

<b>Stephen Van Orden</b> President	<b>WINTER NEWSLETTER</b> 2011	<b>Mike Wood</b> Newsletter Editor
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## President's Message



**Stephen Van Orden**  
**UFLA President**

German Teacher  
Timpview High School

Greetings to all of you wonderful world language teachers in Utah! I am proud to be associated with you because of all of the diligent and creative work that you do as you serve the language learners in our state. I am convinced that we have the greatest job in the education profession. Because of our focus on language acquisition and cultural competence, we get to be the history teacher, the literature teacher, the music teacher, the drama teacher, the PE teacher, the geography teacher, the art teacher, the science teacher, and the math teacher (am I leaving anything out?) in our classrooms. It is extremely rewarding to see our students progress in their communicative competence. I am grateful that we have UFLA which provides us with an opportunity to come together, share best practices, and support each other in our ongoing professional development. I want to thank all of the members of the UFLA Board for their selfless work to build and maintain our organization.

There is so much that unites us as world language teachers. We know how valuable it is to learn second, third, and fourth languages. We are the voices in our community that encourage more students to take more languages for longer periods of time. We are the advocates for language programs with administrators, counselors, parents, and students. Because of our vital role in our community, I would like to share some of my thoughts on the value of learning languages.

A couple of years ago during the preparation days before the start of the new school year, I was in the copy room making copies of a Schultüte template that I was planning to use during a cultural experience on the first day of school. When German children go to school for the first time, their parents give them a Schultüte—a large cornucopia filled with candies, small presents, and school supplies. It has become

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 2011's conference.

### INSIDE THIS ISSUE

President's Message	1-2
ACTFL Report	4-5
Language Specific Orgs	6
Language News	8
SWCOLT 2011	10
Professional Development	11

## **President's Message (Continued from page 1)**

tradition in my class for me to give my students a mini-Schultüte on the first day of school as their first cultural experience. If any German teacher had happened upon me copying this template, she would have immediately recognized what I was doing. As it happened, however, Shauna Palmer, the Japanese teacher, was in the copy room preparing for her first day of class. When she saw my project, she asked me "what are you going to do with those fans?" To her, the Schultüte template looked like a fan. She saw what I was doing and interpreted it with her Japanese cultural eyes.

Whether we recognize it or not, we all do this with all of our experiences every day. We see the world and interpret it through our cultural eyes. Sometimes our cultural background enhances our understanding, and sometimes we are completely blind to what is really going on. When I learn another language, I build multiple cultural and linguistic competencies. I add to my ability to symbolically represent my experiences in my mind. This allows me to have thoughts that I otherwise might never have been able to have. It opens new vistas of experience that I otherwise might never have seen.

Acquiring communicative skills in another language has so many benefits. It strengthens all of my first language reading, writing, and speaking skills. It provides me with access to other people and communities. It unlocks otherwise non-existent economic possibilities. It offers me access to more information that is only available in the other language. It improves my cognitive abilities as I learn to integrate what I am learning with what I already know in seamless real-time communication. It helps me become a better test taker because I have daily practice with consuming and assigning meaning to new, never-before-experienced language. In short, it makes me smarter.

In addition to all of these and many other practical benefits, learning a language should make me a better person. As I am confronted with new ideas, cultural behaviors, and world views; my rough edges should be knocked off and smoothed one-by-one like a stone rolling in a swift-flowing stream. As a result, I should become a better member of my human communities because learning language teaches me how to positively interact with others.

Our world needs tolerance and not just respect for diversity but true valuing of diversity. Biologists lament the extinction of species through the destruction of the rain forests because studying those extinct species might have led to the cure for cancer or solved some other large human problem. In the same vein, language teachers know that studying other cultures and languages leads to ideas and understandings that can and will solve a variety of human social problems. A species of plant or animal that goes extinct diminishes possibilities of future scientific discoveries. Similarly, when people do not learn languages beyond their native language, they diminish their possibilities for future discovery. Just like the scientist has faith in progress through the scientific method, I believe that as we study other cultures and languages, we will learn to think in new ways that will bring the bright flashes of epiphany that recast our human problems in the light of opportunity.

For me, learning another language is the intense act of expanding and refining my humanity. It is the compact core at the heart of all learning. It is feeling, experiencing, and thinking. Most of all, it's fun, and it's for everybody.

UFLA is our organization that we create together to help us fulfill our vital role as those who understand the value of language learning in our community. UFLA is what we make of it. I strongly encourage you to get involved in the professional discourse of the world language teachers in our state. I am sure you will have several ideas of how you can do this as you read this newsletter. Please act on those ideas!

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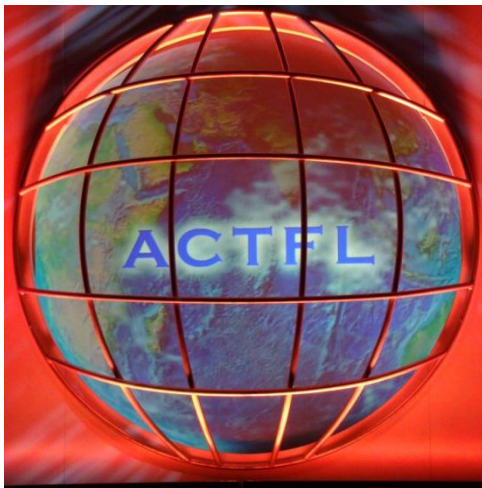
# ACTFL Report

The ACTFL 2010 Annual Convention and World Languages Expo was held November 19-21 at the Hynes Convention Center in Boston, MA. There were over 7,000 attendees, the most ever for ACTFL. There were hundreds of interesting and educational presentations and workshops. I had no problem finding enough to attend. My only regret was that I didn't have time for more. The hundreds of exhibitors at the Expo presented new books, materials, technology and tools to help foreign language educators improve teaching and to make it easier for our students to learn a language.

I had the opportunity to attend the ACTFL Delegate Assembly as well as the convention and expo. At the Delegate Assembly, the ACTFL Board of Directors presented three position statements for discussion and approval by the delegate members.

The first position statement, the **Role of Technology in Language Learning**, addresses the growing problem of world language teachers being replaced by software programs. It was presented to the Delegate Assembly for consideration for the first time. ACTFL's position statement is as follows:

Because language is one of the most complex of all human activities and interactions, The American Council on the Teaching of Foreign Languages (ACTFL)



**Stephen Van Orden Recognized at ACTFL**

believes that it is necessary to have a qualified world language teacher managing the language learning process. Furthermore, while ACTFL acknowledges the potential of technology to enhance classroom-based language instruction, there is no research to confirm its effectiveness in the absence of a qualified teacher. Therefore, ACTFL strongly opposes replacing language teachers with software or online programs for language learning, or launching new language programs solely through the use of language software or other technologies. Implementing these types of cost-cutting measures will only serve to undermine the effectiveness of classroom-based language learning and will disadvantage language learners in the end.

The second position statement, **Distance and Technology-Mediated Language Learning**, was presented to the Assembly in 2008 and in 2009. The board considered all of the proposed edits from the Assembly and developed the following version:

It is the position of the American Council on the Teaching of Foreign Languages (ACTFL) that the use of technology in either a traditional or a "distance-learning" classroom should not be the *goal*, but rather the *means* of accomplishing the goal of language learning: the ability to use a



language in culturally appropriate ways to accomplish real-world tasks. All language learning, whether it be technology-mediated or not, should help develop students' proficiency in the language through standards-based, cognitively engaging learning experiences.

Technology-mediated language learning has a unique capacity to provide language learners opportunities to interact in real-world or simulated real-world situations with the target language, its speakers, and the culture/s in which it is spoken. To be effective, however, it requires that those opportunities be standards-based, facilitated by a qualified language instructor, and supported by sufficient funding to ensure highly interactive experiences for learners.

The third position statement, **Alternative Teacher Certification and Add-on Certification or Endorsement**, was presented to the Assembly for the first time for consideration and editing:

To ensure the quality of new world language teachers, it is the position of the American Council on the Teaching of Foreign Languages (ACTFL) that programs offering alternative certification or add-on certifications/endorsements should include at least the following components:

1. A requirement that the teacher candidates pass a rigorous screening process to ensure that they have the requisite content knowledge for teaching a world language;
2. Verification that teacher candidates demonstrate oral proficiency in the language at a minimum level of Advanced Low (Intermediate High for Arabic, Chinese, Japanese, and Korean);

3. A requirement that the teacher candidates successfully complete a methods course that deals specifically with the teaching of world languages, and that it is taught by a qualified world language educator whose expertise is language education and who is knowledgeable about current instructional approaches and issues;

4. Sufficient preparation and coursework prior to the assignment of teacher candidates to full-time teaching; and

5. A required mentored instruction program, through which teacher candidates are supervised throughout the first year or longer by a qualified world language educator who is knowledgeable about current instructional approaches and issues in the field of language education.

The Delegate Assembly with the ACTFL Board of Directors discussed the three position statements at length and the Assembly members gave their feedback in writing at the end of the session. The Board will consider all suggestions for editing and present the final statements to the members, and I will keep you updated on all changes.

The highlight of the conference was seeing our new UFLA President, Stephen Van Orden, as a finalist for the ACTFL Teacher of the Year award, representing SWCOLT. He was a great candidate for UFLA and SWCOLT, and on behalf of all of our members, I want to congratulate Stephen for a job well done. The pictures were taken during the opening session at ACTFL.

**Cheryl Hansen, ACTFL Delegate**



# Language Specific Organizations



**President-** Lara Slade

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**National Spanish Exam Coordinator:** Diane Castro

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**Web Master:** Cherice Montgomery

[cherice\\_montgomery@byu.edu](mailto:cherice_montgomery@byu.edu)

We'd like to thank all of those that came to our "Tortilla española" night in November. It was fun getting to know each other better, making connections with colleagues and learning how to make this delicious (and easy!) dish. Y muchísimas gracias a Baldomero Lago for sharing his cooking expertise with us.

We're still looking for someone to be our treasurer. So, if you're interested, please let one of the officers know.

Check out our wiki at [www.aatsputah.wikispaces.com](http://www.aatsputah.wikispaces.com). We'd like to keep this site updated with current information about conferences and other opportunities going on around the state for Spanish/Portuguese teachers and their students. Please check out the site and add anything to it that you think would help others. If we can improve the site, please let Cherice Montgomery know.

We look forward to seeing you at our next activity!



**UFLA Teacher of the Year  
2010-2011**

**Stacy M. Thackeray  
Fort Herriman Middle School  
Jordan School District**

## Changing of the Guard

Congratulations to Jake Sigafus who was elected as our President Elect for 2010-11. Mike Wood was elected as Recording Secretary. We are grateful for Wes Baden's service as President. His insight and leadership will be missed. We also wish the best to Jo Carmiol and Linda Bayes who stepped down as presidents of the AATG and AATF respectively and welcome Jeff Packer as our new AATG President and Ryan Rocque as our new AATF President. Tristen West is also our new Dual Immersion Representative on the board and Viola Green joins us as the rep for the University of Utah. We thank all those who are stepping in to volunteer to make our organizations strong and of benefit to all members.



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

Dear French Teachers,

It is with great pleasure that I accept this new role as your president. French has always been a part of my life. There are times when my wife and children wonder if I am French myself. However, like the students we teach, I learned French in a public school. It is through our efforts as teachers that we are able to change this world. Learning French builds character; it challenges the minds of students, giving them depth and understanding in all other facets of their lives. I hope we will not diminish the great benefits that French provides in our minds or the minds of our students.

As president, and collectively with the other officers of AATF, we look forward to serving you. Our organization has existed since 1927 and is the largest organization of French teachers in the nation. Utah is one of 74 chapters located throughout the United States. Our mission is to provide every opportunity for teachers to improve their language and teaching skills, to network with other French teachers throughout the state, and to facilitate the teaching of state and national standards. More information can be found at <http://www.frenchteachers.org/>, or in Utah at <https://aatfutah.wikispaces.com/>.

Now, in Utah, there are many exciting and wonderful opportunities; and as immersion in French continues to advance, more and more elementary schools are beginning to see the vision of what foreign language can do to enhance our children's lives. As teachers of

French we need to continue to push ourselves and our students to improve cultural and oral proficiency. In these efforts, our organization will every other month at various locations to learn and share ideas with each other.

Our first meeting was held on January 22<sup>nd</sup> at Murray High School and was a big success. At the event we had a potluck lunch with sandwiches provided by AATF.

We hope this event sparked the interest of those in attendance or that future events will. Our belief is that learning and improving French should be a lifetime pursuit, one well worth the effort and time it requires. We invite you all to come and share your thoughts and expertise with us.

Please note that this year due to a shift in officers, the National French Test will be run through the national organization. To register, please contact Lisa Narug ([legrandconcours@sbcglobal.net](mailto:legrandconcours@sbcglobal.net)).

This should be done by the end of January. We apologize for any inconvenience this may cause.

Sincerely,  
Ryan Rocque & Officers

The BYU Language Fair is on April 15th this year. 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.



# Language News

## **Syracuse Jr. High Students Represent School when Obama Welcomes China's Su Jintao**

Two Syracuse Jr. High Mandarin students represented their school and Davis School District at a very special event in Washington DC on January 19th.

These students, Jade Merchant and Davis Swanson, were invited by the White House and the US State Department to attend an event, with Michelle Obama at Howard University. Mrs. Lan'jy Duke, Chinese teacher at SJH, was asked by the White House and the State Department to provide names of exemplary students who might be able to attend and represent her school.

Though the Chinese President's visit wasn't widely advertised in advance, due to security considerations, Lan'jy Duke was notified of the visit just before Christmas. She was also asked to select some student artwork that would be bound in a book of 39 other student works and given to President Hu Jintao, as a gift from President Obama. Within hours of the invitation, the students had been selected and their names submitted to the State Department for requisite background checks.

Hats off to Mrs. Duke, not only for receiving the honor of being a Confucius Classroom, but also for the amazing work she does each day with her students. If you have not yet had the opportunity to visit her classroom, you are really missing out. She works magic with these students. Davis District is honored to have her teaching in their school. She truly gives her students the gift of the world.

## **Utah Proud of its Two Confucius Classrooms**

The Asia Society, in an attempt to recognize excellence in Chinese language teaching, is building a network of what will be 100 Confucius Classrooms across the United States. It is the beginning of an ongoing field-building process with the goal of establishing high-quality, sustainable Chinese language programs in all regions of the United States. The project will be one important step in strengthening Americans' understanding of China and in building bridges between young Chinese and American students. There are currently 59 schools which have been honored with this designation, and two of them are in Utah. West High School, in Salt Lake City, was named a Confucius Classroom in 2009. Syracuse Junior High School was notified of their selection into the program in December.

Lan'jy Duke, Chinese teacher at Syracuse Jr. High, is thrilled that her classroom was recently selected for this honor. She knows that her students will have more opportunities for exposure to the Chinese language, and she will have more funding and resources for the students. In addition to the financial benefits, the students in the Confucius Classrooms will be able to build strong relationships with their peers in China. There will be opportunities for visits and day-to-day communication.

As the leading organization in the United States working to promote K-12 students' understanding of world regions, cultures, and languages, The Asia Society has embarked on this exciting new project. Asia Society's Confucius Classrooms are a national network of exemplary Chinese language programs.

Asia Society's Confucius Classrooms provides the infrastructure for the development of effective and sustainable Chinese language programs for American students. The Initiative will feature online communities, targeted professional development for Chinese language teachers in the network, and annual Confucius Classrooms Network conference. The Initiative asks each school to implement an innovative project aimed at enhancing or expanding its Chinese [language program](#), and to develop an ongoing partnership with a school in China. This project has been established with the support of an expert advisory committee and in partnership with [Hanban](#), the Chinese



# Study Abroad!

SOU Center for Language Studies



# **SUMMER LANGUAGE INSTITUTE** *for* **SPANISH AND FRENCH TEACHERS**

June 19–July 8 and July 10–July 29, 2011

- A hands-on program for working Spanish and French teachers in beautiful Guanajuato, Mexico and Angers, France.
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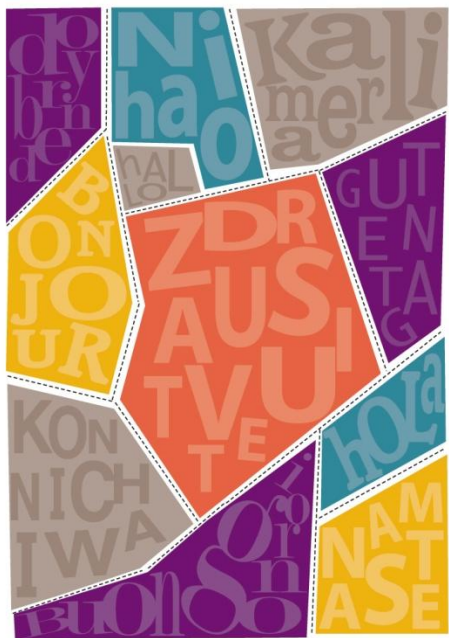


Check out the program at

[sou.edu/summerlanguageinstitute](http://sou.edu/summerlanguageinstitute)

[sli@sou.edu](mailto:sli@sou.edu)

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# LANGUAGE INTEGRATED

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING  
April 7-9, 2011 • Fort Worth, Texas

**Contact: SWCOLT/TFLA**

**Ph. 405.330.1318**

**Fx. 405.340.0923**

Executive Director, Jody Klopp, [jklopp@swcolt.org](mailto:jklopp@swcolt.org)

President, Greta Lundgaard, [greta.lundgaard@pisd.edu](mailto:greta.lundgaard@pisd.edu)

**<http://www.swcolt.org>**

The SWCOLT annual conference is in Fort Worth, Texas this year. Presenters from Utah include Aaron Andersen, Lehi High School Chinese Teacher. His presentation, at UCLA "I Tried These Strategies in My Chinese Class and They Worked" was selected as the "**Best of Utah.**"

This conference is a great opportunity to network with and learn from your colleagues in our area. Conference details can be found at [www.swcolt.org](http://www.swcolt.org).

## **Award Money! SWCOLT Financial Support**

Each year, UCLA will award two stipends of \$500 each to help UCLA members attend SWCOLT if they are presenting at the conference. (See our Policies: Awards and Scholarships-5). So, if your proposal to present at SWCOLT in Fort Worth has been accepted, please send a request to the UCLA Executive Director ([tmathews@weber.edu](mailto:tmathews@weber.edu)) with the title and a description of your session and the UCLA Board will choose the two sessions that will be supported this year.

## **Confucious,**

(Continued from page 8)

government agency spearheading the establishment of Chinese language programs overseas.

Over the next three years, Asia Society will identify, through a competitive process, schools that have the potential to grow into exemplary Chinese language programs and to become model sites for the teaching and learning of Chinese in the United States. These schools will not only have effective Chinese language instruction, but also strong local leadership and support, a demonstrated commitment to international exchange and collaboration, and will be ready to act as resource centers for other schools in the region. Each Confucius Classroom will be linked with a partner school in China to enhance opportunities for language learning and to provide students, teachers, and administrators with opportunities to conduct exchanges and joint projects.

# Professional Development

## 5th Annual BYU Workshop for Spanish Teachers

June 14-16, 2011 - 8:30 a.m. – 4:00 p.m.  
JFSB, Brigham Young University

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

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

**Cost:** No charge to participants. USOE Credit Available

**Sponsored by:** USOE, BYU & CITES

**For more information:** Nieves Knapp, [Nieves\\_Knapp@byu.edu](mailto:Nieves_Knapp@byu.edu)

## BYU Summer Institute for Spanish Teachers

Don't miss this year's BYU Summer Institute for Spanish Teachers in Spain. —June 13<sup>th</sup> to July 22<sup>th</sup> 2011 —

**One week of classes at BYU-Provo campus and 5 weeks in Spain.**

**Earn 9 credits of graduate work!**

Scholarships provided by BYU and USOE help reduce the cost to teachers, making this program an **incredible opportunity and bargain!!**

Questions or concerns?

Dr. Alan Meredith ([ram@byu.edu](mailto:ram@byu.edu)) &  
Dr. Nieves Pérez Knapp ([knapp@byu.edu](mailto:knapp@byu.edu))

## Authors in the Prado



*This five week intensive course designed for K-12 teachers and graduate students preparing to be teachers looks at the dialog between masterpieces of Spanish literature and art. Artists and writers to be studied include Velázquez, Goya, Picasso, Calderón, Lope de Vega, Buero Vallejo, Alberti, Arrabal and others. NEH Summer Scholars accepted to participate in this seminar will have free access to the Museo del Prado (including days when it is closed to the public), will enjoy lectures from museum curators, will participate in guided excursions to Toledo, Segovia, Salamanca, and more.*

## *Spanish Painting and the Literature it Inspired*

(in Spanish)

## NEH Summer Seminar for School Teachers

Madrid, Spain

19 June-22 July 2011

Director: John R. Rosenberg,  
Dean, College of Humanities  
Brigham Young University

Stipend \$3900

INFORMATION: [NEH.BYU.EDU](http://NEH.BYU.EDU)



# UFLA Executive Board

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Mike Wood, Recording Sec.

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Also, please share this information with all foreign language teachers at this school.

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