

UFLA

The Utah Foreign Language Association Newsletter

Volume 101, Issue 1
January, 2016



Isabel Asensio
UFLA President

Dear UFLA members,

Happy New Year! I hope you all have enjoyed your holiday break. In retrospective, I am very proud to say that UFLA had a great 2015 year. Allow me to recapitulate briefly the main accomplishments. First, **Dr. Fernando Rubio**, Professor of Spanish Linguistics at the University of Utah and recipient of the 2015 UFLA Teacher of the Year for Higher Education, was awarded the 2015 South Western Conference on Language Teaching (SWCOLT) Regional Teacher of the Year. The award presentation was held during the Annual SWCOLT Meeting in Colorado in March.

Second, the State of Utah had a strong and noticeable presence in the 2015 American Council on the Teaching of Foreign Languages (ACTFL) Convention & World Languages Expo, which was held in San Diego, CA, last November. There were 26 sessions and presentations by Utah educators. These represented seven institutions: Brigham Young University, Dixie State University, Ogden City School District, the Utah State Office of Education, University of Utah, Utah State University, and Weber State University. Mem-

bers of the UFLA Executive Board that presented at and/or attended ACTFL in some capacity include **Electra Fielding, Anne Lair, Stacey Lyon, Tom Mathews, Lidia Ordaz, Gregg Roberts, Lucia Taylor, and Arron Wheeler**. In addition, **Gregg Roberts** was awarded the ACTFL/Leo Benardo Award for Innovation in K-12 Language Education. Last, but not least, **Dr. Fernando Rubio** represented UFLA & SWCOLT as Teacher of the Year; he was one of the five finalists for ACTFL National Language Teacher of the Year.

We finished the year with the cherry on top: the Utah State School Board established at the December 4, 2015 Board meeting the Utah Seal of BWiliteracy by a vote of 15 - 0. The Seal of Biliteracy will be awarded to a student who is proficient in English and one or more World Languages or the Indigenous Languages of Navajo or Ute. A "Seal of Biliteracy" means a seal placed electronically on a student's high school transcript that indicates a student has achieved in English, and in a world language grades 1-12, a level of proficiency described in the following two categories, which align to the Utah World Language Core Standards (ACTFL): Platinum Seal for Advanced Low; and Gold Seal for Intermediate Mid. The Utah Seal of Biliteracy will become effective for the 2016-17 school year.

(Continued on page 2)

Register today for UFLA 2016

February 18, 2016
at Utah Valley University

Utah K-12 Teachers pre-register by Feb 5th for UFLA membership, registration, lunch & parking for only \$25 (registration after Feb 5th is full price).

See page 3 for Registration Information

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President's Message (continued from page 1)

Let's make the new year more than a simple change in the calendar. May 2016 turn out to be another exemplar year for World Languages education in Utah! I encourage you to register and attend the Annual UFLA meeting coming up on February 18, featuring keynote speaker **Dr. Claire Kramsch**, Emeritus Professor of German from UC Berkeley. Online registration is now open at <http://organizations.weber.edu/ufla/>

Here's to another year filled with new challenges that make you stronger; new opportunities for bringing about positive changes; new initiatives to make things better.

Isabel Asensio, UFLA President

Dr. Claire J. Kramsch to Keynote UFLA 2016



Claire Kramsch is Professor Emeritus of German and Education at UC Berkeley, where her area of research focuses on second language acquisition with an emphasis on social, cultural and stylistic approaches to language study.

After studying at the École Normale and completing the Agrégation in Germanic Studies at the Sorbonne, Professor Kramsch immigrated to the United States where she taught at MIT and Cornell before moving to Berkeley in 1990.

Until 2006, she was the founding Director of the Berkeley Language Center, a research and development unit for foreign language teachers. Her numerous publications include articles that have appeared in Studies in Second Language Acquisition, The Modern Language Journal, Die Unterrichtspraxis, The Canadian Modern Language Review, Profession, The ADFL Bulletin, PMLA, The Journal of Sociolinguistics, and Language Culture and Curriculum. Additionally, her 1994 book, Context and Culture in Language Teaching (1993), won the MLA's Kenneth Mildenberger Prize for Out-

standing Research Publication in the Field of Foreign Languages and Literatures. The book is a pioneering attempt to conceptualize the teaching of foreign languages as the crossing of cultural boundaries.

Additionally, some of her major awards include the 1988 ACTFL Nelson Brooks Award for the teaching of culture; 1994 MLA Kenneth Mildenberger Prize for Outstanding Research in the study of foreign languages and literatures; 1998 Goethe Medal; MLA Distinguished Service Award 2000; UC Berkeley Distinguished Teaching Award 2000; and she holds honorary doctorates from the Middlebury School of Languages (1998) and St. Michael's College (2001).

Her writings deal with various aspects of the acquisition of language in discourse, language and culture, pragmatics, aesthetics, and hermeneutic approaches to language learning.

Written by **Kacy M. Peckenpaugh, PhD**
Photo courtesy UC Berkeley

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Utah Foreign Language Association.



UTAH FOREIGN
LANGUAGE ASSOCIATION

2016 Conference Registration Form

Thursday, February 18, 2016
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 \$25 UFLA Membership dues.

PLEASE PRINT CLEARLY:

Name: _____

School: _____

Email: _____

Preferred Phone: _____

Language(s) taught:

| | | | |
|----------------------------------|---------------------------------|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> Arabic | <input type="checkbox"/> French | <input type="checkbox"/> Japanese | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> ASL | <input type="checkbox"/> German | <input type="checkbox"/> Portuguese | |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Latin | <input type="checkbox"/> Spanish | |



Please note that ALL conference attendees must pay UFLA 2015-16 Dues (\$25)

If you are a K12 teacher or administrator;
You must include your CACTUS ID number.

1. \$25 UFLA Dues
For the 2015-16 academic year (July through June). Unless you have already paid dues, **include your payment with this form.**
2. \$0 USOE Professional Development
(This includes registration and lunch)

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

TOTAL \$ 25

If you work in higher education or are not currently teaching:

1. \$25 UFLA Dues
For the 2015-16 academic year (July through June). Unless you have already paid dues, **include your payment with this form.**
2. \$50 Conference Registration. **Includes lunch.**

TOTAL \$ 75

Lunch is included in the price of registration.

Please check here to request a **vegetarian option.**

Vegetarian lunches will likely NOT be available for those who have not requested them.



Make your check payable to UFLA.
Send payment with this form to:

Registration forms must be postmarked by Friday, February 5. Forms postmarked after that date will be treated as on-site registration, which will cost \$50 plus UFLA Dues, but lunch tickets will not be available.

Tom Mathews, UFLA Executive Secretary
Weber State University
1395 Edvalson St. Dept. 1403
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.

Conference Schedule - February 18, 2016

| | |
|-------------------------|----------------------------------|
| 7:30 a.m. | Registration Desk Open |
| 8:00 a.m. - 8:30 | Business Meeting |
| 8:30 - 9:00 a.m. | Exhibitor Break |
| 9:00 - 9:50 a.m. | Session I |
| 10:00 - 10:50 a.m. | Session II |
| 10:50 a.m. - 11:30 a.m. | Exhibitor Break |
| 11:30 a.m. - 12:50 p.m. | Luncheon & Keynote Address |
| 1:00 - 1:50 p.m. | Session III |
| 2:00 - 2:50 p.m | Session IV |
| 3:00 - 4:00 | Language Specific (AAT) Meetings |

UFLA 2016 - Preliminary Sessions (Subject to Change)

Chinese Pronunciation: Helping Students Develop Self-Awareness of Tones and Sounds

Anna Woods, Karl G. Maeser Preparatory Academy

Technology: a Ladder to Increase Chinese Learning and Assessment in Elementary classrooms

Liping Zheng, Ridgecrest Elementary

What, Why, and How Much?: The Integration of Culture in Secondary Foreign Language Classrooms

Danielle Asay, BYU

Collaboration and Learning with a board game in a Chinese Dual Language Immersion Classroom

Frederick J Poole, Utah State University
Wenrui Chen, Indian Hills Middle School

More Reading, Writing and Listening in the target language in the classroom.

Becca Proper, Lakeview Academy

How communicative is your teaching?

A look at what goes on in the language classroom.
Fernando Rubio, Innam You, Alina Safargalina, Yun Wu, Hamza Benzina
University of Utah

Real World Realia: Empowering Students to Engage in L2 Communities and Cultures

Tim Cannon, University of Utah

Approaches to Teaching Literature in the Language Classroom

Teresa Bell, Brigham Young University

Strategies and Methods for teaching a Foreign Language

Gladis Higginbotham, Kirsten Smith, Dione Hayward, American Leadership Academy

To Teach Grammar or not to Teach it, That is the Question!

Lucia Taylor, Dixie State University

Finally, a Home for Pronunciation: Incorporating Technology-Enhanced Online Pronunciation Lessons in First-year Hybrid Language Courses

John C Trimble, Weber State University

Rethinking the Beginning Language Classroom: an Ongoing Experiment

Jeffrey M Packer, Utah Valley University

Reading: Why it is Forgotten in our Curriculum and What we can do about it

Richard Morrey, North Ogden Jr. High

Creating the 78 Most Commonly Used Radicals/Components Flashcards to Enhance Chinese Character Recognition and Retention.

Melody Yang, UVU

UFLA 2016 - Preliminary Sessions (Subject to Change)

“Connections” Used in Chinese Character Teaching

Alex Yuan, Utah Valley University
Gloria Yang, Utah Valley University

Throw out the desks!

Charla Young, Corner Canyon High School

Live and Learn: utilizing technology (and modeling life-long learning) in your classroom

Abigail Bacon, Rowland Hall, Lower School

How to Integrate Music, Songs and Games into Dual Language Classrooms

Alisa Wu Maxwell, We Sing We Learn

Look what I can do! Student Created Electronic Portfolios tracking their Proficiency

Jake Sigafus, Orem Junior High School

Embedding Culture in Language Courses

Anne Lair, University of Utah
Michèle Harward; Canyons School District

Bring Your Work Home: Raising Bilingual Children

Lacee Anderson,

Encouraging Language Acquisition Through Effective Homework

Casey Bond, Brigham Young University

Enhancing Students Language Production in a Science DLI class

Lidia Ordaz, Silver Mesa Elementary

Develop Oral Proficiency with Scenarios: Strategic Interaction Revisited

Tom Mathews, Weber State University

Tareas electivas: Una forma de fomentar el aprendizaje aut—nomo

Carina Coria, Cherise Montgomery
Brigham Young University

Proficiency with Canvas

Ryan Rocque, Lakeridge Jr. High School

Brain Breaks for Language Learners

Emily Jenkins

When to Teach Chinese Characters to Beginners

Nancy West, BYU
Natasha Tanner, Lehi Junior High

Language Instruction in Immersion Program Math and Science Classrooms

You Yinyao, Draper Elementary School
Shengxi Lai, Spring Lane Elementary School

Learn How to Create an Entire Class Project that’s Unique, Educational and Fun to Make

Todd Claybaugh, Diamond Fork Jr.

Skype Night and Blogging with a Sister School in China

Ellen Knell, BYU
Bob Tsai, Centennial Jr. High
Wenrui Chen, Indian Hills Middle School

Developing Interpretive Competence through an Innovative Interaction with Authentic Texts

Aaron Salgado, Utah State University

Pathways to Proficiency: Materials, Rubrics, and Insights for Helping Students and Teachers Increase in Proficiency

Laura Catharine Smith, Brigham Young University

Tres instantes, un grito by Cecilia Barriga: radical democracy movements in the Spanish class.

Ana M. Aguilera, Utah Valley University

Pedagogy, Pinterest, & Projects: A 21st Century Approach to Literature & Culture

Cherice Montgomery, Brigham Young University

Using Student Narratives to Transform Language Learning

George Stewart, EF Educational Tours

Teaching Culture with Fun Products and Practices

Robert Erickson, Brigham Young University

UFLA 2016 - Preliminary Sessions (Subject to Change)

The Syrian Refugee Crisis in the German-Language Media

Karin Baumgartner, University of Utah

Using Music in the Dual Language Immersion Classroom

Michael Young, West Elementary School

To the World and Beyond! Global Skills and Your Language Classroom

Rebecca Brazzale, Brigham Young University
David P. Wiseman
AATSP

Pragmatic Competence for Language Learners: What, Why, and How?

Karin deJonge-Kannan, Utah State University

Using Effective Chinese Pinyin Teaching Strategies to Minimize the Negative Transfer Among Young Learners

Haiqing Yu, Heritage Elementary School
Yanjuan Zhu, Global Village Academy in Colorado
Henry Ruan
Lower East Side Preparatory High School in New York City

Reading is as Important as Listening, Speaking and Writing in Chinese Teaching in Dual Immersion Programs

Gloria Yang, Utah Valley University
Alex Yuan, Utah Valley University

Let's be in "KAHOOTS" to Make Learning Awesome. Learn Happy; Learn Loud.

Ferm'n Soriano Bautista, Eagle Bay Elementary

From Lectures to Lessons: The RND Model

Kalin Lawrence, Molly Hohman, Natalie Martinez, Jenna Van Wagenen, Brigham Young University

Using Can-Do Statements and Current Events to Support Proficiency

Michael Christensen, Brigham Young University
Laura Catharine Smith, Brigham Young University

Telecollaboration and the Teacher's Role: Intercultural Benefits, Challenges, Task Design and Resources for Implementation

Catherine Tempe, Utah State University

Explore a Reading, Discover a World:

Developing proficiency for K-16 readers

Nieves Knapp, Greg Thompson, Brigham Young University

1, 2, 3, Eyes on Me: Methods and Techniques to Grab and Maintain Attention in the Language Classroom

Brooke Walrath, Centerville Junior High

Let's Climb Together the Top of the Iceberg of Learning a Foreign Language

Victoria Llongo, Université Paris-Sorbonne/ Universidad de Alicante, Silver Mesa Elementary

Optimizing Language Choice: Influences, Strategies, Evaluation, and Planning for Effective TL Use

Brant Lloyd, Lakeridge Junior High

Designing Effective Differentiated Instructions - a Reflective Proposal

T. Dori Huang, Hillcrest High School

Je Me Souviens- The Culture of Quebec in our Classrooms

Suzie Davis, Ogden High School

Media in the 21st Century FL Classroom

Mike Mudrow, Logan High School

Approaches to Utilizing Literature in the Target Language to Improve Oral Proficiency

Electra Gamón Fielding, Weber State University

Did you know?

After the Bible, *Pinocchio* is the book published in the most languages (260). Other popular fiction books in the top 20 include: *The Little Prince* (6th), *20,000 Leagues Under the Sea* (7th), *The Adventures of Astérix* (10th), *Alice's Adventure in Wonderland* (13th), *The Adventures of Tintin* (14th), *Harry Potter* (18th) and *Pippi Longstocking* (20th).



Language Organizations



Dear UFLA and
AATSP members,

Welcome back after the winter break!

With new year's resolutions getting behind already, I would encourage you to set them aside, be yourselves and forget about them. If you had not done so by now. This new year has to be full of new projects, we have to enjoy the teaching profession and the new period that just started.

This recently unwrapped year will experience the commemoration of the four hundred years after *Cervantes* death. Many events will take place along the 2016 in many institutions such as the Spanish National Library or *El Instituto Cervantes*. The former one includes an online resource center where you can find many of the original digitalized editions of *El Quijote*, which you can check out at: <http://www.bne.es/es/quipote/>. Apart from that, the organization *Acción cultural española* has gathered many events around *Cervantes* and his work. Full information can be found at: http://www.accioncultural.es/es/centenario_muerte_cervantes. Let's celebrate his genius by including him in our curriculum.

Changing the subject, I would like to share some resources that have been really useful for me this past year. The first one is Kahoot, an online quiz creator that can be used in class. The teacher prepares the questions, with multiple choice answers and then the students can use either iPads or their own cell phones to click the answer they think it is correct. Here is the link: <https://create.kahoot.it/#login?next=>. It is highly motivating, moreover, it encourages reading and comprehension. Another one that has saved me on several occasions is ISLcollective, which is formed by a community of teachers who share their home made worksheets for free. Here is the link: <https://es.islcollective.com>. Resources of six languages can be found on this webpage and

if you wish to join the community you can even upload your own.

We should make use of the Facebook page to communicate with each other. Here you can send your comments or suggestions in such a way to make it a meeting point to get in contact. Here is a reminder of the link: <https://www.facebook.com/groups/465995050122569/>.

Finally, if you would like to write to us, please do. We are open to any suggestions that any AATSP member may have. Finally, lots of luck and good teaching for all of you in this new term.

Hasta pronto

Ana Raquel Galán Mendoza
agalan@northdavisprep.org
AATSP Utah Chapter president

**CALLING ALL
SPELLERSZZ!**



The Omega Alpha Chapter of *Sigma Delta Pi* in partnership with the
WSU Department of Foreign Languages
proudly presents the

2nd ANNUAL SPANISH SPELLING BEE COMPETITION

at Weber State University - Tuesday, March 1, 2016

Free to participate and open to children grades 4-8.
Lunch will be provided to the spellers and one escort.

- Participation ribbons for all spellers
- Medals for 1st, 2nd, and 3rd places.

For registration and more information contact Isabel Asensio.
Phone: 801-626-6777; Email: isabelasensio@weber.edu



Einen guten Rutsch ins Neue Jahr

With a new year come so many new possibilities. As our follow up to a year full of a lot of activities for teachers (like GLAC and proficiency workshops) and students alike (the STEM activity was a hit!), we're gearing up for another great year in which we hope even more of our German educators in the state will join us.

STEM Opens Doors for German Students

Our theme this year builds on the successful STEM outreach that started already this fall. Our focus will be on helping teachers draw on the strengths of STEM for German in a number of activities including a training workshop to demystify the process and develop relationships between German and science teachers in schools which will ultimately culminate in another activity for students. These activities will again provide students with a chance to practice and display their German language skills while developing their proficiency.

We are excited about what these opportunities can be for not only our students, but in raising awareness about what German can offer students and the local communities and schools! Please stay tuned to our monthly AATG newsletters for more details.

UFLA Meeting

We hope you will come join your fellow German educators at this year's UFLA meeting. German will be well represented at this year's meeting. Then plan to stay for the AATG meeting afterwards. We'll have more details about activities for the coming year and we'll talk about some of the exciting opportunities that come with your AATG membership for teachers including scholarship opportunities for seminars in Germany to help you keep up your own language skills.

Annual BYU German Fair

The annual BYU German Fair will be taking place on Thursday, April 14th. Open to all high school and junior high students enrolled in German courses, the Fair provides an excellent opportunity for an immersive German experience. A number of events will allow students to showcase their proficiency in the German

language as well as their creativity and talents.

Kleindeutschland (where students will be able to visit various booths where they can play games or make purchases) and other cultural activities are also provided for student enjoyment.

For more information and to help prepare your students for the fair, please visit <http://languagefair.byu.edu/german>

We look forward to seeing you at UFLA in February. Come join us and get to meet with your fellow German educators in our state!

Not getting our monthly AATG emails? Sign up on our chapter page: <http://aatg-utah.weebly.com/>

Thanks for all you do! Welcome to 2016!

Laura Catharine Smith
AATG, Chapter President

The 28th North American Conference on Chinese Linguistics
第28届北美汉语语言学会会议 (NACCL-28)
May 5-8, 2016, Brigham Young University, Utah

**Brigham Young University will be hosting the
North American Conference on Chinese
Linguistics (NACCL-28)**

May 6-7, 2016.

Abstracts are due on January 15 and
more information can be attained
via the following contacts:

Email: naccl28.byu@gmail.com
Tel: +1 (801) 422-4952 (Bourgerie) or
(801) 422-7353 (Liu)

Conference website:
<http://chineselinguistics.byu.edu/NACCL28>

Language News

In Memoriam:

James S. Taylor



We are saddened to announce the death of **Dr. James Scott Taylor**, past president of UFLA and professor of Spanish Pedagogy at Brigham Young University from 1962 through 2001. Jim passed away in his sleep on January 6th.

Jim spent more than 50 years actively teaching foreign languages at the pre-school, elementary school, junior high, high school, undergraduate and graduate levels, as well as classes for senior adults. He received his Ph.D. in Foreign Language Education from Ohio State University. At BYU he trained thousands of foreign language teachers, conducted countless teacher workshops in the western U.S., and directed numerous programs abroad for teachers in Mexico and Spain.

Jim participated in the development of what is now the LDS Missionary Training Center. He was director of the BYU Intercultural Research Center when the widely-used Culturegrams were originated; instituted the BYU Study Abroad Center in Madrid; and created the popular *Españolandia* activity associated with the BYU Foreign Language Fair.

Jim has published books and articles on foreign language study, created a variety of materials for Spanish teachers, and has received numerous awards for excellence in language teaching, including a Friend of the Profession Award from UFLA in 2000.

In reflecting on his career, Jim once remarked that although theories of language learning change and evolve, many of the principles of good teaching remain constant. He will be remembered by many as someone who was always finding new and dynamic ways of improving teaching and teachers.

BYU Foreign Language Fair

Thursday, April 14, 2016

8 am-12 pm

Now in its 61st year, Brigham Young University's Foreign Language Fair is an exciting annual event where students from secondary schools visit campus and showcase their language skills in a variety of competitions and activities in Chinese, French, German and Spanish.

For information on registration and scheduling, visit <http://languagefair.byu.edu/> and click on the language you teach. Registration in most languages is open from late January through mid-March; see the website for more details.

Note: Although BYU's Fair now hosts only junior high/middle school and high school students, Utah Valley University holds a separate fair for Dual Language Immersion students in grades 4-6 in Spanish, Chinese, and French.

For more information:

http://www.uvu.edu/international/udif/immersion_fair.html

2016 BYU Summer Workshop for Teachers of Spanish

Assessing Proficiency in the 21st Century Language Classroom

June 21-22, 2016

Teachers who participate in this free, two-day workshop will:

1. Experience fun, fast, formative assessment strategies that motivate learners to invest in their own success.
2. Enrich their language classes with a diverse array of techniques for assessing culture learning, oral proficiency, and performance.
3. Encourage learners to showcase what they can do in the target language through crowd-sourced assessment.
4. Engage learners in self-assessment, peer assessment, integrated performance assessments, project-based assessment, and portfolio assessment.
5. Explore strategies and technological tools for simplifying grading, developing effective rubrics, and providing effective feedback that improve learners' motivation.

Cost: Tuition, meals, and materials will be provided at no cost to participants.

Location:

BYU Campus in Provo, Joseph F. Smith Building (JFSB)

Credit:

USOE credit available upon completion of the workshop

Register at: <https://docs.google.com/forms/d/1bisMdZrJYD42-3uF1F4BbK32RmWEfkUOpDXqy-cHRdSk/viewform>

For more information, contact:

Dr. Cherice Montgomery

801-422-3465 or cherice_montgomery@byu.edu

ACTFL's Leadership Initiative for Language Learning

One of ACTFL's newest projects is the formation of the Leadership Initiative for Language Learning (LILL). LILL has proposed six core practices for effective language teaching. How many of these core practices are you implementing in your teaching?

Use Target Language 90%+



- Students AND teachers use the target language 90% and up as the vehicle (means) and content of learning, by creating comprehensible input, contexts, and interactions between and among learners

Design Communicative Activities



- Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

Plan with Backward Design Model



- Identify desired results as functional, communicative goals THEN determine acceptable evidence (what learners can do) THEN plan learning experiences (lessons and tasks).

Use Authentic Cultural Texts



- Provide interactive reading, listening, and viewing tasks using authentic cultural texts, with appropriate scaffolding to support construction of meaning and interpretation (without translation).

Teach Grammar as Concept



- Teach grammar as concepts and within meaningful use in contexts; learners focus on meaning before form.

Provide Appropriate Feedback



- Use a wide variety of corrective feedback in speech or writing so learners reflect on and self-correct their understanding or output.



UTAH FOREIGN LANGUAGE ASSOCIATION

EXECUTIVE BOARD

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| Utah Valley University | Jeff Packer | packerje@uvu.edu |
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DELEGATES

| | | |
|--------|-----------------------------------|---------------------------------------------------------|
| ACTFL | Arron Wheeler Electra Fielding | awheeler@weberdistrict.net electrafielding@weber.edu |
| SWCOLT | Gregg Roberts | gregg.roberts@schools.utah.gov |

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: <http://organizations.weber.edu/ufla/News/AdvertisingRates.html>

Contact Mike Wood at mwood@alpinedistrict.org with any questions or to place an ad.

UFLA Mission

The UFLA exists to stimulate the interest of all people everywhere in the learning and preserving of skills in foreign languages, and all languages other than English and to foster discussion and interchange of ideas relative to the duties, responsibilities, and problems of teachers and students engaged in the study of foreign languages in order to aid and promote the advancement and mutual understanding of teachers and students.