

Stephen Van Orden President	SPRING NEWSLETTER 2011	Mike Wood Newsletter Editor
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President's Message



Stephen Van Orden
UFLA President

German Teacher
Timpview High School

Second language skills are much like musical skills. If I regularly play the piano, I will maintain my skills. If I don't touch a piano for 20 years, I would likely not be able to play very well if I sat down at a piano bench and tried to play my old music. I believe this would be true regardless of the level of piano skill I had obtained twenty years earlier. Over the years, I have seen many second language learners who have maintained their skills and many second language learners who have completely lost their skills. The main difference that I have observed between these two very divergent groups is that those who maintain their skills do so because their language skills have become a part of their daily lives. They have come to think of their language skills more as a personal characteristic than just a skill they possess. Their language skills become a representation of who they are rather than just a description of what they have done. As a result, it is imperative for us as teachers to empower our students to make their second language part of their life. I believe the best way to do this is to engage students in cultural activities both inside and outside of the classroom.

I have several foundation-level convictions when it comes to teaching culture both inside and outside of the classroom. First, students learn culture best through first-hand experience. Second, communicative activities (of all sorts) are most effective when they are embedded in authentic cultural contexts. I try to build everything I do in my classroom on the foundation of these two convictions. I believe that staying true to these convictions makes language learning come alive for my students and helps them to make German a part of their lives.

I am sure that I had learned the German word Bahnhof several times before I visited Germany for the first time, but for some reason, the word just never stuck. I learned it off of a vocabulary list, and I probably even got an "A" on the test, but the word still meant nothing to me. On the second or third day of my first visit to Germany, one of the people I was with said "Gehen wir zum Bahnhof." I had no idea what he meant, so I just went along. After walking for a few minutes, I discovered that we were headed to the train station. At the train station, I bought a bratwurst, I read the train schedule, I listened to the announcements of incoming and

Utah Foreign Language Association is now on facebook! Look us up and Like us to get access to events and meetings, conference information, and the UFLA website.

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outgoing trains, and I even smelled the uniquely stale and humid smell of a German train station. Since my first visit to a German train station, I have never again forgotten the word Bahnhof. It has become a part of my acquired German language. My mind bonded the word with the experiences I had. The experiences somehow expanded a little space in my brain where I could taste, smell, feel, think, and live German. The word became a part of me.

I want my students to experience German and not just learn about German. When we learn about a German cultural practice, I would prefer that my students get to actually live the experience rather than just read a text or watch a video about it. This doesn't mean that my students don't read cultural texts or watch cultural videos. They do, but I try whenever possible to build those texts and videos into a real life experience. For example, at Christmas time we turn our classroom into a German Christmas market. I remove the chairs and tables and put up two Christmas market booths. We learn about a Christmas market, and then we live the Christmas market. My students get to use their classroom Euros to buy German baked goods, Christmas ornaments, and spiced Christmas punch. In September, we turn our classroom into a city festival. We celebrate the Meissen Weinfest on the same day that this city festival is celebrated in our sister city in Germany. We eat bratwurst and sauerkraut, drink Apfelschorle (as a replacement for the wine), and listen to festival music. I try to make the experiences as authentic as possible. I can't put on these kinds of activities every day, but I try to have several big cultural events in all of the classes every year.

On a daily basis, I try to make my curriculum as authentic as possible by turning my classes into a Digital Deutschland. The explosion of digital media over the last two decades has changed world language classrooms. Twenty years ago, a German textbook would have a few color pictures. Today, I can easily find pictures, sounds, and videos of just about everything. I can also easily share these pictures, sounds, and videos with my students using a computer attached to a digital projector and a sound system. With digital technologies, I can bring Germany to my students. I can integrate authentic sights and sounds into every activity. Instead of just doing a role play of going to a concert, we can view pictures of a concert hall and listen to a performance at the concert hall as a part of the role play. Instead of having students just write a dialogue where they envision buying an article of clothing at a store, we can take a digital tour of the store and look at today's prices in preparation for writing the dialog. The possibilities are endless. I try to do everything I can to turn my classroom into a Digital Deutschland, and digital media are an integrated part of every lesson.

By far the best way that I have been able to engage my students in cultural activities outside of the classroom is through our German American Partnership Program (GAPP) exchange with our sister school in Germany. We began our exchange back in 2001, and we have now completed 5 full exchanges. Our GAPP exchange provides opportunities for all of my students to engage in cultural activities outside of the classroom. It imbues everything we do in the classroom with an authentic soul. Our communicative activities in class are based on real experiences we have had during the exchange. Some of my students get to spend three weeks in Germany and two-plus weeks living with a host family. Other students get to host a German student in their home when our German friends visit us in Provo. All of my students get to go on field trips with the Germans during their stay with us. The highlight of their stay in Utah is always our three-day field trip to the National Parks in southern Utah. Many of my students become facebook friends with students from our sister school. A great measure of the effect of our exchange is that many students on both sides have visited their new friends in Germany or the USA a second time after they have graduated from high school. It is impossible to measure the impact of our GAPP exchange. I only know that it changes and improves everything.

There are innumerable fantastic ways to engage our students in learning culture both inside and outside of the classroom. I know that many of our UFLA members have great ideas that they can share with the rest of us. I strongly encourage you to get involved in the professional conversation by submitting a proposal to present a session at our November conference. We are UFLA. Our organization will be a good (or as bad) as we make it. Let's get involved and make our next conference the best yet.

UFLA Awards

This year the UFLA Vitality Awards committee received several excellent proposals for the Teacher Vitality and Pat Buckner Collaborative Teaching Awards. It was very rewarding to read the exciting and innovative things our colleagues are doing. The committee met the first week of April and we are pleased to announce the following awards.

Teacher Vitality Award

Carolyn Sandstrom, a German teacher at Fremont High School, will use her award to attend *the Goethe Institute's* summer education seminar for German teachers in Göttingen, Germany. Some of the benefits of the program for Carolyn will be to improve her German speaking skills and to increase her understanding of current German culture. Carolyn presently teaches German 1, 2, 3, 4, 5, and is an adjunct instructor for Weber State's Concurrent Enrollment program.

Dr. Karin Baumgartner, a German professor at the University of Utah, will use her award to visit the *Institut für international Kommunikation* to acquire business German expertise to develop a three-course sequence, "German for Professional Purposes," and to set up a Goethe testing center at the University of Utah to administer the "Prüfung Wirtschaftsdeutsch" exam. In the long term, students will be able to acquire specific and practical advanced linguistic knowledge that will make them more marketable with prospective employers in business, engineering and the sciences.

Dr. Isabel Dulfano, a Spanish professor at the University Of Utah, will use her award for training and course development for an online business language class for university students and Spanish language instructors teaching in the K-12 arena. She will attend a training conference in Barcelona, Spain. This online class, which will be offered Spring semester of 2012, will make it possible for Utah Spanish teachers to take the course while teaching their students.

Pat Buckner Collaborative Teaching Award

Ryan Rocque, a French teacher at Lakeridge Jr. High School, was awarded the Pat Buckner Collaborative Teaching Award to buy classroom CPM "clickers" that integrate formative and summative assessments. Ryan's school has established a professional learning community to streamline curriculum so that they teach all of their French and Spanish classes the same. They have succeeded in creating a common curriculum to achieve their goal, and with the purchase of the classroom "clickers" they will be able to assess their progress. The CPM student response software delivers real time formative assessment and provides instant student-performance feedback so teachers know where students need extra attention at the moment of instruction.

Alejandro Lopez, a Spanish teacher at Tooele High School, received a Pat Buckner Collaborative Teaching Award. He will use his award to work with the UEN network to get a collaboration computer station set up in most of the high schools in the Tooele School District. They will set up an HD webcam and software on two machines at Tooele and Stansbury high schools and one machine at Grantsville and Wendover high schools in order to communicate at the same time as if in the same room. This will enable collaboration on curriculum development, assessment of programs and training sessions.

UFLA extends a hearty congratulation to these outstanding colleagues, and we look forward to hearing about their projects at the annual UFLA conference to be held at Utah Valley University on November 3, 2011.

—Cheryl M. Hansen
Chair, UFLA Teacher Vitality and Pat Buckner Collaborative Teaching Awards

2011 Conference

Our 2011 Conference is scheduled for

**Thursday November 3rd, 2011
at Utah Valley University**

It's not too early to set aside the date and/or request a substitute from your principal. A registration form is available on the next page and on the UFLA Website (<http://organizations.weber.edu/ufla>)

See More information for new presenter incentives (below) and for our new video podcast competition on page 7 of this newsletter.

Presenter Incentives

We are excited to announce that for the first time this fall, there will be \$100 awards given to the presenter(s) of the best UFLA sessions (as rated by session attendees) in the following categories:



Spanish, French, German, ASL, Dual Immersion, Chinese, Arabic, Japanese, Classics, Technology, and Assessment

To qualify for an award there must be at least three sessions in your category. We hope this will encourage you to come up with a great idea you can present to your colleagues this fall! Look for more information on the presenter form which will be available soon on the UFLA website (<http://organizations.weber.edu/ufla>)



2011 Conference Registration Form

UFLA ANNUAL MEETING
Thursday, November 3, 2011
Utah Valley University, Orem, UT

NOTICE: The Utah State Office of Education will provide professional development grant funds to pay the registration fee (including lunch) for current Utah K-12 teachers with a world language or dual language assignment.* The funds are not available for teachers in higher education.

All teachers must pay their own \$15 UFLA Membership dues.

PLEASE PRINT CLEARLY:

Name: _____ Email: _____

School: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

School Phone: _____ Home Phone: _____

Language(s) taught:

☐ Arabic

☐ French

☐ Japanese

☐ Other: _____

☐ ASL

☐ German

☐ Portuguese

☐ Chinese

☐ Latin

☐ Spanish

Newsletter: I prefer to receive the UFLA Newsletter

☐ as an email link to an electronic copy

☐ as a hard copy through the mail



Please note that ALL conference attendees must pay UFLA 2011 Dues (\$15)

1. ☐ \$15 UFLA Dues. These are for the 2011 calendar year. Unless you have already paid dues in 2011, **include your payment with this form.**
2. ☐ \$0 I am a K-12 teacher or administrator and I will be attending the conference and using USOE Professional Development funds to cover my registration and lunch.* **Unless already paid this year, don't forget your UFLA Dues (\$15).**

CACTUS ID number: _____ (If you do not know your CACTUS ID, contact your district HR office).

3. ☐ \$50 Conference Registration. **Includes lunch.** (For those without a CACTUS ID number, or teachers in higher education).

TOTAL \$ _____ Add (1) + (2) or (3) and make your check payable to UFLA. Send payment with this form to:

Registration forms must be postmarked by Friday, October 21. Forms postmarked after that date will be treated as on-site registration, which will cost \$60 plus UFLA Dues and no lunch will be available.

Tom Mathews, UFLA Executive Secretary
Department of Foreign Languages
Weber State University
1403 University Circle
Ogden, UT 84408-1403

* These funds are available for the first 300 teachers who register, please check at organizations.weber.edu/ufla to see if these funds are still available. This form will be updated when necessary.

Language Specific Organizations



Dear French Teachers,

French is one of the most beautiful languages. It speaks to my heart. I love to hear my students speak it and I love speaking it to them. I love the feeling I get when the vowels softly burst from my lips. I love the reaction as its' velvety sonorous tones echo through my classroom. It is the reason I get up every morning, and it is what keeps me going back every day. I don't know if it is just me or if you too are inspired by language and culture. It is my passion. My worst nightmare would be to grow up in a monolingual universe, devoid of variety and exciting contrasts between nations and cultures. As language educators, it is our mission to remind our colleagues, our friends, and our legislatures of the special role we play in making this world interesting and unique, in enhancing the lives of our students.

As this year draws to a close, I want express my gratitude for each of you and the part you play as teachers of French. We are strong, approximately 131 strong in the state of Utah. Some of us have full programs, others of us only teach one or two classes. We all face various struggles and difficulties each year, but we also have had success stories. We want to know about them, so never hesitate to email us and let us know what is going on in your wonderful hectic lives.

This year we have had some wonderful opportunities to share great teaching. I have enjoyed many new friendships and learned many valuable lessons. However, my one regret is that we aren't all united as language educators. I know that we could be and that there is power in numbers. We have so much to learn from each other and each of you can grow and develop as a teacher by listening to others. We invite all of you to come and see what AATF can offer, and what you can offer AATF. If anything, it is a chance to talk with others who love French, who are excited by what you are excited about, and understandably are more mature than your students. I

promise you won't regret it.

Start with a RSVP to our next event, our summer BBQ. It will be held on Tuesday, June 28th from 12-3 p.m. Bring a treat, salad, or side to share and enjoy some good company. If you have a set of "boules", bring them along too. We will be having a few friendly games. In fact, the event is for the whole family. Bring your kids, your spouse, a friend, or whatever. We want to celebrate the year and celebrate French. Maybe we could grill some escargot or something. I hope to see you all soon.

Merci et bonne fin de l'année!

Your AATF President and Officers

Ryan Rocque

rrocque@alpine.k12.ut.us

Save the Date!



On Friday October 7, 2011, The University of Utah will host an event for high school German students as a part of the German Embassy German Language Campus Week.

Watch for emails from the Utah Chapter of AATG for more details of how you can participate in this event.

2011-2012 UFLA Video Podcast Contest

We are excited to announce the arrival of a video podcast contest to replace the poster contest. This is an exciting opportunity for your students to do something to show their proficiency and to highlight what they do best, talk.

Please note the following guidelines:

1. Participation is limited to students who are enrolled in a PK-16 world language class at the time of submission.
2. The videos must not be started until the beginning of the school year for which you are submitting them. The deadline for submission will be Friday, October 7th, 2012.
3. Total video podcast length is not to exceed 1 minute.
4. There will not be a theme, however, if your student wishes to enter the ACTFL video contest, then they should follow the current ACTFL theme (<http://actflvideocontest.org>).
5. All videos should be in the target language, with minimal English. However, English subtitles are strongly recommended.
6. The video podcast must be viewable by all audiences; "G" rating.
7. Category awards will be given for elementary, middle school, secondary, and post secondary. Within these categories, language specific groups will be separated as well.
8. Submissions will become property of the UFLA, however you will retain intellectual property rights of your video.

More information will be available beginning next year. Please forward any questions or comments to: Mr. Ryan Rocque (rrocque@alpine.k12.ut.us). Thank you.



ACTFL
ANNUAL CONVENTION
& WORLD LANGUAGES EXPO

DENVER 2011
COLORADO CONVENTION CENTER
NOVEMBER 18-20

**ACTFL 2011 Annual Convention and World
Languages Expo
November 18-20, 2011**

**Pre-convention Workshops
November 17, 2011
Colorado Convention Center, Denver, CO**

Empowering Language Educators Through Collaboration

The American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo brings together more than 7,000 teachers, administrators, method instructors and students of foreign languages at all levels from across the world. The convention features over 600 educational sessions on such topics areas as: Assessment, Culture, Curriculum, Literature, Methods/Techniques, Advocacy and Policy Issues, Professional Development, Research, Specific Purposes, Standards and Technology.

The early bird registration deadline is July 13. For more information and to register for the conference and housing, visit www.actfl.org.

**Let's all support our national organization,
ACTFL, and attend this year's conference
in Denver, Colorado.**

**Having the conference in the west makes
it easier and less expensive for UFLA
members to attend.**

Language News

BYU Foreign Language Fair 2011

Brigham Young University held its annual Foreign Language Fair on April 15, 2011. This year marked more than fifty years of hosting the event.

Each year, students from elementary schools through high schools who are studying foreign languages are invited to BYU to compete in a variety of language-based competitions. These competitions range from the performance of skits, poetry recitation, show and tell, prepared and impromptu talks and conversations, to reading tests and the language bowl. Each performance is judged and all students are awarded a certificate indicating their rating. In the Spanish Language Fair, those who earn a Superior rating earn points for their school that go toward the much coveted Sweepstakes trophy. Additional trophies are awarded for 1st, 2nd and 3rd place and Honorable Mention for each school level Fair.

Following their participation in their respective events, students are encouraged to participate in a simulated foreign country experience, complete with passports, money exchange, immigration, shops, authentic food and souvenirs, as well as police who "arrest" those found to be speaking English. These countries have varying names, depending on the language: Españolandia, Petite France, Klein Deutschland, etc.

The main fair is divided into "smaller" Language Fairs hosted by the several language departments within the College of Humanities for student. Fairs were held this year in: Chinese, French, German, Japanese, Russian and Spanish (For links to each department's language fair page, go to <http://LanguageFair.byu.edu>)

This year there were more than 4000 students from all languages on campus (nearly 2500 in Spanish alone), and from schools as far away as St. George on the south to Idaho and Wyoming on the north.

We are already preparing for next year, which will be held on Friday, April 13, 2012. We hope to see you and your students there!



Students entering through customs in Españolandia



Rock'n Nonnes grace the French fair with their presence.

Arabic Opportunities for Middle and High School Students for Summer and Beyond

The National Middle East Language Resource Center (NMELRC) with headquarters at BYU was again awarded a grant to sponsor intensive Arabic language summer camps for high school students (as well as a teacher professional development component). The first session camp will run from 20 June to 13 July, the second from 18 July to 10 August. There will also be a "sampler" camp experience for middle and high school non-residential students who already have some background in Arabic running from July 7-9. These camps consist of hands-on learning through immersion in the language and culture. Students are housed in BYU on-campus facilities. Students should apply soon as possible as there are limited numbers of places for the residential camps. Please see details at:

<http://nmelrc.byu.edu/startalk/>

Following these camps students may continue studying Arabic through BYU Independent Study's award-winning Arabic without Walls (<http://elearn.byu.edu/arabic>). If your school is interested in participating in a pilot program that gives highly motivated students an opportunity to study Arabic using a combination of intensive camps, distance learning and study abroad, please contact nmelrc@byu.edu or call 801-422-7192.

Foreign Language Dual Immersion Endorsement Weber State University

Weber State University is offering a Foreign Language Dual Immersion Endorsement starting Fall Semester 2011. The endorsement will be available to university students seeking degrees in world language education and teachers already in the field who want to teach in one of the world language dual immersion programs in Utah. The courses will be offered in a blended format: online, face-to-face, or Ed-Net access from several sites.

Advanced-Mid or higher in oral proficiency is required. Candidates must have a world language endorsement in the immersion language (L2).

The endorsement requires the following courses:

- **ED 3810** and **6810** - Foundations of Dual Immersion Education: ED Net, blended classroom (3 credits)
- **ED 4260** - Content-Based Second Language Curriculum, Instruction, and Assessment: Ed Net, blended classroom (3 credits)
- **ED 4270** - Second Language Literacy Development: face-to-face (3 credits)
- **FL 4400** - Methods of Teaching a World Language: face-to-face (3 credits)
- **ED 4740** - Partnerships in Education (must take before 5770): face-to-face (1 credit)
- **ED 5770** - Practicum, student teaching or teaching observations for teachers already in field (2 credits)

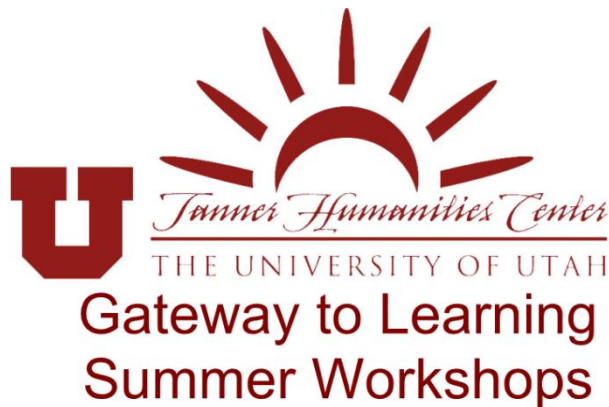
It is recommended that candidates for the Dual Immersion Endorsement also complete the ESL Endorsement with the following courses:

- **ED 4230** - Second Language Acquisition (3 credits)
- **ENGL 4420** - English Phonology and Syntax for ESL teachers (3 credits)
- **ENGL 4450** - ESL Assessment: Theory, Methods, and Practices (3 credits)

For more information, contact:

Dr. Cheryl M. Hansen, Professor of French, Weber State University
cmhansen@weber.edu - 801-626-7912

Professional Development



For more information on the Gateway to Learning Workshops, visit:

<http://www.thc.utah.edu/?pageId=72>

June 13-17, 2011 – Global Language Educators Network (GLEN) Institute Workshop

PLEASE NOTE: \$60 registration fee is waived for this workshop due to support from sponsors

Class size for this workshop is limited to 20 participants

This workshop will act as an introduction for language educators who are interested in participating in the Global Language Educators Network. GLEN is a community of practice consisting of language teachers around the country who are committed to lifelong professional improvement. A two-year process focused on action research and leadership development initiates teachers into the community. The following are core values of GLEN:

- We are willing to challenge our current beliefs and professional practices.
- We are committed to constant improvement.
- Leaders make those around them better.
- Everyone can be a leader in a way that is effective and comfortable for them.!

GLEN is a process of self-discovery within a community. This entails serious self-examination of ones' professional practice and ongoing participation in the community. Institute Leaders who have gone through the initiation process themselves will support participants.

Participants are expected to commit to the two-year process and to actively participating in the community. Please contact the Center for Applied Second Language Studies at (541) 346-5699 or visit casls.uoregon.edu for more information on the two-year GLEN program.

This workshop is sponsored by the Center for Applied Second Language Studies (CASLS) at the University of Oregon and the Utah State Office of Education.

July 18-22, 2011 – China: Past and Present

In partnership with the Confucius Institute at the University of Utah, this workshop, team-taught by China scholars from the University of Utah, will present an intensive introduction to the history and culture of China from ancient times to the present. We will explore various aspects of Chinese ethics, politics, literature, society and popular culture.

July 26-29, 2011 – French and Francophone Studies in Society and Culture

PLEASE NOTE: This is a four-day workshop worth two University of Utah credit hours.

In this workshop, a variety of expert professors from the French Studies program of the Department of Languages and Literature will help teachers maintain their French language skills; become better acquainted with important aspects of French and Francophone literature, culture, and history; improve their ability to interpret a variety of literary, film, and historical texts; and gain knowledge of materials that will be of use in their classrooms. This is a language immersion workshop that is taught entirely in French.

The Utah State Office of Education is a proud partner of this workshop.

August 1-5, 2011 – German Culture and Language through Film

This workshop will look at German culture and language through film. Instructors will introduce iconic German films, such as Metropolis, Triumph of the Will, the German "Heimatfilme" of the 50s from the BRD and DDR, Wim Wenders Wings of Desire, the blockbuster Lives of Others, and the German- Turkish movie Against the Wall. Time will be divided equally between film analysis and adaption of movies for the German classroom. This is a language immersion program and all discussions and films are in German. Participant teams will develop syllabi, teaching units, and materials to be shared.

The Utah State Office of Education is a proud sponsor of this workshop.

August 1-5, 2011 – Spanish Language Immersion Workshop

This language immersion workshop, taught by expert professors of Latin American literatures, will explore a variety of cultural expressions from indigenous, Afro-Latino, and mestizo perspectives. Teachers will become better acquainted with Latin American literature, society, and history in general, improve their interpretive skills, and acquire materials that will complement their own teaching. Additionally, they will maintain their language skills, as all workshops will be conducted in Spanish.

The Utah State Office of Education is a proud sponsor of this workshop.

5th Annual BYU Workshop for Spanish Teachers June 14-16, 2011 - 8:30 a.m. – 4:00 p.m. JFSB, Brigham Young University

In this three-day workshop, teachers will have opportunities to refine their expertise in developing standards-based lessons using culturally authentic materials. The workshop will:

- engage teachers in cultural experiences that strengthen their oral proficiency in Spanish
- demonstrate effective pedagogical techniques for the teaching of culture from a communicative perspective
- expand teachers' skills in using technology to engage students

Cost: No charge to participants. USOE Credit Available

Sponsored by: USOE, BYU & CITES

For more information: Nieves Knapp, Nieves_Knapp@byu.edu

BYU Workshop for Secondary-Level French Teachers June 13-17, 2011 – 9:00 a.m. – 3:00 p.m.

- Lunch will be provided to all participants.
- USOE Credit is available

To register for this opportunity, please visit:
<http://frenital.byu.edu/frenchteacherapp/>

Space is limited.

For more information, Contact:

Dr. Robert Erickson (robert_erickson@byu.edu)

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If the person to whom this newsletter is addressed is no longer at this school, please pass this along to that person's replacement.
Also, please share this information with all foreign language teachers at this school.

Please send all submissions and comments to:

Find this newsletter on-line at
<http://organizations.weber.edu/ufla>

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