

A MESSAGE FROM OUR PRESIDENT



Alan Meredith

It was almost midnight as I realized that I was beginning to relax. My 222,000 mile 1994 Chevy 4X4 shortbed was set on cruise control, southbound on I-15. With a light twist of my wrist, I nudged the wheel slightly to the right to begin merging onto the off ramp and lightly tapped the brake pedal to release the cruise control and begin slowing. At that moment I began to reflect on how in a matter of twenty minutes, I had traversed a distance that the settlers in this valley would have spent most of an entire day covering (or my son who is a New York designer and *not* a school teacher could have done in three minutes in his Porsche or his wife's BMW--and knowing his driving habits, probably *would* have). As a Scoutmaster, I have walked 50 miles in 15 hours--all with the aid of paved roads, rest stops with sandwiches, soft drinks and aspirin--so I can, mentally at least, make a slight comparison between the difficulty of life as it used to be with life today and how easy many of the daily things we do have become.

The reason I point this out is that earlier that day I had used a computer to download an upgrade to my computer's operating system, read and respond to several email messages, post a reading assignment--the document itself-- on the online Blackboard program for my students to read, and connect to a cable in a classroom and project my Power Point presentation on research design to one of my classes. Later that evening, however, as I moved back and forth between a chalkboard and several teachers sitting in a semicircle and attempted to illustrate how to calculate standard deviations and T-scores and why that would be useful (believe me, the convincing is often harder than the calculations!), I was exhilarated by the animated exchange of ideas and experiences taking place in that little group!

My ride home that evening gave me time to reflect on the variety of things that we as teachers do (in addition to weep over our pay checks and class sizes--by the way-- have you seen the size of classes you got stuck with this year??? Boy, the governor must *really* trust your ability to teach under duress!!), and to come to the realization that most of the rewarding moments come when sharing ideas and experiences with my students or with my colleagues. Because I teach at a university, most of my time is spent by myself, in my office with my computer. But the joy of the job comes from the contact I have with other human beings.

President's Message, cont.

In November, here in Utah, in Salt Lake City, all teachers in Utah will have the much-too-infrequent opportunity to meet with our colleagues from all over the nation and from many parts of the world and to sit down, knee to knee, and share ideas and experiences. The American Council on the Teaching of Foreign Languages (ACTFL), as you must know by now, is meeting for the first time ever in Salt Lake City. I can attest from personal experience and from having attended conferences held by many organizations, that the ACTFL conferences have evolved into the premiere conference for language teachers--they are First Class all the way--and are worth traveling across the country to attend. But this year, the conference is here. Run, jump, swim, walk, drive your 4X4--do whatever you can to be in attendance. Our own UFLA conference will be held jointly with ACTFL, so we derive the enormous benefit of having over 400 sessions to choose from this year rather than just a handful. (For specific information on sessions, workshops, registration and other information, point your browser to www.actfl.org) I invite you to come and join with us in this incredible experience!

I conclude with a word of encouragement and of gratitude for you and your commitment to the children of Utah, and for the superb job you do in educating and loving our students. I also extend a heartfelt thanks to our Executive Board for the work they have done this year, and especially to Cheryl Hansen who has served as our local program chair for the conference and who has spent innumerable hours working with us, with you and with ACTFL to ensure a smooth and first rate conference. See you in November!

Alan Meredith
UFLA President

**Anything worth doing
is worth doing poorly
until you can do it well.**

**USOE Individual Project Awards for
2002-2003**

50% Reimbursement Grants

Joan D. Patterson

USOE Instructional Services

The ESEA *No Child Left Behind* legislation signed into law last January has changed the way that professional development funding will be made available to foreign language teachers as well as all other teachers. Although the state funds which provide for foreign language individual project awards are not restricted by the legislation, the Utah State Office of Education Superintendency has decided that any professional development funds approved by this office must meet the following criteria:

- ☐ long term
- ☐ sustained
- ☐ follow-up

Initially the grants are targeted to teachers who are:

underprepared (no endorsement) and
underqualified (no major)

Therefore those of you who are qualified may apply for grants but will not be considered prior to April 2, 2003. If you are under prepared (no endorsement but have been given a foreign language assignment), your district or school must contribute to your training in order to qualify for the 50% grant. There are a variety of sources for your district or school contributions including ESEA Title II and Title V as well as state funds.

Anyone hired after July 1, 2002 must have a major in the subject to be taught or pass a "rigorous" state exam. Those of you who were hired prior to that date will be "grandfathered" on your current endorsement. However, if you do not have a teaching major, please check the underqualified

(continued on page 3—see USOE Projects)

TOP TEN REASONS TO ATTEND ACTFL THIS YEAR

10. NETWORK WITH OTHER FOREIGN LANGUAGE PROFESSIONALS.
9. EXAMINE THE NEWEST TEXTS AND OTHER MATERIALS AT THE EXPOSITION.
8. GET FREE SAMPLES FROM THE FOREIGN CANDY COMPANY.
7. ATTEND MORE INFORMATIVE SESSIONS THAN YOU CAN SHAKE A PALO, STOCK, BÂTON, STICK AT – WITH HANDOUTS.
6. TAKE HOME READY-MADE LESSON PLANS FOR YOUR RETURN TO SCHOOL ON MONDAY.
5. EARN LICENSURE POINTS.
4. EAT FREE FOOD AT THE UFLA ANNUAL MEETING, FRIDAY EVENING AT 7:15.
3. SAVE ON HOUSING – SLEEP AT HOME!
2. PAY ONLY THE ACTFL MEMBER PRICE, EVEN IF YOU AREN'T AN ACTFL MEMBER, IF YOU ARE ALREADY A MEMBER OF UFLA.
1. LOCATION, LOCATION, LOCATION!

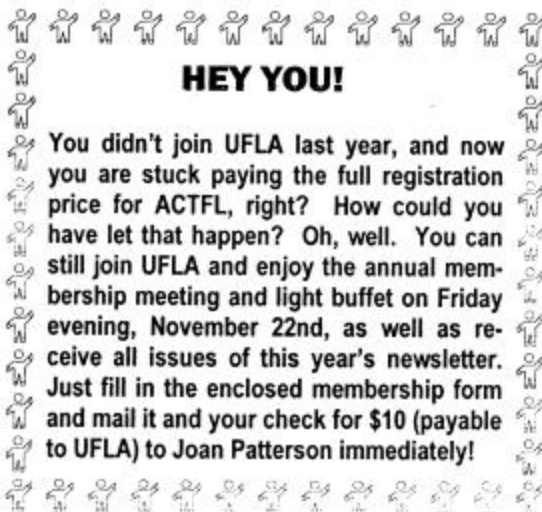
But seriously, folks, this is the opportunity of a lifetime. If you have never attended a state, regional, or national conference, you have no idea what you are missing. Our experience has been that these conferences are mentally exhilarating, professionally validating, and just downright fun! If you don't attend the conferences, it's nearly impossible to keep up on current trends and you miss out on great ideas you don't have to think up yourself! Register online at www.actfl.org.

-eds.

USOE Projects, cont.

box in order to be considered prior to the April 2 date.

The individual grant applications can be viewed at <http://www.usoe.k12.ut.us/curr/for.lang> under teacher opportunities. Last year, I turned back \$2,500 because not enough teachers applied to use up the \$20,000 allocation. Consequently, this year the foreign language allocation was cut to \$17,500. Please take advantage of this funding opportunity!



HEY YOU!

You didn't join UFLA last year, and now you are stuck paying the full registration price for ACTFL, right? How could you have let that happen? Oh, well. You can still join UFLA and enjoy the annual membership meeting and light buffet on Friday evening, November 22nd, as well as receive all issues of this year's newsletter. Just fill in the enclosed membership form and mail it and your check for \$10 (payable to UFLA) to Joan Patterson immediately!

*A Peak Ahead
A Peek at the Past*

*Celebrate SWCOLT's 20th Anniversary
at the SWCOLT / CCFLT Joint Conference*

March 13 – 15, 2003
Radisson Hotel Denver Southeast
Denver, Colorado

www.learnalanguage.org/swcolt

Contact:
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Complete this form and mail it to:
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Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84111

MEMBERSHIP FORM

**So that members may participate in the ACTFL conference in SLC,
November 22-24, there will be no UFLA conference in 2002. Join us
instead for our annual membership meeting on Friday evening,
November 22nd, during the ACTFL conference.**

Name _____

E-mail address _____

School _____

School phone _____

Home address _____

City, State, Zip _____

Home phone _____

Languages you teach:

- ☐ ASL
☐ French
☐ German
☐ Japanese
☐ Latin
☐ Russian
☐ Spanish
☐ Other _____

Newsletter preference ☐ on-line at UFLA web-site (www.weber.edu/ufla) ☐ print copy mailed

Annual Membership Dues — \$10.00 per calendar year, July 1-June 30 — payable to UFLA.

**SOUTHWEST CONFERENCE ON LANGUAGE TEACHING
SCHOLARSHIP APPLICATION
Summer 2003**

This scholarship is available to foreign language teachers in Arizona, California, Colorado, Nevada, New Mexico, Oklahoma, Texas, and Utah.

CHECK SCHOLARSHIP FOR WHICH YOU ARE APPLYING (For Spanish, number in order of preference):

<input type="checkbox"/> French Embassy	<input type="checkbox"/> Centro-Bilingüe (Cuernavaca, México)
<input type="checkbox"/> Goethe Institute (Nov. 1 deadline)	<input type="checkbox"/> Interamerican (Querétaro, México)
<input type="checkbox"/> Spanish Embassy	

CANDIDATE INFORMATION:

Name _____	Position _____
Institution _____	Home address _____
Address _____	City, State, Zip _____
City, State, Zip _____	
Work phone (_____) _____	Home phone (_____) _____
Work email _____	Home email _____

BACKGROUND INFORMATION:

- Are you a SWCOLT advisory council member? _____ (Must be a member to qualify)
- How many years have you taught French, German or Spanish? _____
- What is your fluency in the language?
☐ Superior ☐ Advanced ☐ Intermediate ☐ Novice
- How many times and for how long have you traveled or lived in countries where this language is spoken?

- Do you intend to teach this language for at least 3 more years? _____
- If selected as a scholarship winner, which of the following would you prefer to do as a follow-up?
☐ a. Present a session or workshop at next year's SWCOLT conference.
☐ b. Report back to the membership in a newsletter article about this experience.

LETTERS OF RECOMMENDATION: Please submit a letter of recommendation with this application from a supervisor, administrator, or department chair plus one from a current or former student.

ESSAY: Attach a 200- word essay written in the target language of the scholarship for which you are applying indicating why you are applying for this scholarship. Address the benefits for you and your students if you were to be selected.

DEADLINE: Application, letters of recommendation, and essay must be received no later than **December 1, 2002**. Mail originals and 3 copies to **María J. Fierro-Treviño, 10819 Crown Colony Dr. # 40, Austin, TX. 78747**.

You will receive a letter of receipt of your application within fourteen days. If you DO NOT receive a confirmation letter, please contact María at the above address or email her at mtrevino@tea.state.tx.us

NOTE: Most of the scholarships are for summer study. If you submit an application, please give careful consideration that you must attend if you are selected. Failure to do so may jeopardize scholarships for future SWCOLT members.

Qu'est-ce que c'est une Attachée?

by Linda Bayes

Although my father might have been happier had I pursued a business, math, or computer science career, I know he would have been pleased with my most recent accomplishment! I've always wanted to do something unique with my **passion** for everything French: the language, the culture, and the French people.

On my husband's last day working for The Salt Lake Organizing Committee for the Olympic Winter Games of 2002 (after the bid and before the scandal), he heard that the French National Olympic Committee was interviewing for an Attaché position for the 2002 Olympic Winter Games. I was enthused to apply for this prestigious volunteer opportunity. I've always enjoyed the Olympic Games and a door opened to practice my passion!

My first effort was to assemble my **Curriculum Vitae** in which French business people place more importance on education and training than Americans. The information is similar to a résumé, but the emphasis is different. At the top of the page I listed my "coordonnées", such as my name, address (escargot mail), telephone number, fax number (the French love to send faxes at precisely 2:30 A.M. as their business day begins) and e-mail address. Next I wrote a brief statement describing my teaching experience. I divided the information into several sections: Education, Voyages Internationaux, Experience d'Emploi, Organisations Professionnelles, Reconnaissances et Honneurs, et Communauté. Each item began with the past participle of an active verb (formé, enseigné, organisé, proposé, encouragé) and dates were placed after the description. Also, I attached a photograph and a letter of introduction.

Two months later I anxiously walked into an **Interview** with five Frenchmen. As my oral language proficiency was being dissected, I decided to relax and enjoy talking about myself and what I could offer them. I also had many questions for these Olympic Committee officials; the most important one was: "Que fait un Attaché?" Soon I discovered an Attaché is an official position with the Olympics that, in addition to the work to be done over three years, has many honors and benefits included. The job description would be determined by the French National Olympic Committee.

One month later I received a formal letter from the French Olympic Committee (Comité Na-

tional des Olympiques et Sports Français or C.N.O.S.F.). Would I accept their **offer** as Attachée Française? (They added an "e" for the feminine noun form because I am a woman!) Bien sûr que oui! Every grammar lesson, vocabulary word, proverb, and novel I had ever read became the backbone of my capabilities. Suddenly I was immersed in "le français pratique". From January of 1999 to March of 2002, I wrote e-mails (sometimes e-maux) between 4:30-6:30 A.M. and 8:00-12:30 A.M., sent faxes, and responded to unintelligible telephone calls (the French say their numbers quickly and their messages are often unintelligible – even to native French people!) What a joy to communicate in French for important business! Learning how to write polished business letters, informal e-mails, and comptes rendus was my goal. This was my crash course in reality! I learned their secret formulas and accepted "mots justes". Sometimes I would include personal questions and commentary because of our friendship.

Of course, the French proposed my **specific duties** according to their needs. First, they wanted to identify the best location for their hospitality suite; second, they needed to find housing for some Olympic Committee members and officials; and third, they wanted many French-speaking volunteers to assist them as chauffeurs and hostesses. I helped them find the Alta Club, locate additional housing, become familiar with the Olympic venues, and network with Salt Lake culture. I also coordinated forty-five French-speaking chauffeurs and hostesses to assist them. In addition, I needed to understand plans, charters, contracts, transportation and housing policies, and develop a working knowledge of the different elements of the Olympics. It was fascinating to learn many aspects of the Games, to watch professional translators in action, and to read important plans for the Games in both French and English. I was happy to attend an I.O.C. meeting where discussions were held about athletes' competence and nationalism, doping, and ticketing. With the assistant Chef de Mission and other officials, I attended informational meetings and read updated plans for the Games. I recall concerns voiced by many foreigners at the security update following the September 11th catastrophes. Of course, there were many airport arrivals, chauffeuring opportunities, real estate visits, dinners, meetings, and parties to establish a rapport with business, government, legal, Olympic, and volunteer personalities.

It had been several years since I had spoken

fluently with native French people, and I felt it was important to improve my oral fluency and to experience French life. How fortunate I was to be accepted at two **French universities and tour in France** during two summers! Living with a French family improved my understanding of French, the French daily routine, and four days of Bastille Day celebrations. I enjoyed speaking only French to other American French teachers. I loved eating lunch and sharing conversations in French with a German-speaking Swiss teacher. The universities' courses for foreign language teachers were stimulating and relevant, especially those on writing, music, current events, and global simulations. I even wrote a poem about a street where I walked to school every day. Extra excursions guided me to extraordinary sites. In addition, the French Olympic Committee officials were gracious hosts. We celebrated a dinner of pig's feet in a trendy Left-Bank restaurant in Paris, watched a national scandal develop at the Closerie des Lilacs, and dined in the oldest restaurant in Paris, Le Precope. French cuisine is incomparable! By wandering Paris streets, I even happened to find Pont Mirabeau.

Next came the **personal tours** both alone and with my husband and our friends. We planned an Olympic city tour in which we visited former Winter Olympic sites in Chamonix, Grenoble, and Albertville, France, and the Olympic Museum and I.O.C. offices in Lausanne, Switzerland. Each city had remnants and landmarks of the Olympic sites which had been incorporated into the life of the city. Olympic Way in Grenoble was host to the Tour de France one summer. An Olympic Museum displays the costumes of the five-ring circus spectacle in Albertville. Even the Museum of Science and Industry in Paris had a special exhibit about the Olympic Games. I watched a Paralympic basketball game, viewed an art exhibit in which "The Rights of Man and Citizen" was compared to the Olympic Games, and heard a debate about the Olympics and doping. A grand highlight was a special tour of the offices of the Olympic movement and museum in Lausanne, Switzerland.

What did I do **during the Games**? I escorted people on tours of the Olympic Village. I met and dined with athletes and dignitaries from France and her territories. When the French Minister of Sports was in town, I was pleased to join her for dinner with other dignitaries and the French figure skater Peizerat. At the Alta Club, home of the French Club, I witnessed an international press con-

ference concerning the French figure skating judge and dined with many French visitors and guests from throughout the world. Watching the athletes on the slopes and on the ice and celebrating their victories with champagne, interviews, song, and dance was extraordinary. Of course, I delighted in meeting the dedicated athletes in person and sharing Olympic pins with them. One decorated Paralympic athlete who uses a wheelchair became my inspiration. She travels throughout France inspiring school children to participate in sports. Having a top accreditation meant I was fortunate to see as many Olympic events as I could during those seventeen days, and I was honored to attend the Opening and Closing Ceremonies. I met people from throughout the world, from different specialties, and from different cultures. It was difficult to cheer for America when I was completely surrounded by Canadian flags at a hockey match. In the audience, I was cheering behind the Canadian skating pair and the lead singer from Bare Naked Ladies whom I had heard at the medals plaza. It was interesting to meet doping officials and to have my picture taken with the SLOC mascots in Park City. My husband and I enjoyed the Games to the extent that we purchased several tickets to the Paralympics. I was asked to translate statements from a French Paralympic cross-country skier to an American journalist. I am proud of my contribution to the Olympic Games. I will always cherish the memories of the French people and this great honor that they bestowed upon me.

Qu'est-ce que c'est une Attachée? C'est l'amitié français, une rêve pour la vie!

Winners of a New York Magazine contest who were asked to take a well - known expression in a foreign language, change a single letter and provide a definition for the new expression:

RESPONDEZ S'IL VOUS PLAID:

Honk if you're Scottish

HARLEZ-VOUS FRANCAIS?:

Can you drive a French motorcycle?

COGITO EGGO SUM:

I think, therefore I am ... a waffle

LEROI EST MORT. JIVE LEROI:

The king is dead. No kidding

POSH MORTEM:

Death styles of the rich and famous

MONAGE A TROIS:

I am three years old

HASTE CUISINE:

Fast French food

Continued on page 8

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Linguahostel is pleased to offer four professional development opportunities for educators: Spanish Refresher and Culture Program for Teachers, Basic Spanish and Culture for Teachers, World Language Teaching Methodology and Culture, and French and Quebec Culture for Teachers.

1. Spanish - refresher and Culture Program for Teachers. July 21-26, 2003. This program is intended for teachers and future teachers of Spanish who would like the opportunity to refresh their Spanish conversational skills and enrich their knowledge of the Mexican and Caribbean cultures. The Spanish Refresher and Culture Program for Teachers is held aboard the Royal Caribbean cruise ship, *Monarch of the Seas*, with cultural excursions in Key West, Cozumel, and Costa Maya, Mexico. Program participants will refresh and rejuvenate their own reading, writing, listening, grammar, pronunciation, and especially conversation skills by completing instructional sessions of the Spanish language. Excursions and lectures focus on the history of the Mexican and Caribbean cultures.
2. Basic Spanish and Culture for Teachers. This online course assists K-12 teachers (no prior knowledge of the Spanish language necessary) who need to communicate with the Spanish-speaking members of the school community. This course is specifically designed to be a blend of useful school-related Spanish words and phrases, Hispanic cultural exploration, and LEP teaching suggestions. All vocabulary and assignments are designed to be directly applicable to and useable in the school and classroom settings.
3. World Language Teaching Methodology and Culture. This online course is intended for both experienced and beginning K-12 world language teachers of Spanish, French, German, and Japanese, who would like the opportunity to update their language teaching methodologies and expand their knowledge of the target culture. The course is specifically designed to be a blend of theory, current pedagogical approaches, and cultural exploration. All projects and assignments are designed to be directly applicable to and useable in the world language classroom.
4. French and Quebec Culture Program for Teachers (held at the Université de Montréal from June 26 – July 3, 2003.) Linguahostel in collaboration with the Université de Montréal is pleased to offer its fourth annual French and Quebec Culture Program for Teachers. This program is intended for teachers and future teachers of French who would like the opportunity to master a variety of teaching methods based on current pedagogical approaches integrated with Quebec cultural activities. All instruction and participant interaction is conducted in the French language.

Participants of all programs receive 4 in-service credits, 60 Professional Development Points, and 6 Continuing Education Units, all issued by Linguahostel. Participants also have the opportunity to earn graduate credit from Cal State Fullerton for an additional fee.

For more information, visit the website: <http://www.linguahostel.org> or contact Elizabeth White, Executive Director, Linguahostel, 14 Lakeside Court, Plattsburgh, New York, 12901; phone 518-561-0093; toll-free 888-358-0093; fax 413-683-4320; e-mail info@linguahostel.org.

ALOHA OY: Love; greetings; farewell; and from such a pain you should never know
VISA LA FRANCE: Don't leave your chateau without it

CARNE DIEM: Seize the meat

From Haw Haw Jokes at <http://www.hawhawjokes.com/>

Teacher Award Opportunities

Three UFLA Vitality Awards of \$500 are available for the purpose of research, study, workshops, or projects for improving the quality of teaching. Deadline for the application is November 25. Find the application online at <http://weber.edu/ufla>

☆ The Pat Buckner Award (Collaboration in Teaching Project) has a deadline of ☆
 ☆ November 25. Proposals for funding must: facilitate collaboration between two or ☆
 ☆ more language teachers in the same department, school, or in different schools, dis- ☆
 ☆ tricts or across the state; result in a product (curriculum, video, technology, text, ☆
 ☆ workshop, etc.) that can be shared with the members of UFLA. Application online at ☆
 ☆ <http://weber.edu/ufla>. ☆

Apply today!

Check out the USOE Foreign Language Homepage at <http://www.usoe.k12.ut.us/for.lang> to inform yourself about other professional development and award opportunities, as well as to get access to other foreign language links.

Just one more note . . .

We, your friendly editors, would like to make sure that our records are correct. If the address label on the envelope does NOT have your name on it, or if the information is incorrect, will you please send an email to shauna.winegar@nebo.edu and include the following information:

- Name
- School
- School address
- Subject
- School email address

*Danke Schön * Merci * Gracias* Thank You* Spasibo*

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Name
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School address
Subject
School email address

Danke Schön * Merci * Gracias* Thank You* Spasibo

UFLA EXECUTIVE BOARD MEMBERS

ELECTED BOARD MEMBERS

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alan_meredith@byu.edu
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jstrong@usoe.k12.ut.us

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