

<b>Stephen Van Orden</b> President	<b>Fall 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

Happy new-school-year-greetings from the German room at Timpview High School! As I reflect on my experiences at the beginning of this new school year and think about what I could write for this newsletter, I would like to reminisce and share some of the feelings I had as an inexperienced teacher. Maybe you will find my thought processes simplistic and naive, but maybe my experiences as a young teacher might spark a thought in you that will lead you to discover your own unique solution to a teaching problem in your setting. I will hope for the latter.

I remember vividly how I felt when I got my first paid teaching job—I was hired as a college senior to teach an introductory level German class at Brigham Young University. As I began the semester, a wide variety of emotions flooded my mind: I was excited, proud, and nervous. I wasn't sure quite what to expect from the experience even though I had had some previous experience with teaching and had just taken a methods class. I even had some good ideas about what I wanted to do and how I wanted to run the class. More than anything, I was committed to do my best and make the class a successful experience for both my students and myself. But, there was this ominous sense of the unknown lingering in the back of my mind that made me feel apprehensive and unsure.

During the first few weeks of class, I had many ups and downs. It appeared to me that my students were learning German, and I was quite sure that they felt good about the class, but I could sense that I could be doing a much better job. The more I learned about teaching, the more I realized how much I still needed to learn. I saw this large mountain of good teaching practice looming in front of me, and I desperately wanted to climb that mountain, thrust in my flag, and announce that I had conquered teaching and was a good teacher. Through the first half of the semester, I made good progress and got steadily better as a teacher, but my incremental progress somehow didn't seem fast enough for me. I could see my mistakes all too clearly, and I wanted to be a great teacher right away. I found myself continually feeling stressed out about my teaching because the gap between where I was and where I wanted to be felt so poignant to me.

After several weeks of these stressful feelings, I realized that I had incorporated a less-effective model of the teaching process in my mind. I was looking at good teaching as if it were a goal or a destination—some place where I could arrive. I naively thought that if I could climb the mountain of good teaching, I would always be a good teacher and always know how to handle all teaching situations. As I started to think more deeply about the reality of teaching,

Utah Foreign Language Association is now on Facebook! Look us up and Like us to get access to events and meetings, conference information, and the UFLA website.

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## **President's Message**

### **(Continued from page 1)**

however, I began to realize that even if I did successfully climb the mountain of good teaching practice that I currently saw in front of me, I would, when I looked around from the peak of that mountain, discover that, in fact, there is another even larger mountain of good teaching practice hidden directly behind the one that I had already climbed, and even further in the distance there is an entire mountain range full of mountains of good teaching practice beckoning me to climb them. I began to see that the mountains of good teaching practice are endless! When I had this small epiphany, I realized that I could no longer personally define good teaching in terms of a destination. I needed a new metaphor. I decided that if good teaching was not a goal or destination, then maybe it was a journey or process. Maybe good teaching was not the act of arriving but instead the act of moving. Maybe the journey was more significant than the destination. I realized that I should not define myself as a teacher by what I had done but by what I was doing—not by where I was going but by how I was getting there. I came to believe that good teaching is being actively engaged in the process of good teaching. I decided that I wanted to look at good teaching as a process or a journey and not a goal or a destination.

Over the years I have continually added to my understanding of the process of good teaching. I have observed many outstanding teachers who have inspired me and helped to shape my classroom practice. I have seen many effective classroom practices and methods. We have so many great language teachers in Utah! Because of their examples, I have worked to be actively engaged in the process of good teaching and continually improve my daily practices. Originally, I expected to be able to quickly take and use the wonderful activities I saw other teachers so fluidly and seemingly effortlessly employ in their classes. I found, though, that when I tried to use the same activities in my own classroom they did not achieve the same results. As I wondered about and pondered the possible reasons for my lack-luster copies of the brilliant originals, I recognized that I was fundamentally different than the teachers I was trying to copy. I have a different set of talents and a different set of weaknesses. I have a different personality and a different teaching persona. The methods I had borrowed from other teachers had not worked as well in my class because I was different—not because the methods were not good. As I continued to reason my way through my experiences, I realized that, in fact, all teachers are significantly different from each other and create meaningfully different learning contexts for their students in the classroom—even though they may share some or even many basic common characteristics.

At the beginning of this thought process, I saw my uniqueness as a weakness. I defined myself only by what I couldn't do. Soon, though, as my teaching life continued to percolate in my mind I discovered that there were many outstanding activities that I could pull off in my classroom with my students that my mentor teachers struggled with when they tried to execute the same activity. As I began to become more comfortable with my own teaching abilities, I realized that I could take ideas from other teachers, adjust them to fit me, and then use them effectively in my class. I discovered that my talents and strengths were central to my own good teaching practice. Once I developed a positive respect for my own uniqueness and learned to build on my talents and strengths, I started to uncover and expand my own identity as a teacher. I recognized that learning who I am and continually improving myself is a major part of engaging in the practice of good teaching.

As my personal teaching philosophy has been polished through the years by the cloth of experience, I have deepened my respect for the uniqueness of all teachers. I have come to recognize that the diversity of our differences is the measure of our strength and not a sign of our weakness. We all have talents and abilities, and we all have different ways of doing things. My continued pondering of our differences has led me to conclude that there is a plurality of best practices. I don't believe in silver bullets or snake oils that solve all problems and fit all situations. I don't think that there is only one right way to do anything. I believe that there are as many good, positive solutions to every problem as there are people. I have faith that if we as teachers approach problems with an appropriate mindset, we will be able to discover unique, personal solutions to teaching problems. If teachers build on their own strengths and talents and discover their own teaching identity, they will be capable of taking other teacher's best practices and be able to effectively adjust and refine those practices to fit their own teacher identity. I believe the key to this process is for individual teachers to discover who they are as teachers, recognize their weaknesses, and build on their strengths.

A key component to our development as teachers is our professional involvement. I urge you to come to the UFLA conference in November. Our conference provides us with an outstanding opportunity to learn from and collaborate with other teachers. Consider sharing your best practices with our UFLA community by proposing a session. Our conference is what we make of it. I look forward to seeing you in November.



## 2011 Conference Registration Form

UFLA ANNUAL MEETING  
Thursday, November 3, 2011  
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 \$15 UFLA Membership dues.**

**PLEASE PRINT CLEARLY:**

Name: \_\_\_\_\_ Email: \_\_\_\_\_

School: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School Phone: \_\_\_\_\_ Home 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    |                                       |

Newsletter: I prefer to receive the UFLA Newsletter ☐ as an email link to an electronic copy  
☐ as a hard copy through the mail



**Please note that ALL conference attendees must pay UFLA 2011 Dues (\$15)**

- ☐ \$15 UFLA Dues. These are for the 2011 calendar year. Unless you have already paid dues in 2011, **include your payment with this form.**
- ☐ \$0 I am a K-12 teacher or administrator and I will be attending the conference and using USOE Professional Development funds to cover my registration and lunch.\* **Unless already paid this year, don't forget your UFLA Dues (\$15).**

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

- ☐ \$50 Conference Registration. **Includes lunch.** (For those without a CACTUS ID number, or teachers in higher education).

**TOTAL \$** \_\_\_\_\_ Add (1) + (2) or (3) and make your check payable to UFLA. Send payment with this form to:

Registration forms must be postmarked by Friday, October 21. Forms postmarked after that date will be treated as on-site registration, which will cost \$60 plus UFLA Dues and no lunch will be available.

Tom Mathews, UFLA Executive Secretary  
Department of Foreign Languages  
Weber State University  
1403 University Circle  
Ogden, UT 84408-1403

\* These funds are available for the first 300 teachers who register, please check at [organizations.weber.edu/ufla](http://organizations.weber.edu/ufla) to see if these funds are still available. This form will be updated when necessary.

# UFLA Conference 2011

Don't live in Utah County? Consider spending either Wednesday or Thursday night (or both) in a hotel near UVU. We have contracted a special rate of \$59 / night with La Quinta Inn right across the street from campus. Go to the UFLA Home Page for more details.

<http://organizations.weber.edu/ufla>

## 2011 UFLA Video Contest

This year, we have decided to replace the poster contest with a Video Contest. This is an exciting opportunity for your students to do something to show their proficiency and to highlight what they do best, talk.

Have your students make a video of one minute or less and upload it to Youtube. Then, e-mail Mr. Ryan Rocque sending him the link to your video before **October 7<sup>th</sup>, 2011.**

The winning video will win fame, glory, honor and cash for your program and your student. Videos will be judged prior to the UFLA conference.

**Go to the UFLA Home Page for more information, rules and the required release form.**

## Come Share Your Ideas!

It's not too late to submit a proposal to present at this year's conference. Whether you've presented a lot in the past or whether you've never presented, we want to hear from you! Everyone has great ideas that we can all benefit from. You could even win \$100 cash if your presentation is the best in your language or area of presentation.

You can find a link to the presentation proposal form online at the UFLA Home Page.

<http://organizations.weber.edu/ufla>

**Proposals are due by October 10th**

## CONFERENCE SCHEDULE Sorensen Student Center – UVU Campus

7:30-8:00	Registration / Exhibitors
8:00-8:30	Bus. Meeting / Exhibitors
8:30-9:00	Exhibitor Break
9:00-9:50	Session 1
10:00-10:50	Session 2
10:50-11:30	Exhibitor Break
11:30-12:50	Lunch / Keynote / TOY
1:00-1:50	Session 3
2:00-2:50	Session 4
3:00-4:00	AATs

## Nominees for UFLA Officers 2011-2012

### UFLA PRESIDENT-ELECT

**Bonnie Flint  
Arron Wheeler**

### RECORDING SECRETARY

**Mike Wood**

**Elections will take place at the UFLA  
Conference on November 3rd.**

**Candidate Biographies will be printed in  
the Program**

# UFLA Welcomes Ken Stewart as our Keynote Speaker



Ken Stewart is a National Board Certified Spanish teacher at Chapel Hill High School (NC) and is a graduate of UNC-Chapel Hill (BA) and NC State University (MA) and has taught middle school through university. He is an active leader in the profession at the state, regional and national levels where he has presented at the AP Annual Conference, SCOLT, SWCOLT, CSC, NECTFL and ACTFL. He has served on the SCOLT Board, the AATSP Executive Council, the standards committee for the NBPTS, the Test Development Committee for AP Spanish and the National Spanish Exams, and is a consultant for the College Board. Currently Stewart serves on the Curriculum Development and Assessment Committee to redesign the AP World Language courses and exams. He has led over 100 teacher training and professional development events throughout the US, as well as in Europe, Latin America, Asia and the Middle East.

Stewart has published books with Wiley, Kaplan/Simon & Schuster, Duke University Press and articles in Hispania and The Language Educator. He was the recipient of a National Endowment for the Humanities grant to study in Salvador da Bahia, Brazil. He was the recipient of a teaching chair for excellence in the Humanities awarded by Chapel Hill-Carrboro City Schools.

Stewart is a strong advocate and prominent public speaker for all languages; he worked closely with ACTFL to launch the Discover Languages public awareness campaign. He has been named Teacher of the Year by AATSP, Central North Carolina and was ACTFL's first National Language Teacher of the Year in 2005.

## Presenter Incentives

We are excited to announce that for the first time this fall, there will be \$100 awards given to the presenter(s) of the best UFLA sessions (as rated by session attendees) in the following categories:

Spanish, French, German, ASL, Dual Immersion, Chinese,  
Arabic, Japanese, Classics, Technology, and Assessment



To qualify for an award there must be at least three sessions in your category. We hope this will encourage you to come up with a great idea you can present to your colleagues! To apply, go to our UFLA home page and submit your proposal. We are still looking for presentations in all languages and categories!

Secondary School Teachers should contact their administrator **today** about getting a substitute. The State Office will be unable to reimburse districts for the cost of substitutes this year, although they will cover the registration costs for the first 300 teachers to register. See <http://organizations.weber.edu/ufla> for more information.

**Parking Information for the Conference will be sent to you after you register!**



# UFLA Awards

## **PAT BUCKNER COLLABORATION IN TEACHING AWARD**

One award is given annually.

Award may be up to \$1000

Proposals for funding must:

- Facilitate collaboration between two or more language teachers in the same department, school, or in different schools, districts or across the state.
- Result in a product (curriculum, video, technology, text, workshop, etc.) that can be shared with the membership of UFLA.

## **UFLA TEACHER VITALITY AWARD**

Three annual awards are available for the purpose of research, study, workshops, or projects for improving the quality of teaching.

Award amounts will typically range from \$500 to \$1000.

Ideas from past projects include:

- Curriculum Enhancement or Course Development
- Collaborative Teaching Projects
- Development of on-line courses and activities
- Travel to conferences or special seminars and workshops
- Travel to collect cultural and language resource materials
- Expenses to give a presentation or read a paper at a regional or national conference
- Research in teaching methods or language acquisition

## **Grants to Attend and Present at SWCOLT or ACTFL**

Each year, UFLA will award up to four stipends to UFLA members who present sessions at SWCOLT (two \$500 awards per year) or ACTFL (two \$1000 awards per year).

To be eligible, candidates must:

- Be members of UFLA,
- Submit a copy of their session proposal to the UFLA Executive Secretary/Treasurer at the same time they submit it to SWCOLT or ACTFL,
- Notify the UFLA Executive Secretary/Treasurer when they receive official notification from SWCOLT or ACTFL that their session has been accepted.
- Any individual who receives a stipend from UFLA to present at SWCOLT or ACTFL will be ineligible to reapply for a period of five years.

Eligible candidates will be evaluated by a committee appointed to that purpose by the UFLA Executive Board. It will be the responsibility of this committee to determine the criteria it uses for choosing award winners; however, the committee shall attempt to distribute the awards among teachers in both secondary and higher education. The committee will present the names of award winners to the UFLA Executive Board for approval.

The deadline for applying for *the UFLA Teacher Vitality Award* and *Pat Buckner Collaboration in Teaching Award* is **December 15<sup>th</sup>**. Please take note of this deadline and submit your applications on time.

Applications can be downloaded from the UFLA Website <http://organizations.weber.edu/UFLA>

# Language Specific Organizations

Dear Colleagues,

I love teaching French. I love to see my students speaking French. French is one of the three most influential languages in the world. We have a purpose in what we do that goes beyond the classroom and will affect the lives of our students.

It is a privilege and an honor to work with you and learn from you. As chapter officers, we at AATF want to encourage you to participate in our activities and get involved with other teachers. We can be a powerful force for good when we come together to discuss good teaching practices. Salt Lake County has the largest population of French teachers in the state, which is why many of our activities take place around Salt Lake. We wish we could involve everyone, and want to extend the invitation to all to participate. Our vision is to have French teachers come together to socialize, speak French, learn something, eat something, and be better French teachers as a result. For the \$55.00 AATF membership fee, you will enjoy an amazing year of fun!



## 2011-12 AATF Meeting Dates

Thursday, October 13th @ 6:30 p.m. - Mountain Ridge Jr. High School - Halloween teaching ideas
Thursday, November 3rd - Utah Valley University - UFLA Conference
Friday-Sunday, November 18-20 - Denver, Colorado - ACTFL Conference
Saturday, December 10th @ 1:00 p.m. - West Jordan - A Fairy Tale Christmas with food and stories
Thursday, January 26th @ 6:30 p.m. - Canadian Deli - Life in Québec, La Poutine and les Québécois
Thursday, February 23rd @ 6:30 p.m. - Murray High School - A Special University-level Guest Speaker
Saturday, March 24th @ 3:00 p.m. - Draper City Park - French Game Day & Potluck
Saturday, April 28th @ 8:00 a.m. - Utah - Enjoy the first annual AATF Immersion Day in Utah. We will begin with breakfast, enjoy a hike and other activities, take some classes, visit sites, and all the while speak French. We hope this will become a lasting tradition.

Visit our website for more information. <http://aatfutah.wikispaces.com/>

We want to remind you, that with your membership, you are members of the American Association of Teachers of French (AATF) and the Fédération Internationale des Professeurs de Français (FIPF). You can participate in the Grand Concours, an internationally recognized and nationally administered French exam, with the opportunity to win prizes for your students. You can attend and present at the annual AATF Conferences. You can participate in all of our activities and events, which include food and wonderful materials to improve your teaching. In addition, you will be able to share and network with members of the Alliance Française, les Francophones de Salt Lake City, other French teachers, professors, and state leaders who love French and want to help you succeed.

At our recent conference in Montréal, Canada we were impressed to hear how Utah ranks number one for immersion schools, and is tied with New York for teachers with advanced degrees. Obviously, we should be proud of our language heritage, and proud to be French teachers (like we could help not being proud!). We have 135 secondary and immersion teachers in the state right now, and nearly 16,000 students enrolled in French. What an amazing work we do.

Please plan on attending the upcoming UFLA Conference, November 3rd at UVU. We want to invite every French teacher to the AATF meeting that afternoon. We promise to be brief and share with you the calendar and what is coming up this year and give you an opportunity to register and learn more. Also, if anyone is interested in participating as an officer or would like to join our organization, please don't hesitate to email me at [rocque@alpinedistrict.org](mailto:rocque@alpinedistrict.org). We sincerely appreciate your support and look forward to another tremendous year working and learning together.

Mr. Ryan Rocque, Président, AATF Utah

## Summer Arabic Camp puts Arabic Students Ahead

BYU's National Middle East Language Resource Center hosted the 2011 BYU Summer Arabic camp which was funded through a Startalk Federal grant <http://startalk.umd.edu/>. We offered two intensive residential camp sessions: Monday, 20 June to Wednesday, 13 July and Monday, 18 July to Wednesday, 10 August. Both sessions offered two tracks: a fast-track option which allowed experienced or gifted language learners to complete the equivalent of BYU's Arabic 101 course and receive four university credit hours for their efforts; a parallel but more moderately-paced track allowed another group of students to complete the equivalent of a rigorous year of high school Arabic and receive the corresponding credit.

There was no prior study of Arabic required. The students who came from AL, AZ, CA, ID, LA, MA, MD, NE, NM, PA, RI, TN, TX, UT, VA, WA as well as the United Arab Emirates, were able to obtain a solid repertoire of pragmatic speaking and reading skills and a first-class introduction to Arab culture, popular and high. Students who attended the camp were strongly encouraged to continue their study via Arabic without Walls, our distance-learning course. The fast-track StarTalk program in combination with the online course Arabic Without Walls is especially designed for those who are serious about acquiring high-level proficiency in Arabic language and culture. For information about the program email [arabicstartalk@byu.edu](mailto:arabicstartalk@byu.edu).

## Utah Language Teaching in the News!



In the last several UFLA newsletters, we have published articles about Utah's Language Immersion Programs. A recent Salt Lake Tribune article, "First day, first grade, new language? No problem" highlights Utah's ongoing efforts to lead the nation in innovation in 2<sup>nd</sup> language acquisition through immersion programs at the elementary school level. Kudos to all of those who are involved in making Utah the best state in the nation in which to learn a second language and especially those who are blazing new trails in dual language immersion. If you missed the Salt Lake Tribune article, you can find it by using your smart phone and reading the QR code to the left, or by following this link:

<http://www.sltrib.com/sltrib/news/52433333-78/students-immersion-spanish-english.html.csp?page=1>

### Call for Articles

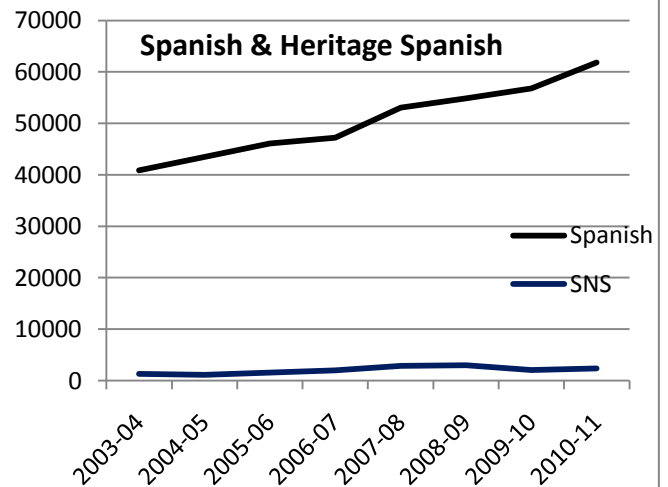
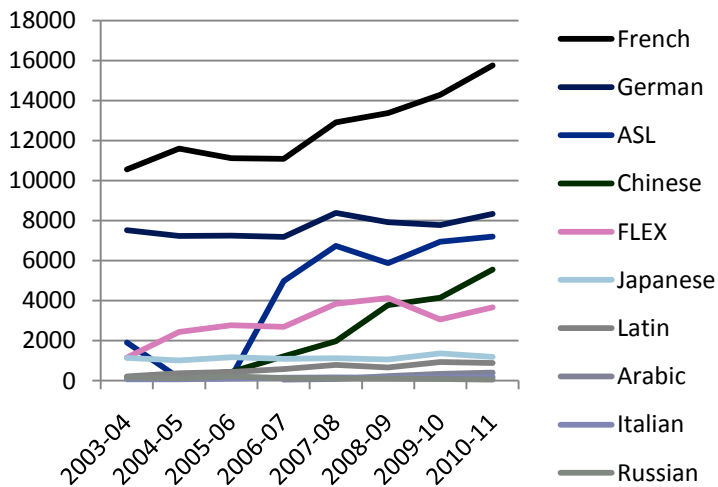
What did we miss? Is your language program making news? If you have an article idea or would like to let everyone know what you are doing in your district or school, please submit an article to be considered for publication in the UFLA Newsletter. The Newsletter is published three times a year in the fall, winter and spring and we are always looking for good articles to share with all UFLA members. Please submit any article ideas to Mike Wood (UFLA Newsletter Editor) at [mwood@alpinedistrict.org](mailto:mwood@alpinedistrict.org). Articles will be screened and included depending on the space available in the next edition of the newsletter. We look forward to see what great things you are doing in teaching language in your corner of the state.



# Language News

## Utah K12 Language Programs Continue to Grow!

It may seem like it's a battle to keep our programs alive, but language enrollment is on the rise across the board in Utah. Statistics gathered by the USOE indicate that enrollment in all languages increased nearly 10% between the 2009-10 and 2010-11 school years from 98,209 students to 107,374. The percent of teachers in Utah teaching world languages has also risen the past three years. In 2010-11, 5.5% of Secondary FTE's are language teachers up from 5.2% in 2008-09. Keep doing all you are doing to encourage growth in our programs!



## BYU Launches Brazil Diversity in Education Exchange Program

This Fall, Brigham Young University, in partnership with Ashland University and Georgetown College, launched the Brazil Diversity in Exchange Program. The program, co-sponsored by a three-year grant from the U.S. Department of Education and Brazil's Ministry of Education, will allow three education majors from BYU per year to study for a semester at either the *Universidade do Estado de Santa Catarina* or the *Universidade Federal Rural do Rio de Janeiro* in Brazil. The students will take university courses in education and will spend time working with K-12 students in Brazilian public schools. This year's cohort of BYU students report that they are thrilled with the opportunities they are having, including a visit to a school on an Indian reservation. At least two of the students plan to complete the state's new Portuguese endorsement upon returning to Utah.



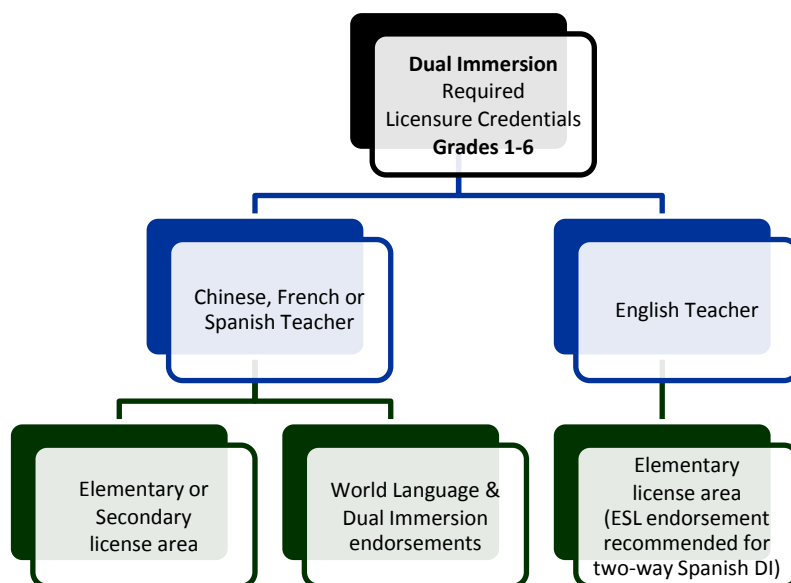
## Utah Universities Prepare Dual Immersion Endorsement Programs

In response to the state's creation of a new Dual Immersion endorsement, five Utah universities – Brigham Young University, the University of Utah, Utah State University, Utah Valley University, and Weber State University – are preparing programs to qualify prospective teachers for the endorsement.

The state's Dual Immersion endorsement requires courses in foundations of immersion education, content-based instruction, second language literacy, second language acquisition, and a practicum in an elementary dual immersion program. In addition, candidates must pass an Oral Proficiency Interview at the Advanced Mid level or better. Teachers who hold both a Dual Immersion endorsement and a World Language endorsement qualify to work as a world language teacher in any of the state's Dual Immersion schools (see accompanying graphic from Gregg Roberts at USOE).

All five universities expect to have their Dual Immersion endorsement programs fully functional by Fall 2012. For more information on the endorsement programs of specific universities, see the contact information to the right.:

### Utah Dual Immersion / Two-Teacher Model



BYU – Blair Bateman [blair\\_bateman@byu.edu](mailto:blair_bateman@byu.edu)  
 U of U – Johanna Watzinger-Tharp [j.tharp@utah.edu](mailto:j.tharp@utah.edu)  
 USU – Maria Spicer-Escalante [mlspicer@cc.usu.edu](mailto:mlspicer@cc.usu.edu)  
 UVU – Baldomero Lago [lagoba@uvu.edu](mailto:lagoba@uvu.edu)  
 WSU – Cheryl Hansen [cmhansen@weber.edu](mailto:cmhansen@weber.edu)

### Spanish Resource Center Names New Utah Director

The Spanish Resource Center, located at Brigham Young University, is sponsored by a partnership between the Embassy of Spain and BYU. The center provides cultural experiences to assist students in learning about the rich and diverse heritage of different Spanish-speaking countries. It hosts a library of wonderful materials for teaching Spanish, and it also hosts cultural presentations and cooking classes.

Recently the SRC appointed Sonia Cabrerizo as its new director. Sonia was born in Madrid, Spain, where she studied law and political science at the Universidad Complutense. She also completed studies in music and English and has taught at the secondary level in both specialties.

As a Fulbright Scholarship recipient, Sonia worked as a Language Assistant at Washington College in Maryland. She has also taught Spanish at schools in Boston, MA and Ogden, UT. During her years of teaching she has participated in numerous projects related to international education, teacher training programs and dual immersion.

We welcome Sonia to the Spanish Resource Center. For more information about hours and activities, please visit: <http://spanport.byu.edu/src/index.htm>

# Professional Development



## Pre-convention Workshops November 17, 2011 Colorado Convention Center, Denver, CO

The American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo brings together more than 7,000 teachers, administrators, method instructors and students of foreign languages at all levels from across the world. The convention features over 600 educational sessions on such topics areas as: Assessment, Culture, Curriculum, Literature, Methods/Techniques, Advocacy and Policy Issues, Professional Development, Research, Specific Purposes, Standards and Technology.

For more information and to register for the conference and housing, visit [www.actfl.org](http://www.actfl.org)

## Bloom in the Desert – SWCOLT 2012

Southwest Conference of Language Teachers (SWCOLT) is planning a great conference for 2012. The focus will be gathering evidence through assessment.

Dates for the upcoming conference are April 12 – 14, 2012. Phoenix is beautiful in April and close enough that many Utah teachers should plan now to both present and attend. We have so many great things happening in Utah; It would be great to share them with your colleagues from our region.

Some highlights of the conference will include great sessions for all languages, especially focusing on assessment, the SWCOLT Teacher of the Year competition, and Friday's luncheon at which Chantal Thompson of BYU will be the keynote speaker. If you have attended a training led by her (as many did in August at the Davis/Granite/Canyons Assessment Training), then you know that she is a great resource on assessment and moving our students up the proficiency scale.

Future SWCOLT conferences will be in Reno, Nevada (2013) and Snowbird, Utah (2014).

For more information about the conference, or to submit your session proposal, go to [www.swcolt.org](http://www.swcolt.org) or contact Bonnie Flint at [bflint@dsdmail.net](mailto:bflint@dsdmail.net).



**Proposals due  
October 14<sup>th</sup>!**

# UFLA Executive Board

## Elected Board Members:

Stephen Van Orden, President

Jake Sigafus, Pres.-Elect

Cheryl Hansen, Past President

Mike Wood, Recording Sec.

## Ex-Oficio Board Members

Tom Mathews, Executive Secretary

Tristen West, Dual Immersion Rep

Ryan Rocque, AATF President

Lara Slade, AATSP President

Jeff Packer, AATG President

Doug Welton, IMATJ President

Maggie Nassif, UATA President

Thomas Manning, UCA President

Leslie Paterson, Rural Schools Rep.

Gregg Roberts, USOE FL Specialist

Eric Lynn, ASLTA President

Stacy Lyon, UACT Rep

## Other Board Members

Cheryl Hansen, ACTFL Rep.,  
Historian

Blair Bateman, BYU Rep.

Koyin Sung, USU Rep.

Viola Green, Univ. of Utah Rep

Isabel Asensio, WSU Rep.

Baldomero Lago, UVU Rep.

Bonnie Flint, SWCOLT Rep.

Mike Wood, Newsletter Ed.

If the person to whom this newsletter is addressed is no longer at this school, please pass this along to that person's replacement.  
Also, please share this information with all foreign language teachers at this school.

Please deliver to:

Please send all submissions and comments to:

Find this newsletter on-line at  
<http://organizations.weber.edu/ufla>

UFLA Newsletter  
% Mike Wood  
Timberline Middle School  
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