



UFLA Newsletter
James Yoder, President

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www.ufla.org
Tom Mathews, Editor

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A Message From our President

James Yoder

It looks as though we've made it through that bottleneck in the school year: Thanksgiving, Christmas, New Year, and for many of us, a one-day "job action." In addition to that we have the end of one semester and the beginning of a new semester! I almost can't believe that we are already in February, and that it has been three months since our UFLA Meeting was held at BYU.

As I reflect on our conference, I have to say that it was the best we have ever had. We had many great presentations and Dr. Clifford's words as our Keynote Speaker were excellent. Our sessions were well-attended, something I tribute to both the diversity of our choices as well as the excellence of the presentations. We received many comments telling us how much you enjoyed the different sessions you attended. While I wasn't able to visit all of the sessions, I did have the opportunity to visit many of them. Karl Powell and Patricia Hodge shared ideas on how we can make literature more meaningful to our students. Tricia Grantham helped us find a way to turn our "guilty pleasure" of Disney movies into an effective teaching strategy. Shauna Winegar shared with us her experiences as a Fulbright Exchange Teacher. Angie Terry and Sara Murdock shared with us some of their superb activities that we can use to get our students speaking in class. Nieves Knapp, who incidentally, was selected to represent us as "Best of Utah" at SWCOLT, shared with us ways to use media, mainly television commercials, in the classroom to illustrate different grammatical and vocabulary structures. Wanda Carasquillo had a well-attended session in which she demonstrated the different resources that UEN has for Foreign Language Teachers. Amy Kutzulis shared some of the activities that she uses to get her students speaking and laughing in the classroom. I heard many wonderful things about other sessions I was unable to attend. For the German teachers, Dr. Roland Meinert of the Goethe Institute was apparently a goldmine of information and materials and Eva Rodríguez Braña from the Embassy of Spain shared ways to use the Flamenco Dance in the classroom.

Looking at all of these sessions and from the comments I received from many of you, I have come to one conclusion: Utah Foreign Language teachers are amazing! Many times we feel like we need scrounge the globe for ideas and techniques to use in our classrooms that will spark interest in our students. We dig through catalogs and textbooks for ideas, and we attend conferences and workshops out of state, when the whole time, we have excellent resources right here in Utah: our colleagues. I am continually impressed by the quality of teachers we have in Utah and the way that they put their heart and soul into teaching. I salute you all for the work that you do. I thank you for helping make our conference the success that it was and I encourage you all to get involved next year: Submit a proposal to give a presentation at our 2001 Conference.

2000 ACTFL Delegate Assembly

By Cheryl Hansen . Weber State University

The 2000 ACTFL Delegate Assembly met on November 16 in Boston, Massachusetts. The order of the day was to discuss ACTFL K-12 Performance Guidelines and performance assessment. The first presentation on the agenda was titled "Alphabet Soup," and the speakers gave us a lesson on what the letters stand for in the acronyms important to our organizations, such as PAU's, NAEP, NCATE, INTASC, NBPTS. How savvy you are with acro-nyms? Before this meeting, they were alphabet soup to me.

- PAU's stands for Performance Assessment Units.
- NAEP stands for National Assessment of Educational Progress.
- NCATE stands for National Council for the Accreditation of Teacher Education
- INTASC stands for Interstate New Teacher Assessment and Support Consortium
- NBPTS stands for National Board for Professional Teaching Standards.

Performance will be evaluated on how well the student understands and can be understood.

In May, 2000 the NCATE Unit Accreditation Board adopted unit standards that will be required for all accreditation visits to university teacher-preparation programs, beginning in fall 2001. The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated (NCATE 2000 Standards: May 11, 2000). NCATE unit standards are performance-based and focus on what teacher candidates should know and be able to do. Institutions are also required to show candidate performance data. This is a radical departure from the former input-based system. NCATE 2000 Unit Standards can be reviewed at www.ncate.org.

The Utah State Office of Education is not yet a participating member of INTASC so Utah teachers work directly with the state for certification. INTASC is the national organization responsible for setting standards for teacher certification and they work directly with NCATE.

- WLOTE stands for World Languages Other than English.

How are all of these acronyms related, and what do they mean to us as educators?

PAU's are based on three modes of communication: Interpretive (authentic reading), Interpersonal (videos, cassettes, etc. with no notes) and Presentational (written or audio/video presentations). Authentic materials are used because they reflect the tasks that individuals do in the world outside the classroom. PAU's are performance-based because they reflect how students use the language and cultural knowledge in communicative tasks. PAU's are used to assess the developmental progress of proficiency and help to blend the classroom instruction with the student's experiences. PAU's also integrate communication plus other goal areas of the Standards. For more information consult actfl.org (Student Assessment Design Project) or ubsactfl@aol.com.

In 2003 the NAEP will for the first time measure foreign language achievement. In the proposed general framework, communicative ability in languages other than English will be assessed within the three modes of communication of PAU's. Examinees will perform authentic communication tasks that are called for in daily life, school and work. The tasks will reflect four interrelated goals that provide the basis for communication:

- gaining knowledge of other cultures;
- connecting with other academic subject areas to acquire knowledge;
- developing insights into the nature of language and culture through comparisons; and

More information about INTASC can be found at www.ccsso.org/intasc.

The National Board for Professional Teaching Standards works with NCATE to insure that teachers are meeting their standards that were developed in response to five major propositions:

- Teachers are committed to students and their learning.
- Teachers know the subject they are teaching and how to teach to diverse learners.
- Teachers are responsible for managing and monitoring students.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of Learning communities.

Finally, we come to National Certification for Teachers of World Languages Other than English. This organization exists to recognize teachers who have met high standards. It is designed to recognize accomplished practice in the field. WLOTE certificates are awarded to teachers of early through middle childhood students (ages 3-12), and early adolescence through young adulthood (ages 11-18+). WLOTE standards are based on the five core propositions of the NBPTS as outlined above. The Standards document will be available online through ACTFL this month. Applications for the WLOTE certificates will be available December 2001.

This was my first year as Utah's delegate to the Assembly, and I came away from the meeting with a better understanding of ACTFL Performance Guidelines, Standards, and how all of the above organizations join together to make a great alphabet soup.

- participating in multilingual communities at home and around the world.

UFLA Teacher-of-the-Year Nominations

Alan Meredith, professor of Spanish at BYU, and our president-elect, is in charge of receiving nominations for this year's Teacher-of-the-Year. Any foreign language teacher in the state can be eligible. The nomination form can be found at:
www.ufla.org

Foreign Language Enrollment in Utah

By Joan D. Patterson

Every two years, my secretary and I collect junior high and senior high foreign language enrollment information by mailing out a survey form to each school in the state to be completed on October 1 and mailed back.

This year, we were able to compile data from the survey by December 15—which is a record! Several of the foreign language supervisors submitted data for all the schools in their district. James Schindler, Jordan District, submitted his data on a disk—which simplified our task enormously. I thank all of you who provided information for this survey.

This chart, which reflects enrollment trends, includes a selection of information collected by Dr. Elliott Howe up to 1987 and by me after that year. The pie charts show the same information with percentages rather than individual students.

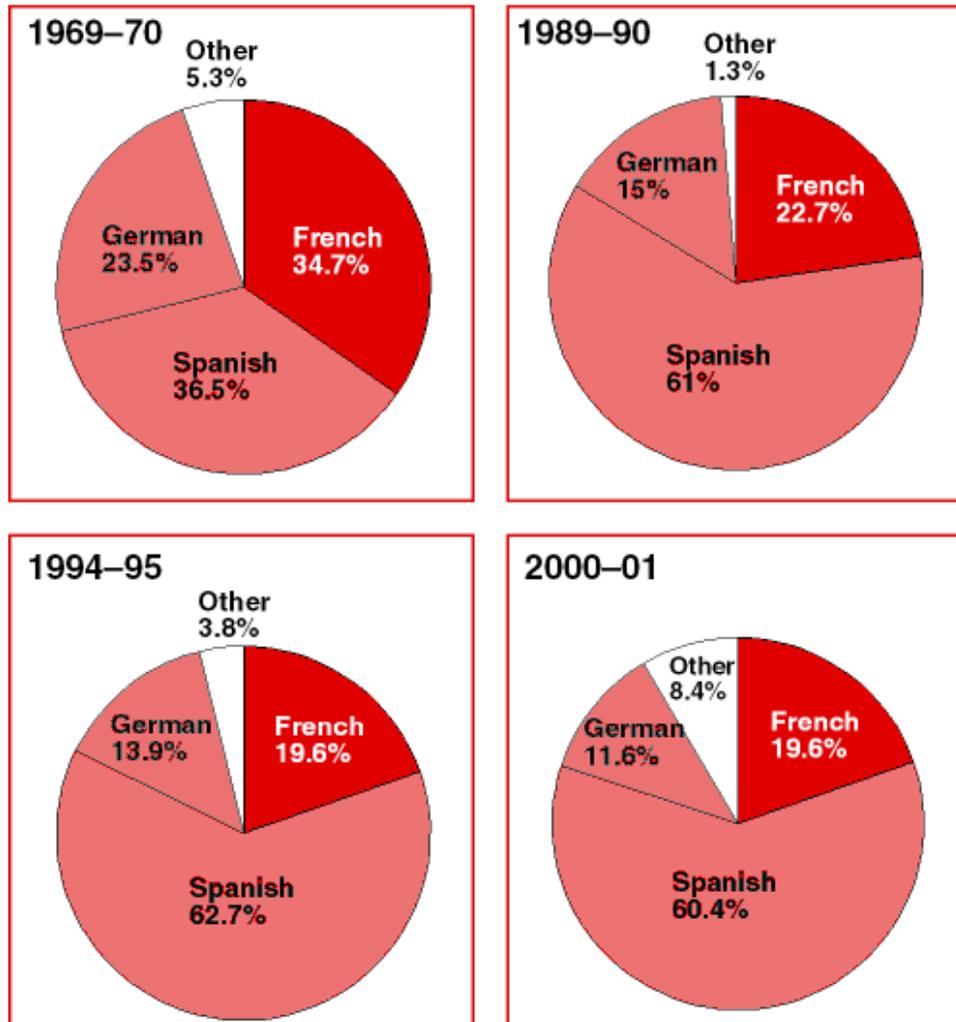
Utah Foreign Language Enrollment Trends 1980–2000

Year	ASL	French	German	Japanese	Latin	Russian	Spanish	Other	Percentage
1980		4,619	3,434		161	39	13,347	75	15.6%
1985*		13,116	8,323				31,805	249	35.7%
1989		13,162	8,635	286	193	268	35,206	6	31.0%
1994	847	15,965	11,347	1,051	317	859	51,143	1,315	37.7%
1996**	2,599	14,058	10,283	1,073	179	630	49,810	1,843	36.7%
1998	1,691	14,006	9,366	1,172	328	352	46,821	1,313	34.7%
2000	3,437	14,595	8,481	1,239	500	228	44,978	775	34.8%

*The University of Utah announced a new admission requirement of two years of foreign language study.

**The Utah Legislature passed a law to require all K-16 Utah public education systems to accept American Sign Language (ASL) as foreign language credit.

UTAH FOREIGN LANGUAGE ENROLLMENT BY LANGUAGE



**NEW GRANT AVAILABLE TO HONOR
PAT BUCKNER**
The Pat Buckner Award

. . . Collaboration in Teaching Projects

The Utah Foreign Language Association has established an annual grant of \$500 to stimulate collaborative work among teachers. It is hoped that this award will facilitate collaboration between two or more language teachers in the same department, school, or in different schools, districts or across the state. This grant is in addition to the three UFLA Vitality Awards that are granted each year. The deadline for application for all UFLA grants is April 15, 2001. Information is available at www.ulfa.org or call Cheryl Hansen at (801) 626-7912.

AATG NEWS

By Gerlinde Braunberger . President AATG Utah

The annual AATG-UTAH Spring Im-mersion Weekend will be held at the Salt Lake Community College (Redwood Cen-ter) -- 4600 So. Redwood Rd. (1700 West).

Topic:

"SoWieSo Lernen Sie Gern Deutsch"

Emphasis will be placed on helping students to become independent language learners. (The learner learns to learn: the students experience their own learning process. Early on they practice systematic learning and become independent German learners). Strategies and ideas one can be used in the classroom on Monday.

Featuring: Jesse McGuire, an enthu-siastic and popular presenter from New Jersey and representative for Langenscheidt Publishing Co. Heidimarie Foulger, award winning teacher and presenter Local SLC musicians to entertain Friday evening.

Friday, March 2nd

STUDENT CENTER - room 262/264

6:00-8:00 p.m. Gemütlicher Abend mit Essen und music Bonus: learn Ger-man social/folk dances for your classes.

Saturday, March 3rd

STUDENT CENTER - room 266 8:30 a.m.

Continental Breakfast

9:00 - 12:30 p.m. Workshop: Jesse McGuire "SoWieSo LERNEN SIE GERN DEUTSCH"

12:30 - 2:00 p.m. Lunch

2:00 - 3:00 p.m. Workshop: J. McGuire, -
"Building Confidence in Speaking"

3:00 - 4:00 p.m. Workshop: H. Foulger, "Spaß mit Adjektiven"

4:15 - 4:30 p.m. Closing and feed backs

Housing: Hawthorn Inn & Suite, 3540 So. 2200 West (West Valley)

(Registration fee covers double occupancy. Must pay \$30 for single) Payment: \$20.00 payable to AATG - PLUS a \$25.00 refundable deposit to registrant when he/she attends the workshop.

Special offer to AATG members ONLY; bring a NEW German teacher with you and we'll refund \$5.00 (or) Non-AATGS join AATG at the immersion work-shop and we'll refund \$5.00 to you. It's a WIN-WIN for all!

Registration: Enclose the (2) checks and send them to the following address:

Gerlinde Braunberger

AATG Utah Pres.

1671 W. Meadow View Lane

St. George, UT 84770

Must be postmarked by February 24, 2001.

(Free overnight accommodations are available for teachers who live more than 100 miles from SLC, as is reimbursement for mileage for those who car-pool in groups of 3 or more).

Any German teacher who is NOT getting my e-mail messages, please send your "up-to-date" e-mail address to:

gerlinde@adm.schs.wash.k12.ut.us

National Endowment for the Humanities Summer Seminar for School Teachers

This summer John Rosenberg will direct a summer seminar sponsored by the National Endowment for the Humanities for school teachers.

"Four Hundred Years of Spanish History Through the Theater of Antonio Buero Vallejo" (in Spanish)

July 9-August 3, 2001 (4 weeks)

John R. Rosenberg,
College of Humanities
2054 C. JKHB
Brigham Young University

