

Lynette Ethridge

@Lynette-Ethridge



We have other activities coming up for 2024 as well. In November, UVU will be hosting a German Day Focusing on Berlin. We hope that all German programs will plan on attending and actively contributing. Mark it in your calendars now and watch for further information coming soon.

If you would like more information, or would like to volunteer with Utah AATG, contact Jeff Packer at [packerje@uvu.edu](mailto:packerje@uvu.edu)

# AATSP



## AATSP

American Association of Teachers  
of Spanish & Portuguese • Est. 1917

# AATSP UTAH CHAPTER

**AMERICAN ASSOCIATION  
OF TEACHERS OF  
SPANISH & PORTUGUESE**



## JOIN US TODAY

### AATSP BENEFITS:

**LEADERSHIP OPPORTUNITIES** ✓

**RESOURCES & PD** ✓

**AWARDS & STIPENDS** ✓

**SPECIAL  
GIFT  
OFFER**

\*For the first 10 to  
renew or join

**EMAIL:**  
[AATSPOFFICE@  
AATSP.ORG](mailto:AATSPOFFICE@AATSP.ORG)

[WWW.AATSP.ORG](http://WWW.AATSP.ORG)

[AATSP BENEFITS](#)



## AATSP – Portuguese highlights

The Brazilian Festival occurs every year on a Saturday that coincides with the Brazilian Independence Day, September 7th. This year a celebration occurred on September 9th, at the University Mall in Orem.

Portuguese students and teachers were invited to participate in a parade that opened the Festival. After the parade, participants enjoyed different performances with traditional dances and music. The Portuguese DLI team sponsored a booth with a variety of activities including face painting, taking photos and playing games.

We also had a Brazilian Festival in Cache County on September 23rd. The students performed and enjoyed several booth activities.

It's an amazing opportunity for our Portuguese students to have cultural activities and taste traditional Brazilian food.



# Language News

German teachers are invited to participate in the BYU German Teachers Summer Institute. The main purpose of the institute is to help German teachers in the public schools refresh, improve, or develop abilities in German culture, teaching, and language. The institute will include three weeks of online coursework and approximately three weeks of travel in Vienna. In Austria, we will live in Vienna and go on excursions outside of Vienna. Participants may arrange to bring a spouse to the in-Austria segment.

Each day, participants will meet as a group to learn about the history and culture of Vienna, to increase their proficiency in German, and to create plans to teach their own students. We will learn about art (Kunsthistorisches Museum, the Belvedere, and Albertina Museum), natural history (Naturhistorisches Museum), cultural history (Hofburg Palace, the Sisi Museum, and Schönbrunn Palace), architecture (Stephansdom, Karlskirche, Jesuitenkirche, Peterskirche, Augustinerkirche, and Stift Melk), music (attend an opera and the Elisabeth musical), and food (Schnitzelwirt, Tichy Marillen Eisknödel, Sacher Hotel, and Cafe Central).

<https://kennedy.byu.edu/isp-program/german-teachers-institute>



**icsw**

INTERNATIONAL CINEMA AT SOUTHERN UTAH UNIVERSITY

**INTERNATIONAL FILM FESTIVAL**  
AT SOUTHERN UTAH UNIVERSITY - STUDENT CENTER THEATER

**FEBRUARY 5th-22nd**

ALL FILMS ARE SUBTITLED AND OPEN TO THE PUBLIC

**SUU** Languages  
& Philosophy  
SOUTHERN UTAH UNIVERSITY

**SUU**  
COLLEGE OF HUMANITIES  
& SOCIAL SCIENCES

THE INTERNATIONAL FILM FESTIVAL IS MADE POSSIBLE BY:  
THE OFFICE OF THE PROVOST & HSS



# Language News

**MULTILINGUALISM FOR ALL:**  
Transforming Education One Community at a Time



## 9TH INTERNATIONAL CONFERENCE ON IMMERSION & DUAL LANGUAGE EDUCATION

Salt Lake City, Utah  
October 2-5, 2024

We are excited to announce that the call for proposals for the [9th International Conference on Immersion and Dual Language Education](#) is now open!

Join us from October 2-5, 2024, at the Grand America Hotel in Salt Lake City, Utah for a transformative gathering that explores cutting edge research and best practices in immersion & dual language education. This year's theme, "Multilingualism for All: Transforming Education One Community at a Time," reflects our commitment to inclusivity and the power of language in shaping the future of education.

We seek session proposals that represent diverse languages, program models, and educational levels. We invite you to [submit a proposal](#) by Feb. 9, 2024. Presenters will be notified of their acceptance by April 5, 2024. Conference registration will open April 8, 2024. Whether you are an educator, researcher, or passionate advocate, your insights and expertise can make a significant impact!

We look forward to learning from you in Salt Lake City!

# Language News



*Language Fairs at BYU (Chinese, German, Spanish, and Japanese)  
Thursday, April 18th, 2024*

*Plan now to bring your students!*

*Brigham Young University organizes several language fairs for junior high and high school students who are currently studying one of these languages.*

*These fairs provide a variety of contests and events which allow students and teachers to be creative with their language, to interact and to compete with their peers from other schools in the region.*

*The Fair is a half-day event held on BYU Campus in mid-April on “reading” day between the end of classes and the beginning of final exams.*

*<https://languagefair.byu.edu/>*

## **BYU Second Language Teaching Master of Arts (SLaT M.A.)**

Get a Masters in Second Language Teaching at BYU while you teach!

This M.A. can accommodate full-time, public-school teachers who are able to come to campus in the evenings and in the summer. Normally, these students complete their degree in 3 years and take 1 evening class each semester.

The SLaT M.A. assists second- and foreign-language teachers to improve their professional qualifications in second language pedagogy, research, and assessment. The focus is on teacher preparation, providing a skillset suitable for a variety of careers within both higher education and second language teaching.

SLaT scholarships are available, depending on student performance and funding availability.

Go to [slat.byu.edu](http://slat.byu.edu) for more information.

# Language News

**Want to get paid to study pedagogy and literature while you get teaching experience?**

## **Get a Master's degree at the University of Utah!**

The **Language Pedagogy MA** program in the department of World Languages & Cultures is currently accepting applications to begin studies in Fall 2024

**Fully funded** teaching assistantships are available to applicants on a competitive basis

Questions? Email:  
[wlcgraduatestudies@utah.edu](mailto:wlcgraduatestudies@utah.edu)

Applications due:  
January 15, 2024



The Master of Arts in Language Pedagogy (MALP) exposes the student to three main areas of study: language pedagogy, second language acquisition, and literature and culture of the target area. The course of study focuses on developing professional skills and enabling students to critically evaluate and apply literature and research in the discipline. The MALP prepares students to teach adult learners at post-secondary institutions and private secondary institutions, or to continue graduate work in second language acquisition, research and pedagogy. The MALP is available in five specializations: **Chinese, Japanese, Portuguese, Russian, and Spanish**. Students should have advanced proficiency in their specialization area prior to entering the program.

# Language News: Advances and Challenges

## Advances and Challenges: A Comprehensive Overview of Recent Reports and Developments in Linguistics and Language Teaching.

In the dynamic world of linguistics and language teaching, recent reports and updates shed light on the field's progress, challenges, and future prospects. This summary article encapsulates key findings from Modern Languages Journal's report, insights from Wiley Publishers' Eric Piper, presidential recommendations, executive reports, financial standings, and the outcomes of various committee discussions.

### 1. ML Journal Report:

- Marta Anton presented a detailed report in the ML Journal, accessible through this [link](#).
- General articles were resented, emphasizing the ongoing efforts to disseminate relevant information.
- The current status of the field was discussed, highlighting both achievements and setbacks.
- An associated editor stepped down, and a new person has taken on the responsibilities for the upcoming edition.
- There's a noted decline in international presence and subscriptions, signaling potential challenges.
- Perspectives for 2023 were outlined, offering a glimpse into the field's future.
- The article winner for the latest edition was announced, recognizing outstanding contributions.
- Impact factor has seen a decline, with an 11% acceptance rate for submissions.
- Open access has increased by an impressive 250%, showcasing a commitment to accessibility.
- A round table grant for AAAL 24 was discussed, underscoring support for collaborative initiatives.

### 2. Wiley Report (available via this [link](#)):

- Eric Piper from Wiley Publishers provided insights into the open-access strategy, emphasizing diversification, growth, and progress.
- Linguistics as a field is growing faster than others, and a transformational agreement has been established.
- Transfer agreement involves negotiations with libraries to provide open access to journals and publications for researchers.
- Policy changes, including those related to OSTP "issues policy guidance to US federal agencies to make peer-reviewed publications, and their supporting data, resulting from federally funded research publicly and freely accessible without an embargo", were highlighted, shaping the landscape of linguistic research.

### 3. [President's](#) and [Executive Director's](#) Reports:

- The president recommended avoiding Twitter for social media interactions.
- Increased efforts for grants information dissemination were proposed.
- The executive report provided an overall assessment of the organization's current standing.

## Language News: Advances and Challenges Cont...

- Although a conference proposal grant went unfulfilled, efforts to promote diversity and encourage submissions were emphasized.

#### 4. Action Items:

- Approved sponsorships and proposed changes to the by-laws to enhance committee participation.
- Adoption of outreach committee initiatives, including the creation of new committees focused on AI policies and the United Nations Decade of Indigenous Languages.
- Emphasis on K-12 research accessibility and creating short videos for social media to promote grant offers.
- Proposals for a new ad-hoc committee focusing on AI policy and a committee for the United Nations Decade of Indigenous Languages.
- Initiatives to support K-12 research accessibility and the creation of short videos for social media to increase awareness of grant offers.
- The 2024 grant cycles are now open via the web portal [www.nfmlta.org](http://www.nfmlta.org) → PLEASE make a special effort to reach out to your networks and spheres of influence to announce the grants. The committees always like to see variety in geography, institution, language, theme, students etc.

All these reports and updates paint a comprehensive picture of the current state of languages and language teaching, reflecting both accomplishments and challenges while outlining a roadmap for future advancements.

Karl Bowman  
DLI Education Specialist  
Utah State Board of Education

# DLI News: DLI Benefits

## DLI benefits business and child development

The Utah DLI program, with 48,969 students in 2023, has grown into a model - shall I say a jewel? - that some other states envy or at least see as a model to replicate. International and national visitors regularly come to observe our classrooms and converse with our DLI team in order to improve their own programs. The Utah model offers a strong curriculum based on the latest research which provides our students with the most effective strategies. Additional strength of the model is found in the state support through training, coaching, and helping districts that do not have language specialists. Several states, unable to provide such support, consider this state-level intervention as the keystone that provides consistency across the state and allows the program to flourish.

Utah currently houses DLI students who are learning Spanish, Chinese, French, Portuguese, German, and Russian, turning Utah students into agile-minded bilingual and multicultural individuals in a globalized economy in need of a flexible workforce that can utilize cultural differences to its advantage instead of perceiving it as an obstacle.

Many international companies are currently hiring in Utah. Some are in such need for bilingual employees that they have organized classes to teach their personnel. Several foreign business leaders have expressed interest in hiring locals who know American business practices but who can speak the company's language in order to communicate with their headquarters based in a foreign country.

ACTFL already informed skeptics in 2018 that 9 in 10 US employers relied on employees with language skills other than English, and that 1 in 4 lost business due to a lack of foreign language skills. In 2020, the Embassy of France released a report saying that France ranked number two for job creation by foreign companies in Utah. We are talking about 5,500 jobs; just for 2020. DLI is providing the possibility for more job opportunities to our students who are now in college. Some of our students have even gone abroad to study and come back with a rich multicultural experience.

If it must be acknowledged that some students struggle at the beginning of the program, sometimes receiving lower scores when taking standardized tests, one must also recognize that, according to Dr. Bob Slater, Co-Director of American Councils Research Center (ARC) and his colleagues, *“students randomly assigned to dual language immersion programs outperformed their peers in reading in English by seven months in grade five and by nine months in grade eight. That amounts to almost a year ahead in reading level by the eighth grade compared with their non-immersion peers.”* Slater and his team *“also found no statistically significant benefits but also no detriment for math and science performance”*. In other words, the DLI instructional model helps students show more academic growth than with a more traditional approach.

Of course, DLI teachers are not always aware of the impact they may have, even though they can evaluate how students become more proficient, year after year, thanks to assessments such as the AAPPL measure. Still, it is probably safe to say that DLI teachers such as Alexandra Botella-Rich are fully aware they are part of a gigantic experiment that has turned into a successful, organized, unique, and very special public

## DLI News: DLI Benefits Cont...

program that benefits thousands of students in Utah. When asked to describe what she liked about DLI, this is what the enthusiastic French DLI 4th grade teacher wrote:

"Working for the French Dual Language immersion program in Utah has always made me feel like I am part of something very unique and special.

I appreciate that we, as foreign teachers, are given the opportunity to share our culture through our teachings. Students and families learn a lot about the French culture and language as the year develops.

As a former teacher working for the French Education Nationale, I like to be able to teach literacy through content I used in France, whether it is a very specific material like Taoki in 1st grade or an album like Le Loup Sentimental in 4th grade with a twist of innovative pedagogy techniques we can find in the US that have not made it yet to France.

My first five years in the French DLI, I taught 1st grade. 1st grade is the first year of exposure to the target language, where the students' French immersion journey begins.

As a teacher, getting to be the first one immersing them into French childhood songs, albums and much more is very special. When the end of the 1st grade school year arrives, there is nothing more rewarding than being able to fully communicate with the students in my native language and seeing them solve word problems on their own, finding strategies, using sentences, prompts and counting in French.

This year I started to teach 4th grade. 4th grade is a very special year too because for the first time since 1st grade, students get to learn the science curriculum through the target language only. Our science curriculum is completely based on observing, experimenting, and deducting. Hands-on activities along with STEM oriented field trips, help students to make sense and have a complete and global understanding of complex concepts learned in French.

We did a fossil project as a class which ended by them meeting with a fossil hunter and me sharing with them tips on how to uncover their very own fossil. I was amazed seeing my students actively participating and transferring all the knowledge they have learned in French only.

Our students in Utah's public schools are I think very fortunate to get such an opportunity to learn a foreign language through their developing years, it is a skill they will have for life, and it's free."

Utah owns a unique jewel that can still grow in value and positively affect more businesses and children who are thirsty for knowledge and eager to discover the world they live in.

Emmanuel Collins-Peynaud

Utah French DLI Secondary Coordinator

# DLI News: Park City Celebrates

## Park City School District Celebrates Ecker Hill Middle School's Prestigious "LabelFrancÉducation" Award

**PARK CITY, Utah** – Ecker Hill Middle School, a distinguished institution within the Park City School District, has been honored with the prestigious "LabelFrancÉducation," a recognition awarded by the French Ministry of Foreign Affairs. This esteemed seal is granted to select schools worldwide that excel in promoting the French language and culture as part of their unique curriculum.



"LabelFrancÉducation" distinguishes public or private schools that offer enhanced instruction in French alongside teaching other subjects in the language. This program underscores the commitment to exceptional French education, appealing to students and parents alike. The decision for this award comes from an interministerial advisory committee, including representatives from the French Ministries of Foreign Affairs and Education, the Agency for French Education Abroad (AEFE), the French Institute (IF), and the Mission Laïque Française. Managed by the AEFE, the "LabelFrancÉducation" program has, since September 2012, recognized 587 schools globally.

Ecker Hill Middle School joins this elite group, demonstrating excellence in bilingual education and cultural immersion.

During a recent ceremony at Ecker Hill Middle School, distinguished guests Anne Lair, Honorary Consul in Utah, and Blake Ramsey, representing the French Embassy, presented the award. Lair, an associate professor of French at the University of Utah and Coordinator of the French Bridge program, praised the school for its achievement. Ramsey, who is currently in Utah to learn more about the Utah French DLI program model in order to export it throughout the country, highlighted the school's bilingual education quality.

Georgia Geerlings, Director of the Utah French Dual Language Immersion Program, emphasized the award's significance. "Ecker Hill and Churchill Junior High (Granite School District) stand out among secondary schools in Utah for their exemplary French programs. This award is a testament to the hard work and dedication of our teachers, coordinators, and students."

# DLI News: Park City Celebrates

Geerlings added the program's backbone is its highly qualified teachers, including notable educators like Stéphanie Ginard and Miriam Chibane. Geerlings emphasized the teachers' extensive training, most of whom have more than three years of experience and are products of comprehensive teacher training in France. "They're highly trained," Geerlings proudly stated, highlighting the caliber of educators the program attracts.

Beyond language skills, the Utah French Dual Language Immersion Program places a significant emphasis on biculturalism. This aspect is key to fostering cultural sensitivity and broadening students' global perspectives. "It's about being bilingual and biliterate in English and French as well as bicultural," Geerlings noted, underscoring the program's holistic approach to education.

Unique in its structure across the United States, the program in Utah enjoys state funding, ensuring stability and resource availability that many similar programs lack. Each school in the program receives annual funding, aiding in material procurement and annual professional training for teachers. This state support is a significant factor in the program's success and sustainability.

Park City, in particular, benefits greatly from this initiative, with all its schools participating in the dual immersion program. The consistent influx of highly trained teachers from France, thanks to partnerships with French Académies, ensures that despite teacher turnover, the quality of education remains top-notch. "Our teachers right now are incredible," Geerlings stated, reflecting the program's success in attracting and maintaining teaching excellence.

The "LabelFrancÉducation" seal not only represents academic excellence but also opens doors to unique opportunities, including professional development for teachers, resources, and special visits from French artists and authors. Ecker Hill Middle School's commitment to bilingualism and multiculturalism sets a standard for educational institutions worldwide.

"This award reflects our district's dedication to providing diverse and quality education, preparing our students for a global future," said Geerlings.

---

## ¡El Distrito Escolar de Park City celebra el prestigioso premio "LabelFrancÉducation" de la Escuela Ecker Hill Middle School!

**PARK CITY, Utah:** La escuela Ecker Hill, una institución destacada dentro del Distrito Escolar de Park City, ha sido reconocida con el prestigioso "LabelFrancÉducation", un reconocimiento otorgado por el Ministerio de Asuntos Exteriores de Francia. Este sello de prestigio se concede a escuelas selectas de todo el mundo que se destacan en la promoción del idioma y la cultura francesa como parte de su plan de estudios único.

## DLI News: Park City Celebrates Cont...

"LabelFrancÉducation" distingue a escuelas públicas o privadas que ofrecen instrucción mejorada en francés junto con la enseñanza de otras materias en ese idioma. Este programa subraya el compromiso con una educación excepcional en francés, atrayendo tanto a estudiantes como a padres. La decisión de otorgar este premio proviene de un comité asesor interministerial, que incluye representantes de los Ministerios de Asuntos Exteriores y Educación de Francia, la Agencia para la Educación Francesa en el Extranjero (AEFE), el Instituto Francés (IF) y la Misión Laïque Française.

Gestionado por la AEFE, el programa "LabelFrancÉducation" ha reconocido a nivel mundial a 587 escuelas desde septiembre de 2012.

La Escuela Secundaria Ecker Hill se une a este grupo élite, demostrando excelencia en educación bilingüe e inmersión cultural.

Durante una reciente ceremonia en Ecker Hill, los distinguidos invitados Anne Lair, Cónsul Honoraria en Utah, y Blake Ramsey, representante de la Embajada de Francia, entregaron el premio. Lair, profesora asociada de francés en la Universidad de Utah y coordinadora del programa French Bridge, elogió a la escuela por su logro. Ramsey, quien está en Utah para conocer más sobre el modelo del programa Utah French DLI con el objetivo de exportarlo a todo el país, resaltó la calidad de la educación bilingüe de la escuela.

Georgia Geerlings, Directora del Programa de Inmersión Dual en Francés de Utah, enfatizó la importancia del premio. "Ecker Hill y Churchill Junior High (Distrito Escolar de Granite) se destacan entre las escuelas secundarias de Utah por sus programas ejemplares de francés. Este premio es un testimonio del arduo trabajo y dedicación de nuestros maestros, coordinadores y estudiantes".

Geerlings agregó que la columna vertebral del programa son sus maestros, quienes son altamente calificados, incluyendo educadores destacados como Stéphanie Ginard y Miriam Chibane. Geerlings destacó la extensa formación de los maestros, la mayoría de los cuales tienen más de tres años de experiencia y son productos de una formación integral de profesores en Francia. "Están altamente capacitados", afirmó Geerlings con orgullo, destacando el calibre de educadores que atrae el programa.

Más allá de las habilidades lingüísticas, el Programa de Inmersión Dual en Francés de Utah pone un fuerte énfasis en la biculturalidad. Este aspecto es clave para fomentar la sensibilidad cultural y ampliar las perspectivas globales de los estudiantes. "Se trata de ser bilingüe y biliterate en inglés y francés, así como bicultural", señaló Geerlings, subrayando el enfoque holístico del programa hacia la educación.

Único en su estructura en los Estados Unidos, el programa en Utah cuenta con financiamiento estatal, asegurando estabilidad y disponibilidad de recursos que muchos programas similares carecen. Cada escuela en el programa recibe financiamiento anual, ayudando en la adquisición

## DLI News: Park City Celebrates Cont...

de materiales y en la capacitación profesional anual de los maestros. Este respaldo estatal es un factor significativo en el éxito y la sostenibilidad del programa.

Park City, en particular, se beneficia enormemente de esta iniciativa, con todas sus escuelas participando en el programa de inmersión dual. El constante flujo de maestros altamente capacitados de Francia, gracias a las asociaciones con las Academias Francesas, asegura que a pesar del cambio de maestros, la calidad de la educación siga siendo excelente. "Nuestros maestros en este momento son increíbles", afirmó Geerlings, reflejando el éxito del programa en atraer y mantener la excelencia docente.

El sello "LabelFrancÉducation" no solo representa la excelencia académica sino que también abre puertas a oportunidades únicas, incluyendo el desarrollo profesional para los maestros, recursos y visitas especiales de artistas y autores franceses. El compromiso de la escuela Ecker Hill con el bilingüismo y la multiculturalidad establece un estándar para las instituciones educativas en todo el mundo.

"Este premio refleja la dedicación de nuestro distrito en proporcionar una educación diversa y de calidad, preparando a nuestros estudiantes para un futuro global", dijo Geerlings.

# UFLA INFO

## UFLA needs YOU

*To find out more about how to become more involved in our UFLA organization, complete this survey. (click here)*



Would you like to nominate a Teacher of the Year? As a reminder, applications are accepted on our website at [ufla.net](http://ufla.net).

In addition to [Teacher of the Year](#), UFLA also awards the following grants:

[Teacher Vitality Grant](#)

[Pat Buckner Collaboration Grant](#)

Thank you for the many nominations for the UFLA Teacher of the Year Award. Our state is blessed with an abundance of exceptional world language educators. We will announce this year's Teacher of the Year winners and other award recipients during the upcoming SWCOLT conference.

## UFLA Mission

The Utah Foreign Language Association exists to promote the learning of world languages and cultures in the state of Utah and beyond. Specifically, the mission of UFLA is to:

- Support world language teaching and acquisition at all academic levels, including traditional instruction and dual language immersion programs
- Disseminate information and provide opportunities for the exchange of ideas and resources to support language teaching and learning
- Offer professional development opportunities for language teachers
- Recognize excellence in language teaching and learning
- Collaborate with regional and national language teaching organizations
- Advocate for public policy that promotes language learning and supports the needs of language teachers and students

## UFLA WEBSITE

The UFLA Website has now moved to <http://ufla.net>

It's a new name, but with all the content we have always had on the site. If you only visit once a year to register for the conference, come see what else we have on [ufla.net](http://ufla.net) (including copies of the newsletters going back over twenty years.) We will also post handouts from presentations at our upcoming conference on the new UFLA website.

We also hope you will join [UFLA on Facebook](#) and on our new Instagram account ([@ufla\\_utah](#)). Come participate in the conversation!



## EXECUTIVE BOARD

President	Jo Carmiol	jcarmiol@dsdmail.net
Past President	Stephen Van Orden	stephenv@provo.edu
President Elect	Teresa Bell	Teresa_Bell@byu.edu
Secretary	Elodie Petelo	elodiep@provo.edu
Executive Secretary / Treasurer	Mike Wood	mwood@alpinedistrict.org
USBE Liaison	Karl Bowman	karl.bowman@schools.utah.gov
UFLA Historian	Rebecca Marks	rebecca@marksfam.net
Newsletter Editor	Branden Lansing	blansing@dsdmail.net

## LANGUAGE ASSOCIATION REPRESENTATIVES

Arabic: Utah Arabic Teachers Assn	Shereen Salah	shereen.salah@gmail.com
ASL: Utah ASL Teachers Assn	Lori Zaremba	lori.zaremba@nebo.edu
Chinese: Utah Assn of Chinese Teachers	Dori Huang	chinese.dori@gmail.com
DLI Representative	Emmanuel Collins	e.collins-peyraud@utahdli.org
French: American Assn of Teachers of French	Danielle Asay	danielleasay@alpinedistrict.org
German: American Assn of Teachers of German	Jeff Packer	packerje@uvu.edu
Japanese: Utah Assn of Teachers of Japanese	James Dowdle	jhdowdle@graniteschools.org
Portuguese: Utah AATSP	Silvia Juhas	sjuhas27@gmail.com

## UNIVERSITY REPRESENTATIVES

BYU	Ellen Knell	ellen_knell@byu.edu
Southern Utah University	Corey Twitchell	coreytwitchell@suu.edu
University of Utah	Tim Cannon	tim.cannon@utah.edu
Utah State University	Taira Dettore	taira.dettore@usu.edu
Utah Tech University	Lucia Taylor	lucia.taylor@dixie.edu
Utah Valley University	Jeff Packer	packerje@uvu.edu
Weber State University	Craig Bergeson	cbergeson@weber.edu

## DELEGATES

ACTFL	Lucia Taylor	lucia.taylor@dixie.edu
ACTFL rep for SWCOLT	Jill Landes-Lee	jill.landes-lee@utah.edu
SWCOLT	Stephen Van Orden	stephenv@provo.edu
JNCL-NCLIS	Danielle Asay	dtasay@gmail.com
LILL (Leadership Initiative for Language Learning)	Branden Lansing	blansing@dsdmail.net

## Advertising Information

The UFLA Newsletter is published three times each year in September, January and May. All issues are distributed via e-mail to UFLA members as well as posted on the UFLA website.

Advertising rates are available at:

[UFLA Sponsorship Opportunities](#)

Contact Branden Lansing at [blansing@dsdmail.net](mailto:blansing@dsdmail.net) with any questions or to place an ad.