



The CARDINAL

Newsletter of the Ohio Foreign Language Association

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Letter from the President

Fred Toner, OFLA President



Greetings,
As the current president of OFLA, it is my pleasure to announce that the new president of the American Council on the Teaching of Foreign Languages (ACTFL), Dr. Eileen Glisan, will be the keynote speaker at our April 2010 conference.

The 2010 Conference will take place at the Hyatt on Capitol Square, Columbus, on April 8-10, 2010.

See you there!

Fred

Dr. Glisan co-directed the project that created the ACTFL/ NCATE Program Standards for the Preparation of Foreign Language Teachers, approved by the National Council for Accreditation of Teacher Education (NCATE) in 2002. She is co-author of *Teacher's Handbook: Contextualized Language Instruction*, a leading methodology text now in its fourth edition. She was the recipient of the 2008 Stephen A. Freeman Award given by NECTFL for the best published article on language teaching techniques that appeared in 2006: "The Integrated Performance Assessment (IPA): Connecting Assessment to Instruction and Learning," *Foreign Language Annals* (co-authored). She also received the 2008 Nelson H. Brooks Award for Distinguished Service and Leadership to the Profession, given by NECTFL.

Her areas of research include proficiency-oriented instruction, standards-based teaching, proficiency assessment, listening comprehension, and teacher preparation.

We are honored that Dr. Glisan has agreed to share her expertise and energy with us. Mark your calendars and tell your friends (and urge them to become members of OFLA). The OFLA Conference is not to be missed!

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The Cardinal

The Cardinal is published four times per year by the Ohio Foreign Language Association.

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Send all submissions or queries to:

vppub@ofla-online.org

Keep in mind that space limitations may make it impossible to publish all submissions, and that submissions may be edited for brevity and clarity.

Why *The Cardinal*? (quoted from Vol. 1 No 1, October 1962)

"We think we have the ideal title. Ohio's representative bird, the cardinal, whose song is as beautiful as his plumage, is certainly distinctive. Furthermore, Webster's first definition of 'cardinal' is: 'of basic importance.' In this modern era it is 'of basic importance' for more Americans to know more modern foreign languages, and to know them better. So we think *The Cardinal* is a most suitable title for our modern foreign language newsletter."

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The Ohio Foreign Language Association is a member of the Central States Conference (CSC), the American Council on the Teaching of Foreign Languages (ACTFL), and the Joint National Committee for Languages (JNCL).

Ohio Foreign Language Association

The OFLA Vision

Every Ohio student will be proficient in a second language, which is essential to a world-class education.

The OFLA Mission

The Ohio Foreign Language Association is committed to world language study beginning in the primary grades, so that every learner, from early childhood through adult, acquires a high level of communicative and intercultural competence.

The OFLA Strategic Plan

- 1. Establish clear expectations for foreign language learners.**
 - Executive Vice President
 - Early Language Learning
 - Secondary Language Learning
 - College
 - Beginning Teachers
 - Promotional Educational Activities
 - State World Languages Consultant
- 2. Build the capacity of foreign language teachers to prepare learners to demonstrate their proficiency.**
 - President Elect
 - Articulation & Curriculum
 - Professional Development
 - Scholarship
 - Teacher Education & Licensure
 - Technology & World Languages
 - State World Languages Consultant
- 3. Build support for foreign language instruction among parents, policy leaders, the business community and opinion leaders in the media.**
 - Immediate Past President
 - Awards
 - Political Advocacy
 - Public Relations
 - Retired Teachers
 - the OFLA web site
 - the Affiliates

Membership Information

Teri Wiechart, Vice President of Membership

In keeping with OFLA president, Fred Toner's goal of increasing our membership to "2010 in 2010" I am looking for committee membership who have a willingness and/or an expertise in marketing our organization to the 1500 Ohio foreign language teachers who are not members. I need your help in finding them, showing them the benefits of OFLA membership and encouraging them to join and participate in the annual conference in Columbus, April 8-10, as well as regional professional development opportunities.

Committee meetings will be held virtually—online or telephone.

Contact me at vpmem@ofla-online.org.

Thanks,

Teri Wiechart

OFLA VP for Membership.

It's All for the Kids!

Late last summer I ran into a former colleague who is now teaching French at a different high school. After catching up on personal news I asked her if she was a member of OFLA. Our conversation went something like this:

"No, I'm not. I spend my time doing things for the kids."

"But OFLA is for the kids!" I replied. "The networking and the exchange of ideas, the Cardinal and the annual conference, all are for the benefit of your students!"

"Well, I'll think about it," she said.

"Good! I'll send you a membership form. Please make some copies for your colleagues and at least encourage them to give OFLA a try!"

I did send her a membership form and a few weeks later I received a nice note card with a "Merci" on it. She wrote to let me know that she did join! Bravo!

If you are reading this you are most likely already a member of OFLA and you know the benefits of membership. Why not take a few minutes and explain to a colleague who is not yet a member that membership has many benefits. Explain to him/her your favorite reasons why you are a member. Sometimes all it takes is some personal encouragement!

Carol Eiber

Why All College Language Professors Should Join OFLA

Kirsten Halling, Wright State U

Given that language and language education professors are overwhelmed with committee work, advising, teaching responsibilities, administrating programs and publishing pressures, why should they get involved in a statewide language organization whose main focus is language advocacy and pedagogy? Based on my experience as a college professor active in OFLA and the Ohio AATF, I would like to illustrate how investing time and energy in some of Ohio's language organizations has benefits that far outweigh the sacrifices and how my participation in statewide language organizations has dovetailed with my own successes in program building.

Interconnectivity: With regular attendance and presentations at the annual OFLA conference in the spring, my colleagues and I have met language teachers from all over the state. During the conference, we exchange concrete pedagogical materials and ideas for program building and we advocate for at-risk programs. We also have a lot of fun, sharing our passion for our subject and simply enjoying each other's company. With our solid rapport built on mutual respect, high school teachers feel comfortable not only bringing their students to our campus for our French and Spanish Immersion Days, but also sending their top language students to us, thus helping us build our majors.

Articulation: Simple logic tells us that without solid high school language programs, college language sections are doomed to teach lower level classes to entering freshmen (and that is only if we're lucky enough to get students to take language classes in their first year). On the other hand, by sharing resources with our high school colleagues, providing them with professional development opportunities and keeping them informed about college language requirements and minor or major programs, we ensure smooth high school-college articulation. The students we "inherit" from our high school colleagues are savvy and proactive, inculcated with a real understanding of the benefits of language study and excited about perfecting their skills and studying abroad.

Opportunities for students: OFLA provides pre-professional opportunities for students considering careers in language teaching. In addition to offering generous scholarships to high school and college language students for conference participation, students can apply for positions as camp counselors for OFLA's summer language camps.

Collegiality and collaboration: Through OFLA and its associated organizations, language instructors from all over the state work together on planning and executing professional retreats, pre-service workshops, summer camps, student immersion days and, of course, the extremely successful annual OFLA conference. Nothing builds a sense of trust better than event planning, and the contacts made in such circumstances often lead to lifelong friendships and professional partnerships. Our foreign language faculty has had the good luck to meet many of our best adjunct professors through OFLA contacts. Further, as a result of intensive discussions and team research, our latest collaborative effort will involve dual-enrollment language programs in which high school teachers we hire use our college materials to teach their courses, thus allowing their students to earn inexpensive college credits, transferable to any institution.

Service: Tenure track and tenured college faculty are judged on three main criteria: teaching, publications and service. While service often takes the form of cumbersome committee work, the various kinds of service one can offer OFLA correspond naturally to the talents of the teacher-professor. I urge my colleagues at the university to not only join OFLA, but also to become active, find out what they can do to help, attend the conference, give presentations, recruit members, advocate for high school colleagues and provide professional development opportunities to area teachers.

Meet Our New Board Members

Judy McCombs, ELL Committee Chair

Hola! Me llamo Judy McCombs. I am the Early Language Learning (ELL) Committee Chair for this year. Allow me a few moments to introduce myself. I am a kindergarten teacher at CSIA, the Columbus Spanish Immersion Academy, in Columbus, Ohio. I have held this position since the school opened in the fall of 1987. I LOVE my job!! I have a Masters degree in Educational Administration. This spring I earned the distinction of "Master Teacher" in the state of Ohio. I am a certified Zumba instructor.



Teaching 5 year old children Spanish, the language of my country (Panama), is the most rewarding, professional experience of my life. What other job in the world can a person go to where "the customers" greet you with hugs, smiles, wet kisses, and beautiful art work they have spent hours on to let you know how much you are appreciated? I know of no other. You can't imagine the joy I feel when they come back to me and tell me of their high school and college careers. They make me cry . . . these young men and women who once were shorter than me, now tower over me! I am so proud of each and everyone.

In summary, here are three things I want you to remember about me. First, I have taught kindergarten for 23 years in a total immersion setting. To me this age group is fascinating, funny, and so eager to learn. Five year olds are like little sponges and so open to learning a second language.

Secondly, the distinction of Master Teacher is indicative of my experiences as an educator in my building, in my district, and at the state level. I desire to share these experiences and make myself available to help educators move forward as professionals in their jobs as teachers of languages.

Finally, loving this profession keeps me excited and motivated to always give my best and to expect no less from the children I teach!

So, if you need help, would like to share with me the exciting things happening in your classroom or if you'd like to be part of this committee, give me a shout! I'm only a yahoo away! (sra.mccombs@yahoo.com)

Judy McCombs
Kindergarten Teacher
The Columbus Spanish Immersion Academy

2009-2010 Public Relations Committee

Roz Terek, Vice-President for Public Relations

Anticipating a Challenge

During the past year, the OFLA Public Relations Committee Members shared their ideas, offered suggestions and accepted a challenging task. This year, I am happy to announce the members of this hard-working and dedicated committee - *Stacy Benson, Parthena Draggett, Michelle Garlock, Anne Houk, Stacy Knipp, John Meadows, Heather Ramsey, Elizabeth Rehlinger and Kathy Yaist.*

Last year, the PR Committee worked tirelessly to seek financial support for Camp OFLA which proved to be a daunting task due to the state of the economy. This year, our focus will be the continuation of our previous attempts to create a Speakers Bureau. The idea for this bureau is one that I have had since my first year in office, but which had been put on hold due to other requests made by the OFLA Board. Additionally, the committee will again invite and coordinate the student volunteers for the 2010 Conference. They will offer support to our 2010 Conference participants at the Hospitality Desk and will contact vendors to request prizes or donations for our Conference Raffle. The possibility of conducting a contest for teachers and their classes to promote language study will be discussed.

Share Your Contacts and Community Resources

The Public Relations Committee would like to invite you to share your business and community contacts in Ohio. If you can, we ask you to submit the names of any business representatives or community resource representatives who have spoken to your classes. These speakers, could provide a wealth of information to our students. Our goal is to provide to Ohio's foreign language teachers a list of speakers willing to visit foreign language classrooms around the state.

Contact Roz Terek, VPPR at vppr@ofla-online.org

Emphasizing Our Successes!

Roz Terek, Vice-President for Public Relations

YSU Student Studies in Costa Rica

With the 2009-2010 Academic Year off to a great start, I am pleased to recognize both the career choice and the success of another OFLA member's foreign language student. *Carol Ann Pitcairn*, a Youngstown State University student, has decided to make Spanish teaching her career. *Kathy Yaist* who was Carol Ann's Spanish teacher at Western Reserve High School in Mahoning County shared this information with me at the 2009 Conference.

Carol Ann, who is a sophomore, is majoring in Spanish Education and Integrated Language Arts. Last summer, she spent six weeks studying at the National University of Costa Rica. While there, she lived with a host family in a suburb of the capital San Jose. During the time she was in Costa Rica, Carol Ann not only studied but also had the opportunity to tour the country for five days.

She chose to study abroad because she felt it would increase her fluency. Carol Ann believes it is important to be bilingual, and she believes the time spent studying in Costa Rica was definitely a worthwhile experience.

Carol Ann said that the *YSU Center for International Studies and Programs* helped her plan and carry out her study abroad program from start to finish. She noted that staff from the center helped her to see the opportunities that were available to her as she began the first phase of her international education. Congratulations to *Carol Ann Pitcairn* and to her high school Spanish teacher, *Kathy Yaist*!

I would like to continue the "*Emphasizing Our Successes*" campaign. If you know a former student whose career choice has been impacted by foreign language study or who is using a foreign language in his career, please contact Roz Terek at vppr@ofla-online.org.

Advocacy Minute

Erica O’Keeffe, Political Advocacy Committee Chair

AP Foreign Language – More than a College Preparatory Course

Advocating for Foreign Languages through Advanced Placement Language Courses

Envision yourself as the parent of David Williams, a bright student who took five years of Spanish from grades 8 through 12. David received high letter grades throughout his Spanish Career - nothing below an A-. You are a proud parent and believe David has a high level of proficiency in Spanish. For one last family vacation before your Spanish all-star embarks on his college career, you plan a spring break trip to Mexico City to see the famous Aztec ruins. As his parents, you are sure that David will help communicate, what with all of his Spanish knowledge. However, in the airport, David is unable to read the signs and has to rely on the Mexican officials to lead the family through customs; the rest of the vacation ends up being the same. Unfortunately, the whole trip is a disaster because nobody can effectively communicate in the language. Later, David applies to college and takes his Spanish placement test. Imagine the surprise when David only tests into Beginning Spanish (Level II).

How would you evaluate David’s high school language program? As an outsider (parent, community member, etc.) would you see the value in his language program or would you think his time would have been better spent acing his core subjects and graduation requirements? And what about the family’s capstone vacation? The whole purpose of the trip was to reward David’s hard work and determination in his language classes, yet he was barely able to make his way out of the airport. As stakeholders, your family is disillusioned and most likely your support for the foreign language program gradually (or even promptly) diminishes.

The essence of the issue is not *who* should be held responsible for such a disappointment – (the teachers, the administrators, the curriculum directors, or the superintendent), but rather, *how* can we hold all parties accountable and ensure the program is effective?

In order to answer that question, we must ask another – Do curriculum directors, superintendents, administrators, and other stakeholders currently have a way to assess the effectiveness of the foreign language programs in your school or school district? Regrettably the answer is most often “no.” In the current era of NCLB and Merit-based pay, standardized tests are king; presently, only academic courses have a standardized test associated with them. With foreign language considered an elective course, there is no standard for measuring student achievement (and the effectiveness of a program), and so like many other electives, they are often eliminated in times of economic hardship – especially when stakeholders stop supporting them.

In light of recent legislation, foreign language programs in many Ohio school districts face such a perilous reality. However, Advanced Placement Foreign Language Courses may be a solution that works in the favor of all stakeholders. Let’s take a look at exactly how.

Advocacy Minute

(continued)

Firstly, the state of Ohio reports to the public the rigor of school curricula across all content areas. According to the Ohio Department of Education (ODE), a component of the Ohio State Report Card called Measures of a Rigorous Curriculum does not affect a school's or district's rating, yet is reported to the public. This report includes information gathered from ACT and SAT mean-scores, as well as the number of students enrolled in Advanced Placement courses. (Ohio Department of Education, 2008). So, at the very least, a program's rigor can be reported at the state level.

Secondly, *Newsweek Magazine* rates the top 1500 high schools in the United States of America. According to *Newsweek*, "public schools are ranked by a ratio of the number of Advanced Placement, International Baccalaureate and or Cambridge tests taken by all students at a school in 2008 divided by the number of graduating seniors" (Newsweek Web Exclusive, 2009). One can gather from both of these sources that the more students there are enrolled in AP courses, the higher the ranking a school will receive. Hence, AP courses have merit to curriculum supervisors and administrators in that they promote a school's public standing.

Lastly, when the AP exam is used as a standardized test for foreign language programs, the element of accountability is added to the mix. Through the exams, we are able to see and evaluate the progress of the students and their levels of proficiency.

However, AP has merit for parents and students as well. According to College Board, students who participate in AP courses gain college credit, stand out in the college admissions process, gain skills helpful for college success, broaden their intellectual horizons, lower the cost of college, and qualify for scholarships (The College Board, 2009).

Moreover, AP Foreign Language courses have a greater benefit than other AP courses. According to the Ohio State University, if a student earns a 3 on the AP Spanish, French, or German test, he or she will earn 15-quarter credit hours, and place out of levels 101, 102, and 103. If a student earns a 4 or 5 for the AP Spanish test, he or she earns 20 credit hours and completely tests out of the elementary Spanish requirements, increasing eligibility for advanced Spanish studies. If a student earns a 4 on the AP French or German test, he or she earns 20 credit hours and tests out of all elementary levels, however with a 5 on either the AP French or German test, he or she will earn 25 credit hours and test out of level 201, an advanced language course. With most other AP courses, students only have the ability to earn 5 college credits and test out of one course (The Ohio State University Office of Testing, 2009).

Advocacy Minute

Erica O’Keeffe, Political Advocacy Committee Chair

(continued)

Furthermore, without any way to formally evaluate foreign language programs, they fade into the background as mere electives and are the first to be cut when funding becomes tight and public disillusionment increases. This is perhaps one of the most important factors to consider when advocating for AP foreign language programs. Advanced Placement serves as a way to address the questions of program rigor – “How does our program compare to that of other schools or districts?,” “Does our district’s foreign language program prepare students for college foreign language?,” “Are students actually achieving proficiency through our program?” By thrusting Foreign Language into the role of an *academic* course rather than an *elective* one, it becomes more important and less susceptible to the negative impact of economic hardship and negative public opinion.

The explanation of how AP looks to stakeholders is evident, nevertheless many language educators cringe upon hearing those two intimidating letters – AP. For a teacher unfamiliar with the program, the concept can be as daunting as pursuing a Ph.D. in astrophysics. *Questions abound, the most salient being: “Who will teach it?” “How do we implement this?” “What is the program all about?” “Might I lose students who are interested in studying a language for fun?”*

Yet, for others it is a matter of being entrenched in a routine from which they are afraid to deviate. Many are afraid that if Advanced Placement is implemented into the district’s language program, they will have to change everything about how they teach. Still others worry that because the program is meant to be rigorous for the students, the teachers are then faced with more rigor and essentially, more work.

As a result, scores of teachers who are not yet on board question the rationale for Advanced Placement language programs. No matter the reason, the most important question to address is “*How will AP help our school’s language program?*”

In the case of Spanish, the AP Foreign Language course and end of course exams are based on the National Standards (5 C’s) and the ACTFL proficiency guidelines as stated in the AP Spanish Course Description:

The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the Standards for Foreign Language Learning in the 21st Century¹ (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level. (The College Board, 2008, pg. 5)

The course descriptions for AP French and German are not much different.

Advocacy Minute

(continued)

Drew Rock, a fellow OFLA member and former Maryland teacher comments:

“When I came to Ohio, I was shocked to learn that even some of the most highly rated districts still do not have an AP language program. In my previous district (of over 25 high schools), every high school had an AP program – not just AP language, but AP literature as well. And, the majority of these schools were ranked in Newsweek’s top schools. I also found it curious that because such an emphasis was placed on AP, there was more importance placed on developing middle and elementary school programs as well. Most students went on to pursue higher education, with an impressive number of students entering into ivy-league schools. Here in Ohio, it seems the lower-level programs are being cut more, when in fact they should be increased. Perhaps with AP, the language programs will have more merit and legislators and other decision makers will realize the importance of beginning foreign language studies early on in one’s educational career.”

With language classes focused on rigor and proficiency, the merit of a school or district’s foreign language program clearly increases.

So now, we as educators must ask ourselves some difficult questions – What are our philosophical goals as language teachers? – for students to have fun and make piñatas, or for them to become literate/proficient in the language? Are we working harder for *our* best interest, or for that of the *students*?

Are we willing to let our language program crumble in order to maintain the status quo, or are we going to go the extra mile to make a name for foreign language? If we opt for the second option in each of the previous questions, then AP should be the focus for all language educators.

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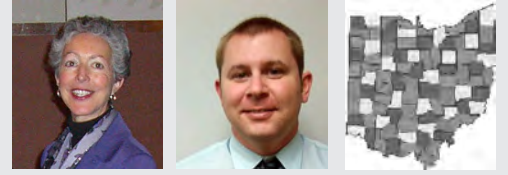
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Around the State

Deborah W. Robinson, Ph.D. & Ryan T. Wertz
World Language Consultants, ODE



In this issue of Around the State, we'd like to share some updates and clarifications with OFLA members.

To this end, we will discuss the following:

- Academic Content Standards Revision
- Dual Credit Courses
- Technology-Mediated Instruction
- LinguaFolio Online

Academic Content Standards Revision

You may have heard the buzz around your school about standards revision from teachers in other disciplines. House Bill 1 legislatively mandates the revision of Ohio's K-12 academic content standards. The revision is already underway for the state-assessed areas of ELA, mathematics, science and social studies. The revised standards are slated for State Board of Education adoption in June, 2010. Model curricula, in the form of instructional commentary, will be ready for adoption in December, 2010.

The revision process for World Languages, the Fine Arts, Computer Literacy, and two new areas, Wellness Literacy and Financial Literacy and Entrepreneurship is tentatively slated to begin in June, 2010 and conclude with standards adoption by the SBOE in June, 2011 and model curricula in December. This cycle will repeat every five years from here on out.

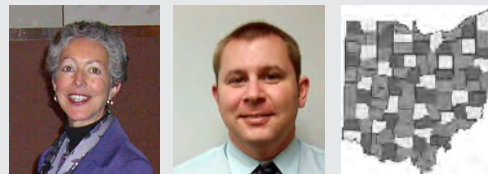
ODE content specialists in the Office of Curriculum and Instruction review and propose changes to Ohio's K-12 Foreign language Academic Content Standards. Local stakeholder input, expert review, and mindfulness of college- and career-readiness standards all inform the revision process.

Several themes have emerged as ODE has initiated the revision process. Potential changes to the standards include revisions for:

- Coherence - by reflecting the structure of the discipline being taught;
- Focus - by limiting the number of items in the curriculum to allow for deeper exploration of the subject matter;
- Rigor - by being more challenging and demanding compared to international standards;
- Preparation of students for post-secondary instruction and the workplace for success in the 21st century;
- Development of skills related to creativity and innovation, critical thinking and problem solving, and communication and collaboration;
- Development of skills that promote information, media, and technological literacy;
- Development of skills that promote flexibility and adaptability, initiative and self-direction, social and cross-cultural understanding, productivity and accountability, and leadership and responsibility;
- Interdisciplinary, project-based, real-world opportunities; and
- Opportunities for community service learning.

Around the State

(Continued)



We'd like to hear your concrete examples of how standards-based programs have enabled you to incorporate these themes into instruction and student activities. Please send your stories to Ryan.Wertz@ode.state.oh.us. For updates on the standards revision process, visit: www.education.ohio.gov, key words "Standards Revision."

Dual Credit Courses

It has come to our attention that districts may inadvertently be compromising the spirit of dual-credit courses. The intent of dual-credit courses out of House Bill 1 (The Ohio Core legislation now driving education in Ohio) is to enable high school students to accelerate their learning by taking college-level work that counts for both high school and college credit.

The district should hire a college instructor/ professor to teach the same content as would be taught at a college/ university, not the high school curriculum. There is a 12-hour teaching permit the instructor will need to apply for, with district signature, to work in the high school. To find the teaching permit, go to www.education.ohio.gov and go to the "Temporary Permit" link on the Educator Licensure page.

Secondary teachers who are lecturers or adjunct faculty also may teach these courses, but they need to teach the college-level course, not the high school course. They should be intimately familiar with the college-level syllabus (they have taught this at the postsecondary level) and hold their high school learners accountable to the same standards as college learners.

The idea is to expose able high school students to college material, with the hope that, once in postsecondary education, they will pursue higher levels of language and not have to start over in the beginning sequence.

Technology-Mediated Instruction

During the 50th annual business meeting of the National Council of State Supervisors for Languages, we participated in a discussion on technology-mediated instruction with other state language supervisors. As a point of departure, we focused on the following NCSSFL/ ACTFL distance learning special interest group statement:

The foreign language community recognizes that distance learning* is increasingly a vital part of providing language learning opportunities. We support the use of technology, including its use in delivering traditional distance learning, when the curriculum is standards based, the instructor is effectively trained and supported, the approach is student centered, sufficient funding is provided, and adequate opportunities for oral and written interpersonal interaction are provided for all students.

*Distance Learning includes all forms of learning in which the instructor and the student(s) are in different physical locations. This includes traditional classroom settings and newer technology-mediated learning opportunities in which teachers do not necessarily participate."

Around the State

(Continued)



From our discussion will emerge a white paper to guide blended approaches to program implementation. In the meantime, when you are approached by district leaders about using language software (often in lieu of a teacher), please use the above to engage them in thoughtful consideration of the pros and cons.

LinguaFolio Online

We hosted 10 state and district supervisors in Columbus in August to finalize the LinguaFolio self-assessment grid and can-do statements. You can find the revised tools at www.NCSSFL.org and follow the LinguaFolio link.

NCSSFL's partner at the University of Oregon, the Center for Advanced Second Language Studies (CASLS), has built an online version of LinguaFolio. Several Ohio educators are piloting the online version. They include:

Victoria Krancevic, South Euclid-Lyndhurst City Schools

John Meadows, Anthony Wayne High School

Martha Pero, Hudson City Schools

Parthena Draggett, Jackson Local Schools

Carmel Oberdorfer, Firestone High School, Akron Public Schools

Our hope is to offer wide access to LinguaFolio Online during the 2010-2011 academic year. Stay tuned!

Professional Development: Upcoming Opportunity



Teaching about Asia Seminars

The National Consortium for Teaching about Asia (NCTA) is an eleven-week seminar series that provides 6-12th grade teachers with the knowledge, resources and expert guidance needed to incorporate or enhance curriculum about East Asia in their classrooms. Teachers in NCTA seminars uncover a wealth of information and experience on China, Japan and Korea-- all right here in Ohio. In addition to the knowledge they gain about East Asia, participants also receive the following benefits upon completion of program requirements: \$500 personal stipend for their time and completed lesson plans; \$200 worth of seminar texts and resources to add to their personal library; \$300 resource grant to purchase Asia-related textbooks, films, and other supplies for their school; option to purchase graduate credit; and continuing education unit certificate.

Further information on the program can be found at <http://ncta.osu.edu>. To apply online, visit: http://ncta.osu.edu/future_sites.php. Applications received by November 30, 2009 will receive priority.

Technology Tips

Globalization and increased internet access has created a new market for Web 2.0 foreign language e-learning websites. Many of these websites are also social networks where members contact each other to practice their target language communication skills. Some of your students have already discovered these sites on their own. “Check out” a couple of the most famous ones so that you will be “in the loop”. You may also have some fun while you are at it!

Livemocha – <http://www.livemocha.com>

“Livemocha is available today with support for six popular languages – English, Spanish, French, Hindi, German, and Mandarin Chinese. Key elements of Livemocha’s learning approach include:

- * Dynamic lesson content – Lesson plans include over 160 hours of beginner and intermediate level content teaching everyday conversational language along with a full range of practical reading, listening, writing and speaking exercises. Livemocha also leverages the native language expertise of its members by allowing them to enhance the content with grammar tips, alternative phrases and colloquialisms.

- * Global community – Members all over the world can utilize their native language proficiency to teach and learn from other members of the community. Users have the option of practicing structured conversation exercises with a native speaker or submitting a writing or an audio sample of an exercise for a native speaker to edit or correct. These community-based interactive tools in Livemocha help build a strong engaged language community.

- * Motivational system – For most people with little free time, learning a language can take a back seat to their busy lives. Through competitions, a language buddy system and community encouragement, Livemocha provides the tools to keep learners motivated and making steady progress.”

Quoted from their “About Us” webpage (<http://www.livemocha.com/pages/about>)

The Mixxer – <http://www.language-exchanges.org>

“The Mixxer is a free educational site for language learners hosted by Dickinson College. The Mixxer is designed to connect language learners around the world so that everyone is both student and teacher.”

“Teachers - Are you a professional teacher?

- * Create a group for your class. Students write group posts for you to review and comment.
- * Invite native speakers to join your group and create a community of language learners.
- * Students can communicate with native speakers via written group posts or Skype.”

Quoted from their homepage (<http://www.language-exchanges.org>)

News & Notes

*The Ohio State
University
Foreign Language Center
CAAP/Foreign
Language Center
Hagerty Hall*

*Collaborative Articulation
and
Assessment Project*

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ARTICULATION
AND ASSESSMENT
PROJECT



Collaborative



Collaborative effort of high school and college instructors.

Articulation +



Ensures that students move smoothly through a course of study.

Assessment



Give students an indication of their potential university course placement.

Project



Initiated in 1992 by The Ohio State University, Columbus State Community College, and Columbus Public Schools.

CAAP IS FREE TO ALL PARTICIPANTS!

What is the purpose of the CAAP Exams?

1. To provide feedback to third-level high school French, German, and Spanish students about their degree of foreign language proficiency.
2. To give these students an indication of their potential placement in language courses at the university level.
3. To be used as an end-of-sequence proficiency test.
4. To help schools meet state requirements to align district curricula and assessments.

FOR MORE INFORMATION CONTACT:

Diane Birckbichler, Director
Rebecca Bias, Assistant Director



CAAP/Foreign Language Center
The Ohio State University
100 Hagerty Hall, 1775 College Rd.
Columbus, OH 43210

(614) 292-4361 (phone)
(614) 688-3355 (fax)
bias.3@osu.edu (e-mail)

caap.osu.edu

News & Notes

Ohio University Department of Modern Languages Enjoys a Successful Reunion

Former Denizens of Ellis Hall and Gordy Hall Return to Campus!

Contrary to Thomas Wolfe's claim that "you can't go home again", a contingent of former students returned to their "academic" home on October 10 to join several active and retired faculty and guests from abroad to celebrate the Third DML Alum / Study Abroad Reunion. During the pre-dinner reception in Gordy we were able to indulge in a Proustian "Remembrance of Things Past" while at the same time going "back to the future" to catch up on the intervening years in our alums' post-OU lives.

The dinner in Nelson Commons was a festive affair, preceded by Betsy Partyka, chair of the department, providing a description of the many international programs the DML is involved in. With dessert Mary Jane Kelley, Professor of Spanish, provided a witty and entertaining commentary during the presentation of prizes awarded to alums in several categories, including the earliest grad (1951!) and the most recent (2006).

After the delicious meal alums and faculty returned to Gordy Hall to continue celebrating and reminiscing, and, following the lead of Daniel "Fred Astaire" Torres, some light-footed dancing. Judging by the level of enthusiasm and "Gemütlichkeit" the reunion was a success and much appreciated by the returning alums. A big thank-you goes to Jan Harmon, Adm. Asst. for assuring that everything went smoothly. We are already looking forward to the next reunion in 2014.

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Nominations for 2009-2010 OFLA Awards

The Awards Committee is accepting nominations for awards in the categories described below (**postmark deadline: December 1, 2009**). Awards are not necessarily made each year in each category. If you wish to nominate a deserving colleague for a specific award, please use the official nomination form on the next page:

1. Name of nominee.
2. His/Her business address, work phone and home phone number.
3. Your name, home address and telephone.
4. A statement detailing why the individual was nominated for this award. (We suggest you obtain the individual's agreement to be nominated and confirm that he/she is an OFLA member, when that is required for the award.)

The above are the minimum requirements. It is helpful to the committee and strengthens a nominee's case if other information is provided as well. For example, a brief *curriculum vitae*, letters of support from other colleagues, and similar documents strongly support a nomination.

Nomination letters and supporting documentation for 2009–2010 awards should be sent to:
Mark Himmelein, Dept. of Foreign Languages Mount Union College, 1972 Clark Ave. Alliance, OH 44601

DEADLINE: The nomination packet should be postmarked by **December 1, 2009** due to time constraints, nominations received after December 15 may not be considered.

Award Categories

Leona Glenn Awards for Outstanding Foreign Language Teacher

Three awards: Elementary FL Teacher; Middle School/Jr. High FL Teacher; High School FL Teacher

Qualifications:

- More than half-time in field/OFLA member
- Outstanding Teacher
- Dedicated service to the profession

Ed Allen Award for Outstanding College Foreign Language Instructor

Qualifications:

- Post-secondary level OFLA member
- More than half-time in field
- Outstanding teacher
- Dedicated service to the profession

Beginning Teacher Award

- Elem/Sec FL educator/OFLA member
- 5 years or less of teaching experience
- innovative contributions to FL teaching
- more than half-time in field

Outstanding Professional Service Award

Qualifications:

- Foreign language educator/OFLA member
- Outstanding service to the profession including at least some kind of service to OFLA

Outstanding Administrator in Support of Foreign Language Award

Qualifications:

- Administrator in school or school district

- Strong support of FL
- Recommended by FL teacher in that system

Outstanding Teacher Award for Less Commonly Taught Languages

Qualifications:

- FL Educator/OFLA member
- Successful in expanding/maintaining enrollment in FL
- Program in existence at least three years

Educator Friend of Foreign Languages Award

Qualifications:

- Non-foreign language educator
- Exceptional support of foreign languages
- Recommended by FL teacher in that system

Non-Educator Friend of Foreign Languages Award

Qualifications:

- Non-educator
- Exceptional support of foreign languages

Community Service Award

Qualifications:

- Foreign language educator/OFLA member
- Carries FL news/message/inspiration beyond the school or school system
- Outstanding public relations

Outstanding Program Award

May be awarded to Elementary–Secondary Level and/or to College/University Level program.

Qualifications:

- Program that goes far beyond normal

- foreign language education activities
- Program that has some unique distinction
- Program that involves a group of educators

Outstanding Foreign Language Technology Award

Qualifications:

- FL educator/OFLA member
- innovative use of technology in FL education

Publications Award

Qualifications:

- Foreign language educator/OFLA member
- Outstanding professional publications
 - a. refereed journal
 - b. pedagogical book
 - c. editorial services
 - d. materials for student use
- Candidates should have contributed in quality and quantity to more than one category.

Distinguished Career Award

Qualifications:

- Retired FL educator/former (or continuing) OFLA member
- Exceptional cumulative career teaching, service and/or other language-related accomplishments

OFLA Awards 2009-2010 Nomination Form

(Please type or print)

Nominating person(s)/organization: _____

Address: _____

Phone: home (_____) work (_____)

e-mail: _____

Candidate to Be Nominated

Name of candidate: _____

Nomination for: _____ Award *(list specific award)*

Present position/title: _____

Address: _____

Phone: home (_____) work (_____)

Supporting Nomination Statement

(Attach a typed rationale for the nomination. Maximum 1 page.)

Please include the nominee's curriculum vitae, letters of support, and additional supporting documentation.

CV or resume should not exceed 3 pages



AATF News

Kirsten Halling, AATF-OH President

Week-end d'Immersion à Mohican

Vingt-deux professeurs de français de l'Ohio se sont réunis pendant le week-end du 18 au 20 septembre pour participer au huitième week-end annuel d'Immersion au Parc Mohican, près de Mansfield. Organisé et subventionné par l'AATF-Ohio, cet atelier convivial incorporait présentations pédagogiques, dîners à la fortune du pot, démonstrations de cuisine, longues randonnées dans le bois, un feu de joie, et une discussion où tous les participants ont partagé leurs leçons préférées. C'est fou tout ce qu'on a appris les uns des autres !

Les profs ont dormi dans quatre cabanes rustiques, mais confortables et bien équipées, au fond d'un parc idyllique. Personne n'a même pensé à parler un seul mot d'anglais – étant donné leur amour commun pour la langue française et le plaisir qu'ils ont eu à parler français à tout moment. Coupés du monde, sans Internet ou réception téléphonique, ils ont profité de ce bref moment de liberté pour apprécier la nature, le beau temps, la bonne bouffe et l'excellente compagnie. À l'année prochaine (24-26 septembre 2010), chers profs de français ! Venez pour une ou deux nuits, selon votre humeur et emploi du temps. La campagne et les compagnons vous y attendent !



“Personne n'a même pensé à parler un seul mot d'anglais!”



Les profs ont apprécié la nature, le beau temps, la bonne bouffe et l'excellente compagnie.

AATF News (continued)

Kirsten Halling, AATF-OH President



French Book Club Selection 2010



Mise à jour: French Book Club Selection 2010

Titre: Où on va papa?

Année, éditeur: 2008 ; Paris : Stock

Auteur: Jean-Louis Fournier

ISBN: 978-2-234-06117-0.

Résumé: Roman émouvant dans lequel l'auteur, Jean-Louis Fournier, parle de ses expériences avec ses deux enfants profondément handicapés. Lecture très rapide et satisfaisante. La discussion du livre aura lieu au Congrès d'OFLA en avril.

Où l'acheter?: Rupture de stock ! L'AATF-OH a vendu tous les livres qu'on a commandés sur amazon.fr. Vous pouvez toujours le commander chez amazon.ca pour 22.57 CDN + frais.

Keep connected at <http://aatfohio.wordpress.com/>

Ohio TESOL

Teri Mandell, TESOL Representative



Ohio TESOL Conference

The Ohio TESOL Conference was held October 30 and 31, 2009 at the Hilton Easton in Columbus, Ohio. Dr. Shelley Wong, an Assistant Professor in Multicultural/ESL/Bilingual Education at George Mason University in Fairfax, Virginia, was the keynote speaker.

Information regarding Ohio TESOL can be found on the Ohio TESOL website: ohiotesol.org. Please check the website regularly for organizational updates.

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Conference:



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ofla-online.org
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County	_____		School Phone		

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E-mail address	_____		School Address		

Years of Experience	City	State	ZIP		
Grade level you teach (select all that apply)	<input type="checkbox"/> (0) Student	<input type="checkbox"/> (2) Middle School/Jr. High	<input type="checkbox"/> (4) College/University		
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- I would like to make a voluntary contribution to the **OFLA Foundation** in order to help OFLA provide assistance to pre-service teachers in the following amount: \$ _____. Please enclose a separate check.
 - This contribution is in memory of _____.

Make check(s) payable to OFLA. Note on memo line "Membership" or "Foundation."
Send check(s) and membership form to:

OFLA
Teri Wiechart
PO Box 7038
Defiance OH 43512

vpmem@ofla-online.org

Spread the Word! Copy this form and pass it on to your colleagues!

Mark Your Calendar Now!

- November 20–22** American Conference on the Teaching of Foreign Language (ACTFL), San Diego, CA Information: www.actfl.org
American Association of Teachers of German (AATG), in conjunction with ACTFL
- November 30, 2009** Application Deadline for Teaching about Asia Seminars
Information: http://ncta.osu.edu/future_sites.php
- December 27–30** Modern Language Association (MLA), Philadelphia, PA
Information: www.mla.org
AATSELL/AATSEEL, in conjunction with MLA Information: aatseel.org
- Beginning January 5** Athens NCTA Seminar Information: http://ncta.osu.edu/future_sites.php
- Beginning February 11** Oberlin NCTA Seminar Information: http://ncta.osu.edu/future_sites.php
- March 2–8, 2010** National Foreign Language Week
Information: www.lacitycollege.edu/academic/honor/amg/homepage.html
- March 4–6, 2010** Central States Conference (CSC), Minneapolis, MN
Information: <http://www.csctfl.org/>
- April 8-10, 2010** **Ohio Foreign Language Association (OFLA) Annual Conference, Columbus, OH** Information: www.ofla-online.org



The Cardinal

Ohio Foreign Language Association

Editor: Cheryl Johnson PO Box 719 Gambier, OH 43022

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