

UFLA

The Utah Foreign Language Association Newsletter

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Stephen Van Orden
UFLA President

Liebe Grüße UFLA Friends!

One of my duties as UFLA president is to write something (hopefully inspiring) for our regular newsletter. As I have been thinking about this responsibility and how I might be able to reach out to you through electronic text, the reality that many of us are feeling various levels of burn out keeps circling in my mind. The last several years have been difficult for all of us as teachers and professionals.

Just like you, I don't want burn out to become the status quo for the rest of my career. I want to be re-energized, reinvigorated, reanimated. I don't want the best to be behind me; I want to reach new heights in my career.

How do I come back from burn out? What even is burn out. Are there practical steps can I take? When I ponder these questions, I am reminded of a poem by the Austrian-born poet Rainer Maria Rilke who

wrote in both German and French. His poem, *Der Panther*, 1902, describing a panther pacing in a cage at the zoo is among his most famous works. Here is an English translation by Stephen Mitchell:

The Panther

His vision, from the constantly passing bars,
has grown so weary that it cannot hold
anything else. It seems to him there are
a thousand bars; and behind the bars, no world.

As he paces in cramped circles, over and over,
the movement of his powerful soft strides
is like a ritual dance around a center
in which a mighty will stands paralyzed.

Only at times, the curtain of the pupils
lifts, quietly--. An image enters in,
rushes down through the tensed, arrested muscles,
plunges into the heart and is gone.

In this Issue:

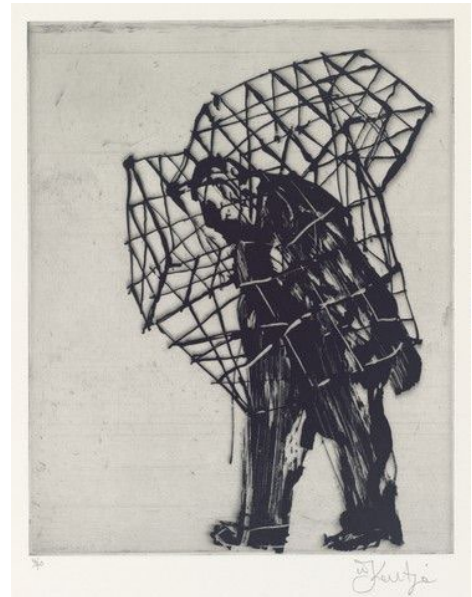
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As a teacher experiencing burn out, I can empathize with the poor panther pacing back and forth, beating a path in the ground, unable to see beyond the bars of its prison.



The oppressive, confining routine—the trapped, powerless lack of possibilities—that is how I feel when I am burned out. And even when a glimpse of something more, a way out, a different reality enlivens my mind with hope for a better way, the hope doesn't last because it doesn't really seem possible. William Kentridge's wood cut, *Zeno at 4AM (caged man)*, echoes these same themes. The feet of Kentridge's caged man, however, aren't in the cage. He takes the cage with him wherever he goes. There doesn't seem to be any possible escape. The downward posture of the man accentuates the severity and intensity of the situation.

<https://tinyurl.com/z377cxxw>



Artist: William Kentridge, South African, born 1955, D.F.A. (HON.) 2013

Printer: Maurice Payne

Publisher: David Krut Projects

Zeno at 4am (caged man), 2001, from suite of 9 etchings

I don't want to be a caged teacher. I want to be a teacher who inspires his students to acquire real language proficiency and authentic cultural competency. I want to grow in

my own language and teaching skills. I want to be a work in progress who is constantly growing and expanding.

I am going to get a little folksy philosophical here, but bear with me. Maybe my over-ambitious thoughts will strike a chord in you—even if they are a bit pedantic. It is not my intent to prescribe the only solution to burn out or to devalue any other way of approaching it.

Reading and rereading this poem and looking at the woodcut led me to what feels to me like an epiphany: burn out is not the product of too much work. Burn out is the product of having no vision of or hope in a greater reality than the one I am currently experiencing. It is also not limited to a specific context. I take the burn-out with me from context to context. Physical tiredness is coincident with burn out, and the two can be easily conflated with each other. If I am overworked physically, however, I can always do things to rejuvenate my body. Rest and diversion can refill my physical bucket, but they don't change my vision. You have probably heard Benjamin Franklin's aphorism (or even repeated it yourself sometime), "If you want to have something done right, ask a busy person." Being busy or having a lot to do is not the problem—not the cause of burn out. Although feeling tired and incapacitated is part of burn out, burn out is more of a mental state than a physical one. The biblical proverb asserts, "where there is no vision, the people perish." I believe it is the lack of vision, the lack of the ability to see beyond the bars of the cage that is at the root of burn out.

So how do I see beyond the bars? How do I catch a vision and hold on to it?

I don't think that the answer to this question is to do more of the same (pace back and forth) or even to have a good long weekend (go sleep in the corner). The answer is probably not even to be less busy. It can be presumptuous to tell someone else how to solve a problem, but let me offer a suggestion that has worked for me in the past.

Start a new project. Take an aspect of culture or language that you have always wanted to learn more about. Take a deep dive into that aspect of language and culture. Re-become a bright-eyed, fascinated language learner (even if you are a native speaker). Find authentic resources on the Internet. Read, watch, and listen. Make connections. Join a community. Become an expert in this aspect of culture or language and let it grow into a passion.

As your new understanding begins to flourish, you will have an intense desire to share what you have learned with your students. Create activities and curriculum. Develop a new unit. Create materials to use with your beginning students. Create materials to use with your more advanced students. Let the flame of your fire spread to your students. Your students *will* come alive - inspired by your passion. They will then reflect more positive energy back at you increasing a continually building momentum.

Another version of this would be to find a colleague or a group of colleagues and collaborate on your project.

Maybe your project needs some financial support. Apply for a UFLA Vitality award or a Pat Buckner Collaborative Award. Your AATs probably offer grants for projects as well. Some schools also use some of their Trust Land funds for teacher projects. Ask an administrator for money. Try a Go-Fund-Me campaign. Don't stop until you get the resources you need.

And then, when you have completed your project, share it with UFLA. Present a session at UFLA or SWCOLT about your project. This coming year, we will be hosting our regional SWCOLT conference in Salt Lake City. We have so many outstanding teachers here in Utah. We want to show off all that is going on in Utah with many fabulous sessions from Utah at SWCOLT! If you feel more comfortable writing about your project, write up a short article, and submit it for our newsletter. The newsletter can always use more submissions.

I know I have been a little over-the-top in this president's message. But I think that over-the-top is probably exactly what we need right now to break out of the doldrums of burn out. Take me up on the invitation. Take a deep dive into a project and see if the momentum that comes from it doesn't help to salve the wounds of burn out.

I think you guys are the greatest—no, I know you guys are the greatest. I am so proud to be associated with you and to be a language teacher in Utah!

Stephen Van Orden
UFLA President 2022-2023

Why UFLA?

WE ASKED A FEW UFLA MEMBERS TO SHARE WHY THEY DECIDED TO GET INVOLVED IN UFLA. HERE IS WHAT THEY HAD TO SAY:

My presentation at UFLA 2022 was my first time ever presenting at a conference. I've been developing a technique to co-create a classroom novel for the last few years. Several months ago, I was talking to a colleague at another school about it. He was enthusiastic about the idea and said I should write a proposal to present about it at UFLA. I had never written a proposal before, and it was easier than I thought it would be. Presenting at UFLA ended up being a great experience. I hadn't attended UFLA in several years, and it was exciting to see how many wonderful things are happening in world language classrooms around the state. I came home with lots of ideas to put into place in my own classroom. It was also really exciting to have a classroom full of conference attendees come to my session. I got a lot of great ideas from them during the session, and I left feeling like I had learned a lot from the experience. My entire department came to UFLA to support me, and all of us went home ready to plan what we can present together next year.

Shelah Miner, French Teacher, Wasatch Junior High School

I started attending the annual UFLA convention a few years ago and found that there was such a wealth of information and resources right here in Utah. Indeed, every year I learn so much from fellow language teachers as they simply share best practices from their classrooms. In fact, I realized that I should also think about what I could share from my own language classroom and I started not just attending but presenting as well, which has been a rewarding experience. When the opportunity to run for UFLA secretary presented itself I decided that it was an opportunity to be involved on yet another level and to be a part of a dynamic team of passionate advocates for language teaching. Instead of thinking that someone else would do it and that I was too busy (as I had done many times in the past), I built on my experience going from simply attending the conference to realizing that we each have something valuable to contribute to the conversation and that we simply need to join in, whether it be attending, presenting, volunteering, or all three! UFLA is a wonderful resource right in our backyard!

Elodie Petelo, French Teacher, Timpview High School

My WHY:

I'm passionate about language learning and teaching

"If not I, then who?" - I saw the need and opportunity to get involved

UFLA is our organization and needs us to thrive

Jo Carmiol, World Language and DLI Specialist, Davis School District

2022

INTERMOUNTAIN AP SUMMER INSTITUTE

Davis School District
Farmington High School 548 West Glover Lane, 84025

July 12-15, 2022 8:00-4:00 MST



**All Sessions:
\$700.00**

**All presenters are
endorsed
College Board
Consultants**

**30
CEUs/relicensure
hours**

**Graduate credit
available through Weber
State University
2 credit hrs./\$30.00**

26 SESSIONS

- Art and Design
- Biology
- Calculus AB
- Calculus BC
- Chinese Language and Culture (New)
- Chinese Language and Culture (Experienced)
- Comparative Government and Politics
- Computer Science A
- English Language and Composition (New)
- English Language and Composition (Experienced)
- English Literature and Composition
- Environmental Science
- French Language and Culture
- German Language and Culture
- Human Geography (New)
- Human Geography (Experienced)
- Music Theory
- Physics 1
- Psychology
- Spanish Language and Culture (New)
- Spanish Language and Culture (Experienced)
- Statistics
- US Government and Politics
- US History
- World History

REGISTRATION:

[TINYURL.COM/INTERMOUNTAIN-APSI-2022](https://tinyurl.com/intermountain-apsi-2022)

Questions: 801-402-5145

UFLA News

Summer 2022 French Teacher Workshop

Monday, July 26 -
Thursday, July 29

Location: University of Utah Campus

Course Times: 9:00am to 4:00pm daily

Registration Cost: \$95 (registration required)

Interagir Oral Motiver
Écriture Communication Langue
Professeur Didactiser
Ressources Jeunes
Mondial S'investir Apprenant
Culture
Apprentissage Leçons Responsabilités
Participant

Faculty: Dr. Anne V. Lair (University of Utah) and Mme Michèle Harward (Canyons School District).

Title: L'atelier de cet été est ouvert à tous les professeurs de français K-12.

Description: Cette année, nous travaillerons à partir d'un site web mondial dédié aux jeunes ! Nous développerons des tâches culturelles en fonction du niveau enseigné par les participants, sur lesquelles nous grefferons des compétences orales et écrites.

Toujours à partir de ce site web, nous mettrons en pratique les trois modes de communication pour engager les apprenants à être responsables dans leur propre apprentissage. Les trois objectifs seront de 1) motiver les apprenants à aller au-delà des simples réponses au professeur, 2) donner l'occasion aux apprenants de se servir de la langue dans le but d'interagir avec les autres et 3) enfin de saisir l'opportunité de s'investir dans des tâches de la vie de tous les jours dans un environnement non-menaçant dans lequel le filtre affectif est réduit.

Chaque participant apprendra à didactiser des ressources et repartira ainsi avec de nouvelles leçons à utiliser en salle de cours.

Participants have the option of signing up for 2 graduate-level credits of FRNCH 6900 for an additional \$50.

[Visit our website for more information](#)

[REGISTER HERE](#)


THE UNIVERSITY OF UTAH
L2TRec


THE UNIVERSITY OF UTAH
DEPARTMENT OF WORLD
LANGUAGES & CULTURES

UFLA News



Location: University of Utah Campus

Course Times: 9:00am to 4:00pm daily

Registration Cost: \$95 (registration required)

July 26-27: Teaching Film in the Language Classroom

Jacqueline Sheean, PhD, Assistant Professor of Spanish, Department of World Languages and Cultures, University of Utah

This two-day workshop will focus on teaching film in Spanish language classrooms. The goals of our workshop are two-fold: we will consider how cinema may support learning objectives related to cultural competency and language learning at the intermediate level while also working to advance students' multimedia literacy. We will review the basics of cinematic form in order to develop frameworks of analysis that incorporate an understanding of film as a visual language. After examining questions of genre, content, and style, we will review strategies for the pedagogical applications of film analysis and develop assignments and activities that focus on cinema's unique power to represent cultural identity and social change. The workshop will include case studies with age-appropriate materials.

July 28-29: Palabras clave en la cultura latinoamericana

Alejandro Quin, PhD, Associate Professor of Spanish, Latin American Literature and Culture, Department of World Languages and Cultures, University of Utah

Este taller de dos días busca ofrecer a los asistentes una breve revisión crítica actualizada de varios conceptos o palabras clave del archivo cultural latinoamericano, considerando su historia, sus posibilidades pedagógicas y algunos debates recientes. Desde un análisis genealógico y discursivo examinaremos, en particular, la formación, trayectoria y significado de conceptos centrales tales como cultura popular, transculturación, populismo, diferencia colonial, indigenismo, mestizaje y modernidad dentro del heterogéneo imaginario cultural de la región. Se tendrán en cuenta asimismo materiales y estrategias que permitan situar en el salón de clase las ideas y procesos sociales que aquellos designan.

Participants have the option of signing up for 2 graduate-level credits of SPAN 6900 for an additional \$50 OR may receive credit through MIDAS

[Visit our website for more information](#)

[REGISTER HERE](#)





Standards Implementation Institute

WHAT

Join your Utah colleagues for an integrated, content specific professional learning experience to further develop content and pedagogical skills while empowering you to leverage your current resources.



Fine & Performing Arts • English Language Arts •
Health • Mathematics • Physical Education •
Preschool • Science • Social Studies •
World Languages

WHO

General Education Teachers
Special Education Teachers
Instructional Coaches
Administrators
Counselors
Social Workers
School Psychologists

Cost: \$50 Per Person/Per Day

Registration costs include **LUNCH**, full day access to the professional learning sessions at location and date(s) of choice.



June 6–9:
Richfield High School

June 13–16:
Uintah High School

June 20–23:
Green Canyon High School

WHERE/WHEN

June 27–30:
Washington Intermediate School

July 11–14:
Bonneville High School/Weber District

July 18–21:
Springville High School

July 26–29:
East High School



ADA compliant 2.3.2022

UFLA News



As Organizational Members of ACTFL, I am delighted to share with you and your colleagues that we are currently accepting student applications for the 2022 Lead with Languages [Teacher Scholarship Program](#).

Entering its fourth year, this program provides merit-based scholarships to graduating high school seniors who are committed to pursuing the language teaching profession in languages other than English. Scholars are awarded \$1,500 per academic year (renewable for a cumulative total of up to \$6,000 per recipient), as well as ACTFL membership during their participation in the program and for one year following graduation. Since its launch in 2019, ten Scholars representing a range of languages and home states have been selected each year.

I invite you to [learn more about this Program](#), including full eligibility requirements and submission procedures, on our Lead with Languages site. Applications must be submitted online on or before Friday, May 27, 2022.

Please consider sharing this information with others in your organization, directly with high school seniors, and broadly throughout your network. Together, we're helping to bolster the recruitment and retention of language educators, as we celebrate this important step in the academic journey of future colleagues.

When asked about their motivations, one Scholar shared: "I want to pursue my desire to be a world language educator and to help others to pursue their dreams by imparting an understanding of different cultures and how languages can be a source of social change and individual strength."

As always, we remain dedicated to supporting the goals and dreams of tomorrow's leaders in the field.

Please don't hesitate should you have any questions.

Warm regards,

Erin Whelchel

Outreach Manager, ACTFL

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UFLA News

UFLA needs YOU

To find out more about how to become more involved in our UFLA organization, complete this survey. (click here)



Would you like to nominate a Teacher of the Year? As a reminder, applications are accepted on our website at ufla.net.

In addition to [Teacher of the Year](#), UFLA also awards the following grants:

[Teacher Vitality Grant](#)

[Pat Buckner Collaboration Grant](#)

UFLA also offers additional awards for Lifetime Achievement and Friend of the Profession. If you would like to submit a name for consideration of either of these awards, you just need to send a nomination to the UFLA president.

UFLA Mission

The Utah Foreign Language Association exists to promote the learning of world languages and cultures in the state of Utah and beyond. Specifically, the mission of UFLA is to:

- Support world language teaching and acquisition at all academic levels, including traditional instruction and dual language immersion programs
- Disseminate information and provide opportunities for the exchange of ideas and resources to support language teaching and learning
- Offer professional development opportunities for language teachers
- Recognize excellence in language teaching and learning
- Collaborate with regional and national language teaching organizations
- Advocate for public policy that promotes language learning and supports the needs of language teachers and students

UFLA WEBSITE

The UFLA Website has now moved to

<http://ufla.net>

It's a new name, but with all the content we have always had on the site. If you only visit once a year to register for the conference, come see what else we have on ufla.net (including copies of the newsletters going back over twenty years.) We will also post handouts from presentations at our upcoming conference on the new UFLA website.

We also hope you will join [UFLA on Facebook](#) and on our new Instagram account (@ufla_utah). Come participate in the conversation!



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Advertising Information

The UFLA Newsletter is published three times each year in September, January and May. All issues are distributed via e-mail to UFLA members as well as posted on the UFLA website.

Advertising rates are available at:
[UFLA Sponsorship Opportunities](#)

Contact Branden Lansing at blansing@dsdmail.net with any questions or to place an ad.