

<b>Jake Sigafus</b> President	<b>WINTER NEWSLETTER</b> 2012	<b>Mike Wood</b> Newsletter Editor
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## President's Message



**Jake Sigafus**  
**UFLA President**

German Teacher  
Orem Junior High School

**"If I accept you as you are, I will make you worse; however if I treat you as though you are what you are capable of becoming, I help you become that."**

This quote by German poet Johann Wolfgang von Goethe is one of the driving themes in my classroom, as it could be for many of your language classrooms throughout the state. As language educators we have great desires as well as daily opportunities to help our students improve, to drive them to become better, to inspire them to be more than what they currently are, all within the framework or under the umbrella of expanding their understanding of world languages and other cultures. What a great opportunity. We do have the best profession in the world.

I believe that I need to be held to the same standard to which I hold my students. If I expect them to constantly improve, I should also be expected to improve myself and become a better educator. I am grateful that I have peers that hold me to this standard. This is one of the greatest benefits in being a member of UFLA. I look forward each year to our conference and the humbling experience of realizing that there are so many of you that are much better than I am. It is a great time for me to recognize and then implement improvements in my teaching.

As technology improves and as the world becomes increasingly smaller, we soon come to realize that we are not the only language teachers our students have. Twelve years ago, I was the only source of German for my students. Today, I find that my students now stroll into class singing a song that they found on YouTube (sometimes from a German Opera or other times something more modern). Students are involved in chatting with others around the globe through video games and Skype. Students search the web for explanations of grammar concepts or new words and phrases that I never (or never would) teach them. Language Education has changed over the last 10-30+ years since many of us were enrolled in language courses. Many years of first-hand experience and collection

Thanks to all those who attended UFLA in November and made it our most attended conference ever! Stay tuned for our next Newsletter with information on 2012's conference.

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**President's Message**  
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of proficiency data has brought the teaching of languages to a higher level of effectiveness. If we are teaching the same way that we did twenty or even ten years ago, we are doing our students a great disservice.

At a conference I recently attended, I was introduced to number of documents that have helped me in my self-reflection as a language teacher. The standards that were included in these documents are based on current "best practices" and recommendations from different language and business organizations in the nation. The following are examples of a few items included in the self-evaluations. I have found that by honestly measuring my current teaching practices against these standards, I have opportunities to improve and not be the same teacher I was when I started teaching.

- I create a classroom environment that is culture-rich and encourages the use of the target language.
- I ensure that students receive consistent and comprehensible input that is meaning bearing.
- At least 90% of what the teacher says and or materials the teacher shares with the students are in the target language.
- I minimize my use of English by carefully and deliberately determining when and if I use English in the classroom.
- I ensure that my students acquire new vocabulary within a meaningful context and through the use of cultural products and practices.
- My students use language within meaningful contexts.
- I consciously monitor my teacher talk in order to maximize student opportunities to produce language in each lesson.
- I incorporate authentic materials that facilitate the understanding of relationships among cultural products, practices and perspectives.
- I consciously use a culture rich classroom environment to stimulate and advance student learning.
- I possess at least Advanced Low proficiency (ACTFL scale) in both the target language and English.
- I regularly seek opportunities to immerse myself in the target culture and/or target language.
- I participate in professional development opportunities throughout the school year.
- I give feedback to the profession in a variety of ways, digitally and/or face-to-face.

More self-evaluation standards can be found at [www.tellproject.com](http://www.tellproject.com) .

I submit these items only as suggestions in the hope that we will not merely accept ourselves as we currently are, but that we will use them as a springboard to becoming what we are capable of as language educators throughout the state.

-Jake

**Utah's Dual Immersion Programs:  
Providing a World of Opportunities for Students**

In recent newsletters, you have seen articles and links to articles on the rapidly growing Dual Immersion Program in Utah. How much do you know about it? Use your Smart Phone and scan the QR code to the right or follow this link to watch a video on the history of the Dual Immersion Program in Utah and an overview of the program and its advantages. Utah Foreign Language Instruction is making news!

<http://www.youtube.com/watch?v=hTG0YFU8vWA&lr=1&user=UtahPublicEducation>



# ACTFL Report

## ACTFL Report

By Cheryl M. Hansen,  
ACTFL Delegate for UFLA

The 2011 Assembly of Delegates met November 17, 2011. About 225 individuals representing different language organizations as well as co-sponsors met for a full day of discussion, planning and collaboration on today's foreign language teaching concerns.

Acting President, Barbara Murdoch, reminded us that foreign language education has lost ground in recent years, and that many language programs have been closed. In response to that, the delegates worked together in the morning sessions to draft a document, which highlights the relationship between the common core Standards for language Arts and the National Standards for Foreign Language Learning. As a result of our discussion and work at the delegate assembly, ACTFL is sponsoring a state advocacy for language team. These teams will work directly with congressional staffers to advocate for long sequences of language instruction beginning in the early grades. We propose to make language learning a national priority, which requires high-

level advocacy from local leaders to show members of Congress that language programs are important to students in their districts and critical to America's future. I have committed to partner with the team, and I will keep you all posted on what we are doing. I am very excited to be a part of this initiative, and the board of directors of UFLA has pledged its support.

Recent ACTFL activities include many initiatives, including the Common Core State Standards Initiatives, the creation of a 21<sup>st</sup> Century Skills Map for World Languages, the National Standards Impact Grant Survey, the new ACTFL Professional Development series, and the development of the ACTFL Assessment of Performance Toward Proficiency in Languages (AAPPL). For more information on these activities, please visit the ACTFL web site at [www.actfl.org](http://www.actfl.org).

The ACTFL Convention in Denver, Colorado was very successful, and thousands of foreign language educators benefited from a variety of outstanding presentations. ACTFL invites you to join them for the 2012 ACTFL Annual Convention and World Languages Expo to be held in Philadelphia, PA. This year's theme is: *Many Languages, One Voice*.

It isn't too late to plan some activities for Discover Languages Month, which is February! Visit the Discover Languages website [www.DiscoverLanguages.org](http://www.DiscoverLanguages.org) for lots of great resources and then visit [www.actfl.org](http://www.actfl.org) for plenty of tools for language educators, including research that shows the benefits for students who study a foreign language. And while you are at it, visit [www.actfl.org/advocacy](http://www.actfl.org/advocacy) for valuable information on ways to promote your language programs.



# Language Specific Organizations



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We hope your year is going well and all of the things you planned to do at the beginning of the school year are going the way you envisioned. ☺

COCI and CWCA- Recently there was a great conference, "Authentic Language Assessment for Second Language Learners." It was a standards-based training that featured training on Classroom Oral Competency Interviews (COCI) and Classroom Writing Competency Assessments (CWCA). Some ideas from the conference are: 1. We need to focus on observable student performance and come back around and recycle the functions our students are learning until we can see that the students have complete control of the function. 2. We have to reward our students for taking chances. Who gets the better grade in your assignments? The student that asks three perfect questions or the student that takes the risk and asks eight questions that aren't perfect? 3. We need to not focus on the unit being taught- the vocabulary/grammar- but to focus on where we want our students to be both in speaking and writing by the end of the year and to design our assignments with that end goal in mind. We need to progressively

give the students more control of their learning and their abilities, to take them from one word answers, to sentence answers, to paragraph answers, both in speaking and writing. Because if they don't take any chances with the language, they will never progress beyond the novice level. Our challenge for you is to pick one thing to add or change to what you do to help your students move further along in their speaking or writing abilities.

Central Utah Writing Project- If you are interested in writing, the Central Utah Writing Project wants to get more world language teachers to participate in their summer institute June 11-June 28. It is at the Alpine School District PDC. The first week is Monday through Friday and Monday through Thursday the following two weeks. Invited applicants will receive six college credits and a \$250 stipend. Upon completion of the Summer Institute, participants will become CUWP consultants. The institute is designed to help K-12 teachers from all disciplines learn how to incorporate more opportunities for students to develop their writing skills. If you are interested in participating, or know anyone who might be interested in participating (including Dual Immersion teachers), please let Chris Crowe at BYU know. His contact information is: Chris Crowe, Professor of English, 4121 JFSB, Brigham Young University, Provo UT 84602, (801) 422-3429, [chris\\_crowe@byu.edu](mailto:chris_crowe@byu.edu).

Our wiki!- If you would like some ideas to add some spice to the rest of the year, check out our wiki- [www.aatsput.wikispaces.com](http://www.aatsput.wikispaces.com). There are sections there for ideas, lesson materials, the National Spanish Exam, professional development, resources, and study abroad. There are lots of connections to pictures, videos, activities and lesson plans. Also, feel free to add any ideas, activities or assignments that work well for you. You know teachers are always looking for more and better ideas. ☺



**President:** Mr. Ryan Rocque  
**Vice-President:** Mrs. Danielle Asay  
**Secretary:** Mr. Erik Perry  
**Treasurer:** Ms. Denise Bennett

### Les Nouvelles pour 2012!

Bonjour tous les fidèles membres de l'AATF et des professeurs de français en Utah. Je vous souhaite le bonheur et le succès en 2012. C'est un grand plaisir de vous servir autant que Président de chapitre. J'adore enseigner le français et malgré toutes les difficultés, il me plaît tellement de voir le progrès de mes élèves chaque jour et chaque année. C'est fascinant de partager ces expériences avec vous.

We are coming up on some exciting new activities. Please continue to check the website for updates or possible changes:

<http://aatfutah.wikispaces.com/>

Mark **March 24<sup>th</sup>** on your calendar. At 3:00 p.m. we will be meeting at Draper City Park for a family barbecue and French game extravaganza. You won't want to miss it.

While you have a moment, consider becoming a member of AATF. It's easy and fun. Follow the link to the website:

[http://store.frenchteachers.org/index.php?main\\_page=index&cPath=1](http://store.frenchteachers.org/index.php?main_page=index&cPath=1), select 2012 Membership Renewal or New, and you are done. You'll have access to reductions in price for the "Grand Concours", a subscription to the French Review (full of great teaching ideas and some fun articles to help you improve your French cultural and literary awareness), not to mention your membership allows you to participate in all of our activities.

As we approach summer time, here are some other worthwhile activities to consider:

- BYU is hosting their annual French Language Fair **April 13<sup>th</sup>**. BYU also offers a French Camp for your 9-12<sup>th</sup> grade students and this summer will be the French Institute in Paris.
- Southern Oregon University is also planning a summer institute for teachers. It will be in Angers, France:  
<http://www.sou.edu/summerlanguageinstitute/french/>
- The Alliance Française is currently seeking students 18 years or older that would like to take conversation classes in Salt Lake. Contact them for further information:  
[afschoollslc@yahoo.fr](mailto:afschoollslc@yahoo.fr)
- The Annual AATF Convention will be held July 5-8<sup>th</sup> in Chicago.
- **Le Grand Concours**. will be administered in early March. Good luck to all those who are participating!
- **Saturday, April 28<sup>th</sup>**. AATF Utah Immersion day for teacher members.

Merci,  
M. Ryan Rocque  
[rrocque@alpinedistrict.org](mailto:rrocque@alpinedistrict.org)

## BYU Language Fair

The BYU Language Fair is on April 13th this year. The registration deadline is March 15<sup>th</sup>. If you are interested in attending with your students, see <http://languagefair.byu.edu/> for information on signing up! There are fairs for Spanish, German, French, Chinese, Japanese and Russian. Please plan in advance and submit your registration early as we may not be able to accept any late registrations!





We have a couple of news items for German. First and most important, I am pleased to announce that starting next fall, Lakeview Elementary in Provo will be the first German-language dual immersion school in Utah. This is the result of many hours of hard work by Gerlinda Baumgartner, Johanna Watzinger-Tharp, Stephen VanOrden, and many others. In the future we look forward to announcing other schools as well.

The languages department at Utah Valley University is sponsoring a Language summit at the UVU Wasatch campus in Heber, Utah. The event is free to all Utah language teachers. We will be discussing best practices and sharing ideas for the classroom. I hope to see all of you there. You can make reservations at [uvusummit@gmail.com](mailto:uvusummit@gmail.com)

Finally I hope you will indulge a little self-congratulations. Starting in the fall, students at Utah Valley University will be able to minor in German, as our new program has been approved after several false starts and many years of work. I hope the new degree will help the German program to grow, giving future students new opportunities to learn German at UVU.

I would like to use this column to announce new job positions, new hires around the state, and other developments around the state. If anything new or great is happening in your programs, please let me know about it. Until then, alles Gute und viel Spaß in der Klasse.

Jeff Packer  
AATG President

## Utah Valley University Department of Languages LANGUAGE SUMMIT 2012

**Saturday: March 3<sup>rd</sup>, 2012 [9:30AM – 2:00PM]**

### **What is the Language Summit?**

The language summit is a venue where language teachers can meet to discuss best practices for language teaching and successful learning activities. This event is an opportunity to share what works in your classroom, from vocabulary activities, grammar explanations and cultural activities. All teachers have a voice and an opportunity to learn, to share and to meet other educators who are teaching the same language and facing the same challenges.

There will be a representation of all languages commonly taught in secondary schools including: Spanish, ASL, French, Chinese, German, Latin and Arabic. Depending on the enrollment these languages will be subdivided by language levels (Beginners, Intermediate and Advanced).

### **Location:**

**Utah Valley University Wasatch Campus in HEBER, Utah**  
<http://www.uvu.edu/wasatch/>

**Costs:** Registration, breakfast and lunch all FREE! Teachers will receive three hours of licensure points from the Utah State Office of Education.

There is a maximum capacity of 150 teachers, therefore all attendees must be registered and confirm their attendance ASAP!

### **Requirements:**

Bring hard and digital copies of your teaching materials, lesson plans, assignments - anything that you would like to share. Let me remind you that you will have an opportunity to share vocab, grammar and culture lessons. A week prior to the event you will know how many copies to make for those in attendance. We will have a scanner and computers in place to make digital copies of your materials. Make sure you bring one or multiple jump drives to load what has been shared.

### **Tentative schedule:**

9:30-10:00 Welcome, light breakfast and orientation

### **Three hours of sharing! For example...:**

10:00-10:50 Teaching vocabulary

11:00-11:50 Teaching Grammar

12:00-12:50 Teaching Culture

1:00-2:00 Lunch and mingle!

**For more information or reservations, contact**  
[uvusummit@gmail.com](mailto:uvusummit@gmail.com)



## SWCOLT! Join us in Phoenix!

The SWCOLT conference will be in Phoenix this year from April 12-15. There are currently over 85 sessions scheduled including 8 sessions from Utah educators. The keynote speaker will be Utah's own Chantal Thompson from BYU and she will also conduct a session on empowering students to develop proficiency. Utah is very well represented at the conference this year!

On Sunday afternoon, there will be a Spanish Oral Proficiency Interview (OPI) Familiarization workshop sponsored by ACTFL. In an attempt to encourage more familiarity with the OPI, ACTFL has decided to pay the SWCOLT registration fees (\$150) and the workshop fees (\$110) for two SWCOLT attendees from Utah to attend the conference and workshop.

ACTFL and SWCOLT have established the following guidelines for receiving the \$260 reimbursement from ACTFL

- Attendee must register for the conference and become a SWCOLT member.
- Attendee must be a current member of their state organization (UFLA)
- Attendee must be an active world language educator.
- Attendee must be willing and able to offer professional development about OPI to other language educators in his/her state (perhaps through a UFLA conference session)
- Attendee will submit feedback to SWCOLT on how the OPI workshop enhanced his/her teaching
- Attendee must register for the conference prior to the early registration deadline (March 15)

If you were considering SWCOLT this year and would be interested in attending the Spanish OPI Familiarization Workshop on Sunday, and would be interested in one of these two registration reimbursements, please contact Jake Sigafus ([jwsigafus@alpinedistrict.org](mailto:jwsigafus@alpinedistrict.org)) and let him know of your interest. The UFLA board will designate two recipients of the reimbursements according to the previously stated guidelines. If you are interested, please contact Jake prior to **February 24th** so this determination can be made before the early registration deadline.

## Language Immersion Camps

Davis School District will be hosting week-long language immersion camps for secondary students in the month of June. These camps are geared to students in grades 7-12. Daily camp activities will include cooking lessons, sports, crafts, language games, singing, dancing and much more. The camps will be entirely in the target language and run by native or near-native speakers of the languages. No prior language knowledge or ability is required.

Camps run from 8:00 am to 4:00 pm daily and will all be held at Centennial Junior High in Kaysville.

**FRENCH – JUNE 25-29**

**SPANISH – JUNE 25-29**

**CHINESE – JUNE 18-22**

Registration is \$140 per person and registration is limited.

To learn more about the camps or to register, please call **801-402-5166**

# Professional Development

## French Teachers BYU Institute Summer 2012

It's time again for BYU's "once every three years" French Teachers Institute –2012"

The program is a great opportunity for French Teachers in the public schools to earn up to six graduate credit hours. Thanks to a generous donor, the cost is unusually reasonable for a program that includes three weeks on BYU Campus and three weeks in Paris. The cost includes tuition for BYU summer term, lodging and transportation in and around Paris, a food allowance, and so much more.

This year, we will be in Paris for "La fête nationale" – le 14 juillet!

The campus portion of the program begins June 18<sup>th</sup> and participants will be in France from July 11<sup>th</sup> to August 4<sup>th</sup>.

Interested teachers should call or email Rob Erickson as soon as possible because (1) space is limited, and (2) some aspects of the program can still be tailored to the needs of the participants.

**Rob Erickson** (801-422-5193)  
[robert\\_erickson@byu.edu](mailto:robert_erickson@byu.edu)

<http://kenedy.byu.edu/isp/isp.php?id=418>

## Davis School District Advanced Placement Summer Institute

The Intermountain AP Summer Institute is growing. The 2012 event and has grown from 6 sessions last year to 17 this year. In addition to 13 sessions which are specific to AP courses there will also be sessions in Pre-AP strategies for math, English, science, and social studies. Please join us at Syracuse High School in Davis County Utah. Located 20 minutes north of Salt Lake City, Davis School District is proud to sponsor Utah's only College Board endorsed AP Institute. We are especially excited to be offering two language AP courses: AP Spanish Language & Culture and AP French Language & Culture. The presenters for these sessions are Norma Arroyo and Verna Lofaro.

Ms. Arroyo teaches at Fossil Ridge High School in Fort Collins, Colorado. She is an endorsed AP Consultant, an AP Spanish reader, and has taught AP Spanish classes for 17 years. Norma E. Arroyo has been a high school Spanish teacher for twenty-two years, a methods instructor and currently holds a professional teaching certificate and an Educational Leadership M.A. degree. Ms. Arroyo began teaching in Connecticut. She has taught in Vermont and New Hampshire before moving to Colorado. In 1999, she became an AP Spanish Language reader and has presented as a consultant in the Northeast, Middle States and Western Regions for the College Board. The College Board awarded Ms. Arroyo a scholarship to attend the College Board Equity Colloquium in Houston, TX and the AP National Conference in Los Angeles.

Ms. Lofaro taught 27 years at Cherry Creek High School and served seven years as the Foreign Language Department Coordinator. She received a B.A. from the College of New Rochelle in New York and a M.A. in Instruction and Critical Thinking Skills in Foreign Language. She currently is a College Board Consultant and presenter of Advanced Placement Workshops and Institutes. She is a College Board trainee for the new AP French Language and Culture Program and Exam. She is the President of the American Association of Teachers of French, Colorado-Wyoming Chapter, a board member of the Colorado Congress of Foreign Language Teachers and member of the Cherry Creek School District's French Curriculum Committee.

Renowned College Board presenters from around the country will spend the week of **July 09-12** at Syracuse High School to work with AP and Pre-AP teachers. Tuition for the institute is \$600.00. This includes a continental breakfast, lunch, and AP\* materials. Early registration is encouraged.





## Registration and Tuition

Before May 1 . . . . .	\$650.00
May 2 - June 1 . . . . .	\$700.00
June 2 - July 9, including on-site registration . . . . .	\$750.00

This AP Summer Institute  
has been endorsed by



## Sessions

Biology	Human Geography	Psychology
Calculus AB	Physics B	Spanish Language & Culture
Chemistry	Pre-AP English	Studio Art
English Language	Pre-AP Social Studies	United States History
English Literature	Pre-AP Mathematics	World History
French Language & Culture	Pre-AP Science	

Contact	Institute Location	Schedule
Katie Gerard <a href="mailto:kgerard@dstdmail.net">kgerard@dstdmail.net</a> 801-402-5251	Syracuse High School 665 South 2000 West Syracuse, UT 84075	8:00 am to 4:00 pm daily with 30 minute lunch and 2 breaks. On-site registration begins at 7:00 am July 9.

## Credit Options

- 3 hours of continuing education credit through Weber State University, \$30
- 2 hours of USOE credit, no cost

**Complete Details at the Institute Website:** <http://bit.ly/intermountainAPSI>

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# Language News

## Utah Authentic Language Assessment Consortium: How three districts are working to make a difference

Three years ago Davis, Granite and Canyons School Districts joined forces to improve the proficiency outcomes of our secondary World Language students. Working together, our districts asked: "What do we want our students to be able to **do** with the language they are learning? Do we want them to be able to complete a fill-in the blank grammar test? Do we want them to be able to list hundreds of vocabulary words? Do we want them to be able to complete a verb conjugation grid? No!" We all agreed. Those were not the outcomes we hoped to give our students. We knew we wanted more for them. We wanted them to be able to communicate in the language. We wanted them to be able to do this by understanding what they hear and what they read. We wanted them to be able to express themselves in their speaking and in their writing. ***We wanted students who could use the language!***

With those goals in mind, we began working with Darrel Nickolaisen, a trainer with the California Foreign Language Project. Darrel trained us in the use of assessment tools that can be used not only to gauge what students can do with the language in listening, speaking, reading and writing, but also in creating a curriculum and classroom structure that supports solid, measurable language acquisition.

Since our beginnings, we have now trained over 150 of Utah's World Language Teachers. For our latest training that was held over a period of three months, and meeting on weekends, we invited teachers from not only our district, but from around the state. We welcomed teachers from as far away as St. George.

We are now working on the next steps of this venture and are collecting and analyzing data to show how the trainings are changing language outcomes for our students.

From past trainings, participants have said:

- I have completely changed the way I teach French this year (even though I'm old and not inclined to learn new tricks).
- My approach is proficiency-based now rather than achievement-based. This is probably the most useful workshop I have attended in 15-20 years.
- Because of the training, I now grade assignments differently. For example, rather than count every single thing wrong, I now only deduct points if the errors interfere with the message being conveyed. If the error(s) don't take away from the intended message, then no points are lost.
- Since the training I am focusing much more on fluency rather than on grammar drills. I have explained the proficiency ranges to my class, and they are excited about becoming more fluent.
- This Fall I have already made some great changes in my teaching style and methods because of this training. It has probably had the greatest effect on me of anything I have ever learned, and I'm looking forward to learning more.

If you would like to participate in these trainings, mark your calendar for September 28 & 29, 2012. That will be the first weekend of our next training. To learn more about the Utah Authentic Language Assessment Consortium, contact Bonnie Flint ([bflint@dsdmail.net](mailto:bflint@dsdmail.net)), Sharon Gracia ([sgracia@graniteschools.org](mailto:sgracia@graniteschools.org)) or Jill Landes-Lee ([jill.landes-lee@canyonsdistrict.org](mailto:jill.landes-lee@canyonsdistrict.org))

## **The Power of a Strong Program!**

Denise Bennett – French Teacher

I teach French at a junior high in Utah. In the spring of 2010 a colleague of mine told me that the high school that my students feed into will be cutting the French program for the 2011-2012 school year. Like any French teacher, I have heard stories that other French programs are struggling either because their feeder schools have cut a program, the school they feed into dropped it or administrators are unsupportive.

I was definitely concerned that rumors of French being cut would trickle down to my program. A colleague who has worked with the new principal who cut the French program suggested that I email her and express my concerns. I was very polite yet firm explaining how her decision to drop French could eventually affect my program. She [said she] would revisit offering French for the 2012-2013 school year if the interest was there.

I was increasingly concerned as fall 2011 started and rumors started up from my students that “French isn’t offered at the high school” and the new rumor was that “the French program here at the junior high was also going to be done away with.” At Parent/Teacher conferences parents expressed their frustrations.

I continued to follow up on my end being positive yet direct about my concerns. Finally, to my great relief and joy, I received an email from my principal in the middle of January stating that he had met with the high school principal and that French will be offered again in 2012-2013! I was elated. He said one of the factors that encouraged her was my French program...he said my numbers proved that the interest is definitely there. I teach 4 French 1 classes (30+ each), 2 French 2 classes (28+ each) and 1 French 3 class (20).

If your students are getting what they want out of your class (i.e. really speaking French, having good academic fun and learning) they will come back for more and encourage their friends to come too! We can make strong programs, so don’t be afraid to fight for French or any language.

### **Information is Power!**

Mike Wood - UFLA Recording Secretary

Bloomberg magazine recently ranked the world languages studied in the United States in order of their usefulness in business. They ask the question “Which languages -- other than English -- are most useful for conducting business around the world?” You may or may not be surprised that the number one language was Mandarin Chinese, but would you have guessed that French was number 2?

The article explained how the rankings were determined. “The ranking scored languages according to the number of speakers, number of countries where the language is official, along with those nations’ populations, financial power, educational and literacy rates, and related measures.”

Arabic came in as the third most useful language in the business world followed by Spanish in fourth place. This is the kind of information that we can use to advocate for our programs. We know the importance of learning and being able to use a second language, but oftentimes, students, parents and decision makers may or may not know the importance of the languages we teach. It is our responsibility to share this information in a positive way with those who would benefit from knowing it. Start with the students and parents and let their interest in our programs drive the discussion! We hear all the time that French and some of the other less commonly taught languages are doomed to extinction, but articles such as these show that interest is not dead and our students do need the skills we can teach them! To read the entire article and to see a chart of the top 11 business languages, follow this link: <http://bloom.bg/Am9xfS> or use your smart phone to scan the QR Code to the right.



## Call for Articles and Changes in Newsletter

The UFLA is your organization! We encourage your involvement for the benefit of all of us as language educators. The newsletter is published three times a year and distributed to the general membership of the UFLA. Beginning with this issue, the newsletter will be distributed electronically (through e-mail and posted on the UFLA website) for our Winter (Jan/Feb) issue and our Spring (May) issue and will not be sent out in paper format through the mail. Our fall issue will continue to be printed and mailed to all language educators in the state (UFLA member or not).

Please forward the newsletter to colleagues who are not members of the UFLA. The more members we have, the more we all benefit. In that same spirit, as a member of UFLA, your insights and knowledge is worth sharing! Please send any language related articles to our newsletter editor (Mike Wood) @ [mwood@alpinedistrict.org](mailto:mwood@alpinedistrict.org). We are happy to include your articles and now that distribution is largely electronic, the length of the newsletter is not as big an issue. (We still reserve the right to edit any submitted information for clarity, appropriateness and due to copyright concerns).

There is so much you are doing that is good and maybe you don't think it's enough to build a UFLA presentation around, but you still want to share. Take a few minutes and write an article or even a short blurb that might be useful to our general Membership. The next newsletter will come out at the beginning of May, so you have a little time, but don't wait too long!

If you have a great idea, that deserves a more in-depth treatment; start working up a UFLA presentation! Even if you have never presented before, now is a great time to start working on it. The UFLA is a great conference to begin your professional presenting career. Information about submitting proposals for our 2012 conference will come out in the May newsletter!

# UFLA Executive Board

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Bonnie Flint  
President Elect

Stephen Van Orden,  
Past-President

Mike Wood,  
Recording Sec.

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