

# **UFLA** **UTAH FOREIGN LANGUAGE ASSOCIATION**

Dennis Doyle  
President

SPRING NEWSLETTER  
April / May 2003

Bev Burdett / Shauna Winega  
Editors



## **Here's Dennis!**

In the past several months I have substituted in over a dozen middle and high schools in the Granite, Murray, and Jordan Districts. I've tried to visit the foreign language teachers in each school and observe what's going on. It has been a wonderful experience and I've met some neat people! I've also made some interesting observations.

**First**, most students can and do want to learn. When I've gone into classrooms and taught students a simple story (the more bizarre, the better!) they have responded eagerly. They paid attention, volunteered answers, and were willing to go along with me. I always have some of the better kids retell the story and see the shy pride in their faces as they are able to communicate in a language other than their own, using something they've just acquired. Do they make mistakes? Of course! But then, they make mistakes in their own language, don't they? And gradually, those errors disappear.

Foreign languages shouldn't be exercises in mental gymnastics for the 4% who love such things, but a voyage of discovery into the realms of creative language use that everyone can enjoy. I think we do students a disservice if we don't let them enjoy the fun of language learning and use.

**Second**, it's obvious that language classes should be more like drama, orchestra, chorus, etc., than English, social studies,

or math classes. In ordinary classes, the teacher is the "guide on the side," allowing students to learn on their own. But in FL classes, the teacher is the "sage on the stage," demonstrating a skill that the students try to mimic.

**Third**, I think as FL teachers we have forgotten how we learned our second language, and how much practice it took for us to become fluent. The majority of us probably acquired our second language outside of the classroom, having spent time in our target country as a missionary or student, surrounded by native speakers. Much like we learned our own language as children, we acquired it by listening on a daily basis to those around us. It is by far the best way.

Unfortunately, we can't send our students to other countries to have that wonderful immersion opportunity. So we should improvise and try to duplicate that experience in our classrooms. We must bathe them in constant, repetitive, understandable, and interesting speech. We need to speak simply in the target language as much as possible so that it becomes second nature to them as it is second nature to us. Remember, "If you're not modeling what you're teaching, you are teaching something else!" Our main goal should be fluency in the language, not vertical conjugation memorization.

**Fourth**, there is an order in language learning, so there should be an order in our teaching. Our number one priority should be oral comprehension. When a student understands what is being said, he soon will be able to produce simple words and phrases himself. And as his comprehension grows, so will his confidence and willingness to speak. When

*-President's message, continued from page 1-*

he is able to speak, he will be able to read with more comprehension. When he can read and speak, he will be able to write more fluently as well, but that is the final outcome, and one that we shouldn't push too soon. Sometimes we put the cart before the horse!

**Fifth**, reading is absolutely essential for language acquisition! Forget those time-wasting worksheets! Fill your bookshelves with graded books and/or readers and magazines. At least once a week, provide time for free reading. Once a month, have a Kindergarten Day. Read them a simple story--a fairy tale, or something more update such as "If You Give a Mouse a Cookie"--while they sit on the floor around you. Reading is considered one of the best ways to acquire both vocabulary and grammar in a comprehensible way.

**Last**, I've noticed that when students don't understand (either grammar explanations or the teacher's incomprehensible input), they lose interest and tune out. They give up mentally and may become discipline problems. Therefore, we need to simplify our teaching and focus our efforts on the most important thing--making our students fluent through interesting classes and effective methods.

The school year is fast coming to a close. Frequently both teachers and students feel burned out. But don't let up! Experiment with some of these ideas and revitalize your teaching. The change will do you good! May the month of May be your most productive yet!

- Dennis

**To affect the quality of the day, that is the highest of arts.**

(Henry David Thoreau)



## Teacher Vitality and Pat Buckner Collaborative AWARDS

UFLA received several excellent proposals this year for the Teacher Vitality Award and the Pat Buckner Collaborative Teaching Award. It made the decision for the committee extremely difficult, but we are very pleased to announce the winners.

Thomas Mathews, Barbara Lovejoy and Martyne Stout each received a Teacher Vitality Award. Heather Christopher and Jana Brinton received the Pat Buckner Collaborative Teaching Award.

Thomas Mathews, an Associate Professor of Spanish at Weber State University, will use his award to help fund his research in Spain on contemporary oral and written use of the subjunctive. He plans to study at the Biblioteca Nacional de Madrid and the libraries of the University of Madrid and the University of Alcalà, as well as visit book stores and book fairs. His plan is "to improve his library in terms of native descriptions of subjunctive usage as well as collect print materials that can exemplify those uses."

Barbara Lovejoy, the ALS/Dual Immersion Coordinator and teacher at Jackson Elementary, will use her award to buy materials for a Spanish CELL/EXLL room at her school. She plans on purchasing Spanish language videos and videos that teach about the Hispanic, Latin culture. She will also use her award to purchase authentic Hispanic games. The addition of these materials will benefit both Hispanic and non-Hispanic students at her school.

*-Continued on page 3 -*

-Awards, continued from page 2 -

Martyne Stout plans to use her award to study in Mexico or Costa Rica in July. She hopes to improve her Spanish language skills and broaden her cultural knowledge, and, as a result, improve her teaching. She believes that "there is simply no substitute for living and learning in a Spanish speaking country in order to promote teacher excellence."

Jana Brinton, teacher of French, and Heather Christopher, teacher of Spanish and German at Bingham High School, will use their Pat Buckner Collaborative teaching Award to attend a convention in Chicago on Total Physical Response Storytelling (TPRS). They plan to continue working together for curriculum development at their school, and they hope to demonstrate this method to other instructors through video or workshops. Both teachers believe that their students are more engaged and excited about learning a new language since they started using TPRS in their classrooms.

Please visit our web site for more information on how you can apply for one of these awards at [www.old.weber.edu/ufla](http://www.old.weber.edu/ufla).



***Congratulations  
to all of these  
fine educators!***



# AATG NEWS

## GERMAN WORKSHOP AT TIMP LODGE

The Utah Chapter of AATG conducted a workshop on "Children's Literature in the Classroom" on March 7-8 at BYU's Timp Lodge. The recent snow prepared a breathtaking setting for the Friday social activities including a catered meal, a showing of *Erich und die Detektive*, and activities ranging from pool to folk songs to moonlight walks.

Following a slightly rustic night in the dorms, a hearty German breakfast prepared us for the workshop. Dr. Anne Green of Carnegie Mellon University introduced us to several books for children and youth, and we worked in groups to develop teaching activities for them. Anne donated several book prizes to lucky winners, but everyone went away with new motivation and ideas for teaching.

The Utah State of Office of Education and the AATG contributed significantly to the event. The next workshop is planned for this fall. Don't miss it!

### JOIN YOUR AAT ORGANIZATIONS!

Lisa Vera • FLES President      Stewart Shaver • AATF President  
Randall Lund • AATG President    Richard Tate • AATSP President  
Amy Spencer • ASL-UTAH President

**Our Profession needs you – please join and enjoy the benefits!**

## **\*\*Everything you wanted to know about NCLB but were afraid to ask\*\***

(From the Utah State Office of Education)

Many foreign language teachers, especially those teaching in their minors, are in a panic due to rumors they have heard about recent federal legislation. We hope this article will set your minds at ease and clear up some misinformation about the new standards and how to reach them.

The “No Child Left Behind” Act (NCLB – pronounced like Nicholas Nickleby) requires different standards in order to meet the Highly Qualified (HQ) requirement of the federal law. Utah’s Computer-Aided Credentialing System for Utah Teachers (CACTUS) will have two qualification columns for teachers of the federal core subjects, including foreign language. The two columns will be headed NCLB Qualified and USOE Qualified. The following pertains only to those teachers who were employed BEFORE January 8, 2002.

### **Highly Qualified Secondary Teachers**

If you have a BA or BS and meet one of the following you are HQ in your subject:

- ?? Major, Advanced Degree in Subject, or National Board Certification
- ?? Passed Subject Area Test
- ?? Meet the High Objective Uniform State-wide System of Evaluation (HOUSSE)

So, if you don’t have a major in your language, or you haven’t passed a subject-area test in your language, and you have been employed since before January 8, 2002, you will want to take one of the following HOUSSE routes.

### **Route 1**

Teachers with a major equivalency will need 30 HOUSSE points + a FL methods course.

### **Route 2**

Teachers with a foreign language teaching minor will need to do one of the following

- ?? Have an OPI score of at least advanced-mid, plus 5 HOUSSE points
- ?? Have an OPI score of at least advanced-low, plus 10 HOUSSE points
- ?? Have an OPI score of at least intermediate-high, plus 15 HOUSSE points.
- ?? Not have an OPI score at all, but still have 15 HOUSSE points.

Please note that if you have a minor in your language, you probably already have at least 15 semester hours in the 300-400 levels of your language, as well as a methods course. If you have more than 15 hours, those extra hours can be used in figuring HOUSSE points.

### **Route 3**

Teachers with only a foreign language endorsement will need to do one of the following:

- ?? Have an OPI score of at least advanced-mid, plus 20 HOUSSE points
- ?? Have an OPI score of at least advanced-low, plus 25 HOUSSE points
- ?? Have an OPI score of at least intermediate-high, plus 30 HOUSSE points
- ?? Not have an OPI score at all, but still have 30 HOUSSE points

Please note that endorsed teachers shall include pre-endorsement 300-400 level credits in the total HOUSSE points required.

*-continued on page 5 -*

*-NCLB, continued from page 4 -*

“So,” you ask, “How do I get HOUSSE points?”

?? HOUSSE points can be earned by taking college/university courses in the language.

Courses on the 300-400 level  
earn 1 HOUSSE point per  
semester credit

Courses on the 500-700 level  
earn 2 HOUSSE points per  
semester credit

?? One HOUSSE point can be earned for each year of successful teaching in the language.

?? One HOUSSE point can be earned for each semester credit in approved FL professional development or

- study in the target language country;
- 25 hours of documented experience as a linguist/interpreter;
- 18 contact hours of FL conferences, workshops, departmental meetings;
- session presentation at a state/regional/national language conference, if the presentation is directly related to the FL assignment; and/or
- service as an officer or board member of a state/regional/national foreign language organization.

Please note that in order for sessions at UFLA, SWCOLT, and ACTFL to count, they need to be language specific and not general strategies sessions. In light of this, future conferences will be stressing presentations that will fulfill this requirement. Meanwhile, attendance at AAT conferences and retreats WILL count.

Finally, of course, all work must be documented.

As can be seen, one of the best, easiest, fastest ways to get HOUSSE points is to get involved in UFLA, SWCOLT, ACTFL and your AAT organizations. Find more information about these organizations in this and/or future issues of the UFLA newsletter, get involved, and start racking up those points!

### TPRS WORKSHOP INVITATION

Dear Friends,

This is a personal invitation to attend a Blaine Ray-sponsored TPRS workshop right here in Salt Lake City this summer. I will be presenting the course. It will be held July 31-August 2 at the Airport Holiday Inn. Come find out how to augment your curriculum and teach your students to speak accurately and fluently.

This is a complete curriculum to be used with all levels and all languages from elementary to adult learners. The three-day conference fee is \$330 with lunches and two books included. However, if price is a problem, Blaine offers "scholarships." That is, if the school won't help out, he lets teachers come at half-price. You just need to call him and explain. Returnees may come for half-price also (no books).

(Day 1 of the 3-day workshop is designed only for teachers new to TPRS; those wanting a refresher course need attend only Days 2 and 3).

There are 4 ways to register:

1. Online at [BlainerayTPRS.com](http://BlainerayTPRS.com)
2. Phone toll-free at (888) 373-1920 between 8 a.m. and 5 p.m. Pacific Time
3. Fax: (661) 665-8071\* (credit card information or school P.O.)
4. Send check, school P.O. or credit card number to:

## Wien vital! Summer Seminar for German Teachers

BYU will sponsor a 3 – 4 week immersion seminar in Vienna for German teachers in June – July 2004. Professor Randall Lund will conduct the seminar in connection with a partner institution in Vienna. Participants will actively investigate the language and culture of Vienna and collaborate in the development of teaching materials, with just enough classroom time to inform and guide this immersion experience. Significant funding is already available. Our goal is to cover all tuition and travel costs. You pay for your own *Sachertorte*! Enrollment is limited. Preference will be given to newer teachers, those needing to qualify under new federal guidelines, and members of BYU's five Partnership districts. Contact Professor Lund at (801) 422-4961 or [randall\\_lund@byu.edu](mailto:randall_lund@byu.edu) for details.

## Attention All French Teachers!

Brigham Young University will offer a summer institute -- in Provo and in France -- for high school French teachers June 16th - August 1st, 2003. In light of new requirements levied by recent Federal Legislation ("No Child Left Behind"), this institute will be geared towards helping teachers earn credit applicable towards "major" status, master's credit, and recertification, while exposing them to the latest techniques, materials, and technology available for language learning.

While in Provo, teachers will have access to BYU's language laboratories including computers, DVD, video, and other diverse multimedia and will receive training on how to implement media in their own classrooms. This new knowledge will be put to use in France, as teachers will gather culturally-authentic materials to incorporate into lesson plans that will bring genuine French culture to their classrooms.

The courses offered in the program will focus on increasing language proficiency in teachers with emphasis on advanced and superior-level functions. A course on teaching French with technology will be taught by BYU Associate Professor of French and Instructional Psychology and

Technology Michael Bush. An optional independent study course on French culture immersion and literature will be available, as well as a course offering credit in Oral Proficiency.

Extracurricular activities will include full-length French films, guest lectures, cooking classes, games, group meals, and a weekly literature discussion group. The institute will culminate in Provo, where teachers will have the opportunity to share and present what they've gathered. Teachers also will be presented with a DVD containing all lesson plans created

**For more information contact:**

Michael D. Bush, Director  
French Summer Institute  
Associate Professor of French and  
Instructional Psychology and  
Technology  
Brigham Young University

## Chile Tres !

Languages, Literacy, Leadership

### SWCOLT/NMOLE Joint Conference

March 25-27, 2004  
Hyatt Regency Downtown  
Albuquerque, New Mexico

Contact:  
Audrey Cournia, Exec. Dir.  
1348 Coachman Dr.  
Sparks, NV 89434  
[www.learnalanguage.org/swcolt](http://www.learnalanguage.org/swcolt)  
ph: (775) 358-6943  
fax: (775) 358-1605  
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# But Can They Whistle?

True Assessment in the Classroom.

Utah Foreign Language Association Conference  
Wednesday, November 5, 2003  
Weber State University



The story is told of a woman who bragged to her friends, "I've been teaching my dog to whistle for two years now." When her friends asked, "But can he whistle?" she was forced to answer, "No."

How can we know if students are really learning what we are trying to teach them? The only way is through accurate assessment.

This year's Utah Foreign Language Association conference will be focusing on the theme, "*But Can They Whistle? True assessment in the classroom.*" We invite all who have had success with their teaching activities and testing instruments to present a session at the conference and share their ideas with others. (See session proposal form, page 8.)

We also invite all foreign language teachers in the state to come to the conference and glean ideas that will help them improve their own teaching techniques and assessment instruments. This conference will be especially valuable to teachers who need to bring their skills up-to-date under the federal "No Child Left Behind" act. (Please see related article on pages 4 -5.)

Attendance at the UFLA conference also provides participants with re certification points, so plan now to attend on Wednesday, November 5th, 2003, at Weber State University. We suggest that you make arrangements with your administrators **NOW** to get first dibs on professional leave, and to request funding from your districts for conference costs.



**PROPOSAL FORM FOR THE 2003 UFLA CONFERENCE**  
THEME: "But Can They Whistle? True Assessment in the Classroom"  
Wednesday, November 5, 2003 – Weber State University  
**Submission deadline: Friday, September 12, 2003**

Name: \_\_\_\_\_  
Home address: \_\_\_\_\_  
City: \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Daytime phone: \_\_\_\_\_  
Evening phone: \_\_\_\_\_  
e-mail: \_\_\_\_\_  
Institution: \_\_\_\_\_

Will you have co-presenters?

If so, please list:

Name: \_\_\_\_\_

Institution: \_\_\_\_\_

Name: \_\_\_\_\_

Institution: \_\_\_\_\_

Please indicate the most appropriate target audience(s) for your presentation:

<input type="checkbox"/> Elementary	<input type="checkbox"/> Middle/Jr. High	<input type="checkbox"/> High School
<input type="checkbox"/> College/Univ	<input type="checkbox"/> Admin/Supv	<input type="checkbox"/> All

Please specify in which language(s) the session will be presented:

<input type="checkbox"/> ASL	<input type="checkbox"/> Chinese	<input type="checkbox"/> French
<input type="checkbox"/> German	<input type="checkbox"/> Italian	<input type="checkbox"/> Japanese
<input type="checkbox"/> Russian	<input type="checkbox"/> Spanish	<input type="checkbox"/> Other _____

Please specify the language(s) to which this session most applicable:

<input type="checkbox"/> ASL	<input type="checkbox"/> Chinese	<input type="checkbox"/> French
<input type="checkbox"/> German	<input type="checkbox"/> Italian	<input type="checkbox"/> Japanese
<input type="checkbox"/> Russian	<input type="checkbox"/> Spanish	<input type="checkbox"/> Other _____
<input type="checkbox"/> Applicable to all		

While the conference is emphasizing the topic of assessment, suitable presentations in other categories may be submitted for approval. Please indicate the most applicable category for your presentation.

<input type="checkbox"/> Assessment	<input type="checkbox"/> Culture	<input type="checkbox"/> Curriculum
<input type="checkbox"/> Learner Variables	<input type="checkbox"/> Literature	<input type="checkbox"/> Materials
<input type="checkbox"/> Methods/Techniques	<input type="checkbox"/> Policy/Issues	<input type="checkbox"/> Prof. Development
<input type="checkbox"/> Research	<input type="checkbox"/> Technology	

Please describe specifically in the space on the back of this form: (1) the content of the presentation, (2) the method of presentation, and (3) benefits to participants. Please type in English.