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**2010 ANNUAL
FLAVA CONFERENCE**

**NO BORDERS:
THE WORLD IN VIRGINIA**

OCTOBER 8-9, 2010


RICHMOND VA




www.flavaweb.org

The Foreign Language Association of Virginia is a growing and dynamic organization of professionals in education and business, students and all those who have a common interest in promoting and utilizing world language to accomplish their various goals.


Our Mission Is:

 To promote and enhance the study, teaching, and learning, use and appreciation of foreign languages, cultures, and literatures.

Enhance

 To encourage among members the exchange of ideas which clarify the place of foreign languages in their schools and lives.

Encourage

 To recognize and publicize excellence in foreign language teaching and learning.

Recognize

 To encourage participation in national, regional, and state language associations.

Participate

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LIFE-TIME MEMBERS

Being a Life Member of FLAVA brings you the satisfaction of knowing you are supporting, over the long term, a viable and important area of your profession. The one-time fee of \$200.00 is a deal! All the benefits of regular membership are yours. As with all types of FLAVA memberships, you will be on our listserv so you can keep abreast of all FLAVA events and will know when the next issue of the *Bulletin* is posted on the website. You will stay in touch with your profession - even after you retire.

Spring Message from the President

Norah Lulich Jones
President, FLAVA
president@flavaweb.org

My dear colleagues in world language education,

As the snows end and hints of spring emerge, may you be filled with hope that there will be vigor and new growth in your life and work.

Know that, among many others, your colleagues in FLAVA are here to support you in these difficult times.

We offer tangible help, like doorways to professional opportunities and development, scholarships, and employment networking.

We offer help to the spirit, such as connecting with colleagues, new ideas and approaches to grow your professionalism, recognition and reward for a job well done, and opportunities to grow in leadership.

You are not alone. Your professional organization is here to help. Call on us. Join us. Connect with us by email, on the FLAVA Facebook page, at the conference. Volunteer if you can. Receive our help if you can't.

Colleagues stick together because they understand one another. FLAVA is here for you.

Happy spring, dear friends and colleagues.

Norah

DOE Dateline

Helen Small
Specialist for Foreign Languages
Virginia Department of Education
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I am very pleased to announce that Virginia Commonwealth University, in collaboration with the Department of Education, has again applied for and received STARTALK grants for summer Arabic and Chinese Academies, which will run concurrently with the 2010 Governor's Foreign Language Academies. The Virginia STARTALK Academies are part of the national STARTALK network of summer programs for students and teachers. For further information about STARTALK, please visit the Web site at http://www.nflc.org/projects/current_projects/startalk/. General information about the Virginia Governor's and STARTALK Foreign Language Academies is available from the DOE Web site at http://www.doe.virginia.gov/instruction/foreign_language/language_academies/index.shtml.

Schools should be aware that there has been a tuition increase to \$2,135 for the Governor's Foreign Language Academies. Public schools will continue to pay the local portion of tuition based on the local ability-to-pay composite index (up to 50 percent of the total), with the state paying the remaining share. Homeschool students apply through the public school they are zoned to attend, but the school division may charge the local share of the tuition to the parents. The local share for private schools is 50 percent of the total tuition, and they may also pass the costs along to the families. There will also be a student fee of approximately \$250 for the STARTALK Arabic and Chinese Academies, which do not receive state or local funding support. The

STARTALK grant money covers approximately 90 percent of the student costs, and a limited number of full scholarships will be available on a needs basis. Students of both Governor's and STARTALK Academies will continue to pay a \$30 materials fee and a \$20 optional t-shirt fee, and must provide their own spending money.

Teachers are reminded that they may apply to observe at any of the Academies for 2-7 days and earn points toward relicensure, pending the approval of their local school administration. Applications are due in May and are available from the DOE Academy Web page above under "staff applications."

You may be interested in several recent initiatives of the Department of Education that impact foreign language education. First, the DOE submitted a *Race to the Top* grant in January that includes \$5.7 million over four years for the establishment and expansion of 20 foreign language and International Baccalaureate programs. The proposal requests funding for elementary school partial or dual immersion programs, middle/high school late immersion centers, high school native/heritage speaker programs, and IB Primary and Middle Years Programmes. The total grant proposal is for approximately \$350 million, half of which would go directly to Virginia's school divisions. The entire proposal is available online at http://www.doe.virginia.gov/school_finance/arra/competitive/index.shtml. Thanks again to FLAVA and president Norah Jones for an eloquent letter of support! [Ed.Note: See page 6 for Norah's letter.]

The Licensure Division has recently concluded standard setting studies for the revised Praxis II Content Knowledge assessments for French, German, and Spanish. These studies will be used to establish cut scores for the new tests, which are required for licensure in these endorsement areas. The

new tests will include speaking and writing in addition to listening comprehension, with cultural components embedded throughout. These new tests will be available in the fall of 2010.

As part of the recent changes to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), two new diplomas were established and other graduation requirements modified with regard to foreign language courses. Beginning with students entering the ninth grade in 2010-2011, all students seeking a Standard Diploma will have to earn two credits in foreign language, fine arts, or career and technical education. Previously, students were required to earn one credit in fine arts or CTE with no mention of foreign language. The new Standard Technical Diploma will not have this requirement; instead, students will have to earn one credit in fine arts or foreign language. Students seeking an Advanced Studies Diploma will continue to need three credits of one language or two credits each of two languages; this language requirement will also be in effect for the new Advanced Technical Diploma. The implementation of these requirements may be delayed a year or two, pending legislation proposed in the General Assembly.

If you have visited the DOE web site lately, you have noticed that it has a completely new look and feel. All state government web pages are now based on the same design template. Our main page continues to be accessible at <http://www.doe.virginia.gov>, but most of the other pages have new web addresses. The foreign language page is now at http://www.doe.virginia.gov/instruction/foreign_language/index.shtml and includes links to the Foreign Language Academies, ESL, and other related pages. Please update your bookmarks!

Finally, I wish for each of you a successful conclusion to the school year. It may seem far

away now, but summer vacation will be here before you know it. Please feel free to contact me at any time with your questions or comments.

For more information, please contact:

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From the Editor

Sheila W. Cockey
editor@flavaweb.org

We have another very exciting and informative issue of the *FLAVA Bulletin* for you this spring.

We have more articles than ever, thanks to a growing group of individuals who are sharing their thoughts about foreign language education, lessons, grants and scholarships, and places to find resources. I am sure that you will find something among these articles that will be of interest to you. Please continue this fine tradition of sharing by taking a few moments before July 15 to put your thoughts and successful lessons down and send them to me editor@flavaweb.org.

We proudly highlight the awards that FLAVA presented in October. Additionally, some of our members have been recognized by other language teaching organizations and we include them in our sincere congratulations to all. Please watch for the announcement that

the forms are posted for the 2010 FLAVA awards and consider nominating someone. Also, do not forget to let us know about other awards our members are receiving. We want to recognize all of Virginia's outstanding language teachers!

The Conference Committee has been busy getting things in line for the fall conference. In this issue we announce the theme: *No Borders: The World in Virginia*, our Keynote Speakers, a pre-conference workshop, and information about submitting session proposals, registering for the conference, and making hotel reservations. It helps FLAVA if you make your hotel reservations early, and it ensures that you will have a room at our conference rate.

Our Affiliate Language Organizations are active and many have submitted reports on past and future activities planned for their members. Find your organization, and make plans to attend or to volunteer. You will be the richer for it.

As always, the minutes of your Board of Directors are included in the *FLAVA Bulletin*. Please read them carefully, and contact your Board members with your comments.

I hope you find inspiration in the contents of the spring issue of the *FLAVA Bulletin*.

- inspiration that will carry you through to the end of the academic year
- inspiration that will cause you to step out and explore a summer experience
- inspiration that will find you volunteering to help our organization become better
- inspiration that will encourage you to try new things

My best to all of you for continued success in the classroom!

Sheila

Editor's Note: This is the letter Norah wrote in support of the Foreign Language piece of the Virginia Department of Education's grant request for Race to the Top.



1059 Marshall Mill Rd
Gladys, VA 24554
January 11, 2010

Dr. Patricia I. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Wright:

The Foreign Language Association of Virginia (FLAVA) is delighted to support the Virginia Department of Education's (VDOE) application to the U.S. Department of Education for a Race to the Top grant. FLAVA's Board and over 600 members are aware and appreciate that this competitive grant program is designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes; and implementing ambitious plans in four core areas:

- Adopting standards and assessments that prepare students for future education and work;
- Building data systems that measure student growth and inform teachers and principals;
- Recruiting, developing, rewarding, and retaining effective teachers and principals; and
- Turning around our lowest-achieving schools.

Virginia's work to date in the areas of standards, assessments, school improvement and accountability, and educational technology has been transformative and nationally recognized. FLAVA is supportive of all elements of Virginia's Race to the Top proposal, with particular interest in and commitment to the area of programs for world language and cultures. The proposal includes programs and configurations critical to fulfilling key promises to all Virginians and accomplishing vital state and national goals, in particular: addressing the needs of underserved geographical areas; providing additional research-based program configurations and sequences of studies; integrating and empowering heritage speakers; and expanding the International Baccalaureate programme to enhance the state commitment to expanded sequences of language studies.

If the grant is funded, FLAVA will be happy to work with the VDOE, its participating school divisions, and other public-private partners to implement the activities of the grant. The Board and members of FLAVA are confident of Virginia's capacity and political will, and we are committed to support of the VDOE and all partners to ensure the outcomes the U.S. Department of Education seeks.

Best wishes for a successful grant application!

Sincerely,

Note: This letter was written in support of the first round of grant submissions. At the time of publication of this Bulletin, we learned that this first submission was not awarded a grant; another grant application will be submitted for round 2.

Norah Lulich Jones
President, Foreign Language Association of VA

Creating Experts: Harnessing Student Power to Integrate Technology in the Foreign Language Classroom

Dr. Edwina Spodark
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I. Introduction

With all the emphasis today on integrating technology into the foreign language classroom, many teachers are feeling pressured to incorporate technology-based activities while at the same time they feel overwhelmed by the need to learn the technology themselves so they can teach it to their students. While searching for ways to achieve the levels of technological integration that students need and desire and that administrators urge, teachers should not feel alone and abandoned. There is help out there and it's close at hand!

While not completely absolving teachers of the need to familiarize themselves with the technology that provides the basis of an activity, there are resources and techniques that can make the chore of integrating computer-based activities into the foreign language classroom more manageable. With respect to technology resources, here are six that might make the task easier.

First, if you have an ITRT, an internet technology resource teacher, who works with your school or school district, email him

or her and ask for any handouts, websites or guidance that they can provide with respect to the activity that you want to try in your classroom. They may have at their disposal a collection of step by step handouts for the more common classroom technologies like Photostory, Moviemaker and Podcasts. They are also a great resource for initial ideas for activities for your classroom as well.

Another good sources of ideas and how-to's is the internet itself. There is a vast amount of information and suggestions at the click of your mouse. Project MERLOT (www.merlot.org), Multimedia Educational Resource for Learning and Online Teaching, is a good place to start as its database contains activities that have worked for other teachers and may be just what you're looking for. In addition, there is an added benefit. You can always email the person who posted the lesson and ask for handouts and help regarding the computer technology used. They are normally more than happy to help out a fellow teacher.

Your school's technology staff is a third possible resource for you to use. Although they may not be as versed in integrating specific activities into classroom lessons, they may have a good basic knowledge of how certain computer applications work and how they can be adapted for your use. They also may be willing to come to your classes and help you demonstrate the applications to the students, thus taking some of the burden off of your shoulders.

A fourth resource that may be available to you is one of your faculty colleagues. In virtually every school, there is at least one "entrepreneurial" technology user. This is a person whose passion for technology has lead him or her to take the time to learn about new educational technologies and experiment with using them in the classroom. In most cases, they are excited to

share what they have done and what they have learned with their colleagues. They may also have handouts with step by step directions on how to use some of the more common technology applications and project.

Along the lines of faculty colleagues, attending conferences like the FLAVA conference will also provide you with a large array of suggestions, handouts and activities for integrating technology into your foreign language classroom. At the most recent FLAVA conference in Richmond, there were several sessions that directly addressed the integration of technology in the foreign language classroom. The presenters at FLAVA are always willing to answer questions and they are invariably willing to share their activities' handouts and rubrics with fellow teachers. This is why they are giving sessions at the conference - to share their ideas and to help you!

Finally, one of the most salient characteristics of today's students, the Millennial Generation, is their technological savvy and strong interest in using technology in every facet of their lives, including the classroom. Why not harness the technological talents of the students in your classes to help you? Below are two techniques that have students assume the majority of the burden of teaching the technology while the teacher remains responsible for the creative integration of the activity in the foreign language classroom.

II. See one, do one, teach one

One technique that I have used in my classes for a number of years now is an approach that I think of as the see one, do one, teach one method. This approach works best when you have a limited number of computers and students must share them in order to complete a project; a situation that is usually viewed as an obstacle to learning actually

turns out to be a good thing. Although the teacher or the academic computer support staff person must initially instruct the class in the steps on how to make the technology function properly (including a handout is strongly suggested), the majority of the extension and reinforcement of the technological lesson will fall to the students themselves. Here's how it works:

(1) Divide the class into groups of three with each group assigned one computer to use.

(2) With one student (student A) seated at the computer and the other two students (student B and student C) on either side of her looking on, go through the first iteration of the lesson on how to use the technology. I have included a short handout on how to use AUDACITY to create audio podcasts at the end of this article as an example of a lesson that works well with this approach.

(3) Once all the A students have gone through the steps and have successfully managed the technology that will be used in the foreign language project that follows, have them switch seats with the B students and have the group run through the step by step instructions again. In this iteration, however, let student A instruct student B while student C looks on once again. At this point, there will be some negotiation of easier ways of doing things and discovery of new aspects of the technology as these two students discuss the process of using the software or program.

(4) Finally, run through the steps a third and final time with student C at the computer and students A and B instructing and working with her. By this time, student A has successfully taught two other people how to use the technology and student B, together with student A, has refined the procedure and uncovered any potential problems and suggested solutions. Student C now benefits

from the work of the other two students and can also suggest improvements to using the program for the project that will be completed for the foreign language classroom. This method furnishes each student hands-on practice with the technology and software and creates a talent pool of “experts” in the classroom to whom anyone who is having difficulties with the technological aspect of the class projects can turn for help. The teacher is thus freed from the burden of being the technology authority and left to focus her attention on the language learning aspects of the assignment.

III. Progressive PowerPoints

Another technique that works well with Millennial Generation students places the responsibility of learning the technology program or software directly on the students themselves and subsequently passing their knowledge on to others. This technique is best used when all students have access to their own computers and to a copy of the software that will form the basis of the foreign language classroom assignment. As an initial step in a project to integrate technology into a foreign language classroom, the teacher directs the students to engage and experiment with a particular software program, for example Photostory or Moviemaker, keeping in mind a final assignment goal of developing a presentation in the target language on a specific topic using that piece of software. In fact, allowing students to choose which software program they want to investigate (Photostory or Moviemaker) will motivate them even more and add to the fun of the challenge. Millennial Generation students love to discover how a program works and how to make the most of it. They also relish the opportunity to share tips and ideas about how to use the software in the most effective and creative manner.

In order to harness this natural tendency on the part of these technology savvy students, the next step in the assignment is to have them create a series of PowerPoint slides on how to use the technology to create a presentation. Being thorough and detail-oriented is encouraged, as is including appropriate visuals to explain the steps by step instructions.

Next, have students who are working on the same software package exchange PowerPoint slides and ask them to improve on what their classmates have done. This review of the material will reinforce their knowledge of the program and give them an opportunity to shine by enhancing what others have created.

Finally, have students present the “best” set of slides or a composite set of slides for each software program before deciding as a class which one to use in the final class projects. Students are thus encouraged to produce the most complete explanation that they can in order to sway their classmates and to make all their work easier for the assignment in the target language.

Once the choice has been made, all students should have the best set of PowerPoint slide instructions readily available for their use while completing the target language portion of the project. With this step included in the preparations for implementing a technology module in the foreign language classroom, the student “experts” take control of the technology and its mastery and the teacher can assume the role of student regarding the software package itself.

An added benefit to this type of activity is that, upon completion of the initial phase of the project, the teacher has a ready-made series of PowerPoint instructions on how to use certain technology programs in other or future classes. In those classes, the

assignment could be reduced to reviewing and improving the slides from a previous year's class and then undertaking the foreign language activity or simply following the instructions provided by the original class experts, thus shortening the time needed to integrate the technology into the subsequent classroom. Either way, the teacher can breathe easier knowing that she is not obligated to devote a large amount of time to learning a new software program in order to successfully incorporate technology into the foreign language classroom.

IV. Conclusion

Integrating technology can often seem like a daunting task, but the students we have in our classrooms today actually make it much easier than it has been in the past. With Millennial Generation students spending almost eight hours a day interacting with technology and media outside of school, they are the perfect choice when it comes to looking for help in learning about and teaching technology within the classroom. Their natural inclination toward collaborative learning environments also makes them the best ambassadors for sharing technological knowledge and helping each other (and the teacher!) learn. With Millennial Generation students in our classrooms, we no longer need to worry about how to run the software and programs, we can finally focus our attention and talents on creating engaging and enjoyable activities that stimulate the target language skills of our students. They'll have more fun and so will we!

V. AUDACITY Podcast Handout

Using AUDACITY to create an audio only podcast:

I. Initial Steps:

- A. Download AUDACITY (a free online audio editor/recorder):

1. <http://audacity.sourceforge.net>
2. Download AUDACITY 1.2.6 for Windows
- B. Download LAME (a free online MP3 encoder):
 1. <http://lame.buanzo.com.ar/>
 2. Select "libmp3lame-win-3.97.zip"
 3. Download zipped file to desktop
 4. Unzip and save file "lame_enc.dll"
- C. Set up microphone, plug in headset with microphone, or verify that your computer has a built in microphone.

II. Recording using AUDACITY:

- A. Open AUDACITY and select "Project" > New Audio Track
- B. Click "Record," (if you are using an external microphone, don't forget to push talk or turn on to record your track)
- C. Click "Stop" when finished
- D. Save project as an AUDACITY file
- E. Export file as an MP3 by following the instructions to locate lame_enc.dll
- F. Upload your new MP3 file to any MP3 player, website or email it

SESSION PROPOSALS

***ARE AVAILABLE ON-LINE AT
[HTTP://WWW.FLAWWEB.ORG/
 FLAVA_CONFERENCE.PHP](http://www.flavaweb.org/flava_conferences.php)***

***PRESENTING A SESSION IS A GREAT
 WAY TO GET TO KNOW MORE
 PEOPLE, AND TO SHARE YOUR
 WONDERFUL IDEAS WITH A WIDER
 AUDIENCE.***

***LINDA SZWABOWSKI
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Web Resources in the World Language Classroom

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Most schools in the US include in their mission statement a desire to create lifelong learners. This bold goal has never been more important than this age of technology. As David Gardner pointed out in his landmark report *A Nation At Risk*, "without lifelong learning, one's skills will become rapidly dated."

Global technology helps answer the constant search for a more authentic interaction with the target language to spark curiosity. As many Virginia schools face budget cuts, teachers can still look to the plethora of free resources available on the web to prepare students for college and beyond.

Podcasts are one way to bring authentic speech and cultural topics into the classroom. iTunes is a virtual warehouse of free resources for second language acquisition. Video and audio clips of various levels of difficulty and length are available from TV stations, online magazines, and even class projects (www.slowgerman.com). Children's news resources often provide an infusion of authentic current issues into the classroom in a format using easier vocabulary than traditional news sources (www.br-online.de/kinder). YouTube also has endless clips in the target language, such as cartoons, personal entries, and serious reports.

Many of these clips must be downloaded, converted, and saved in order to use them at schools with strict firewalls. Most librarians

and sys-ops can walk you through the process. It is worth the effort! Sites such as www.youtubedownload.altervista.org and www.mediaconverter.org can assist.

These clips can be incorporated into existing current curriculum and are not superfluous to themes and units already taught. Audio and video clips to accompany a unit on holidays, clothes, or weather, for example, are easily accessible. Music videos often portray themes of travel, relationships, and free time activities. Short clips can be used as a warm-up activity. Longer clips can be converted easily into a cloze activity if the text is provided.

These clips can be presented collectively in class or posted on Blackboard to solicit individual response. The Discussion Board feature can serve as a form of blog where students post their own findings and express their opinions of others. Students currently on a unit describing clothes, for instance, could view red carpet celebrities and write a report in the target language.

Students can express themselves through various forms of online presentation such as (www.prezi.com), (www.voki.com) or (www.screencast.com). These modes of communication are fun, allow creativity, and appeal to generations accustomed to less face-to-face interaction.

Many former students report using Blackboard and online communication more frequently. Second language acquisition must evolve as modes of communication in a global community. Free access to authentic sources will also ignite that spark of curiosity that will ultimately produce the lifelong learner schools wish.

World Language as a Product for Student Consumers: A Paradigm Shift for Teaching World Languages

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I am a career switcher teacher in my mid-fifties, and I have been teaching middle school Spanish for the last seven years. My prior career track was primarily in the business world, where I worked in training and development and corporate communications. I was fortunate to work for several Fortune 200 companies, and many of those values and experiences inform my teaching on a daily basis. And I got to wondering....what if I applied a more business-like approach to what I teach?

I know, I know—education is about dialogue and essential questions and preparing students for the challenges of being productive members of the 21st century and blah, blah, blah. But, as most of us realize, little of that really motivates the students who consume what we teach. And if that doesn't work, what does?

The vast majority of my students don't like going to school because they see it as boring and something they have to do—and I teach in an upper-middle class community where most students plan on going to college. Given a choice, most of them would rather be off doing something more “fun” than the stuff they have to do for school.

So I got to thinking: what would really motivate my students to embrace and own learning Spanish? Or, from a business perspective, what would motivate my students to “buy” the product I'm selling? What is it that they want that I can use to get them to be my customers?

I'm willing to bet that, if you asked your students why they wanted to take Spanish, or any other world language, most would say they want to be able to converse with native speakers. I'm also willing to bet that most could care less about reading or writing it well.

So, from a marketing perspective, if I know that my customer has a built-in desire for a product that I can deliver, why **wouldn't** I give them what they want? Specifically, why **wouldn't** I focus more and earlier on simply teaching them how to converse in Spanish, and leave the reading/writing for later?

How subversive is that concept in public education: giving students what they want? Our whole system is oriented towards pushing on them what we think they need—I mean, after all, aren't we the educational experts? Don't we know it all? Shouldn't they just take it for granted that we know better?

But consider this: would you spend your money in a grocery store where you were told on the way in what you would have to buy? If your shopping list were already prepared for you and you could only buy those items, how excited would you be about not only shopping, but eating what you bought? How willing would you be to let someone else make all those choices for you? Isn't that we are doing with our students? And if you consider that it is their time that they are spending on our product, shouldn't they feel like they are getting **value** for what they spend?

One of the biggest shifts in teaching world languages, and most particularly in Spanish, is that learning a second language is perceived to be more **useful** than it was when I was a student. Being bilingual is seen as being highly advantageous for career success in ways that it never was before, as well as in day-to-day interactions. The motivation to choose a world language as an elective has probably never been stronger than it is today, and yet we insist on delivering a product to our students that may be very different than what they really want. **I think we should give them what they want.**

Doing that drives up the perceived value of the learning experience and maximizes the incentive for learning already possessed by the student. Not only that, it gives students a degree of ownership for their learning experience that they rarely have when the learning is teacher/standards of learning/U.S Department of Education-centered. What is so wrong about giving them what they want?

The implications for this approach are pretty intense. It would make dramatic changes in my lesson planning, my resource development, the classroom experience and, most particularly, my approach to assessment. What do I do with textbooks and websites and vocabulary lists and quizzes and unit exams? At what point do I address the need to write a decent essay and worry about correct grammar? How do I reconcile all of this with state standards of learning? What knowledge, skills and abilities are required of me to make this work?

All of these are valid questions, and the answers are out there. But I am convinced that the starting point for all of this is giving the students what they want: to focus on developing speaking and listening competencies in the beginning stages of second language acquisition, and letting

reading and writing come later. Isn't that how most of us learned our first language?

Until second language immersion learning starts at the earliest levels of our educational systems, it is imperative that we figure out a way to maximize student interest in and ownership of learning a new language. I think the best way to do that is to deliver a product that they want and will continue to value. That approach works for you and me in every other part of our lives, and it will work with them in the classroom. After all, the best customer is a repeat customer, and value is in the eye of consumer. It works in the business world, and it will work in our world language classrooms.

And don't forget: every Tuesday is double coupon day!

Everything is Better with Food

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I heard once that the key to getting students talking is making class so interesting that they can't resist trying to communicate. Do your lessons have students jumping out of their seats at the chance to speak? This is no easy task, but there are lots of things we can do to create this enthusiasm. Instead of stock photos or stories, use famous people who your students care about as examples or conversation starters. Know the latest stars and viral video. Ask students about their lives, what they do over the weekends, or what television shows they watch. Create classroom opportunities that use pop culture as much as possible, such as acting out award or talk shows. Keep a prop microphone to use. Of course, use emerging technology as much as possible. While objects

are good, nothing gets my students as excited as food. Not as incentives or prizes, but using food as the lesson really catches the students' attention, and that helps them learn quickly and naturally.

One of my favorite lessons to teach is “*may I...*” From a big box or bag, I distribute paper towels and popcorn or crackers, all the while modeling “You may eat the popcorn.” Then come cups and water, continuing to model “You may drink the water.” Some students are so excited to be getting food that they don't listen, but most realize that something interesting is happening and will listen intently. Once everyone has popcorn and water, I take out Oreo's or M&M's and, instead of sharing them, start eating them myself. Usually about three bites in, the class is jumping out of their seats trying to “get” some of the tastier food.

At first, most cannot ask correctly, so I will reply to their incorrect requests, modeling “No, you may not eat the Oreo's. You may eat the popcorn. You may drink the water,” giving them more of those. Then I help myself to juice or cola. Students quickly realize that they must correctly use the target grammar before they get the better food. Once a few students can properly mimic the grammar immediately, and get rewarded, the rest will catch on quickly. Next, I pull out other interesting things, like books, music, toys or games, to encourage a variety of vocabulary using the new grammar. Be sure to offer things that they will want, but are not allowed, like the teacher's manual or test book, energy drinks, or even your lunch. This kind of lesson works well because every student is actively engaged and anxious to communicate. Learning happens fast and painlessly.

I can't imagine teaching the partitive without food. Choose items that can be served in entirety, as one item, but should be divided into portions and shared. Cakes, baguettes, wheels of cheese, bunches of grapes, and bottles of

juice or soda are good. Be sure to purchase things that require a variety of portioning vocabulary, like “slice, piece, glass of, some...” Start with something like pie or cake. Without the required knowledge of the partitive, students will inevitably ask for *the* item. So give it to them, the entire item. Invite them to eat it. If a second student asks for it, take it and give it to him or her. Two things happen. First, students who want that food will cry foul, and second, students will realize that they need the partitive, even if they don't know what it is.

The next step is to model the desired language, “Would you like *some* cake?” Emphasize the partitive form. Students who understand the need for the partitive, will listen and mimic it. Choose a confident student who will likely do it correctly to try first. If he or she is not correct, don't make a big deal. Gently let them down, and model correct form. “No. Do you want *some* cake?” Allow the student to try again if they want. If not, find someone else who will likely get it correct. Reward students who do it correctly with the food they want. At first, they may just mimic your modeling, but will develop deeper understanding as they use it more. Be sure to teach examples of different genders and the plural and offer something that they cannot have to make the point of the negative.

Once they have the basic forms, you can move on to other partitive vocabulary and forms. “Who wants a *slice* of pie?” Show them what a “slice” is. Make a big deal of the “slice”. Model using “slice of pie” multiple times. Then check their understanding. Repeat the exercise, teaching and reviewing the various vocabularies for different foods and drink. Be sure to contrast with statements that do not use the partitive, like “Do you like chocolate? Do you eat chocolate?” What better opportunity exists to teach “there is no more of” when something runs out? Once the food is gone, be sure to verify their understanding with other exercises from your text or workbook.

There are many opportunities like these to use food in lessons. What can you do with M&M's or Skittles? Counting, fractions, colors, or adjectives like "a few", "a lot", "many", and "some." Consider it to emphasize different tenses: "He will eat. He is eating. He ate." How about as object pronouns? "Give it to me" and "He gave it to her" get more interesting when students are invested in the object and who ends up with it. I can think of a number of adjectives that could be demonstrated with food. I remember one methodology professor who, without using English, skillfully demonstrated the cultural difference between American *bread* and "pan." In fact, there are so many possibilities to engage students, and all you need to do is go to the grocery store.

How do you use food in your lessons? Join the discussion. Log on and share your food lesson on the FLAVA Facebook discussion board. It's easy. If you don't have a facebook account, you'll need one of those first. From your facebook home page, search for the FLAVA group and join. On the FLAVA group discussion board, please post your ideas for using food on our discussion.

The Problem with The Problem

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You finished teaching the lesson about the gender of the nouns in your Spanish class. Your students are a little confused about this new material but they look like they understood. After all they do not think it will be a big deal. Nouns ending in -o are masculine. Nouns ending in -a are feminine. Almost all that ending in -e or a consonant are masculine.

Now is the time to practice. You hand out a worksheet to classify these nouns under the feminine or masculine column: *cuaderno, libro, tarea, computadora, pupitre, mapa, pizarra, libro, almuerzo, bolígrafo, puerta, ventana, fecha, silla, bandera, mapa, lápiz, papel, carpeta, día, hora, noche, problema, mano, nariz.*

Your students did a good job but, you had to make some corrections. All your students wrote *día, mapa,* and *problema* in the feminine column. However, it was not due to a lack in common sense.

Why is it that in Spanish we say *el día el mapa* and *el problema* if they all end in -a? And why do we say *la noche,* if it ends with -e, *la mano* if it ends with -o and *la nariz* if it ends with a consonant?

Your explanation is probably that no language is completely logical or regular and you just ask the students to memorize those exceptions.

But there is an explanation. The Spanish language has adopted Greek and Latin words. In Spanish, neuter Greek and Latin nouns turned into masculine ones. This is the case of all the nouns ending in -ema: *tema, problema, poema, sistema, dilema.* On the other hand, *la mano "manus",* and *el mapa* keep the gender from their original languages.

Spanish also has "special" gender considerations. For example, to prevent the clash of two vowel sounds, the Spanish language uses the masculine singular article (el) with feminine words. This is the case of *el agua* in singular, but *las aguas* in plural; *el alma* but *las almas*; *el ave* and *las aves.*

Some nouns that are derived from the Greek language that end in -eta and -ma are masculine. Such is the case for *el mapa, el*

planeta, el clima, el idioma, el poema and *el poeta*.

All the nouns related to professions that end in -ista or -eta are both masculine and feminine, depending on the person they describe. This is the case in *el/la dentista, el/la deportista, el/la taxista, el/la turista, el/la comentarista, el/la oficinista, el/la artista* and *el/la periodista, el/la poeta, el/la profeta*, and *el/la atleta*.

And do not be fooled by *la foto, la moto*, and *la radio*. These are abbreviations of feminine nouns: *la fotografía, la motocicleta*, and *la radio fusión*. Sounds confusing? Maybe, but learning a language is a matter of practice.

Here is a list of the most common exceptions to the masculine (-o), feminine rule (-a):

el aroma - aroma
el clima - el climate
el cólera - cholera
el cura - the priest
el día - the day
el diploma - the diploma
el drama- the drama
el enigma- the enigma
el esquema- the diagram
el/la guardia- male or female guard
el/la guía- male or female guide
el idioma- the language
el/la idiota- male or female idiot
el/la modelo- male or female model
el panorama- panorama, outlook
el papa- the pope
el papá - the father
el/la reo- male or female criminal
el síntoma- the symptom
el sistema- the system
el sofá- the sofa
el tema- the theme
el/la testigo- male or female witness

Injury and Maiming in Spanish 2 Class

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Spanish 2 is a challenge and a joy for many of us. Rich with verbs and detailed vocabulary - maybe too rich - it's the year things get interesting, as well as complicated. For the five years that I've been teaching Spanish 2, it's gotten most of my creative energy. Every year I wonder how I will get three tenses (or as many as five, depending how you count them) into 8th graders, while helping them sort out the similar-but-different sets of pronouns. Spanish 1 was easier in so many ways — chief among them the fact that most everyone started off at the same place. By Spanish 2, there are plenty of students who are already falling behind. So how to keep them all moving as the grammar gets truly difficult? For me, the solution has been to group most of the year around stories. We do this by creating stories around themes: describing celebrities (review unit), I have a really long day (school unit and reflexive verbs), my shopping trip in Spain (preterite tense), I've changed a lot (imperfect tense), I missed the game/What happened? (preterite irregular) and The Disaster, sometimes nicknamed The Injury and Maiming Unit (preterite tense, irregulars, reflexives and lots more).

Imagine my surprise when I proudly sent out samples of my students' work only to find out one of my colleagues had students weaving the same kinds of stories around some of the trickiest grammar in the book. The end product looked almost identical to my students', though she had gone further by using Claymation. Here is the idea, in case it is useful to others facing the 2nd year

challenge. It is a time-consuming unit, but I will add that it produces some of our highest test grades of the year, on some of the toughest grammar:

The project: Students will create a clay creature and write a story about a disaster that befalls it. They will photograph the creature and write the accompanying text for use in PowerPoint, Photostory or Moviemaker (in the case of Claymation).

The story: The creature was attending an event / game/ party when it was injured in some mishap ("se quemó," "se rompió," etc.). The creature had to ("tuvo que") leave the game, go to the hospital / doctor / clinic / nurse and get treatment ("le dieron..."). It could not dance / play / attend. The creature stayed in bed / hospital for xx days ("se quedó").

The vocabulary: This unit was designed around various *Paso a Paso 2* vocabulary sets, including sports, special events and medical treatment. It also uses parts of *Paso a Paso 1*'s medical chapter.



The grammar: chiefly the preterite tense, reflexive verbs, irregular verbs (tener, hacer, poder, poner), indirect object pronouns,

imperfect progressive (estaba corriendo cuando...)

When taught: I usually teach this after spending plenty of time on reflexive verbs in the present tense, regular preterite tense verbs, and preterite tense irregular verbs. I review indirect object pronouns but use them more in context than as a grammar lesson.

Tips: I used Claymation the first year but found it was a little too complex for me to supervise and required so many photos that students could only illustrate a few sentences, rather than a sequence of events. My colleague, however, uses it with great success and a more limited story line. My lesson has evolved into two grades: one for the rough draft and story board, and one for the correct draft turned into a project. (No one gets a camera until all corrections are made.) If your school is squeamish about explosions, decapitations and other gruesome deaths, make sure students know that there are limits to the injuries the creature is allowed to suffer. Setting requirements for a certain number of verbs, especially irregular verbs, may be more useful than sentences.

Submit and Share YOUR

ideas in the fall Bulletin!

Deadline: July 15, 2010

*Sheila W. Cockey, Editor
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Bringing Art to the Classroom

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"Give a man a fish, and you feed him for a day. Teach a man to fish, and you teach him for life." This is the guiding principle of a special organization in central Virginia that seeks to help teachers integrate art into their classrooms. Partners in

the Arts (PIA) is a non-profit organization charged with making dreams come true for teachers seeking to integrate dance, music, theatre and visual arts into the curriculum. The organization provides grants to schools in the Greater Richmond area. A key piece to the project is that teachers learn how to replicate the project in future years.

Interested schools submit a preliminary proposal in December for projects to be implemented in the coming year. Many are selected to submit a complete proposal in



spring. Successful applicants receive the good news in mid-spring, and are given guidelines to

follow that help to ensure success of the program.

In fall of 2009, nearly 1,000 elementary students at two schools were the beneficiaries of this program. It began with a teacher's desire to teach her students about the culture of her country through Chinese characters and art. Two years ago, Grace Hou, Mandarin Chinese teacher at Watkins Elementary in Chesterfield County Public

Schools (CCPS), made a request. She wanted get the materials to teach all her students about Chinese calligraphy, and how it connected to the history, art and culture of her country. Unfortunately, it seemed cost prohibitive. Last fall, her dream came true with the help of PIA.



The CCPS proposal detailed a multi-week thematic unit that tied in with the third grade curriculum. The unit included a literacy piece, video, and weekly practice with basic Chinese characters. The highlight of the program was a visit by a Chinese guest artist, who led the students through the creation of several small products. The project culminated with a public showing of the students' artwork at the two elementary schools.

PIA paid for the books each teacher received, the special ink, videos, calligraphy brushes, paper, white boards, markers, reusable practice paper and visit from the Chinese guest artist.



Students began with the basics.

The four world language teachers at the two schools met with the guest artist in September to review the goals of the project. Owing to the artist's schedule, only two days could be allotted to her visits, so the schedule was tight. Parent and grandparent volunteers helped to make it a success. Following a brief introduction she led the students through several small projects, beginning with characters. Before they were through, the students completed fun and artistic pieces as well. The visits required planning and a lot of volunteers, but the results were impressive.



Volunteers helped to keep things moving.



Everybody loves pandas!



Third, fourth and fifth graders participated in the project.



Can you read this? I can!

La France Noire, Black France!

By Christine Hoppe
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I have often thought that one way to increase the enrollment in French language is by recruiting more African American students. After all, as of 2007, more than 115 million African people in 31 francophone African countries speak French. But more importantly, the French always welcomed and honored many African American artists who came to perform in or visit France to flee from racism.

It is interesting to note that at present there are at least three tours in Paris of famous African Americans or of "La France Noire" (Black France). Ricki Stevenson started 'Black Paris Tours' in 1998 with a focus on Josephine Baker, Richard Wright, James Baldwin, Chester Himes, Leroy Haynes and Gordon Parks, the photographer. Another tour is 'Black Paris Divas,' as well as the 'Discover Paris' tour, with Tom and Monique

Wells, who also design individual tours according to the tourist's wishes. A description of these tours is given in the April 2008 issue of *Ebony* in Lester Sloan's article "April in Paris."

Black Americans have been living in Paris for at least two centuries, in fact. The Arc du Triomphe was where former American slaves in the 1800s would come to feel the freedom that they couldn't experience in the U.S. William Wells Brown, a former slave who became an abolitionist, prayed with white people at La Madeleine Church and he never forgot that experience! The well-known 19th century French author of *The Count of Montecristo*, Alexandre Dumas, was part Haitian and his statue is situated on the Right Bank. The 369th Regiment, the Harlem Hellfighters, from World War I was all black. After World War I, over 200,000 black Americans came to fight. The first African-American community was born just south of the famous hill Montmartre, the area which so many artists still frequent today.

The most famous African American woman in France was Josephine Baker, who came to Paris in 1925 and made her debut as a cabaret entertainer at the Theatre des Champs-Elysees. Twelve years later she started her own club, Chez Josephine. The jazz age had come to Paris and some American words were even adopted in the French language like "up to date," "un jazz band" "un cocktail," "le jazz hot." The new dances were the Charleston and the Shimmy, and black cabarets like Le Bal Negre became the chic places to go. Josephine had unrestrained, very sensual dance movements (sometimes she would dance half nude or with a tutu made of bananas!), and people admired her pet leopard, Chiquita, whose collar often matched her costume; they would take walks along the Champs-Élysées. Her pet snake, Kiki, was often around her neck. She also had gold painted finger nails! In the southwest of France, in Dordogne, she eventually bought a chateau where she lived with the twelve multi-ethnic orphans she adopted, and where her work is now displayed. Josephine Baker, it should be noted, also greatly assisted the Resistance movement against the Nazis in France and was a civil rights activist in the States. Indeed she was so honored by the French government that when she died she was given a state funeral. Furthermore, she is the only African American woman who has a location in Paris named after her: Place Joséphine in Montparnasse.

Another famous musician in Paris was the pianist Henry Crowder, who had worked in Washington, D.C. and had been part of the jazz quartet The Alabamians. In 1928 he met the famous heiress to the Cunard Line, the white woman Nancy Cunard, who was the archetypal Twenties woman and who introduced him to many artists. There were other famous Americans, including W.E.B. Dubois, who had hosted the Pan African Congress in 1919 in a luxurious hotel in Paris,

and Sidney Bechet, who had come with his big band in the 20s and stayed a long time in Paris.

Many artists of the Harlem Renaissance came to France after World War I also: Richard Wright, James Baldwin, and Chester Himes in the 5th and 6th districts, for example. The writer Richard Wright lived in the Latin Quarter near St. Germain des Près. He wrote "Why I Chose Exile" in Paris. James Baldwin lived on the sixth floor in a very simple apartment with only cold water. Chester Himes, famous for his Harlem detective novels, won France's Grand Prix de *Littérature Policiere* in 1958 and lived permanently in Paris at that time. The poet Langston Hughes lived in Montmartre in 1924 and worked in a popular nightclub in Paris. Many of these great writers came to escape racism and were well received by the French. These artists kept coming to Paris until the 70s, in fact. In the 60s many French West Indians came to Paris, and once they even had their own radio station, Media Tropical.

There are also many sites of interest in Paris. At the Louvre you can find Henry O'Turner's works. He had lived in Paris for over five years and the French government had bought his remarkable painting *Resurrection of Lazarus*. At the Musee du Quai Branly there is a display of African art, masks, musical instruments and textiles. The Musée d'Orsay and the Picasso museum also have African collections (Picasso was greatly influenced by African art). The little known Musée Dapper (Arts d'Afrique, les Caraïbes et leurs Diasporas) in the 16th district is entirely devoted to African art.

At the Chateau Rouge metro stop there is a lively and colorful African market called Déjean Market. Still today the African quarter in Paris is near Sacré Coeur and the Moulin Rouge. In the 18th district one can dine at

the famous La Goutte d'Or restaurant for a taste of North African food. Belleville also has an African quarter with many fine North African restaurants. In the Latin quarter one can enjoy New Orleans jazz at Le Caveau de la Huchette (which was the first jazz club after World War I where Sidney Bechet had his jam sessions) or the Biblioquet, which

Langston Hughes loved, for a jazz ambiance of the 1930s.

So next time you go to Paris, look up the France Noire tours, and tell your students about them too. Why, you can play American jazz in the French classroom and then explain why you are doing so! Maybe we can get more students to take French now!

Virtual Field Trips

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A virtual field trip through Germany's Cities and Countryside

The presentation highlighted the cities of Munich, Garmisch-Partenkirchen, Füssen, Heidelberg, and the medieval city of Rothenburg, as well as Germany's highest mountain, die Zugspitze, the castle of Neuschwanstein and the Black Forest.

What is a virtual field trip?

- It is a computer-based simulation of the "real" thing
- A Virtual Field Trip can be created for a location, place, city, or country
- It can be a PowerPoint Presentation or a web page
- Advantage of a PowerPoint presentation: It can be accessed without the Internet

Why do a virtual field trip?

- Scarce Financial Resources
 - Students may not have the financial resources to travel to Germany (or other countries)
- Exploring cultures
 - Expand and broaden their understanding by exploring other cultures and customs

- Instructional tool
 - Enrichment of the curriculum that can be shared with students, colleagues and parents
- Increase student achievement
 - Culture is becoming a part of the new German AP exam.
- Enhance the textbook
 - Most German textbooks do not discuss culture adequately or have up-to-date images that engage students
- Motivator
 - Before going on a trip
- Advertisement
 - For the German program (or any other language program)
 - Promote contact and collaboration between teachers, counselors, parents, and students

Lesson Plan

A Virtual Field Trip takes the same planning as any lesson or class.

- Start-up (anticipatory activity) for a virtual travel field trip

Suggestions:

1. Go to a travel agency to get information
2. Write to the Embassy for Information
3. Contact the Tourist office in the country you are planning to visit
4. Invite a guest speaker from that area

5. Make plane tickets with time & destination
 6. Design or print museum passes
- During the presentation take notes:
Suggestions:
 1. What was the most interesting fact?
 2. What topic would you like to explore further?
 3. What city/area would you like to visit?
 4. What would you like to see in a future presentation?
 - Culminating activity (travel field trip)
 1. Write a thank you letter to your tour guide
 2. Go to the hyperlink or the website and design a travel brochure/poster for a city /area
 3. Explore one of the hyperlinks and write about:
 - Richard Wagner - the German composer
 - Ludwig the II - Fairy Tale King
 4. Have students bring in food, music or dress up in costumes
 5. Design your own Virtual Field Trip/ PowerPoint presentation

Pros and Cons of a Virtual Field Trip

- Pros:
Students should be experiencing the culture just like a tourist or a visitor
- Cons:
It does lack multi-sensory experience

Modern Language SOL

- MFLI.7
- The student will develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.
- MFLI.8
- v The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.

- v MFLI.9
- v The student will connect information about the target language and culture(s) with concepts studied in other subject areas.
- v MFLI.10
- v The student will demonstrate understanding of the significance of culture through comparisons between cultures studied and the culture of the United States.
- v MFLI.12
- v The student will explore situations in which to apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.

Internet Resources:

<http://www.webteaching.com/VFT>

Clark, K. F., & Hostika, A., & Schriver, M., & Bedell, J. (2002). Computer Based Virtual Field Trip. Colorado: Association for the Advancement in Computing in Education.

Willkommen! Welcome!

- Welcome to our trip to discover enchanting Germany.
- You will visit cities, see landscapes and explore castles like those out of a fairy tale. Get ready to be mesmerized!



Neuschwanstein Castle



Neuschwanstein – Interior



Neues Rathaus Munich



Munich

Cuckoo Clock Black Forest



Garmisch-Partenkirchen



Füssen



Heidelberg Castle



Rothenburg



Zugspitze



Rothenburg



Rothenburg wine festival parade

ARTICLES

DON'T FORGET OUR FALL 2010 CONFERENCE!

OCTOBER 8-9, 2010

**HOLLIDAY INN SELECT KOGER CENTER SOUTH
RICHMOND VA**

**NO BORDERS:
THE WORLD IN VIRGINIA**



¡Muchas Gracias, Cemanahuac!

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Quisiera agradecer a la Comunidad de Cemanahuac para mi dos semanas de matrícula, comida, y alojamiento en Cuernavaca, México. Estudié la lengua, viví con una familia simpática, y visité lugares interesantes. Podía experimentar la cultura y la historia mexicana en una manera que no es posible en una clase norteamericana. Espero que estas fotografías inspiren a otros para visitar nuestros vecinos al sur y estudiar español a Cemanahuac.



Cemanahuac usa dos edificios donde los alumnos estudian. Tiene una piscina y tapicerías bonitas. Los alumnos estudian vocabulario y gramática cuatro horas cada día con

maestros inteligentes y pacientes. También, algunos de los estudiantes toman clases de tejer.



Charlie Goff es un historiador mexicano que toma estudiantes en excursiones en Cuernavaca y otros sitios.



Cuernavaca tiene un zócalo con mucha gente y vendedores. También, hay una estatua de José María Morelos. El era un cura mestizo que murió en la Guerra Mexicana de Independencia. Ahora, Cuernavaca está situada en el estado de Morelos.



¡El Mercado de Cuernavaca es como un Super Walmart loco! Tiene todo, de la comida hasta el arte.



La Catedral y la Capilla de Cuernavaca son hermosas. La Catedral tiene murales que pintan el martirio de Santo de Felipe de Jesús.





Cuernavaca es muy elegante. Don José de la Borda construyó el edificio y su hijo hizo el paisaje. Maxmiliano y Carlota vivían aquí.



El Palacio de Cortés en Cuernavaca tiene un mural por Diego Rivera y muchas otras cosas interesantes de la historia mexicana. Cortés construyó su palacio en su viaje para conquistar a los aztecas.

Cuernavaca tiene un teatro y fuimos a mirar el Ballet Español *Escénica*.



Visitamos un orfanato, Nuestros Pequeños Hermanos. Los niños cultivan sus propias plantas y crían sus propios animales. Muchos de los huérfanos regresan como adultos para trabajar como maestros o médicos.



Taxco es un pueblo de plata y arquitectura colonial. Es uno de mis lugares favoritos en todo el mundo porque es muy tranquilo y pintoresco.



El Templo de Santa Prisca está en Taxco. José de la Borda construyó el templo y su hijo, Manuel fue un sacerdote ahí.



Cuicuilco fue el primer centro cívico de grandes dimensiones del Altiplano mexicano. Esta civilización fue destruida y abandonada con la erupción del volcán Xitle. La planta maguey fue usada por los habitantes para hacer cuerdas y pulque.



Teotihuacán fue la ciudad más grande de la Américas precolombinas. Se

llama el lugar del nacimiento del sol porque después del volcán no había sol. Teotihuacán es famoso por su Pirámide del Sol, la Avenida de la Muerte, y miles de murales. Nadie sabe como Teotihuacan terminó pero los eruditos creen que hubiera sido conflictos internos.

La Universidad de México tiene más de 300,000 estudiantes. La biblioteca mosaica fue diseñada por Juan O'Gormon.





Ellos son un ejemplo perfecto de "Mi casa es su casa."

¡Muchas gracias Cemanahuac! ¡Usted es el mejor!

For more information about the summer study scholarships to Mexico and Spain that are sponsored by the AATSP Virginia Chapter, please go to their website: <http://www.aatspva.org> Or, contact the President, Sheila W. Cockey at aatspva@gmail.com

Si Puedes Ir a España

Jackie Yau

Becada de la Emabajada de España/AATSP-VA
Verano 2009

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Ser elegida para la beca para estudiar en España fue más que un sueño hecho realidad, fue un orgullo y un privilegio que nunca olvidaré. Desde el momento en que recibí el correo electrónico, la llamada telefónica de la Presidente de AATSP-Capítulo de Virginia-Sheila Cockey, recibir la carta de la Embajada de España, llegar al aeropuerto de Madrid y hasta mi último paso para salir de Salamanca son cosas de las que hablaré toda mi vida.



Aquí recibo mi certificado de la Embajada de España de la Vice-presidente AATSP-VA Debbie Sommer.

Mi embarcación comenzó el mes de julio. Me fui una semana antes para adaptarme al tiempo y conocer el país un poco por mi propia cuenta - no lo recomiendo porque es muy aburrido pasear sólo en un país desconocido - me di una tremenda pérdida en Madrid...pero conocí a un buen taxista que me llevó por todos los lugares principales de Madrid y sin salirme de su coche pude tomar tremendas fotos. Uno debe traer buenos zapatos para caminar y recorrer todo lo que ofrece Madrid. La Gran Vía, los museos Reina Sofía, El Prado y El parque del Retiro han sido cosas que he enseñando en mi clase de nivel 3 de español. ¡Qué tremendo el poder observarlo con mis propios ojos; las páginas de mi libro se hicieron realidad!

Llegué a Salamanca con mucho entusiasmo. Qué pena que no supe que podía caminar de la estación de autobuses a la residencia ya que el taxi me cobró un ojo de la cara; hay que preguntar para no caer en estas aventuras que pueden arruinar el paseo. Esa misma tarde conocí a mis compañeros de curso y a la profesora Sonsoles.

Mi curso estaba ubicado al lado de la catedral de Salamanca y la caminata era de media hora. El clima estaba agradable. ¡La universidad estaba celebrando sus 800 años! El programa de Cursos Internacionales también celebraba sus 80 años así que mejor bienvenida con las famosas tapas en el Paraninfo donde Cristóbal Colón habló de sus planes de viaje a los obispos. Estar frente a la biblioteca donde Fray Luis de León y Miguel de Unamuno se sentaron fue más que suficiente para mí.



Bienvenida

Nuestro primer curso fue de cultura de España. No sólo aprendí de las costumbres y tradiciones de España sino también lo errónea que estaba del porque de muchas cosas. La profesora Teresa nos mantuvo despiertos (jet-lag/6 horas de diferencia) con su entusiasmo y su excelente conocimiento. En esta clase se habló de los estereotipos no sólo de los españoles sino de otros europeos y de nosotros mismos los americanos. El arte lo vas a conocer a otro nivel y si no te gusta Dalí, te aseguro que te tendrá asombrado y apreciarás su estilo único. Los regionalismos me encantaron y en vez de O.K. acabarás diciendo "vale." Después de 30 minutos de descanso teníamos el curso de gramática con la profesora Sonsoles. ¡Les aseguro que no saben gramática hasta que tomen un curso de

gramática con un profesor español! Yo sí que aprendí. Si tienes "flojera" para la gramática aquí se te quitará. El subjuntivo se convirtió en mi mejor amigo.



Profesoras Teresa y Sonsoles-gracias por lo aprendido.

El curso ofrece otras actividades culturales como las obras de teatro llamadas Las noches del Fonseca-muy interesantes. Estos boletos ya están pagados así que a las 11 de la noche una vez por semana conocemos el teatro español. Se llena, así que lleguen temprano para adquirir un buen asiento.

Hay otros cursos que se ofrecen en las tardes de danza, cocina, canción y guitarra y pagas entre 28 a 54 euros. Se aprende de todo un poco. Tiempo es nada.

También asistimos al curso de Cine español "Castilla y León". El cine es muy dramático y se expone un pueblo español muy diferente al que el pueblo norteamericano está expuesto en libros o películas.



Don Felipe cuenta su vida



Rector de Cursos Internacionales

En Salamanca no puedes estar cansado ya que todos los días hay algo que hacer. En las tardes teníamos las giras guiadas. Trae una buena cámara y no olvides tu cargador, un diario porque hay mucho que escribir. Mi primera gira fue a la catedral; no sabía que era la más antigua de España. Es preciosa alumbrada de noche una vista para nunca

olvidar. Hay tantos palacios que no sabes que son palacios hasta que haces esta excursión. Tanta historia en tan poco tiempo. De último los conventos, te olvidas del mundo en que vives y pasas a otra dimensión de apreciar donde estás. No olvides buscar la rana.



Catedral

No puedes estar en Salamanca y apreciar sus famosas tunas - pequeño conjunto musical de instrumentos de cuerda que suele actuar en veladas y fiestas. Los chicos tienen mucho talento para la música y les encanta la atención de las chicas extranjeras. Pues no debes dejar España sin probar su famosa Sangría; yo no la tomaba pero ahora me encanta. Sabías que los españoles beben vino y cerveza y los extranjeros bebemos sangría-otra cosa que aprendí de mis amigos los tuneros.



Mi amiga LuLu

Si crees que vas a descansar los fines de semana, te equivocas. Esos días son las excursiones por toda España hasta Portugal. Éstas ya son pagadas así que no hay excusa para no ir. Yo fui a tres ciudades en un día: Ciudad Rodrigo, La Alberca, Miranda del Castañar-León, Zamora, y Burgos - muy interesante y remoto. Hablar con la gente fue

primordial; todos tenían tanto que contar, esto fue lo que más aprecié. Cada plaza es diferente. Toledo es para ver y admirar. no has visto historia hasta que visites esta ciudad. Uno debe salir de la ciudad y conocer lo interno de España. No debes dejar de comer la comida ya que es muy diferente a la paella, las tapas y pinchos.



Acueducto de Segovia Cáceres y Trujillo

También visité por mi cuenta la ciudad de mis sueños - Santiago de Compostela. La recorrida en autobús fue divina con sus paisajes y sembradíos de girasoles. En mis clases de español siempre leía algo con respecto a esta histórica ciudad. Con decirles que fui valiente y comí su pulpo - muy bueno. Asistí a misa y pues fui santa todo un día- tengo que regresar. ¡Inolvidable!

La ventaja de querer ver y absorber todo en mi corta estadía es algo que se debe tener, ya que hay que lograr todo lo que se puede hacer y ver. Madrid es un mundo nuevo. Sus monumentos, pues mira las fotos.



Plaza de España
Cervantes



Reina Sofía
Guernica

Todo lo bueno tiene que terminar dice el dicho. Yo salí de España pero mi aventura no termina, ya que ahora escribo este artículo y comparto mis 800 fotos con mis alumnos y amigos. Y mientras tenga vida sé que España vive en mí. Ser profesora de español me ayudará a pasar mis aventuras a mis alumnos para que ellos también puedan seguir y

continuar mis pasos. ¿Qué aprendí?... pues de todo y más que nada apreciar no sólo a la gente sino también un país lleno de historia, cultura y tradiciones y un deseo de seguir estudiando para mejorar y compartir mi conocimiento aprendido. Gracias AATSP-VA y Embajada de España por una experiencia inolvidable. ¡Enhorabuena, sí!



Verano 2009 Cursos Internacionales para Profesores de los Estados Unidos.

University of Virginia Asia Institute Seeking Partnerships with Virginia Educators and Schools

Dr. Rachel Stauffer
Asia Institute Outreach Coordinator
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The University of Virginia is pleased to announce the opening of the new Asia Institute, an interdisciplinary organization which is home to the Center for South Asian Studies, the East Asia Center, and the Tibet Center. Over one hundred core and associated faculty across schools and departments at the University are affiliated with the Institute in addition to the numerous graduate and undergraduate students engaged in study of the languages, literatures, and cultures of these diverse regions of the world.

The Institute is currently expanding its outreach efforts to public and private K-12 institutions across the Commonwealth. We wish to develop long-standing partnerships with Virginia educators in order to promote and facilitate study of China, Japan, Korea, India, Pakistan, Afghanistan, Bhutan, Tibet, Nepal and many other countries of these regions. The need for this type of programming is timely and in line with Virginia's educational objectives related to the achievement of global/cultural fluency and 21st century skills.

The Institute is able to offer many different kinds of customizable programming for educators and students centered on our countries of focus, including guest speakers, student clubs, lecture series, and professional development workshops. We can also provide the expertise of our faculty in the development of new programs and curriculum.

Perhaps most importantly, *the Institute has funding to help support these efforts, which means that schools and school divisions can benefit from these services at no cost.* The outreach program therefore presents a unique and unrivaled opportunity for Virginia educators and students to better understand these very complex regions of the world, even in these difficult times. To establish a partnership, all schools and school divisions need to do is *ask*.

Immediate opportunities include:

February 20th, 2010, 10:00-4:00 Workshop with Prof. Anindyo Roy (Colby College) on reading and writing about South Asian literature

January 16th-March 14th, 2010: Exhibitions: Chinese Stone Sculpture and Expressions of the Buddhist Faith. Financial and logistical support is possible for schools wishing to bring students to these exhibitions through the Asia Institute.

February 26th, 2010: U.S. Pakistan Relations Conference at U.Va (1:00-6:00).

March 1, 2010: Summit on Pakistan for grades 9-12 with lectures by U.Va faculty and members of the Charlottesville community at the Martin Luther King, Jr. Performing Arts Center in Charlottesville. This event will be followed by a Model U.N. style lesson that teachers will take back to the classroom, and students will follow up on the experience in a virtual forum. More information is forthcoming.

March 20th, 2010 8:30-3:00: Workshop on South Asia with Prof. John Echeverri-Gent (Politics), Karen Lang (Religious Studies), Daniel Ehnbohm (Art History) and Stephanie Van Hover (Education, Curriculum and Instruction), offered in conjunction with the Center for Liberal Arts

Ongoing Spring Events: Visits to local schools by students from the U.Va Chinese Student and Scholar Society (CSSS) who give presentations on Chinese language and culture for all grades; presentations on Hindi/Urdu, Japanese, Korean, Russian, and Chinese in World Languages classes at Fluvanna Middle School; general presentations on Asia for students in grades 5-8 at the Village School.

September, 2010 (date TBD) 8:30-3:00: Follow-up workshop to the March 20th on East Asia (China, Japan, Korea).

September 27-October 18, 2010: Asia Institute will have the giant (30' x 40') Asia map on loan from the National Geographic Society. It will be housed in Charlottesville at U.Va for one week, and will then go on the road to Virginia schools.

For more information, including examples of past and future programming:

Asia Institute Website
<http://artsandsciences.virginia.edu/asiainstitute>

Outreach

<http://artsandsciences.virginia.edu/asiainstitute/outreach>

Outreach Blog
<http://asiaoutreach.wordpress.com>

For outreach inquiries, requests; to express interest in any of the opportunities mentioned above, contact:

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K-12 Gateway to the Less Commonly Taught Languages

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The UCLA Language Materials Project (LMP) is proud to announce the completion of the lesson plan component of its stimulating new site for elementary and secondary foreign language teachers, the K-12 Gateway to the Less Commonly Taught Languages.

The core of the Gateway is a complete set of downloadable lesson plans and supplementary materials for teaching a first year language course. Written in English, the plans can be adapted to any language and grade level.

The lessons were created by Florence Martin of California State University Long Beach, who has taught languages at all levels from kindergarten through college, and speaks two

Less Commonly Taught Languages. Over 100 lessons are grouped into 20 thematic units packed with stimulating activities for communicative learning.

Pilot-tested by K-12 teachers from Anchorage to Virginia, the Gateway offers easy navigation to a wealth of information. Beyond the lessons, there is a component on curriculum design, standards, and proficiency-based teaching. A resource section offers links to Language Resource Centers, teachers' associations and forums, curriculum and assessment guides, journals, and professional development opportunities.

The K-12 Gateway resides within the established Language Materials Project website. Gateway visitors are only a click away from the language profiles and authoritative bibliography of teaching materials for which the LMP has been known since 1992. The bibliography has been augmented with detailed citations of several hundred items for younger audiences.

The recent increase of federal interest in foreign languages has kindled a language renaissance in K-12 schools across the nation. The number of classes for such less-commonly taught languages as Arabic, Mandarin, Japanese, Korean, and Russian has increased substantially even in the primary grades. But the range of textbooks and classroom materials available for learners below college level is limited. Teachers are also confronted by a lack of curricula or state standards to follow. The K-12 Gateway responds to those needs.

The Gateway was created with support from the US Department of Education's Title VI, International Research and Studies program.

We invite you to visit the K-12 Gateway at www.lmp.ucla.edu/K-12 and send us your suggestions for enhancing the site.

Short Craft Activities in the Foreign Language Classroom

By Christine Hoppe
ODU Instructor of Italian
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SHORT LESSON TIPS

Recently I took a workshop on activities for senior citizens with dementia, and it occurred to me that we could do more crafts in our classrooms. Working with your hands in groups helps with social interaction and memory, and making crafts helps us to learn more about different cultures too.

For the French culture, for example, you could go to the crafts store and buy little bags and a pot pourri and have the students make sachets. The French, after all, were the inventors of aromatherapy. Sachets are very easy to make; you just stuff them with the pot pourri that you can also buy at dollar stores and such. You can also collect flowers and dry them and then make pretty cards with glue. Dried wild flowers are also fun to work with! Students can imagine they are going to Grasse where perfume is made in the south, with fields of flowers everywhere!

For the Latino culture you can Google Mexican flowers and find out how to make Mexican flowers with colorful tissue paper and pipe cleaners. They are very big and beautiful and they make nice gifts too. Also, you can have students make "composite art." Buy poster board; with a pencil draw a house or lighthouse, and have all kinds of dried peas, rice, and beans and even colored sand ready. Then the students create a mosaic on the house with the dried legumes. Since the Latinos like frijoles so much, it makes sense to work with dried beans too!

You can also make balloon paddles. Buy wire coat hangers and a lot of knee highs. Bend the coat hanger into a circle with a handle, and put the stocking over the paddle. You can play Peteca, a Brazilian game, in which children hit the balloon with a paddle, counting as they hit the balloon, but no one is allowed to hit the balloon twice in a row. This is a cooperative game, in which you count as far as you can.

For students who like sports, you can get flat boxes and coat the insides with paint. Put a white piece of paper in the center. Then take a golf ball and tip the box up and down, allowing the ball to roll over the paint and then the white card. This is called Golf Ball Art! For yarn designs, you can do the same thing with yarn, rolling the yarn in the paints, and creating stringy designs as you drag the yarn over the white piece of paper. This reminds me of Mexican Indian yarn art.

All these Alzheimer's activities are very short and only require a bit of preparation on the part of the teacher, who has to go to the store and buy the materials. But it is fun for the students to take a break and work with their hands, and learn more about other cultures too!



Talking Royal Dolls

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Spanish III students: all those hormones can lead to exuberant animation with their classmates. But ask them to talk to the class...in Spanish...and that ease of speech often seems to disappear. Each fall for the past three years my students have practiced their clothing vocabulary by talking about "best-dressed" and "worst-dressed" characters they put on a poster board. And no matter how often I'd urge them to practice their speeches out loud, these talks were never captivating. Sure they knew their vocabulary and sentence constructions, but the presentations didn't pull the listeners in. Time for a new idea.



We have quite a cache of older copies of Hola, supplied by a local library, in our room. And what better source for pictures of the monarchy than this! I did a mini-lesson on the current Spanish royal family, supplying each student with a family tree and the titles for all. This gave us an excellent opportunity to review family relationship words, including all those "in-law" terms I tend to gloss over.

Each student selected a photo of a royal, glued it to a heavy stock, trimmed it to its edges and mounted it on a shish-kabob stick.

And there was a paper doll, one who could be moved, who could be the focus of the talk while the students supplied the words.

This was the magic. The students quickly discovered that their classmates weren't watching them while they talked, they were watching their dolls. And with that realization, the teens learned to "work" their characters. Instead of seeming nailed to the floor by the podium while they talked, they walked the room, gesturing to items of clothing they were describing as they - and we—looked at the royals and not at the speakers.



And as a marionette or a puppet almost seems real, so did they paper dolls of the students.

My requirements included an introduction of the royal figure to classmates, references to full title and relationships with at least two other members of the family as well as the detailed description of the wardrobe. But one could use this format for pictures of family, photos of celebrities, even student-constructed figures they wish to describe.



A Game: White Boards and Suction Cup Balls

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I recently came up with an idea (at least I think I came up with it; I have no idea whether anybody else has ever thought of it!). Here it is: I bought one of those little balls that consist of tiny suction cups all around (Target has them as party favors, for example).

On my whiteboard, I draw a big grid (five by five for example) and I write in the fields whatever I want to practice: verbs in the present tense that I want to be made past tense, vocab words that should be used in a

sentence, etc. The students then take turns throwing the ball at the whiteboard. They have to make a sentence or make a grammar change etc. with the word in the field where the ball sticks.

You can use two balls: left part of the board has subjects, right part has verbs. For example, if one ball sticks with "my grandma" and the other with "to climb" the student has to say "my grandma climbs trees," or something like that.

You can also have them blind-pick either a red or a green ball: if it's green, they have to make an affirmative sentence; if it's red, the sentence has to be negative.

My students love this (anything that involves throwing balls is always popular). When I told them I think I invented it, they screamed: Have it patented!

***SESSION PROPOSALS ARE AVAILABLE ON-LINE AT
[HTTP://WWW.FLAVAWEB.ORG/FLAVA_CONFERENCE.S.PHP](http://www.flavaweb.org/flava_conferences.php)***

***PRESENTING A SESSION IS A GREAT WAY TO GET TO KNOW
MORE PEOPLE, AND TO SHARE YOUR WONDERFUL IDEAS
WITH A WIDER AUDIENCE.***

***CONTACT LINDA SZWABOWSKI
LLSZWAB@GMAIL.COM***



Our Awards

FLAVA is proud to offer several awards that recognize excellence in the field of foreign language education. Some of these awards are for teachers, and others are for those members of the community who support educational programs in our schools. Others introduce pre-service university students to FLAVA and offer them the opportunity to step into the wide world that is FLAVA.

The David Cox FLAVA Award for Excellence in Foreign Language Teaching, K-12

This award recognizes a foreign language educator in grades K-12 who has demonstrated excellence in foreign language instruction and who may be forwarded as the FLAVA candidate to either the SCOLT or NECTFL Teacher of the Year (TOY) competition and perhaps eventually to the ACTFL TOY competition.

The Marshall Brannon FLAVA Award for Excellence in Foreign Language Teaching, Post-Secondary

This award recognizes a post-secondary foreign language educator who has demonstrated excellence in foreign language instruction and who may be forwarded as the FLAVA candidate to either the SCOLT or NECTFL Teacher of the Year (TOY) competition and perhaps eventually to the ACTFL TOY competition.

The Helen Warriner-Burke FLAVA Distinguished Service Award

This award recognizes foreign language educators in Virginia who have made outstanding contributions to the profession.

FLAVA Award for Friend of Foreign Language Education

The FLAVA Award for Friend of Foreign Language Education recognizes individuals and institutions that have made a significant contribution in building a strong foundation of support for foreign language education.

FLAVA Virginia Tech Couture-Nowak & Bishop Awards

These awards honor the upcoming generation among whom we hope will come great future language educators. Each award constitutes a 1-year FLAVA membership and registration for that year's conference.

If you wish to nominate an individual, or a business, for one of these awards, please contact President, Norah Jones president@flavaweb.org. If you wish to volunteer to serve either as chair or as a member of the Awards and Recognitions Committee, please contact Debbie Sommer nominations@flavaweb.org.

Warm Welcome to a New US Citizen!

A warm, all-American welcome to a corporate sponsor (Vista Higher Learning) and her spouse: [Betty Gegundez and husband, Rubén](#), both of whom joined us as American citizens on October 8, 2009.



David E. Cox Excellence in Teaching K-12 Award

Presented at the 2009 FLAVA Conference
October 10, 2009

The David E. Cox Excellence in Teaching K-12 Award goes to [Alisa Bearow Landrum](#), Oscar F. Smith High School, Chesapeake, VA. Alisa switched from a brilliant career as a lawyer to that of World Language educator seven years ago. She sought and obtained National Board certification in 2007 after achieving a 200/200 in her Praxis exam in French. That same year, she held a Fulbright Scholarship to Guadeloupe. Already in 2006, Alisa shone in FLAVA circles, earning the Best of FLAVA for that year. Even in her first year in our ranks, she won the Rookie of the Year Award from Hugo Owens Middle School (2004-2005).

Alisa joined the Oscar Smith faculty two years ago and immediately set out to create a "*bonjour* culture" and increase the visibility of French within the school. Within her first few weeks, Alisa redecorated the foreign language hall with posters and articles promoting the study of French and quotes by famous Americans who had either lived or studied in Paris. She revived the *Cercle Français* and recently chartered the *Société Honoraire de Français*, which will have its first induction this spring.

Alisa also has been instrumental in promoting National French Week by getting students to broadcast a "French Fun Fact" on their televised morning announcements and publicizing the event throughout the school.



Candidate for SCOLT Teacher of the Year

Alisa Landrum
FLAVA Teacher of the Year,
to compete for Regional Title

FLAVA congratulates [Alisa Landrum](#), National Board Certified teacher of French at Oscar Smith High School (Chesapeake County) who was selected as World Language Teacher of the Year K-12 at the 2009 FLAVA Conference.

Alisa will attend the Southern Conference on Language Teaching (SCOLT) on April 16-17, 2010 in Winston-Salem, North Carolina.

At SCOLT she will participate in a formal interview, and present her portfolio and classroom instruction video to a panel of educators.

One state Teacher of the Year from the Southern Conference (13 states Virginia to Texas, plus the US Virgin Islands) will be selected to represent the region to the national conference, ACTFL, in Boston in November.

Join FLAVA in congratulating Alisa on the recognition of her educational excellence, and in supporting her as she represents Virginia at the SCOLT conference and looks toward the title of Teacher of the Year for the region!

Congratulations,
Alisa, and
GOOD LUCK!



Business and Industry Award

Presented at the 2009 FLAVA Conference
October 10, 2009

The 2009 Business and Industry Award goes to James Kinard of *For the Love of Chocolate*, an educational taste treat for many of us at 3136 Cary Street in Richmond's CaryTown area (Phone: 804-359-5645).



James has long been more than a friend of World Languages in our area. For many years he has taught Spanish at VCU as an adjunct professor all the while developing his *chocolaterie*, which has become nearly legendary in the Richmond area.

Not only does he carry a delicious selection of sweets from around the world, but a walk through the aisles of FLC is a lesson in the global sweet tooth. There are delicacies from every continent but Antarctica! The emphasis, as the store's name bears out, however, is chocolate.

Foreign language educators in our area can go to FLC to get educational treats for our classes. James always has something significant for various world language learners and he discounts when I tell him it's for class. So, if it's Gummibears for German, Eiffel Tower chocolate squares for French, or rain forest cocoa for Spanish, James offers it.



PHYLLIS ADAMS ENJOYING HER FLC DOOR PRIZE

Best of Virginia to NECTFL 2010

Marion Salm

FLAVA congratulates Marion Salm of Heritage High School (Lynchburg City) who was selected by her peers as the Best of the Virginia Conference to the Northeast Conference on Teaching of Foreign Languages (NECTFL). Marion is a teacher of German.

Marion will be presenting *A virtual field trip through Germany's Cities and Countrysides*. Here is the description of her session:

Many students do not have the financial resources to travel to Germany. A virtual field trip may be the only way that some students get to experience the culture. Most German textbooks do not include up-to-date engaging images. Munich, Garmisch-Partenkirchen, Füssen, Heidelberg and the medieval city of Rothenburg are included in the virtual field trip.

The Northeast Conference will be March 26-27, 2010 in New York City. Marion will be presenting on Friday morning, March 26, 2010. Join Marion for the conference and come and watch her presentation!

Join FLAVA in congratulating Marion!

See Marion's article recapping her winning presentation on page 23 of this issue of the *Bulletin*.



Best of Virginia to SCOLT 2010

Cindie Kelly

FLAVA congratulates Cindie Kelly of Massaponax High School (Spotsylvania County) who was selected by her peers as the Best of the Virginia Conference to the Southern Conference on Language Teaching (SCOLT). Cindie is Chair of the World Language Department and teacher of German.



Cindie will be presenting *Creating Digital Projects*. Here is the description of her session: *Need a new project for class that will keep your students active and interested? Today's students are "plugged in", used to technology and the opportunities that it offers. Cindie will demonstrate how students can use technology to create presentations. Materials will be provided.*

The SCOLT Conference is April 16-17, 2010 in Winston-Salem North Carolina. Cindie will be presenting on Saturday morning, April 17. Join Cindie for the conference and come and watch her presentation!

Join FLAVA in congratulating Cindie!

Cindie will recap her winning presentation in the fall issue of the *Bulletin*. Watch for it then!

FLAVA/Virginia Tech

The 2009 Jocelyne Couture-Nowak Memorial Scholarship recipient of an annual membership in FLAVA, and registration for the 2010 conference, is Kathryn Steele.

The 2009 Jamie Bishop recipient of an annual membership in FLAVA, and registration for the 2010 conference, is Lisa Cotter.

These awards are presented to language majors at Virginia Tech in memory of the two faculty members slain in 2007.

LIBBY CALVERA ACCEPTING THE AWARDS ON BEHALF OF THE STUDENTS



Additional Awards and Recognitions

FLAVA Recognitions

Emeritis Membership

Helen Warriner-Burke and *R. Marshall Brannon* were conferred with *Emeritis* Membership status in recognition of their long and distinguished contributions in Foreign Language education.



We extend our thanks and congratulations to Helen and Marshall.

From the German Community

Paul Dvorak received the AATG/Goethe Institut's Certificate of Merit.

Alan Strecker and *Leo Mick* won fellowships to go to Goethe Institut courses in Berlin and Bremen respectively.

From the French Community

Outstanding Chapter Officer Award

Amy deGraff, Professor of French at Randolph-Macon College was presented the Outstanding Chapter Officer award by the American Association of Teachers of French (AATF). The award, which recognizes excellence in leadership among its officers, was presented to deGraff on July 4, 2009 at the AATF annual convention in San Jose, California. Alice Cataldi, AATF regional representative for the Middle Atlantic States, presented deGraff with the award. Dr. deGraff, has long served the Virginia Chapter of the AATF first through her work on the Executive Council, then as Vice-President and currently as Co-President with Françoise Watts. She attributes her success to the work of her co-president and to a dynamic, creative and enthusiastic board which has sought to make French visible and provide resources and support to teachers of French throughout Virginia by working collaboratively with the Foreign Language Association of Virginia, the Virginia State Department of Education and other colleges and universities.



Door Prizes

Presented during the Annual Meeting, courtesy of our exhibitors. A world of thank yous to the Exhibitors for supporting FLAVA in so many ways! The door prizes were eagerly received.



Award Recipients through the Years

The David Cox Excellence in Teaching K-12 Award (from 2007)

- 2009 Alisa Bearov Landrum, Oscar Smith High School, Chesapeake Public Schools
- 2008 Susan Bowman, Salem High School, Salem
- 2007 Linda B. Davidson, James River High School, Chesterfield County Public Schools

The Award for Excellence in Foreign Language Teaching, K-12 (prior to 2007)

- 2005 Hope Damergis, First Colonial High School, Virginia Beach City Public Schools
- 2004 Ann Thorson, Parkview High School, Loudoun County
- 2003 Cynthia Kelly, Massaponax High School, Spotsylvania County
- 2002 Debbie Bartle, Midlothian High School, Chesterfield County
- 2001 Kenneth E. Nicely, Cave Spring High School, Roanoke County Public Schools
- 2000 C. Thomas Markham, Virginia Beach City Public Schools

The Marshall Brannon Excellence in Foreign Language Teaching Post Secondary Award (from 2008)

- 2008 Dr. Patricia Cummins, Virginia Commonwealth University

The Award for Excellence in Foreign Language Teaching, Post-Secondary (prior to 2008)

- 2006 Dr. Paul Dvorak, Virginia Commonwealth University
- 2005 Dr. Vera Niebuhr, University of Mary Washington
- 2003 Ronald Horwege, Sweet Briar College
- 2001 Dr. Lily Anne Goetz, Longwood College

The Helen Warriner-Burke Distinguished Service Award (from 2008)

- 2008 Dr. Laura Franklin, Northern Virginia Community College

The Distinguished Service Award (prior to 2008)

- 2006 Terry Franson, Chesterfield County Public Schools
- 2005 Maria Still, Virginia Beach City Public Schools
- 2004 Sheila W. Cockey, King George County Schools
- 2003 Katy Myers, Loudoun County Schools
- 2002 Gladys Arrington, Portsmouth City Schools
- 2001 Dr. J. Richard Guthrie, Jr., Christopher Newport University
- 2000 Dr. Linda M. Wallinger, Director of Secondary Instructional Services, Va DOE

The Business and Industry Appreciation Award

- 2009 James Kinard, owner of For the Love of Chocolate, Richmond
- 2007 Emilio Peiro, Emilio's Restaurante Español, Richmond
- 2003 Timothy McFarlane and Amy Reiss, Holiday Inn South, Koger Conference Center
- 2003 Rick Hood, owner of Ellwood Market, Richmond

CONTINUED CONGRATULATIONS TO ALL OF OUR RECIPIENTS!

FLAVA Announces...

The 2010 Conference



No Borders: The World in Virginia, our theme, brings the immediacy of foreign language and culture to us in a variety of ways. Sessions will focus on the cosmopolitan nature of our state.

Session Proposal forms are already available on-line. We prefer on-line submission, which will be available soon, but will still accept email or snail mail proposals. Deadline for submission: May 1, 2010.

The Pre-Conference Workshop, with Sharon Dr. Scinicariello, returns after a year's hiatus. At the University of Richmond, Sharon will help participants cross the *technology border* and explore technology tools for various uses. Register early!

Conference Registration will be available on-line. The forms will be posted by April 1, 2010.

Hotel Registration form will be available on-line. The form will be posted by April 1, 2010.

Step across the *gourmet border* into 90 minutes of your language and culture. The Professional Organizations are hosting their **annual luncheons** and fall programs. Contact your individual organization for more information.

In the **Exhibits Hall**, *open borders* are everywhere, welcoming you in to an exciting variety of things to pursue and purchase. Even though it is early, the Exhibits Hall is starting to fill up. There will be many interesting and exciting booths for you to visit.

The **Saturday afternoon sessions**, following the luncheons, will continue to have many exciting borders for you to cross.

Explore the *culinary borders* when FLAVA hosts a **Friday night reception** with heavy hors d'oeuvres and a cash bar, and Saturday morning with a **continental breakfast**.

Viernes al cine returns with another hit movie and a glimpse of language and culture across a *Spanish-speaking border*. The film will have English sub-titles, and everyone is invited.

For further information, please contact:

http://www.flavaweb.org/flava_conference.php

Linda Szwabowski, Conference Chair: conf@flavaweb.org

Exhibitor Information

Becky McQueen
exhibits@flavaweb.org

Exhibitors at the 2009 Conference

Our sincere thanks to each of these exhibitors and we hope to see you again in 2010!

AATF
AATG
AATSP
ACIS
AlterNatives
Amsco School Publications, Inc.
Applause Learning Resources
Bayard/Milan Presse
Cambridge University Press
Casterbridge Tours
Chester Technical Services, Inc.
Classical Association of Virginia
CLTA-VA
EF Educational Tours
Education Office - Embassy of Spain
EMC Publishing
German Information Center USA
Globe and Map Shop, LLC
Hampton City Schools
Holt McDougal
LinguaZone
Logik Electronic
MAATJ
Mariden USA
Martí Spanish Academy
McGraw-Hill, Inc.
NNELL
Peanut Butter Foreign Language Software
QTalk
Santillana USA Publishing
School Year Abroad
SOL Teacher SOLutions
Student Voyage, LLC
Syntalk
Vista Higher Learning



2010 Information

Potential exhibitors for 2010 have been contacted by Exhibits Chair Becky McQueen.

If you have not received an email from Becky, please contact her at the email below, or go directly to our website to obtain the information necessary to register to exhibit at our fall conference.

On the website you will find:

Exhibitor Welcome Letter
Exhibits Overview
Exhibit Space Order Form
Sponsor Contribution Form
Conference Program Ad Space

In addition, you will soon find:

Hotel Registration information
Information about hosting a catered function for your business or organization.

All forms are available on our website:
http://flavaweb.org/flava_conference.php

Questions?
Contact Becky McQueen:
rmcqueen@bedford.k12.va.us

Please come join us
At the most exciting
foreign language event
In Virginia:

The 2010 FLAVA Conference

THE 2009 EXHIBIT HALL

Pre-Conference Workshop

Friday, October 8, 2010

Dr. Sharon Scinciariello
University of Richmond



Desktops without Borders

Join your colleagues for a (pre-conference) workshop at the University of Richmond's new Carole Weinstein International Center, slated to open in August 2010. In the Center's Global Studio, you'll learn to build a personal learning environment to bring language and culture to your computer desktop and help your students do the same. You'll explore tools for social bookmarking, microblogging, and managing up-to-date information from around the world.

Conference Keynote Speaker

Dr. Terrell Morgan

Saturday, October 9, 2010
During General Session



Conference Keynote Workshop Presenter

Dr. Lori Langer de Ramirez

Saturday, October 9, 2010
Double Session



Empower Language Learners with Tools from the Web

Holiday Inn Koger Center South Conference Center Richmond VA



Mark your calendars!

October 8-9, 2010
October 7-8, 2011
October 5-6, 2012
October 11-12, 2013

Room Reservations may be made now:

****Regular Room: \$92.00 = 13% tax****
(up to 4 per room)

**** Junior Suite: \$125.00 = 13% tax****
(Upgraded room & bathroom; small living room area)

****Parlor: \$200.00 + 13% tax****

(Suitable for receptions - no bedroom)

Telecommunications fee for all rooms: \$2.00 per night

2010 hotel reservation deadline: September 22, 2010

1-800-397-1034 1-804-379-3800

Fax: 1-804-379-2763

Group- Code:FL6

1021 Koger Center Blvd; Richmond VA 23235

http://www.ihg.com/h/d/HI/1/en/rates/RICKO?groupBookingCode=FL6&_IATAno=99801505

Reservation form available on page 70, or on the website:

http://www.flavaweb.org/flava_conference.php

**Plan to host a catered function for your business or organization,
or to rent the Parlor**

Contact the Conference Chair for further information

Linda Szwabowski conference@flavaweb.org

No Borders: The World in Virginia

All around us, we find buzzwords and catchphrases that emphasize the changing world and the importance of integrating technology to reach all students. What does that mean in practical terms? With relatively little access, we can still share culture, authentic language and real world learning opportunities to our students.

This year's conference theme, *No Borders: the World in Virginia*, will be an opportunity to learn, to grow and to share with your colleagues. Based upon your input from last year's conference, we want session proposals that highlight samples of active learning at all levels, literature, culture classroom management, pedagogy, and technology integration. As always, ideas that can be immediately implemented are especially appreciated. Presentations in the target language provide session participants an opportunity to practice the languages they teach.

Our Pre-Conference Workshop on Technology will take place at the University of Richmond. Dr. Sharon Scinicariello will be the facilitator. There will be no charge, but pre-registration will be necessary.

Keynote Speaker



This year's keynote address will be presented by a Virginia native who has found no limits to language education. **Terrell Morgan** is a professor of linguistics who is firmly convinced that today's students can find opportunities to practice their linguistic skills

anytime anywhere. He is well-known on the university circuit for his many presentations on getting students to use their language skills, as well as sessions on Spanish language and literature. At last year's conference, Terrell presented An Online Video Collection of Speech Samples from Across the Hispanic World. During his keynote speech, he promises to share videotaped data (from more than a dozen languages) gathered in his neighborhood and at school and to convince us that we (and our students) can find linguistic data everywhere to support notions taught in class.

His upbeat message will inspire you!

Workshop Presenter



Lori Langer de Ramirez takes the definition of world languages teacher to the next level. She has received grants from the National Endowment for the Humanities for study in Mexico, Colombia and Senegal, and a Fulbright Award for study about and travel to India and Nepal. Her school district was recently named a "Confucius Classroom" by the Hanban and Asia Society for its model Chinese language program. Lori freely shares what she has learned with others at her interactive website www.miscositas.com, which offers teachers virtual picturebooks, videos, thematic units and other curricular materials for teaching Chinese, English, French, Indonesian, Italian, Spanish and Thai. The author of many books, Lori has received the Nelson Brooks Award for Excellence in the Teaching of Culture

Lori's areas of research and curriculum development are multicultural and diversity education, interdisciplinary and content-based language teaching, folktales and authentic materials in the language classroom, and technology in language teaching, with an emphasis on Web 2.0 tools.

She has presented workshops in the Caribbean, Europe, Asia, and throughout the United States.

Lori's workshop promises to be fun, informative and practical.

General Conference Information

2010 Conference Theme: No Borders: The World in Virginia

Keynote Speaker: Terrell Morgan

Workshop Presenter: Lori Langer de Ramírez

Dates: October 8-9, 2010

Location: Koger Center, Richmond, Va.
10800 Midlothian Turnpike
Richmond, VA 23235

As we continue to embrace technology, we will once again use online registration. The conference registration fees remain the same:

- § Member - \$40 (plus dues)
- § Non-member - \$65
- § Student - \$15

The Koger Center has provided a special rate for those who are attending the conference, and want a comfortable place to stay. The room rate (for up to four people) will be \$92 plus tax, with the FLAVA discount. The rate is limited, so please register early.

To get the limited discounted rate, use this link, and follow the steps.
http://www.ihg.com/h/d/HI/1/en/rates/RICKO?groupBookingCode=FL6&_IATAno=99801505

- § Select and copy link.
- § Open a web browser and paste the link in the address bar.
- § Complete the reservation process.
- § Our group code is FL6.

If you are told that there are no more rooms available, call the Holiday Inn Koger Center

(804) 379-3800, and book directly. Mention that you are part of FLAVA and include the FLAVA discount code (FL6). By staying at the Koger Center, which will be newly refurbished by conference time, you help to defray the costs of the conference.

January 6, 2010

At this meeting, we determined the theme, came up with a list of 7 possible keynote/workshop speakers, decided to stay with the same service providers for conference programming, printing, and exhibits. Since then, we've worked electronically, with a rubric to determine other details.

May 15, 2010

The meeting focus will be on selection of the sessions. Jen Mattice, who runs the online session registration page, will also be there to explain the process to the Committee.

June 12, 2010 (electronic)

We will proofread the conference program. Amy Anderton has volunteered to be an additional pair of eyes.

Important Due Dates for FLAVA Board Members

May 1, 2010

Session Proposals are due (6 per strand).

May 31, 2010

Menus are due. Work with Amy Reiss at the Koger Center to determine your price point and menu.

Changes

There will be no changes to the program submitted after mid-August. Conference changes submitted after that date will be communicated on a program insert.

Please register early to ensure a room at the conference hotel and to help FLAVA with the expenses of the conference.

Exhibitors



Scenes from the 2009 Conference Don't miss the Big Event in 2010!



AATF



AATSP



CLTA



NELL



CAV



MAATJ



AATG

Affiliates

CONFERENCE

Reception



CONFERENCE



**Keynote Speaker Mimi Met
and
Some of our Session Presenters**



**Some of Those Who Attended
FLAVA 2009 ...
They all had fun!**



Chinese Language Teachers Association of Virginia

Liping Liu
clta@flavaweb.org

The Chinese Language Teachers Association of Virginia (CLTA-VA) will hold its 2010 Spring Chinese Pedagogy Workshop on Saturday, May 8th, 2010 at George Mason University.

The following are the highlights of the workshop. Please mark your calendar for the event. Detailed information will be released soon.

Topic 1: Beijing Language and Cultural University's Model of Teaching Chinese to International Students

Speakers: Dr. Fenglan Guo, Professor of Chinese at Beijing Language Culture University and Resident Director of the Confucius Institute at George Mason University, and Ms. Lei Wang, Lecturer in Chinese at Beijing Language Culture University and Visiting Lecturer of the Confucius Institute at George Mason University

Topic 2: Digital Tools to Promote Language Learning and Proficiency

Speaker: Dr. Phyllis Zhang, Director of Chinese Program, Department of East Asian Languages and Literatures, George Washington University

Description: This session explores some Web 2.0 applications. Through demos and discussion, participants will explore various free web tools that integrate text, audio, video, and photos to create dynamic and interactive learning activities. Participants will learn basic steps for task-based digital assignments using such tools as voice

recording, slideshows with narration, and digital storytelling.

Topic 3: Designing Learning for Young Learners— Scaffolding and Facilitating the Development of Students' Language Proficiency through Classroom Practice

Speaker: Dr. Haiyan Fu, Northside College Preparatory High School, Chicago, Illinois

Description: This presentation identifies the importance as well as the roles of the grammatical knowledge in teaching and learning Chinese to young learners. It focuses on practical classroom instructions in terms of envisioning scope and sequence and instructional strategies that develop and enhance students' Chinese language proficiency.



AATF, Virginia Chapter

Amy deGraff, President
aatf@flavaweb.org

AATF of Virginia Annual Meeting and Visit of French Film Director

The AATF of Virginia has been very active again this year in supporting the French teachers of Virginia. We had an excellent lunch meeting during FLAVA attended by a good sized crowd which included Nicole Yancey, the Consul Honoraire de Virginie.

After lunch, a French film director, [Françoise Marie](#), who was in Washington D.C. filming a documentary on an inner city elementary school in Anacostia, agreed to come to Richmond to show and discuss her work. We were treated to an ingenious series of shorts entitled "*Les Disputes*" ("Fights"). It was clear that these shorts sparked the pedagogical imagination of our teachers because there was a very fruitful sharing of ideas about how we could use these shorts in the foreign language classroom. The Board is working on ways to make them available to teachers in the future.

National French Contest

As a result of the work of [Ainslie McLees](#) and [Debbie Bartle](#), we were able to support giving of the National French Exam to over 2600 students throughout Virginia last March. Several of our students won top awards. We have a similar number of Virginia students taking the exam this March and, in fact, the number of students participating from our chapter puts us in the top 10% nationally.

New Initiatives

At our last AATFV board meeting, we agreed to work on a new initiative.—create a mini French film festival for young people. If we are successful at finding funding, locating a good venue, and getting a sizeable number of attendees, we will then share the model with other parts of the state. Wade Edwards of Longwood University is taking the lead on this project.

A committee has also been created to develop pedagogical tools to accompany film shorts whose appropriateness for the French language classroom we discovered as a result of sponsoring the visits of French filmmakers to schools in Virginia over the last six years. We have almost completed the first one and will have more to report in the next edition of the *Bulletin*.

AATF Website and List serve

[Fabrice Teulon](#), our Vice President, continues to update our website and provide important information about teaching resources, cultural happenings, jobs, etc. to teachers through our AATFV list serve. Also, we are moving into the 21st Century. [Fabrice Teulon](#) and [Kathryn Murphy Judy](#) created a FACEBOOK page for our chapter at our AATFV meeting in October.

Receipt of National Award

[Amy deGraff](#), Co-president of the Virginia chapter was chosen "Outstanding Chapter Officer" out of seventy-two chapters across the United States. We are delighted to have earned this kind of national recognition for our chapter.

Openings on the Board

We have a few openings on the Board which we would like to announce. Our Treasurer, [Kathy Miller](#), is stepping down after over 20 years of excellent service to the Board. Our National French Exam administrator is also stepping down. We would like to divide up this responsibility among three different people to make it more manageable. If you are interested in serving the AATFV in either of these ways, please contact Amy deGraff, Co-president of the AATFV at adegraff@rmc.edu.

AATG in Virginia

[Marcel Rotter](#), President
aatg@flavaweb.org

The year 2009 was, again, full of successful activities for the AATG-VA chapter. The spring began with the announcement of AATG-Pad winners.

Our chapter was honored this year to have three prizewinners in the Annual Testing and Awards program (AATG-PAD). AATG-Virginia is the chapter with the highest number of participants in the prerequisite written test: 1,478 in 2009, that's 300 more students than in 2008. Each year in March, AATG members serve as judges on oral interviews for students with the best results in the written test. The winners of the 2009 competition were [Kristin Grasberger](#) as the senior award nominee from Virginia. She is the student of [Tracy Hughes](#) at Atlee High School in Hanover County. Although Kristin did not receive the national PAD travel award, she did receive the GLOW award. The GLOW award is independent of the AATG study awards and is presented to multiple students across the United States. Kristin also received the Langenscheidt Book Award. [Mariet Kurtz](#), [Kelsey Johnson](#), and [Arunav Nihaar Sinha](#) from Thomas Jefferson School of Science and Technology were Virginia's recipients for the Study-trip Award. Congratulations to these exceptional students and their dedicated teachers.

The theme of the Spring Workshop was *Teaching with Technology*. The workshop took place at the Center for the Liberal Arts (CLA) at the University of Virginia in Charlottesville. The 35 participants enjoyed presentations of varying length about the many different ways to enhance teaching with technology. Unfortunately, beginning in 2010 CLA has to switch its support to a bi-annual schedule due to budget reductions.

The AATG was pleased to learn that a number of its chapter members have won a variety of prizes. [Paul Dvorak](#) received the AATG/Goethe Institut's Certificat of merit; [Alan Strecker](#) and [Leo Mick](#) won fellowships to go to Goethe Institut courses in Berlin and Bremen respectively.

The TPRS Workshop was again sponsored by the AATG national office and held at Sweet Briar College from July 26-31. The workshop attracted 40 teachers from all over the United States. It remains the only TPRS workshop organized especially for teachers of German and features training for both the novice and the experienced TPRS educator. Last summer was the seventh annual session. Thanks to the workshop leaders, [Julie Baird](#), [Kellye Deane](#), [Hank Schwab](#), and [Rob Williams](#).

The theme for the fall AATG-Goethe-Institut Immersion Weekend was *Wendeflix: Letzte Filme aus der DDR* (Films of Change: Last movies from East Germany). [Kyle Frackman](#) from the University of Massachusetts led the workshop on the use of these movies in the German classroom. The program was held once again at Sweet Briar College (SBC) from September 18-20. Due to a sudden illness of SBC's [Dr. Ronald Horwege](#), the AATG-Virginia board prepared the weekend. After the Commonwealth of Virginia was unable to continue its support for this important event we were especially grateful to the sponsorship of the Goethe-Institut in Washington. This weekend was another great success.



The AATG-VA, with support from the Goethe Institut, once again had a display table at the FLAVA Conference, October 9-10. Six members of our chapter presented sessions on a variety of topics, including IB German strategies, blogs, cultural history, German-Americans, writing and technology. The annual luncheon was attended by 25 members, at which time [Marion Salm](#), our Board Member-at-Large for high Schools and [Vera Niebuhr](#), our Board Member-at-Large for Colleges, were re-elected.

MAATJ Report

Sachiko Sakamaki, President
maatj@flavaweb.org

At 2009 FLAVA Conference there were four Japanese language-specific sessions. [Shigehisa sensei](#) from Northern Virginia Community College showed us how to use online learning resource sites for our class instructions. [Jensen sensei](#) from Virginia Tech presented her college elementary Japanese curriculum using the textbook *Obento* from Australia. [Moorman sensei](#) from Walt Whitman HS generously shared her original materials for warm-up activities as well as the video of her students actively engaging in those activities. After the MAATJ luncheon, we changed the location to the University of Richmond Language Lab for our technology session. [Otani sensei](#) and [Sakamaki sensei](#) introduced how to use technologies (Smartboard and computer online programs) as effective instructional tools.

As for the MAATJ officers, we continue to carry our current terms: [Mamiya Worland](#) at Great Falls ES and Sachiko Sakamaki at Landstown HS as Co-Presidents; [Koji Otani](#) at Thomas Jefferson HS as Secretary; [Michiko Sprester](#) at Lee HS and Cooper MS as Treasurer; and [Thomas Sones](#) as Executive Board Member.

Our main focus theme for 2010 FLAVA Conference will be "Advocacy for the Japanese Program." Advocacy for FL has been a focus and a concern at the national level in the recent years. [Worland sensei](#) attended the National Council of Japanese Language Teachers meeting recently and had a strong impression for the needs for Japanese teachers. We are looking for many ideas to promote the Japanese programs and hope to see more new participants at the next year's

conference to build active professional networks among us.

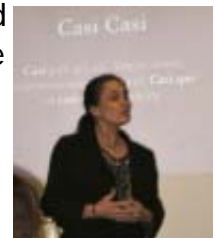
Currently we have a stable membership status with 37 members for this school year. Our organization serves as a professional network for support, sharing and friendship in all levels from elementary to college level professionals. We have a monthly newsletter that provides information for upcoming conferences, workshops, meetings, and any cultural events and competitions/contests that are beneficial to both Japanese teachers and students.

More information can be found at our website:
<http://www.maatj.org-a.googlepages.com>

AATSP-VA Report

Sheila W. Cockey, President
aatspva@gmail.com

The annual fall luncheon meeting of AATSP-VA was held as part of the 2009 FLAVA Conference in October. Our guest speaker was [Victoria Racimo](#), Executive Producer of the film *Casi, Casi*. She shared stories about the filming of the movie and about the brother author/directors. In honor of the film, our menu was of a Caribbean nature, reflecting the Puerto Rican roots of the authors/directors and the setting of the film. The Sociedad Honoraria Hispánica of Virginia sponsored a screening of the film as part of Friday night's conference offerings. In addition, the chapter sponsored two sessions presented by The Embassy of Spain Education Advisors [Ana Martínez](#) and [Rosa Bullón](#). Both were exceptionally interesting and motivating, and filled with



Victoria Racimo



Rosa Bullon

their usual good humor and grace. There were two sessions presented by chapter scholarship winners, and other sessions presented by chapter members.



Ana Martinez

The President is putting together a packet of information about chapter activities that will be sent to all who were new members in 2009. The Embassy of Spain has kindly contributed some items to include in the packet. This will go out in the next two weeks.

The National Spanish Exam registration is closed, and our State Director reports that there are more students than ever who have registered to take the exam.

The chapter is once again offering two scholarships for summer study: one for 2 weeks in Cuernavaca, Mexico and the other for 3 weeks at a University in Spain. The deadline is March 15, 2010 for study in the summer of 2010. Please encourage someone you know to apply. All applicants must be current members of AATSP.

The regular spring meeting of the chapter will be on April 17 in Charlottesville in conjunction with the Center for the Liberal Arts Saturday Spanish Seminar. In addition to our normal business, we will hold elections for President and Secretary and vote on the revisions to the Constitution.

The annual meeting of the AATSP is in Guadalajara, Mexico this year. Our chapter will have representation there.

Plans for the 2010 FLAVA Conference include another Viernes al cine and our very popular luncheon, as well as several sessions of interest to Spanish teachers.

More information may be found on our website. Our new website address is

www.aatspva.org. Or contact our president at aatspva@gmail.com

Virginia Foreign Language Supervisors Association

Gregory Jones, President
vflsa@flavaweb.org

During the fall meeting of the VFLSA the membership addressed numerous topics of importance to the world language community. Below is a listing of the items discussed:

VDOE Report

- Changes to the Standards of Accreditation
- Foreign Language Academies
- Standard Setting for New Praxis II Tests in French, German, and Spanish
- Lingua-Folio

Nomination Process for Supervisor of the Year

Documents Supporting World Language Advocacy:

- CAL White Paper (Building the Foreign Language Capacity We Need: Toward a Comprehensive Strategy for a National Language Framework)
- FAO Report (Persistent Staffing and Foreign Language Gaps Compromise Diplomatic Readiness)

Peace Corps Conference (Held Oct. 15-16, 2009): Global Issues in the Classroom: Educating for a Flattened World

Winter Chinese Bridge Delegation (Dec. 2-10, 2009)

Spring Election (Vice President and Secretary)

Blackboard Support Resources

Advocacy Reports

Thomas Sones

advocacy@flavaweb.org

August 29, 2006

News:

Excited to present an Advocacy Session at the Conference. We will present advocacy updates from local to national levels, discuss initiatives and programs that promote foreign language learning, and present resources pertaining to advocacy of foreign language learning.

Excited about the newly formed Chinese Teacher Association of VA, their first luncheon and business meeting at the conference, and expecting a high turnout of Chinese teachers at this year's conference.

NCLRC announces a three-year research study designed to document and describe South Asian Language K-12 programs in the U.S. www.desilearn.us.

National Museum of Language has concluded a contest and chosen and International Flag of Languages. www.languagemuseum.org

JNCL-NCLIS Update

www.languagepolicy.org

Currently engaged in effort to include FL in DOE "Race to the Top" initiative.

New policy document- *FL Education Strategies, Objectives, and Goals*; July 14, 2009.

New videos: "Language Advocacy: Making Your Voice Count" - and "How to Make a Visit to Congress" - available on website.

Resources:

Help get the word out about the importance of language learning by sending a *Discover Languages* e-card!

www.discoverlanguagesecards.org

Free publication: Celebrating the World's Languages: A Guide to Creating a World Languages Day Event. www.clear.msu.edu/clear/

Videos and interviews about the value of study abroad and the Title VI/Fulbright-Hays Act. www.usglobalcompetence.org

Recent news articles regarding foreign languages and education standards:

Science Daily: May 20, 2009. Exposure To Two Languages Carries Far-reaching Benefits.

The Washington Post: May 30, 2009. "CIA Announces Push to Improve Agency's Language Proficiency."

The Washington Post: June 1, 2009. "46 States, D.C. Plan to Draft Common Education Standards."

February, 27 2010

NEWS

Working on "Advocacy Kit" based on 2009 Conference presentation. Will include the role of FLAVA, tips for maintaining a dynamic program, how to participate in local, state, and national level advocacy, and provide links to available resources and publications. Hope to have ready to distribute by fall.

Will attend JNCL-NCLIS Legislative Day and Delegate Assembly- May 20-22, 2010

LEGISLATIVE ISSUES

Governor McDonnell's Education Reform Legislation www.governor.virginia.gov

Charter Schools- Requires charter school application pre-certification by the Board of Education and allows for an appeal process for applicants denied by local School Board. **Virtual Schools Programs-** To stimulate the growth of these among divisions to provide options to those who struggle in traditional classrooms. **Lab Schools-** Establishes college partnership laboratory schools to stimulate development cooperation and coordination between and K-12 and higher education.

Consolidation of funding programs: The FY 2011 Education Budget contains an initiative to increase accountability and transparency by eliminating and consolidating funding programs. The consolidation includes FLAP and other programs for languages and international education into one stream resulting in more competition for grants, rather than dedicated funding.

Reform of ESEA/NCLB: The House Education and Labor Committee plans to reform the Elementary and Secondary Education Act—currently known as No Child Left Behind. They invite all stakeholders to email their suggestions to eseacomment@mail.house.gov. The committee's first hearing will focus on charter schools and will be held on February 24, 2010. The deadline for comments is March 26, 2010.

More info about legislation can be found at www.languagepolicy.org.

PUBLICATIONS AND RESOURCES

Multilingual Education Policy and Practice: Lessons From Indigenous Experience by Nancy H. Hornberger, University of Pennsylvania. CAL Digest www.cal.org/resources/digest/multilingualed.html

MLA Language Map: A Map of the linguistic and cultural composition of the U.S.

CAL50 Symposium Video panel discusses the power of language in a diverse society. Video presentations and PowerPoint slides available. www.cal.org

The Coalition for International Education has a new website with videos and information about global competence and international education. www.usglobalcompetence.org

CALPER Language Advocacy Resource Site- Compiled information for advocating world language programs. <http://calper.la.psu.edu/languageadvocacy.php>.

"Speaking in Tongues" DVD- follows American students whose in immersion Chinese or Spanish programs. It shows the benefits of early language learning.

Congressional Legislative Summary

H.J. Res. 45 S.A. 3303 to consolidate and reduce the cost of administering programs that provide financial assistance to students to eliminate duplicative and wasteful spending; including Academic Competitiveness Grants and Teach Grants, all 14 Title VI/Fulbright-Hays programs, the Gilman Scholarship Program in the State Department, the Boren National Security Education Program fund, and the National Science Foundation's Office of International Science and Engineering.

H.R.2274 Priorities in Education Spending Act to repeal specific provisions of a variety of education acts.

S.1010 National Foreign Language Coordination Act To establish a National Foreign Language Coordination Council in the Executive Office of the President, directed by a National Language Advisor appointed by the President to oversee, coordinate, and implement continuing national security and language education initiatives.

H.R.597 Access to Complete Education Act to award grants to LEAs to promote and strengthen music and arts, foreign languages, civics and government, economics, history, geography, and physical education and health. Gives priority to LEAs that have high percentages of below poverty line children.

S.473 Senator Paul Simon Study Abroad Foundation Act To establish a foundation that would authorize grants that provide and promote study abroad

opportunities for students studying in nontraditional locations.

H.R.2313 U.S.-China Language Engagement Act to create a grant program to in the DoE for competitive three-year grants to LEAs for Chinese language and cultural studies instruction in elementary and secondary schools

H.R.3359 U.S. and the World Education Act to include a federal competitive grant program to promote international education in elementary and secondary schools and to amend the DoE to administer the program and to develop an international research repository.

H.R.2228 To amend ESA to allow states, when determining AYP for disabled or LEP subgroups, to include students who are no longer identified as such but who were so identified during any of the preceding three school years.

H.R.3753 Providing Resources to Improve Dual Language Education Act to award grants to partnerships of LEAs for the implementation of dual language demonstration programs designed to enhance and assess the biliteracy, bilingualism, and multicultural skills of low-income minority and LEP students from preschool through grade five.

H.R.4065 Foreign Language Education Partnership Program Act to establish a partnership program in foreign languages to make incentive payments to develop and maintain model programs that support articulated language learning in kindergarten through grade 12.

H.R.2361 To require the accreditation of English language training programs. Provides for a specified three-year exception to such requirement.

S.1430 School Accountability Improvements Act to allow LEAs to use distance education in core academic subjects in small, rural, or remote schools where a highly-qualified teacher in that subject is unavailable, provided a highly-qualified teacher of another subject is present in the classroom and to require changes in AYP measurements of schools that provide Native language instruction to K through second grade.

S.1387 Intelligence Critical Language Training Improvement Act Authorizes Director of National Intelligence an additional 50 positions to increase number of personnel to cover absences and transfers.

H.R.2311US-China Diplomatic Expansion Act - Authorizes appropriations for a public diplomacy program, construction of one additional U.S. consulate, and 10 additional U.S. diplomatic posts in the People's Republic of China, financial contribution to Asia-Pacific Economic Cooperation, rule of law initiatives in the PRC, and Chinese language exchanges.

H.R.2410 Foreign Relations Authorization Act To authorize appropriations for the Department of State and the Peace Corps for fiscal years 2010 and 2011, to modernize the Foreign Service, and for other purposes.

H.CON.RES.3 English Plus Resolution English-plus policies (1) help attain English proficiency (2) learn or maintain languages other than English; (3) prevent the extinction of indigenous languages and cultures; (4) provide services in other than English (5) recognize the importance of multilingualism.

H.R.1224 Families Learning and Understanding English Together Act to make grants to family literacy service providers for the improvement of English skills in limited English proficient individuals.

H.R.3249 Strengthen and Unite Communities with Civics Education and English Skills Act of 2009 Amends the Adult Education and Family Literacy Act to allow state leadership activities grants to be used to provide technical assistance to faith and community-based organizations desiring grants under the Act.

S.Amdt.996 to S.386 To declare English as the official language of the U.S. government.

H.R.1229 National Language Act To declare English as the official language of the U.S. government

H.R.997English Language Unity Act of 2009 To declare English as the official language of the United States.

H.R.1621 Pledge Language is English Declaration and Government Endorsement Act to prohibit schools from allowing the Pledge of Allegiance or national anthem to be recited or sung in any language other than English.

Conference Committee Reports

August 29, 2009

Linda Szwabowski

conference@flavaweb.org

Summer Update:

§ Created *Conference at a Glance* for website (*Bulletin*) and program creator

§ Worked with local committee members to create and edit session descriptions to go online and to program creator

§ Created rough draft of brochure to send to program creator

§ Ordered bags and goodies; *kudos* to Norah for telling us about the sale items!
§ Met with conference site coordinator about luncheons, session rooms, etc.

February 27, 2010

Please see pages 47-48 of this issue of the *Bulletin* for Linda's complete report about the 2010 FLAVA Conference.

Local Committee Report

August 29, 2009

Doug Bowman

localctte@flavaweb.org

Dear Colleagues,

I hope everyone has had a wonderful summer. Mine has almost come to a close... Louisa County starts faculty meetings next Monday and students return on August 10! I figured that these are last few days that my I will be free to do some work on getting volunteers for the fall FLAVA Conference.

Would any of you be willing to help as members of the Local Committee? Our responsibility is to find volunteers to work at registration, and to find facilitators for each session. I would be delighted to have any help you can give. Also, it would be really great if some of you know of sessions that you would like to facilitate. Some of you may already have a list of sessions. I am also attaching the list that Linda sent to me.

...If you have an old list, my e mail needs to be corrected. It is
bowmanda@lcps.k12.va.us

Thanks so much for any help you can give!

Professional Development and YOU!

February 20, 2010

Kathryn Murphy-Judy, former Chair
Teacher Education and Professional
Development Committee
profdev@flavaweb.org

It's cold; days are still short; loads of grading to do; the school year is half over but this is the long haul until June. You're probably not thinking too much about professional development unless your three year provisional license is up or you don't have enough recertification points. I'm here to tell you, though, that now IS the time to think about improving your teaching and reinvigorating your professional life.

Maybe you're not too sure how to go about it. I'll just note some possibilities. They target teaching proficiencies, some language skills, some technologies and media. All are good! There are numerous conferences, workshops, study abroad, online courses and institutes. Check with your Language Specialist or chair to see if the one(s) that interest(s) you get(s) you the points you need.

Upcoming local events:

- Feb. 3-4, EdTech at Randolph Macon College EdTech 2010
- Feb. 12-14 Lavendar Language and Linguistics Conference, Washington DC <http://www1.american.edu/cas/anthro/lavenderlanguages/>
- Feb 18, Washington & Lee University, Nina Garrett presents! <http://www.wlu.edu/x33602.xml>
- March 4, Washington & Lee University, Teacher's Workshop II <http://www.wlu.edu/x33602.xml>

- March 10-13 MAALLT and SEALLT Georgetown University; Washington, DC www.maallt.org
- March 24-26 CIBER Business Language Conference: Global Literacies (Pennsylvania) <http://lauder.wharton.upenn.edu/2010ciberblc/index.html>
- March 25-27 NECTFL (NYC) <http://www.dickinson.edu/prorg/nectfl/conf.html>
- April 1-2 (Georgia) <http://ceps.georgiasouthern.edu/conted/seccl.html>
- April 8, Washington & Lee University Teachers Workshop III <http://www.wlu.edu/x33602.xml>
- April 10, University of Mary Washington World Language Day. <http://people.umw.edu/~mrotter/MySite/WorldLanguageDay.htm>
- April 15-17 SCOLT (North Carolina) <http://scolt.webnode.com/a2010-conference-information/>
- July 4-7 AATF (Pennsylvania) <http://www.frenchteachers.org/convention/>
- July 10-13 AATSP (Guadalajara, Mexico) <http://www.aatsp.org/>

Summer Study Abroad and Institutes

- VCU, VT, GMU and other Virginia universities may have summer study abroad programs for teachers.
- CLEAR (Michigan) (July) <http://clear.msu.edu/clear/professionaldev/summerworkshops.php>
- CARLA (Minnesota) (June-July institutes) <http://www.carla.umn.edu/institutes/2010/schedule.html>
- NCLRC (Washington DC) (May, June, July institutes) http://nclrc.org/profdev/nclrc_inst_pres/summer_inst.html
- CALPER (Pennsylvania) (July) <http://calper.la.psu.edu/profdev.php?page=workshops>

- LARC (California) (June-July-August) <http://larc.sdsu.edu/>

Online

- ACTFL/Weber online methods course http://www.weber.edu/ForeignLanguages/Student_Resources/Onlinemethods.html
- NVCC career switcher program <http://www.nvcc.edu/annandale/continuing/courses/goodthingsinfo.htm>
- MERLOT online faculty development <http://onlinecourses.merlot.org/facultydev.html>

What about signing up for a Masters degree at a local or online university? There are great programs all around you. Even better, why not look into National Board Teacher Certification? Many districts will help pay your way through and, importantly, you will also get pay raise! The Department of Education has information on it (http://www.doe.virginia.gov/teaching/career_resources/national_board_cert/index.shtml). FLAVA's own Isi Kessel has been working with foreign language teachers for years. Here's a site filled with information: http://www.nbpts.org/resources/state_local_information/VA.

In addition to improving yours skills and knowledge bases, why not take a look at your professional life thus far? Maybe you're ready to be nominated for the FLAVA Excellence in Teaching Award; if not you, maybe one of your stellar colleagues is. Nomination forms will be in the Fall Bulletin but you can check our website for last year's and to see who has won previously; or look at page 40 of this issue of the *Bulletin*. Think about it; talk with each other about it. Go for it!

*Foreign Language Association of
Virginia*
BOARD MEETING

**Holiday Inn Koger Center, Richmond, VA
August 29, 2009**

Present: Isi Kessel, Nancy Cundiff, Debbie Sommer, Sheila Cockey, Linda Szwabowski, Terry Hathaway, Terry Franson, Thomas Sones, Gregory Jones, Doug Bowman, Helen Small, Maria Still, Michael Compton, Marcel Rotter, Annette Waggoner, Amy deGraff, Laurie Covington, Sachiko Sakamaki

The meeting was called to order at 9:15 A.M. by President Isi Kessel. Introductions were made to acknowledge new board members.

Minutes *Nancy Cundiff, Secretary*
secretary@flavaweb.org

MOTION: A motion to accept the minutes as corrected was made by Thomas. The minutes for the May 16, 2009 board meeting were approved.

Unfinished business:

- NBCT Workshops – There are still some questions regarding the planned workshops, such as a location or locations for the workshops, costs for a meeting place, and how to find out how many would participate. A suggestion was made to create a survey of who may participate by possibly using the membership for email. Isi will create the questions, Greg will create the survey, and it will be sent through the list serve.

Treasurer's Report *Terry Franson, Treasurer*
treasurer@flavaweb.org

- The Treasurer's Report was submitted.
- Terry noted that the state mileage reimbursement is currently 55 cents.
- The Schilling fund is not gaining as it was, due to the economy.

MOTION: Debbie made a motion to approve the Treasurer's report. The motion passed and the Treasurer's report was approved.

Conference Committee *Linda Szwabowski*
conference_coordinator@flavaweb.org

Linda indicated that online registration has been established with participants needing to set up an account to register. All sessions have been scheduled.

- **Exhibits**
Terry Hathaway, Exhibits Coordinator

exhibits@flavaweb.org

- Terry indicated that there are some new exhibitors this year. Set up will not be available until 11:00 p.m. Thursday night. A detailed report was presented to the board.

Local committee *Doug Bowman*
localctte@flavaweb.org

- Doug indicated that more session facilitators and table volunteers were needed. He asked if there should there be any changes to the evaluation forms.

FLAVA Bulletin *Sheila Cockey, Editor*
editor@flavaweb.org

- Sheila is excited that this issue of the *Bulletin* includes a wide variety of material. It is 58 pages with some pictures. She asked that members remember to send her information about regional and national level awards recipients so that we may recognize our own outstanding members. She would also like to see more articles about members and what they do in their classrooms.

- The question was asked if there is anyone responsible for getting information to ACTFL regarding conference dates. It was decided that it is the responsibility of the Conference Committee.

- There are three paying advertisers for the fall issue, which has brought in \$300.00. Regional and national organizational conferences continue to be run with no charge.

Web Master *Josh Cockey, Web Master*
Report submitted by Sheila Cockey

- The Fall **Bulletin** is now available online. Please notify the webmaster if there are changes to email addresses. All fall conference information that has been received at this point has been posted. At this time there is no link from the FLAVA website yet.

- In accordance with the website maintenance fees, and the proposal update presented at the May 16 meeting, the monthly maintenance fee has been increased to \$100/month. The next quarterly payment of \$300 is due in October.

MOTION: Thomas made a motion to increase the webmaster pay to \$1200 per year. The motion passed with one abstention.

Budget Committee *Terry Franson*
treasurer@flavaweb.org

No report.

Advocacy *Thomas Sones*
advocacy@flavaweb.org

For the report, see Fall 2009 *Bulletin* on the website.

Recognition and Awards *Kathryn Murphy-Judy*

awards@flavaweb.org

Kathryn was not present and there was no report.

Teacher Education and Professional Development

Kathryn Murphy-Judy

profdev@flavaweb.org

Kathryn was not present and there was no report.

Membership

Michael Compton

membership@flavaweb.org

- Michael is the new chair for this committee. The board discussed items to consider for the upcoming year such as reactivating the brochure by creating a new one. There was discussion about how to promote new membership. Questions were asked about how to make better connections with VAIS (Virginia Assoc. of Independent Schools). It was suggested that FLAVA have board sessions to discuss ideas/options of things/activities FLAVA can do for promotional/informational purposes.)

Nominations

Debbie Sommer

nominations@flavaweb.org

- Debbie stated that the bios are on the website for the candidates for election. Voting will be online, accessible through the website, which can be printed and mailed between Sept. 1 and Oct. 1.
- Debbie continues to ask for volunteers for various committees.

Department of Education

Helen Small

vdoe@flavaweb.org

- Helen's report highlights the summer Governor's Foreign Language Academies and STARTALK Chinese and Arabic Academies.
- Teachers are reminded that they may apply to observe at the Academies for 2-7 days for possible recertification points. These applications are available in October from the DOE Academy webpage and are due in May.
- The 2010 Academies will be announced in October. Schools should be aware that there is likely to be a tuition increase this year.
- The DOE will conduct standard setting studies for the new Praxis II tests in November.
- There are proposed changes to the Regulations Establishing Standards for Accrediting Public Schools in Virginia for graduation requirements.

For full report information, see Fall 2009 *Bulletin* on the website.

SCOLT

Norah Jones

past_president@flavaweb.org

- Sheila attended the delegate meeting at SCOLT as the FLAVA board member representative. She noted that unlike many other states, Virginia already has SOL for languages and many states do not have a Foreign Languages Specialist at the state level.

NECTFL

- Gregory Jones attended NECTFL as the FLAVA board representative. He indicated that one of the main topics included discussion regarding the Mead Leadership Fellows Program. Attendees were reminded that this scholarship is provided to support an individual in the development of a project that contributes to the foreign language teaching profession and advances quality language instruction.

NNELL

Beatrice Preusse-Burr

nnell@flavaweb.org

Beatrice was not present but submitted a report for the website.

AATF

Amy DeGraff

aatf@flavaweb.org

No report.

AATG

Marcel Rotter

aatg@flavaweb.org

For the report, see Fall 2009 *Bulletin* on the website.

AATSP

Annette Waggoner

aatsp@flavaweb.org

For the report, see Fall 2009 *Bulletin* on the website.

MAATJ

Sachiko Sakamaki

maatj@flavaweb.org

For the report, see Spring 2009 *Bulletin* on the website.

VFLSA

Gregory Jones

vflsa@flavaweb.org

For the report, see Fall 2009 *Bulletin* on the website.

CAV

Laurie Covington

cav@flavaweb.org

Laurie indicated that the VJCL convention is one of the largest in the country with attendance. Virginia is the second largest state with students taking the National Latin Exam.

New Business

- October 8, 2009 is the next board meeting with conference information only on the agenda. This meeting will be at 5:00 p.m.
- There was a discussion about whether it is time to raise dues to help pay for activities and outreach programs.
- The board needs to establish updated goals. There was discussion on ways to begin this process.
- There was discussion on how the board can improve the process of sending the Best of FLAVA representatives to NECTFL (April 15, 2010) and SCOLT (March 24, 2010).
- There is now a Chinese Language Teachers

Association, CLTA.

- A strategic planning board meeting is scheduled for January 9, 2010, possibly at Dorey Park in Richmond. Possible mediators include Marty Abbott and Faye Rollings-Carter.
- The next regular board meeting is scheduled for February 27, 2010 in Richmond, at the Holiday Inn Koger Center.
- There was discussion regarding the accessibility to internet and LCD projectors at the conference.

MOTION: Sheila made a motion for the meeting to adjourn. The meeting was adjourned at 2:40 p.m.

Respectfully submitted,
Nancy Cundiff, Secretary

*Foreign Language Association of
Virginia*
BOARD MEETING

Holiday Inn Koger Center, Richmond, VA
October 8, 2009

Present: Isi Kessel, Norah Jones, Nancy Cundiff, Debbie Sommer, Sheila Cockey, Terry Franson, Terry Hathaway, Doug Bowman, Thomas Sones, Annette Waggoner, Kathryn Murphy-Judy, Maria Still, Gregory Jones, Helen Small, Michael Compton

The meeting was called to order at 5:10 P.M. by President Isi Kessel.

Announcements

- Isi announced that, in accordance with the Constitution, he was going to extend *Emeritus* member status to Helen Warriner-Burke and Marshall Brannon. He will send letters to both informing them of this honor.
- Norah announced that the January 9 full board retreat has been cancelled. She has planned a variety of steps to achieve the same outcome by working with small committees that will report to the full board, which will still meet on February 27, 2010. The Executive Board will meet in December to start the process.

Conference

Linda announced the following information concerning the conference:

- All meeting rooms have screens and overheads. In addition, 15 wireless connections are available for Friday and 15 more for Saturday. This is more than double what we had last year. There will be 3 available at Registration.

- All luncheon charges are in the name of FLAVA. There will be no additions or changes, since the bill is already prepared. Individual Treasurers should write a check for the invoiced amount to FLAVA.
- The program was reviewed. A few typos were found and these will be addressed with a poster.
- Norah invited the Board of Directors to attend a special celebration at the Vista Higher Learning booth at 4:15 on Friday. The occasion is the citizenship of two of their people.
- The Board's schedule for Friday was announced.

Terry Franson discussed Check-In procedures for Registration.

Closing Statement

Isi expressed his thanks for the support of the board during his tenure as President of FLAVA. He said it has been an honor to serve, and he will look back on these years as some of the most fulfilling of his career.

Next Meeting: February 27, 2010, Holiday Inn Koger Center, Richmond.

Meeting adjourned at 6:15 P.M.

Respectfully submitted,
Sheila Cockey
For Nancy Cundiff, Secretary



**Board Members
hard at work
at the Conference**



Calendar of Coming Events

If you would like to list your organization's events in the Calendar of Coming Events, please send information to the Editor before July 15, 2010. editor@flavaweb.org

AATG-VA Spring Meeting. March 20, 2010. Woodard Student Center, University of Mary Washington. mrotter@umw.edu or <http://www.german.sbc.edu/aatgvirginia/aatgvirginia.html>

Center for the Liberal Arts Asian Workshop. March 20, 2010. Zehmer Hall, University of Virginia. centerforthe liberalarts@virginia.edu or www.virginia.edu/cla

CIBER Business Language Conference. *Global Literacies.* March 24-26, 2010. University of Pennsylvania. <http://lauder.wharton.upenn.edu/2010ciberblc/index.html>

NECTFL. *Simply Irresistible: People, Programs, and Practices that Inspire.* March 25-27, 2010. New York City. www.nectfl.org

Foreign Language Teachers Workshop Series. *Teaching the 2006 World Cup and the Rebirth of German Patriotism.* April 8, 2010. Virginia Military Institute. Dr. Paul R. Keuttner kuettnerd@wlu.edu or <http://www.wlu.edu/x33602.xml>

World Language Day at the University of Mary Washington. *World Language Day.* April 10, 2010. Register by March 15, 2010. University of Mary Washington. Dr. Marcel Rotter. mrotter@umw.edu or people.umw.edu/~mrotter/MySite/WorldLanguageDay.htm

ISLI (Intensive Second Language Institute) in French and Spanish. Application Deadline April 15, 2010. Virginia Tech. Blacksburg VA. Dr. Antonio A. Fernández. afernandez@vt.edu or www.fll.vt.edu/ISLI

SCOLT. April 15-17, 2010. *Communication Beyond the Classroom.* Winston-Salem, N.C. Lynne McClendon. lynnemcc@mindspring.com or www.scolt.org

Center for the Liberal Arts Spanish Saturday Workshop. *The Historical and Cultural Experience of the Jewish People in Spain and Latin America from the Middle Ages to the Present.* April 17, 2010. Zehmer Hall, University of Virginia. centerforthe liberalarts@virginia.edu or www.virginia.edu/cla

AATSP-VA Spring Meeting. April 17, 2010. Zehmer Hall, University of Virginia. aatspva@gmail.com or <http://www.aatspva.org>

FLAVA Conference. *No Borders: The World in Virginia. Session Proposal Deadline May 1, 2010.* Holiday Inn Select Koger Center South. Richmond, VA. Linda Szwabowski. lszwab@gmail.com or http://flavaweb.org/flava_conference.php

CLTA-VA Spring Chinese Pedagogy Workshop. May 8, 2010. George Mason University. cltav@flavaweb.org

NCLRC Summer Institutes. A variety of 1-10-day workshops covering several languages and pedagogical areas. Running from May 24 through July 16, 2010. Washington, D.C. institutes@nclrc.org or http://nclrc.org/profdev/nclrc_inst_pres/summer_inst.html

LARC Summer Institutes. A variety of workshops on a variety of pedagogical topics. Running from May 26 through August 20, 2010. San Diego, CA.
larcworkshops@gmail.com or <http://larc.sdsu.edu/events/summer-institutes/>

CARLA Summer Institutes. A variety of 5-day workshops covering several languages and pedagogical areas. Running from June 21 through July 30, 2010. Minneapolis, MN.
carla@umn.edu or <http://www.carla.umn.edu/institutes/2010/schedule.html>

AATF Annual Convention. *La Diversité francophone: passé, présent, future.* July 4-7, 2010. Philadelphia, PA. <http://www.frenchteachers.org/convention/>

ISLI (Intensive Second Language Institute) in French and Spanish. July 8-22, 2010. Virginia Tech. Blacksburg, VA. Dr. Antonio A. Fernández. afernandez@vt.edu or www.fll.vt.edu/ISLI

FLAVA Bulletin deadline: July 15, 2010.

AATSP Annual Convention. July 10-13, 2010. Guadalajara, Mexico. membership@aatsp.org or www.aatsp.org

CALPER Summer Institutes. A variety of 3-day workshops covering a variety of pedagogical topics. Running from July 12 through July 17, 2010. University Park, PA.
calper@psu.edu or <http://calper.la.psu.edu/profdev.php?page=workshops>

FLAVA Conference. *No Borders: The World in Virginia.* October 8-9, 2010. Holiday Inn Select Koger Center South. Richmond, VA. Linda Szwabowski.
lszwab@gmail.com or http://flavaweb.org/flava_conference.php

AATSP-VA Fall Meeting. October 9, 2010. Holiday Inn Select Koger Center South. Richmond, VA. Debbie Sommer.
dsommer@sbo.hampton.k12.va.us or <http://www.aatspva.org>

Future Conference Dates

SCOLT www.scolt.org
2010 April 15-17 Winston-Salem NC
2011 March 10-12 Baton Rouge LA
2012 March 22-24 Georgia

NECTFL www.nectfl.org
2010 March 25-27 New York City
2011 April 2-4 Baltimore MD
2012 April 21-23 Baltimore MD

ACTFL www.actfl.org
2010 Nov 19-21 Boston MA
2011 Nov 18-20 Denver CO
2012 Nov 16-18 Philadelphia PA
2013 Nov 15-17 Orlando FL

FLAVA www.flavaweb.org
2010 Oct 8-9 Richmond VA
2011 Oct 7-8 Richmond VA
2012 Oct 5-6 Richmond VA
2013 Oct 11-12 Richmond VA

Registration Area
2009 Conference



ADVERTISING SECTION

Please tell our advertisers that you saw their ad in the *FLAVA Bulletin*



INTENSIVE SECOND LANGUAGE INSTITUTE

THE DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES
VIRGINIA TECH

Thursday, July 8, 2010 through Thursday, July 22, 2010

Up to six semester hours of graduate credit may be earned toward teacher (re)certification, endorsement, or advanced degrees. Credits may apply to our regular programs.

For further information contact:

Dr. Antonio A. Fernández
Director, ISLI
325 Major Williams
(540) 231-8312
e-mail afernandez@vt.edu
or visit our web page www.fll.vt.edu/ISLI

Application Deadline will be April 15, 2010

SPANISH COURSES for 2010 —

— **Studies in Spanish-American Civilization.** A chronological approach will serve as basis to study the salient themes of Spanish-American Civilization, its formation and accomplishments, institutions and way of life. (3 cr.)

— **Contextualized Oral Practice and Grammar Review.** Guided conversation in small groups designed to increase and refine the oral proficiency level of participants. Study of the most common difficulties in Spanish grammar and of proficiency principles used to ascertain progress in speaking skills. May be taught as separate sections. (3 cr.)

Course content will not duplicate last year's offerings

FOREIGN LANGUAGE TEACHERS WORKSHOP SERIES

Fulfilling the Linguist's Needs and Aspirations in Curriculum Development Spring 2010

WORKSHOP #1

WHEN:

Thursday, 18 February, 2010
4:00 pm

WHO AND WHAT:

Dr. Nina Garrett
Director of Language Study (emerita)
Yale University

**CALL to Connect the Curriculum:
Language, Literature, Culture and
the Liberal Arts**

WHERE:

Washington & Lee University

WORKSHOP #2

WHEN:

Thursday, 04 March, 2010
3:30 pm

WHO AND WHAT:

Patricia Hardin
Cristina Pinto-Bailey
Dick Kuettner

**Image Literacy for the Student
and the Teacher Alike**

WHERE:

Lynchburg College

WORKSHOP #3

WHEN:

Thursday, 08 April, 2010
4:00 pm

WHO AND WHAT:

Debra Prager

**Teaching the 2006 World
Cup and the Rebirth of
German Patriotism**

WHERE:

Virginia Military Institute

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FOR DETAILS:

Dr. Dick Kuettner
kuettnerd@wlu.edu

<http://www.wlu.edu/x33602.xml>

FREE!

ADVERTISING

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Communication Beyond the Classroom

2010 SCOLT/FLANC/AATSP-NC/NELL Conference
April 15-17, 2010
Winston-Salem, NC

Workshops...Sessions...Exhibits...Site Visit...Special Events



Events: Workshops, Dual Immersion Site Visit, Language Leadership Certificate Strando, 80+ Sessions, Exhibits.....
Conference Information posted at website in August 2009:

www.scolt.org

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www.nectfl.org



WORLD LANGUAGE DAY

at the **University of Mary Washington**

APRIL 10, 2010

FREE!



WORLD LANGUAGE DAY

The Department of Modern Foreign Languages of the University of Mary Washington invites you and your students to the third annual "World Language Day" on the Fredericksburg campus.

The day will be filled with fun activities and competitions centered around world languages. Those activities include:

- spelling bees
- poetry recitations
- poster exhibitions
- video/skit screenings
- mini-lessons in Italian, Chinese, and Arabic

To be fair to students of all levels of language proficiency, there are two levels of competition: intermediate and advanced. Participants may compete in Spanish, French, and German.

Itinerary

8-8:30 a.m. – Dodd Auditorium, George Washington Hall

Students and teachers arrive at UMW and proceed to Dodd Auditorium in George Washington Hall where they will register and receive orientation packages.

8:30-9 a.m. – Great Hall, Woodard Campus Center

Greetings by Dean of the Faculty Rosemary Barra. Professor Marcel Rotter of the Department of Modern Foreign Languages will describe the day's events.

9 a.m.-1 p.m. – Combs Hall

Competitions (spelling bee, poetry, posters, video/skits)
When not competing, students may enjoy the poster exhibitions and watch the video screenings. In addition, they may visit information booths about UMW language and other academic programs. Campus tours will also be available throughout the morning.

1-1:30 p.m. – Closing Ceremony

Students will meet in Great Hall for lunch and presentations by multi-cultural groups. A spokesperson from the Department of Modern Foreign Languages will give certificates to participating schools and awards to students who have won the day's competitions. Students may then attend the Multicultural Fair on campus.

Interested? Visit our website and submit applications by **March 1, 2010**
extended to March 15, 2010

For more information please contact:
Dr. Marcel Rotter, Assistant Professor of German
Department of Modern Languages
540/654-1996 • mrotter@umw.edu
people.umw.edu/~mrotter/MySite/WorldLanguageDay.htm



ADVERTISING

Web Sites of Interest

Professional Organizations

You will be able to find information and membership forms for each of the organizations listed below. For membership forms, please check the Virginia site first.

Foreign Language Association of Virginia (FLAVA)

<http://www.flavaweb.org>

American Association of Teachers of Arabic (AATA)
<http://www.wm.edu/aata/>

American Association of Teachers of French (AATF)
National: <http://frenchteachers.org/>
Virginia: <http://www.fll.vt.edu/aatf-va/>

American Association of Teachers of German (AATG)
National: <http://www.aatg.org/>
Virginia: <http://www.german.sbc.edu/aatgvirginia/aatgvirginia.html>

American Association of Teachers of Italian (AATI)
<http://www.italianstudies.org/aati/>

American Association of Teachers of Slavic and Eastern European Languages (AATSEEL)
<http://aatseel.org>

American Association of Teachers of Spanish and Portuguese (AATSP)
National: <http://www.aatsp.org>
Virginia: <http://www.aatspva.org>

American Classical League (ACL)
<http://www.aclclassics.org/>

The Classical Association of Virginia (CAV)
<http://www.cavclassics.org/>

American Council on the Teaching of Foreign Languages (ACTFL)
www.actfl.org

American Sign Language Teachers Association (ASLTA)
<http://www.aslta.org/>

Chinese Language Teachers Association (CLTA)
National: <http://clta-us.org/>
Virginia: <http://www.clta-va.org/>

Northeast Council on the Teaching of Foreign Languages (NECTFL)
<http://www.nectfl.org>

Mid-Atlantic Association of Teachers of Japanese (MAATJ)
National: <http://www.ncjlt.org>
Virginia: <http://www.nvcc.edu/home/tshigehisa/maatj/index.html>

The National Network for Early Language Learning (NNELL)
<http://www.nnell.org/>

Southern Conference on Language Teaching (SCOLT)
<http://www.scolt.org>

Teachers of English to Speakers of Other Languages (TESOL)
<http://www.tesol.org/index.html>

Other organizational sites of interest

Center for Applied Linguistics (CAL)
<http://www.cal.org>

Center for the Liberal Arts, University of Virginia (CLA)
<http://www.virginia.edu/cla/>

Joint National Committee for Languages (JNCL) and the National Council for Languages and International Studies (NCLIS)
<http://www.languagepolicy.org/>

Modern Language Association of America (MLA)
<http://www.mla.org>

National Board for Professional Teaching Standards (NBPTS)
<http://www.nbpts.org/>

National Council for Accreditation of Teacher Education (NCATE)
<http://www.ncate.org/>

National Capital Language Resource Center (NCLRC)
<http://www.nclrc.org/>

State Council of Higher Education for Virginia (SCHEV)
<http://www.schev.edu/>

Virginia Department of Education, Foreign Language (DOE)
http://www.doe.virginia.gov/instruction/foreign_language/index.shtml

Foreign Language Association of Virginia
FLAVA CONFERENCE 2009: Oct. 8-9, 2010
No Borders: The World in Virginia
 Holiday Inn Select Koger South Conference Center
 Richmond, Virginia

**Deadline:
 May 1, 2010
 Late submissions
 may not appear
 in the program.**

Session Proposal
 Online proposal form available at
www.flavaweb.org

**Deadline:
 May 1, 2010**

ALL INFORMATION MUST BE TYPED or PRINTED.

Proposed Session Title: _____

Session Format	<input type="checkbox"/> Presentation	<input type="checkbox"/> Discussion	<input type="checkbox"/> Panel	<input type="checkbox"/> Workshop
Session Length	<input type="checkbox"/> 50 minutes maximum	Day	<input type="checkbox"/> Friday	<input type="checkbox"/> Saturday

Session Description (not to exceed 50 words):

The reviewers reserve the right to edit the session description if necessary.


Bullet three things that session participants will learn:

The following equipment is available upon request. Please indicate if needed:

- Overhead Projector Screen TV/VCR

Computers, laser disk players and projection panels or media projectors cannot be provided by FLAVA.

Focus: <input type="checkbox"/> All languages <input type="checkbox"/> ASL <input type="checkbox"/> Chinese <input type="checkbox"/> French <input type="checkbox"/> German <input type="checkbox"/> Japanese <input type="checkbox"/> Latin <input type="checkbox"/> Russian <input type="checkbox"/> Spanish <input type="checkbox"/> Other	Audience: <input type="checkbox"/> elementary <input type="checkbox"/> middle grades <input type="checkbox"/> secondary <input type="checkbox"/> post-secondary <input type="checkbox"/> supervisors <input type="checkbox"/> all levels	Language of Presentation: <input type="checkbox"/> English <input type="checkbox"/> Other _____ (specify)	Check one box: <input type="checkbox"/> Publisher's session <input type="checkbox"/> Exhibitor/Vendor's session <input type="checkbox"/> Consultant <input type="checkbox"/> Instructor <input type="checkbox"/> Supervisor <input type="checkbox"/> Other: _____ (specify)
--	---	---	---

Submit one (1) electronic copy or six(6) paper copies to 

Linda L. Szwabowski, FLAVA Program Chair
 707 Coralview Terrace
 Midlothian, VA 23114
llszwab@gmail.com

FORMS

Each presenter on a team or panel must complete the following information. The **principal presenter** is **responsible** for submitting all forms together and on time. **No presentation may have more than three (3) participants.**

Presenter #1: _____

E-mail address: _____

Home Address: _____

City: _____ State: _____ ZIP: _____ Phone(_____) _____

School/Company: _____ FAX (_____) _____

Principal/Headmaster/Other Title: _____

School/Company Address: _____

City: _____ State: _____ ZIP: _____ Phone(_____) _____

School/Company: _____ FAX (_____) _____

Presenter #2: _____

E-mail address: _____

Home Address: _____

City: _____ State: _____ ZIP: _____ Phone(_____) _____

School/Company: _____ FAX (_____) _____

Principal/Headmaster/Other Title: _____

School/Company Address: _____

City: _____ State: _____ ZIP: _____ Phone(_____) _____

School/Company: _____ FAX (_____) _____

Presenter #3: _____

E-mail address: _____

Home Address: _____

City: _____ State: _____ ZIP: _____ Phone(_____) _____

School/Company: _____ FAX (_____) _____

Principal/Headmaster/Other Title: _____

School/Company Address: _____

City: _____ State: _____ ZIP: _____ Phone(_____) _____

School/Company: _____ FAX (_____) _____

FLAVA Membership Form

October 2010 - October 2011



Previous member: YES _____ NO _____ Please send information to: Home _____ School _____

NAME: _____

Home Address: _____

City, State, Zip Code: _____

Home Telephone: _____ Home e-mail: _____

Institution/School Name: _____

Institution/School Address: _____

City, State, Zip Code: _____

Institution/School phone: _____ e-mail: _____

Public School District (if applicable): _____

Language(s) Taught (check all that apply)

ASL _____ Japanese _____
 Chinese _____ Latin _____
 French _____ Russian _____
 German _____ Spanish _____
 Italian _____ Other _____

Level(s)/Positions (check all that apply)

Elementary _____ Student _____
 Middle _____ Business _____
 High _____
 Administrator _____
 College/University _____

Benefits of FLAVA Membership

- Working on a national level with groups that promote language study
- Working on a state level with the Virginia Department of Education and with state chapters of language organizations in helping to facilitate support of language study
- Receiving a semi-annual journal and having access to a website with links to information worldwide
- Providing contacts between educators and businesses inspiring both to work together on foreign language pursuits
- Working at a personal level to keep you, as a professional, informed of nationwide and state news concerning language study

Make checks payable to FLAVA.

Check the appropriate membership:
 Regular membership _____ \$20.00 per year
 Student membership _____ \$10.00 per year
 Life Membership _____ \$200.00 single pmt.
 Corporate Membership _____ \$100.00 per year

Mail form & check to:

Jackie Yau
 FLAVA Treasurer
 14 Applewood Drive
 Hampton VA 23666



FLAVA Needs You!!! Volunteer Application Form

I would like to volunteer to serve on the following committee(s):

- | | |
|---|---|
| <input type="checkbox"/> Advocacy
<input type="checkbox"/> Conference Planning
<input type="checkbox"/> Conference Exhibits
<input type="checkbox"/> Nominations | <input type="checkbox"/> Recognition & Awards
<input type="checkbox"/> Bulletin & Website
<input type="checkbox"/> Membership
<input type="checkbox"/> Professional Issues |
|---|---|

Name _____ Home Phone _____

Address _____ Work Phone _____

_____ Fax _____

E-Mail _____

Please return to: Ms. Deborah Sommer;
Hampton City Schools; 1 Franklin Street;
Hampton VA 23669. phone & fax: (757) 727-2026;
dsommer@sbo.hampton.k12.va.us

FORMS

Change of Mailing and E-Mail Addresses Form

Please help us keep our mailing list current and insure timely delivery of mailings by notifying FLAVA of your change of address.

Name _____ Effective Date _____

Former Mailing Address

New Mailing Address

Former E-Mail Address

New E-Mail Address

Please mail this notice to the Treasurer:
Jackie Yau, FLAVA Treasurer
14 Applewood Drive
Hampton VA 23666