

*Texas Foreign Language
Association Journal*

*Fall 2009
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2009 -2010 Executive Board

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Message from our President-Elect

August 2009

Greetings, colleagues!

Summer has already come and gone – amazing how fast that time goes by, isn't it? I hope that you have all enjoyed some great times with your friends and loved ones and that you've had the chance to relax and rejuvenate for the upcoming school year.



As we move into the new year, plans are already underway for a fabulous conference at the Arboretum Renaissance Hotel in Austin. Our theme for the conference is *The Music of Languages: Many Voices Sing as One*. Please take a moment to look through the Preliminary Conference Program in this issue. You'll notice a few changes that we are very excited about. Most notably, instead of a Friday evening banquet, we will have a plenary session on Friday morning, with Mimi Met, renowned expert and speaker on World Language programs, as our Keynote Speaker. We hope that all of our members will be able to attend this event!

Of course, one thing that will be the same is the great variety of inspiring and informative sessions presented by many of your talented colleagues. We have a total of 110 sessions and 22 workshops, including two Pre-Conference sessions that take place on Thursday evening from 6-9 p.m. There is a little something for everyone: new and seasoned teachers, beginning level to AP teachers, elementary teachers through university professors. Whether you are a teacher of Japanese, Chinese, ASL, Latin, Arabic, German, French, or Spanish, there's something for you in this program! We're thrilled to have many of our always-popular presenters, and there are lots of new faces as well.

When you aren't in one of those many sessions, you'll want to make sure to visit the Exhibit Hall to find the latest in resources for language learning, including language labs, textbooks and ancillary materials, travel opportunities, and so much more! We could not put on a quality conference without our exhibitors. They are always behind the scenes, in addition to making many visible contributions such as the coffee breaks and meals that they help subsidize.

Our local arrangements Co-Chairs will be Michael Hydak, District Supervisor of Foreign Languages, and Ginny Jones, Lead Foreign Language teacher for Round Rock ISD. Thanks in advance to our many Austin area volunteers who will be putting in so many hours to make this a great event! We are also looking forward to enjoying entertainment presented by students in many of the Austin area schools and by many of the talented musicians who call Austin home. Of course, you can't beat the conference location! I hope you'll have the opportunity while you are here to check out some of the local sites and eateries that Austin is so famous for. The hotel is conveniently located in the Arboretum, a beautiful enclave within a very short distance of lots of shopping and restaurants.

I look forward to seeing you all in Austin in October!

Sandy Harvey
President-Elect and Program Chair

Texas Foreign Language Association

TFLA 2009 Fall Conference in Austin

October 28 – 31

Renaissance Austin Hotel at the Arboretum

<http://www.marriott.com/hotels/travel/aussh-renaissance-austin-hotel/>

www.tfla.info

**Hotel registrations can be made anytime.
Ask for TFLA special rates.**

The Renaissance Austin Hotel at the Arboretum provides a tranquil environment, surrounded by nature trails, sophisticated boutiques, and a variety of restaurants. Enjoy close proximity to downtown, University of Texas, and Sixth Street, as well as Austin Bergstrom International Airport.

For Reservations:

512-343-2626

800-468-3571

Guest Room Rates

Single Rate	Double Rate	Triple Rate	Quad Rate
\$152.00	\$152.00	\$172.00	\$172.00

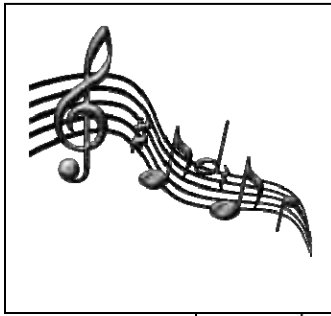
Please note: Reservations by TFLA Conference attendees *must* be made by October 9, 2009.

Check-in time: 3:00 p.m. Check-out time: 12:00 p.m.

Airline Travel: Austin-Bergstrom International Airport – AUS

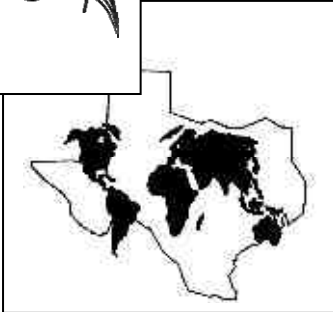
Phone: 512-530-3825

Estimated taxi fare: \$35.00 (one way)



Texas Foreign Language Association Fall Conference

October 29-31, 2009
Austin, Texas



**“The Music of World Languages:
Many Voices Sing as One!”**

TFLA makes valuable investments in the future of our language students, supports new teachers, and uplifts classroom veterans!

TENTATIVE PROGRAM (SUBJECT TO CHANGE)

Abbreviated Overview

Thursday, October 29

4:00 – 6:00 p.m.

6:00 – 9:00 p.m.

Registration

Pre-Conference Workshops A & B

Friday, October 30

6:30 a.m.

8:00 a.m.

7:00 – 7:45 a.m.

8:00 – 9:00 a.m.

9:00 a.m. – 12:00 p.m.

1:30 – 4:30

2:45 – 3:15

6:30 – 8:00

Registration Opens

Exhibits Open

Ticketed Continental Breakfast *(See next page)*

Plenary Session: Keynote Speaker – Mimi Met

Workshops B, C, D, E

Workshops F, G, H, I

Coffee Break/Visit Exhibits

Cash Bar & Ticketed Reception Exhibitors & Members*

Saturday, October 31

6:30 a.m.

7:00 – 8:00 a.m.

8:00 – 8:30 a.m.

8:30 – 11:30 a.m.

12:00 – 1:15

2:00 – 5:00

Registration Open

Continental Breakfast and Business Meeting*

Visit Exhibits

Workshops J, K, L, M

TFLA Lunch & Awards Ceremony

Workshops N, O, P, Q

***NOTE:** There are some changes in the program format that you don't want to miss:

You've always heard breakfast is the most important meal of the day and that's definitely the case at this conference. Mimi Met will be the Keynote Speaker for the plenary session Friday morning. Friday evening's cash bar and ticketed reception will be open to all exhibitors and members.

On Saturday morning there will be a business meeting during the breakfast as TFLA asks some questions and surveys its members regarding future programs and plans. We want to hear and implement your opinions about what the future holds for our organization. Please plan to attend both along with the awards lunch on Saturday.

Some of the many outstanding workshops include:

Pre-Conference Workshops
Thursday, October 29 6:00 – 9:00 p.m.

W-A Poster-Making with Leah Sequeira. Limited to 20 participants. Register by Oct. 10th.

Special registration instructions: In addition to registering at the conference web-site for the workshop, you need to send an email to leah@notsoforeign.org and pre-pay for Poster Kits. Target Language: All Level: All

W-B Promising Practices That Highly Engage and Maintain Student Interest in Spanish

Ruben Garza, Texas State University Target Language: Spanish Audience: Middle and High School, Univ.

Rope 'Em In, Turn 'Em Loose! by **Rose Potter** is for all languages at any level. Grab ALL your students' attention and keep each of them actively learning during the class period, the six weeks, the semester and the entire academic year! Organize your classroom and your class time to set the stage for optimal active learning. Teachers will take home handouts that include a classroom design planner and school start-up lesson plan that will put students on the road to effective, cooperative, active learning.

Debbie Callihan's workshop is for all languages and levels. Participants will learn how to create learning centers for their classrooms. Important questions will be answered: How do I set up learning centers? What criteria need to be considered? What troubleshooting should be done prior to the activity? What determines grading and assessment? See how centers work well with differentiation and multi-level classes.

From 'Technophobe' to 'Technophile': How to Integrate Technology in the World Language Classroom presented by **Megan L. Diercks and Kelly Knight** is for all languages and all levels. Some topics included are PhotoStory audio posts, video and Moodle. No matter what your level of knowledge (or comfort) with technology, this workshop will introduce you to ways to seamlessly integrate technology into your classroom to enhance what you're already doing. Come see how easy Moodle and audio posting can be, and how to use video and PhotoStory to give new life to your projects!

If You Let Them Build It, the Learning Will Come! by **Amy Lenord** targets all languages at middle and high school. You learn or refresh powerful strategies for teaching language building in multiple modalities. Then you can shift the work off of yourself to the students. To benefit the most out of the workshop, it would be best to bring the resources you use the most in your teaching as you plan and create new materials for upcoming lessons. In this workshop we will examine four major strategies

that will enhance student learning and retention more efficiently as well as how to immediately implement them into your instruction.

VISIT THE TFLA EXHIBITOR BOOTH

TFLA Board members and volunteers will be available at the booth in the Exhibitors' Arena. Please visit our booth for information about the conference or about TFLA.

TFLA CONFERENCES ARE KNOWN AS ONE OF THE MOST RELIABLE SOURCES OF:

- Best teaching practices
- Current research
- Resources
- Exhibitors with the latest and greatest materials for the LOTE classroom

TFLA MEMBERSHIP BENEFITS INCLUDE:

- A top-rated professional journal dedicated to the promotion of language teaching
- Legislative advocacy
- Connection to regional and national LOTE organizations
- A support network that reaches every corner of Texas

TFLA applauds our presenters and exhibitors for providing workshops, sessions, and materials that educate, update, and motivate!

If you have never presented at a TFLA conference, please visit with an Executive Board member or presenter at this conference and consider submitting a proposal to present at a future conference. TFLA needs you and your expertise. We encourage you to visit with your administrators about the value of attending TFLA conferences and to start making plans to attend the next conference. Don't forget to invite a fellow language teacher to join and participate in the best and most practical professional development for all language educators!

SCHOLARSHIPS AND AWARDS

Your positive participation, dedication and willingness to serve are vital for maintaining our strong organization.

Contact the Immediate Past President at www.tfla.info if you would like to:

- Volunteer to serve on a committee such as the Awards and Scholarship Committee
- Nominate a deserving TFLA member for Honorary Membership
- Nominate an individual who has been exceptionally supportive of the profession for the Friend of the Profession Award
- Nominate an outstanding colleague for one of the following:

Administrator of The Year Nomination

The TFLA Administrator of the Year Award is given to school administrators who have distinguished themselves by their support of the foreign language program in their schools. A committee will select the recipient of the award and the presentation will be made at the TFLA Fall Conference. Please consider superintendents and principals (K-12) and deans and presidents who deserve our recognition.

Deadline to submit nomination: May 1, 2010

Rosemary Patterson Scholarship

Rosemary Patterson was an outstanding Spanish Teacher at Amarillo High School for many years where she served as a source of inspiration and a role model for teachers and students. She dedicated her life to foreign language study. Rosemary was known for her vast knowledge of Spanish, quick wit, ability to reason, and strong support for and active participation in TFLA. When she passed away in 2003, Rosemary willed part of her estate to the Texas Foreign Language Association. TFLA will use the bequest for present and future Texas language teacher scholarships. TFLA honored Rosemary by naming the **Rosemary Patterson Memorial Scholarship** in her memory.

Deadline to submit nomination: March 1, 2010

First-Year Teacher Conference Scholarship

TFLA would like to recognize the contributions that first-year teachers make to the profession by awarding a scholarship to cover the cost of registration and lodging at the TFLA Spring conference. If you wish to be considered, please complete this form.

Deadline to submit form: September 20, 2009

Teacher of The Year

Each year the Texas Foreign Language Association recognizes a Teacher of the Year for the different languages, a college/university Teacher the Year, and an outstanding Young Teacher of the Year (with three years or less experience). The Teachers of the Year are presented at the Spring Conference. Factors considered in selecting the Teachers of the Year are: evidence of outstanding teaching, involvement in campus and language activities, professional contributions, curriculum development and / or publishing, and teaching experience. If you wish to nominate one of your TFLA colleagues for this honor, please complete the nomination form. Teachers of the Year are requested to offer a session or workshop and/or submit an article to the TFLA Journal.

New Information: All Teachers of the Year candidates will be interviewed at the TFLA Spring Conference, and one (1) winner will be selected by a committee comprised of three (3) former Teachers of the Year. The winner of the interview, the TFLA Language Teacher of the Year, will represent TFLA at the SWCOLT Spring Conference and will represent Texas as a candidate for the SWCOLT Regional Teacher of the Year. Please visit <http://www.swcolt.org/toy.htm> for more information about the SWCOLT Regional Teacher of the Year.

Deadline to submit form: March 1, 2010

T. Earle Hamilton Student Scholarship

In honor of T. Earle Hamilton, the founder of the Texas Foreign Language Association, a scholarships, ranging in amounts from \$250 to \$1,500, will be presented to outstanding high school seniors who have completed at least the third level of second language study and plan to continue the study of a second language at the college/university level. TFLA members may nominate **ONE** student each year. The TFLA Scholarship Committee will select scholarship winners based on academic language study and plans for continued language study.

Deadline: March 1, 2010

Editor's Note: All nomination forms are located in the last section of each issue of the *TFLA Journal*.

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Dear TFLA Colleagues:

Greetings,

The new school year arrived and caught many of us off guard. Our summer just wasn't over yet, so we scrambled to prepare materials in order to make it through those first weeks of school. With that approach, many of us have a hard time catching up. School starts at such a whirlwind pace that we never have the time to do what we really want to do. There is help.



Your TFLA colleagues are a tremendous resource for sharing, encouraging, and providing practical information to improve teaching. Through workshops, sessions, *Journal* articles, and conversations with colleagues at TFLA conferences over the years, I have learned many valuable ways to improve my teaching. Reading about new approaches is a start, but seeing examples of putting them into practice, discussing them with colleagues, and receiving hands-on training has given me the confidence to try new techniques and to take the risk of changing my strategies.

The fall conference in Austin affords an opportunity for all of us to reignite that flame for teaching excellence. We can't sit back and rely on our "tried and true" methods or the "way we have always done it." The way we teach is a constantly evolving learning process.

Many of us are still stuck in the basic process of teaching information about the language while requiring students to learn vocabulary and grammar in order to pass the test. However, our goal is communication in the target language, which requires that we *use* the language for teaching and evaluation. Evaluating students on their communicative skills takes us a step beyond assessing their factual knowledge.

I know many of you have been in local staff development sessions that concentrated on performance evaluations. If you are looking for ways to incorporate new methods and strategies into your teaching in order to improve your students' communicative skills, join us in Austin and in the future at TFLA conferences. You will come away with new ideas and new resources from your colleagues and from the many exhibitors at the conferences.

You will also find that your once-or-twice-a-year connections at TFLA conferences create a strong network of professional relationships with many educators that you would otherwise never meet and may lead to long friendships.

I look forward to seeing you in Austin.

Dorothy Cox
President

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Texas Foreign Language Association

**TFLA appreciates your continued support and looks forward to
greeting you at the**

**2009 TFLA Fall Conference
Renaissance Austin Hotel at the Arboretum
October 28 – 31, 2009**

**2010 TFLA Spring Conference
Hilton Arlington Hotel
March 25 – 27, 2010**

Please mark your calendar now. Plan to attend and invite a colleague to join you!

University Freshmen Cross Cultural Borders to Conduct Original Research by Janet B. Norden (Baylor University)

Three students who graduated as high school seniors last spring (2008) became university freshmen researchers in the fall of 2008 at Baylor University. In today's collegiate scene, many universities require undergraduate research when students apply to graduate school, and these students are well on their way by the end of their freshman year.

All joined the Global Community at Baylor University; it was their first year of college, and it was also the Global Community's first year. The Global Community offered a few students the opportunity to do undergraduate research under the auspices of the Undergraduate Research and Scholarly Achievement (URSA) Small Grant Program. This Baylor University grant paid the students to do research and present results. Some teachers at the TFLA Spring Conference in Waco heard these students present their projects in the session "Putting My Second Language Interest to Use: From HS Senior to Undergraduate Researcher."

The three Texas freshmen who participated in the project are: Kimberly Gibson (from A&M Consolidated High School in College Station), Jacob Murray (from Christian Heritage School in Longview), and Stephanie Rivera (from Friendswood High School). They also presented their research results to the Baylor University community on Scholars' Day in May.

Each student had burning questions regarding disparities in educational and social opportunities and wished to conduct surveys in the Waco area as the first step of a long-range research project. Their topics varied, but all students used surveys as the means of gaining the information desired. The surveys focused on cross-cultural issues that the students were exploring in the Global Community class, such as equality in educational preparation. These students principally conducted their surveys in their service-learning contact areas, usually in the local schools. Students had the opportunity of using their second language skills while conducting the surveys.



Kim Gibson studied family influences on higher education

Kimberly Gibson's study on familial expectations, "Grad Expectations: Examining Familial Influences in Postsecondary Studies," sought to identify correlations and trends that might suggest to what extent parents and family circumstances influence high school students' educational choices.

After seeing the Waco poverty statistics, Jacob Murray wished to consult local residents to gain further understanding of their situations. His study, entitled "The Color of Opportunity—The Correlation Between Race and Success," involved surveying local high school seniors on their ideas regarding the correlation between their own race and the opportunities afforded to them thus far.



Jacob Murray researched the correlation between race and opportunity.

Stephanie Rivera, in her research "The Price of Convenience," focused on the problems of time management faced by high school students while studying that influence literacy/reading levels. She sought to correlate the use of technology and how it benefits/harms as it is integrated into the lives of high school students in the Waco area.



Stephanie Rivera
researched the impact
of technology on teens.

All received faculty mentoring, and all served as the Principal Investigator of their team of about seven Global Community members who assisted them in conducting the surveys. These teams administered a total of about 200 surveys. The Principal Investigators received assistance on statistics from Linda Njoh of the Department of Statistical Science at Baylor.

Kim, Jacob and Stephanie participated fully in Global Community activities, in classes and in service commitments. The Global Community encourages generous service to the community. We wish to commend these freshmen, encourage their continued research, and hold them up as role models. They carried full academic loads, served their new community many hours, and also conducted original research.

Their next step involves what many consider to be the first step of research—working more extensively in the library. They began with questions regarding disparities; they received information from their surveys, they worked analyses, and—as a surprise result to them—they now have *more* questions! Skilled researchers will tell you that that is a good indication of a significant research process—developing the skill of inquiry.

This research adventure was just a small part of their first year as freshmen and as participants in the Global Community.

These three freshmen enrolled, as do all members of the Global Community, in a one-hour cohort course that provides experiential instruction in cross-cultural issues, prepares participants for study abroad or for simply living in today's world of diversity. Members of this community also attend cultural events and activities, share meals, provide community service, and have the option of experiencing language immersion in apartment-style suites. These immersion suites require speaking in the target language and offer the additional blessing of a native speaker when available. All students speak their target language in small groups one to three times per week, with faculty members of the Modern Foreign Language Department serving as discussion leaders. This first year the Global Community had immersion suites in French, Japanese, Korean and Spanish. In 2009-2010 the Global Community will have immersion suites in French, German, Korean, Spanish and Vietnamese.

Our Principal Investigators--Kim, Jacob and Stephanie--demonstrated inquiring minds, perseverance, self-discipline and a desire to serve their communities both through service hours and through scholarly activity that can *make a difference*. May your students be encouraged to attend a university, involve themselves in research, and explore 'global' possibilities!

For more information, contact gcllc@baylor.edu
Or consult our website: <http://www.baylor.edu/gcllc/>

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French Cinema for High School and University Students

Bonjour,



The Consulate General of France in Houston is pleased to announce to high school teachers as well as Francophiles of Houston that the school year will start with French cinema at Rice University.

The Consulate of France has indeed organized two screenings for your students at Rice Media Center in Rice University:

- September 22nd, a new series of French short films
- December 8th, a newly released French movie

We would like to invite all students of the French language and the public at large to attend. Please share this letter with your colleagues and teachers, so many people can benefit from this event. All films are presented with English subtitles.

This project is made possible thanks to the collaboration of Charles Dove, Rice Cinema Director and Dominique Chastres, Cultural Attaché of the French Consulate in Houston, who encourage high school students to discover contemporary French cinema which is truly entertaining and educational.

There is a \$3 fee per student to compensate the Rice University projectionists and theater rental.

For reservations and more info, please contact Sanae Fukuma:

Email: aide.culture@consulfrance-houston.org • Tel: 713-985-3277

We hope this will appeal to you. We would be thrilled to have your classes to be part of this project!

Best regards,

Marie Maurannes
Attachée culturelle adjointe
Chargée de la coopération éducative et linguistique
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The Original Super Spa Experience in Belgium

by Janet L. Smith (Westchester Academy, Spring Branch ISD & TFLA Journal Co-Editor)



Luc Louette, CERAN teacher, Paul Goris, visiting speaker from Doctors without Borders, and Bart Rooyackers, CERAN students at an evening event in Spa, Belgium

Along with the great honor of being named “Outstanding Officer” in the United States by the American Association Teachers of French, I was awarded a week of study at CERAN, a language institute with schools in Europe. I selected the site of Spa, in the eastern part of Belgium, near the German-Luxembourg border, for a number of reasons.

First, there is tremendous, but little-known history of the area. The name “Spa,” is now a worldwide term indicating therapeutic, refreshing treatments to invigorate and revive health.

The town was actually the original “spa” and the location of the first modern type of casino to entertain the rich and/or royal patrons who came there. Famous names like Peter the Great, Leopold II and many other European aristocrats were frequent visitors. The chateau of Haut Neubois, just outside Spa, where CERAN classes are held, housed much of the German high command during World War I.

In addition to the historical location, the facilities are perfect for language study. The first floor of the chateau houses the reception and several separate dining rooms for different languages. All French students, for example, take meals together with teachers, to assure conversation is in French. The same applies to other languages. The second floor provides classrooms for small group work and private lessons. The language lab, equipped with the most up to date technology, is on the third level.



Aside from the historical location and great facilities, there was a third criterion for success—the people. Students were from a wide variety of places such as the Netherlands, Singapore, and New Zealand. I was the only American and the only teacher. There were people from different government ministries and private industry, e.g., Air France/KLM. Complementing this diverse student body, the instructors were outstanding and dedicated to achieving maximum results for each student’s specific goals.



Breakfast at CERAN School, including students Bart Rooyackers, Eunice Tsibu, Paul Goris, and CERAN teacher Brigitte Steils

Study was a minimum of one week, but several people stayed much longer. Work began early and continued late every evening. Breakfast was at 8:15 followed by “official” instruction in private or group classes at 9:00. There was lunch at 12:45 and the afternoon was a mix of lab work and guided study until 5:00. Dinner was at 7:00. Afterwards, the social schedule included guided tours of the town, trips to the thermal baths, birthday celebrations or conversations with outside

dinner guests. Each student schedule included a mix of these activities at different times during the day. Five days of this strenuous schedule provide excellent results and greatly enhance confidence.

After the week of classes, I headed for the resort town of Bruges, close to the Atlantic coast, to practice more French before returning home.

I can never express my gratitude to AATF and CERAN for providing this marvelous chance to study and to TFLA, which helped tremendously with the airfare.



Fergal Mythen with the Irish Ministry in Brussels speaks to Wanrong Tham from Singapore, a visiting Belgium teacher/artist and Luc Louette, teacher at the CERAN School in Spa, Belgium



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Second Annual Tomball German Christmas Market

by Wayland and Dagmar Kidd

(Retired Klein ISD teachers, Volunteers with the Tomball German Heritage Festival Committee)

What signifies true German *Gemütlichkeit* during the Christmas season? Is it the warmth one feels being among family and friends? Is it the cool, brisk air filled with the smell of home baked sweets and hot, spiced cider? It is actually that and more, because at the 2nd annual Tomball German Christmas Market, the indescribable feeling of the atmosphere defines what true *Gemütlichkeit* is. The “*Weihnachtsmarkt* Texas Style” is sponsored by the City of Tomball, the Tomball Sister City Organization and the Tomball German Heritage Festival Committee and will be held on December 12th in conjunction with Tomball’s “Second Saturday Holiday Celebration.” Everyone is invited to the free event in Tomball and there are no parking fees.



Nutcracker Vendor Houston, Repertoire Ballet

The *Weihnachtsmarkt*, or Christmas Market, is very popular all over Germany and Austria. During the *Advent* season, this type of market provides the venue for shopping as well as communing with neighbors and friends.

An estimated 80 vendors with unique and interesting German Christmas items, arts and crafts will line Market and Walnut streets in the “Old Town” district of Tomball. A large German tent, complete with Christmas lights, will house entertainment from Chris Rybak, *Das ist Lustig*, the Tubameisters, Valina and others.

One can sit, relax and enjoy the traditional food and drink of Germany, including pastries,



Tomball Sister City tent

sausage, red cabbage and apple strudel. Of course, other favorites like funnel cake, hot dogs, hamburgers, kettle corn and barbeque are also available.

Local students of German from the Klein and Tomball school districts will once again help with the logistics of the market as well as assist in the children’s area, which includes bungee jumping, a rock wall, petting zoo, pony rides and more.

There are even plans for an ice skating rink. Other highlights include the lighting of the city Christmas tree, fireworks and Santa Claus.

Three students representing Tomball's Sister City, Telgte, arrived from Germany on August 15th and will attend Tomball High School. This is the 10th anniversary of the Sister City Exchange Program.

Each of these students anticipates a year of cultural enrichment. As one of the students commented, "I am excited to meet new people and make new friends." All of the students agree, "It will be an adventure that no one can take away from us." Surely the Tomball German Christmas Festival will help each of these students feel less homesick during the holiday season.



German Texan Heritage Society



Das ist Lustig



Chris Rybak



The Tubameisters

More information about the Christmas Market is available at www.tomballsistercity.org and www.myspace.com/tgchristmas.

AP Annual Conference Had Fun for Everyone by **Cathey Jones (Stratford High School, Spring Branch ISD)**

The AP Annual San Antonio Conference was a great experience. There was a two-day main conference with pre- and post-conference workshops. There was something valuable in every session I attended. Speakers were well qualified and varied. They presented during the pre-conference as well as the main sessions. One of the most outstanding was Gwen Ifill, who charmed everyone and patiently answered all questions.

The strength of the primary conference is the same as TFLA meetings—many speakers with a wide range of expertise. The pre-conference and post-conference sessions last all day for intensive work on given topics. The session I attended was for sharing of ideas and lesson planning.

Another excellent presentation was *Understanding the Digital Native* led by Amy Harsanyi. She told how to do instant classroom polls with student cell phones with [Poll Everywhere](#) (free for the first 30). The website [yoki.com](#) seems most useful for any level of foreign language, not just for AP. It allows the student to record a 60-second speaking sample. The presenter saw consistent improvement in quality of speech on assigned topics with continued use. Cassette tapes have a place in the AP course itself since the students have to record on them during the actual test, but in Pre-AP and levels I and II, the digital copy would work well since most schools have some computer access. Other useful websites to explore include the following:



The author with a new friend from Massachusetts

- [Blogger](#) (free, safe)
- [EPals](#)—blog or e-mail classes world-wide safely
- [Free Rice](#) vocabulary builder—can be used in English, French, German, and Spanish. As the student successfully identifies a word, it challenges the student by raising the level of difficulty.
- [GabCast](#) allows you to create a podcast from your cell phone.
- [Hello-World](#) is for beginning-level students to review grammar and vocabulary by using interactive games, songs, and recording pronunciation in the target language.
- [Literature Circles](#)—has everything you need to get students actively engaged in story discussion with a well-written guide--for any language.
- [MERLOT resources](#)—Multimedia educational Resource for Learning and Online Teaching--peer reviewed and consistently updated.
- [Oswego Interactive Games](#)—lets you create games in any target language that will help students develop skills.
- [Quizlet](#)--a way to study at home or on an iPod Touch. Teachers can create sets of vocabulary, limit the site to their students, and have a record of problematic words.
- [Rubistar](#) is a rubric maker that also lets you collect data from the site.
- [Study Stack](#) allows you to upload vocabulary for practice and study through a variety of games and techniques. Additionally, students can upload flashcards to an iPod or cell.
- [The Education Uses of Digital Story-telling](#) is a University of Houston website that explains how to use digital story-telling.

- Tools for Reading, Writing, and Thinking provides clear explanations and great print materials to facilitate higher-level thinking and reading. Use this in the target language.
- VozMe lets clients type something and create an instant MP3 without having to record.
- divShare is an online server that holds audio, video, and other files to share and use with blogs and podcasts.

If you want specifics for any of the Spanish websites, e-mail me at cathey.jones@springbranchisd.com. Equally useful selections were available in German, French, Chinese, Latin, and Japanese.

After attending numerous AP Summer Institutes, required for certification, I was needlessly skeptical about how beneficial the AP conference would be. It was so great that next summer when it's in Washington, D.C. I am already planning to go again.

Do you have news to share? A colleague, student, event or project to brag about? A paper, book review or interview to contribute?

Send us your story, with pictures, to publish in the next *TFLA Journal*. Please include names and captions with your photographs. (Deadlines are listed in the Calendar of Due Dates.)



To submit an article for the *TFLA Journal*, the material should be:

1. Sent directly to the editors on line (via electronic mail) at editor@tfla.org
2. No more than 1,000 words, including end notes
3. Written in English as the common language of members
4. Typed with single-spacing and standard margins in Times New Roman, size 12 font
5. Unpublished and not have appeared elsewhere
6. In conformance with the *MLA Handbook*, especially for bibliography or other notes

Please also note: TFLA members are given priority over non-members. Submission does not guarantee publication. Send a phone number where we can contact you if we have questions!

Did You Know?



TGS gives two \$500 scholarships each year to students taking German. Students must be juniors or seniors in high school. See www.texasgermansociety.com The awards will be presented on March 6, 2010 at Brenham, Texas at the Texas German Convention. For more information, contact Glenn Guettler at glennguettler@aol.com

Your Membership Dues Have Changed



- 1) Regular Membership (1 year) - \$20.00
- 2) Regular Membership (2 years) - \$35.00

Membership applications are available online and are payable by credit card or check when mailed to

TFLA, 1320 Modiste Drive, Houston, TX 77055 www.tfla.info
Phone: 713-468-4959, Fax: 713-468-5930, E-mail: TFLAes@aol.com

AATF

The Houston Chapter of the American Association of Teachers of French will hold its fall 2009 meeting at the Alliance Française de Houston (427 Lovett Blvd., Houston, TX 77006, 713.526.1121) on Saturday, September 12 at 2pm. For more information contact Chapter President, Georges Detiveaux, at georges.j.detiveaux@lonestar.edu or 281.290.5975.

Visit the chapter website and subscribe to regular updates at <http://aatfhouston.blogspot.com>.

To join AATF (or renew your expired membership), visit www.tinyurl.com/joinAATF. Don't forget to affiliate to the Houston chapter!

The “Culture Sentence:” Combining Grammar, Vocabulary, Memorization, and Culture

By Lana Rings (University of Texas at Arlington)

Every day, students in my German language and culture classes (ten second-semester and twenty-three fourth-semester students) are required to “pay a toll” in order to enter the classroom. That “toll” is a memorized sentence that they have learned and recite to me upon entering. At that point I not only give them a participation grade for their recitation of the sentence, but that grade is an attendance marker as well. Students tend, for the most part, to have the sentence ready and to be on time. If they are not punctual, they must make sure they come to me after class, in order to get any credit for being present.

This sentence is not just any sentence, however. It has been carefully, although quickly, created by me based on certain underlying principles: 1) the content must be “culturally loaded,” that is, it must be important to the history or contemporary society of the German-speaking peoples, 2) it usually incorporates an important grammatical point from the chapter, 3) it usually has something to do with at least one of the topics in the chapter, and 4) it therefore usually uses some vocabulary from those topics, often taken from the reading selections in the textbook.

This year, fourth-semester German students, reading about the following people in their textbook, have learned such sentences as the following (in German, of course):

- The works of composer Robert Schumann were published by his wife Clara.
- The works of Theodor Storm are read by German school children today.
- Novellas as well as poems were written by Theodor Storm.

Depending on how much time I have for a new cultural sentence, I will spend five to ten minutes introducing it on the blackboard. Once students have written it down and have guessed its meaning, I help them introduce it into their short-term memory by having them repeat it. Each time they repeat it, I erase one word or phrase from the sentence. Once I have erased the whole sentence, they recite it once again. In this way they have the sentence partially memorized right away.

After students understand the sentence, I also show them concepts – images and information – from the sentence on the Internet. Images on the Internet help them understand visual culture, by understanding what native speakers envision when thinking of specific words. A ‘*Stadt*’ (‘city’) on the North Sea looks different from a Texas city on the Gulf, for example. Students also learn how to judge the validity of a picture by checking on its origin. I also encourage them to continue their own web, web map, and web image search relating to the sentence. In this way, I attempt to make them aware that understanding an idea is a multi-level process. Theodor Storm, for example, is a fairly well-known North German writer, and many a German – as well as German student – has read his ghost story, “Der Schimmelreiter.” In this way students learn of the literary works that German speakers will have heard of or read, as well as come to understand the importance of knowing about literature and “being cultured” in parts of German society. With sentences similar to those about Clara Schumann, students can find out what kind of music she and her husband played and composed by accessing their music on de.youtube.com. The web also gives them images of the way they looked and the places they inhabited and knew. Other sentences that second semester students learn over time have to do with issues of historical moments or influences, general political issues, and the nature of German in the world today. Thus, they learn sentences such as the following, when reviewing the present and dealing with the present perfect:

- History has consequences – even today.
- The Wall divided the metropolis Berlin.
- The fall of the Berlin Wall began on the 9th of November.
- Borders are never permanent.

I tell students that they may also disagree with these sentences, so a more advanced student said that borders are *almost* never permanent. I may disagree with this statement, but he demonstrated that he could position the adverb ‘almost’ correctly in German!

At the end of the semester, students are tested not only on their knowledge of these sentences, but also on whether they understand what they mean to the German-speaking culture, because, for instance, German borders have been shifting for centuries; the rise and fall of the Berlin Wall was due to many historical circumstances and affected German life significantly. In addition, I have students write an English essay in which they describe German-speaking culture, based on these ideas and concepts. In their essays they realize that Germany, Austria, and Switzerland, while old countries, nevertheless are modern in many ways, and that although the Germans have the shame of the Holocaust, which is always a given and known by the students, they also have an interesting culture, beautiful countryside, and aspects of their culture which show their strengths and contributions to humankind. It is this understanding of the complexity of the culture that I hope they take with them, as well as an understanding of how to research “things German, Austrian, or Swiss” on the Internet.

Anecdotal evidence shows that students remember at least some of these sentences. I now have students in the fourth semester who were with me two semesters ago in second-semester German and remember some of the sentences they learned then. The average students recall the simpler sentences, but the motivated students who always perform well remember longer excerpts from literature. One came in recently reciting the four-line excerpt from Goethe’s “Faust” that he had learned a year ago: “*Da steh ich nun / ich armer Tor / und bin so klug / als wie zuvor*” (“There I stand, poor fool that I am, and am [only] as smart as I was before”).



If possible, please renew your membership

online at www.tfla.info

Guillaume
by Dorothy Cox (Fort Bend ISD: President, TFLA)

Instructions: The teacher will read a script concerning “William’s” likes and dislikes. Students will listen to the ten clues and try to discern the pattern, which is based on such things as vocabulary, gender, spelling, regular verbs vs. irregular verbs, etc. At the end of the ten clues, the teacher will ask, “What does William like?” Any student who thinks he has solved the pattern puzzle will volunteer an answer that matches the established pattern. If he is correct, he can either get an individual or team point.

Example in English:

William likes....

Cookies
Books
Jelly
Beer

William doesn't like....

Candy
Magazines
Jam
Wine

The pattern is based on double letters. Any student who could give another double-letter answer would win a point.

Sample teacher scripts:

1. Guillaume aime (le, la l', les)...

eau
écouter
amour
espagnol
allemand
Astérix
école
arbres
aller en ville
étudier

mais il n'aime pas (le, etc.)

latin
courir
montres
nager
parler
Juliette
jouer au football
gaspiller de l'argent
maison
danser

THE PATTERN : He likes things that begin with a vowel

2. Guillaume aime ...

se lever
jeter la balle
mener une vie heureuse
se promener
appeler ses amis
acheter les bonbons
nettoyer sa chambre
payer ses dettes
essayer
se peser

mais il n'aime pas...

se coucher
l'attraper
étudier
danser
regarder la télé
attendre
laver le chien
perdre son argent
rater les examens
grossir

THE PATTERN : He likes stem-changing verbs.

3. Guillaume aime (le, la, l', les)...

pommes
cerises
roses
lèvres
sang
fraises
signal d'arrêt
tomates
sauce de tomate
langue

mais il n'aime pas (le, etc.)

oranges
bananes
marguerites
ciel
poires
eau
sel
sucre
beurre
lait

THE PATTERN : He likes things that are red.

4. Guillaume aime (le, la, l', les)...

camion
livre
chien
pain
vin
lycée
pupâtre
maillot
crayon
chat

mais il n'aime pas (le, etc.)

bicyclette
revue
chèvre
tortue
bière
école primaire
table
robe
plume
poule

THE PATTERN : He likes masculine nouns.

**Pre-Conference Workshops
Thursday, October 29 6:00 – 9:00 p.m.**

W-A Poster-Making with Leah Sequeira. Limited to 20 participants. Register by October 10th.

Special registration instructions: In addition to registering at the conference web-site for the workshop, you need to send an email to leah@notsoforeign.org and pre-pay for Poster Kits.

Target Language: All Level: All

**W-B Promising Practices That Highly Engage and Maintain Student Interest in Spanish
Ruben Garza, Texas State University**

Target Language: Spanish Audience: Middle and High School, University

Check out the Preliminary Schedule online (www.tfla.info) for more details on these two exciting workshops offered on Thursday night!

Causal Hypotaxis of the English Language and the Means of Expressing it in the Kazakh Language

by Mansiya M. Kumisbayeva

The modern stage of societal development is characterized by high interest in the development of the culture and languages of nationalities of the former Soviet Union, to the growth of their national self-consciousness, intensive processes of language building. Different activities are arranged aimed at the spreading of public functions of national languages. In all former Soviet republics national languages became state languages of these countries. At the same time there is a growing interest to English language. Republics themselves go to world markets, sign contracts about beneficial cooperation in political, economical, scientific, cultural and other spheres. That's why nowadays it is very important to know foreign languages, and English is in first place.

Teaching the English language in Kazakh classrooms requires reliable linguistic connections. Among all data it is necessary to know how to express by means of other languages these or those logical connections. We decided to investigate causal links as they involve all phenomena of the real world. Every phenomenon is a consequence of some causes and there is no phenomenon which couldn't be the cause of any consequences. Linguistic investigations in cause-consequence relations not only reveal the essence of important language regularities, but also play an important role in this sphere of perception of the world and have practical and theoretical interest.

Causal relationship in any language is expressed by different means and methods. Causal relationship can be expressed by different methods of syntax, word formation, conjunctions, adverbs, prepositions and postpositions. Finding semantic varieties of English causal hypotaxis and means of expressing them in the Kazakh language is the context of this investigation.

Modern English language has developed systems of compound sentences but some varieties have not yet been investigated. For example, besides traditional types of compound sentences with subordinate clauses of cause, condition, aim, etc., some scientists find subordinate clauses of exclusion and anxiety.

A compound sentence with a subordinate clause of cause is used to be defined as a sentence of causal dependence, the main sentence of which names definite action or condition and its subordinate sentence indicates the cause or informs about necessary argument (occasion, excuse, stimulus, motive, basis) of this action or condition. A subordinate sentence of cause expresses the cause of action, condition or process described in the main sentence.

Because macroeconomics is closely related to the economic problems of the day, it does not yield its greatest rewards to those whose primary interest is theoretical (Dornbusch, Fischer:4).

Macroeconomics is interesting because it deals with important issues (Dornbusch, Fischer: 3).

The main sentence expresses consequence of the reason indicated in the subordinate sentence. Thus, there are cause-consequence relations between the main sentence and its subordinate clause. But there can be confirmation, conclusion, made by a speaker on the basis of

some facts and observation in the subordinate clause. Thus in the subordinate clause we can have grounds of appropriateness of confirmation contained in the main sentence.

The difference between semantics of cause and of basis is discovered by transformation. Subordinate clauses of cause can be transformed into word combinations as because of, on account of:

*They laugh because they don't have the money to hire such experts. They laugh because of not having money to hire such experts (Nickels-McHugh:85).
The main argument is that women make less because they are discriminated against. The main argument is that women make less on account of being discriminated against (Nickels-McHugh:201).*

Subordinate clauses of basis don't have such transformations. E. P. Zelenskaya stresses that compound sentences can express two types of causal dependence – proper (intrinsic) causal and improper (non-intrinsic) causal. All particular meanings of causality (basis, confirmation, proof, stimulus, etc.) are grouped in these two constructions.

Comparative investigation of two languages, English and Kazakh, shows us that division of constructions into proper causal and improper causal is universal but the means of expressing of causal dependence (proper causal constructions) and causal basis (improper causal constructions) in each concrete language are characterized by specific peculiarities.

**To submit an article for publication in the TFLA Journal,
the material should be:**

1. Sent directly to the editors online: editor@tfla.info
2. No more than 2,000 words, including end notes.
3. Written in English, the common language of members.
4. Typed with double-spacing and standard margins.
5. Easy to read, clearly decipherable, size 12 Times New Roman.
6. Unpublished and not have appeared elsewhere.
7. In conformance with the MLA Handbook, especially for the bibliography, acknowledgments or other notes.

Please also note:

- * TFLA members are given priority over non-members
 - Submission does not guarantee publication
 - Deadlines are published on the back page in the Calendar of Due Dates

**New Advanced Placement Book on the Market: AP Test Prep
by Jay Duhl and Felipe Mercado**

Teachers are always looking for ways to enhance and enrich their students' learning. We have looked high and low for new books to supplement what we are already using for ancillaries, tapes and / or workbooks. We attend conferences, seminars and workshops with our eyes and ears open to learn new strategies or hear about some new books that will make a difference in our classrooms.

And, when teachers get the good news about helping their students strive to be more successful and/or getting more challenging materials to keep up with the rigor needed in our AP classes, the first thing we think about doing is sharing. We are ready to spread the news about that fact when we get back to our respective districts.

AP Test Prep: Mastering the Advance Placement Exam, by Jay Duhl and Felipe Mercado came out last year. Both authors of this book are experienced teachers who also serve as AP Readers. They saw the need for a dynamic book to help teachers better prepare their students for the new exam, and here is the result of the hours of research with exciting, fresh and authentic readings. This book can be obtained from EMC Publishing. The ISBN# 978-0-82193-494-4 with the Teacher's Edition's ISBN# 978-0-82193-496-8.

As a teacher who used this new book as a supplementary text in my AP Language IV classroom last year, I am pleased to let my colleagues know that the AP Test Prep is student-focused with exercises and readings that will motivate your students to produce both on the Interpersonal and Presentational Speaking and Writing sections of the AP Exam. The authentic selections are interesting and varied in such a way that they will reach the diverse students that we have in a classroom. The book comes with its own CD Rom, thus making it a one-step package for the listening and speaking practices to complement the language class. Another bonus is the appendices with the complete verb conjugation charts, rule of the written accent mark, and spelling conventions.

This book is designed to add to our AP classes, but the format allows it to be integrated in any upper level Spanish class with ease. I would like to recommend a dynamic text to all my colleagues to complement those texts that you are already using, and make it a win-win situation for your students to excel in their Spanish classes.



If possible, please renew your membership

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I Like to Teach *Gustar* with *Gusto* by Catalina Castellón (Lamar University)

In Spanish, the verb *GUSTAR* is a verb that allows us to talk about our likes and dislikes. However, what Spanish instructor has not approached teaching this verb without some trepidation? Let's face it; its translation, construction and use do not come easily to our students. This is mainly because *gustar* means "to please" or "to be pleasing" to someone or somebody, but it is usually translated as "to like." Thus, the students tend to use *gustar* as they would any other regular verb ending in "-ar."



To simplify the acquisition of *GUSTAR*, many textbooks present only two forms of the conjugation: the form *gusta*, when the student likes one thing, and the form *gustan*, when he or she likes more than one thing. Even though what is literally being said is: "Chocolate is pleasing to me" and "Strawberries are pleasing to me," the student is taught to say "*Me gusta el chocolate*" for "I like chocolate," and "*Me gustan las fresas*" for "I like strawberries." The same applies when talking about other people's likes and dislikes, since the person or persons who do the liking will be determined by changing the indirect object pronoun (*me, te, le, nos, os, les*).

When practicing this verb construction, most students enjoy the fact that only two forms of the verb seemed to be necessary to communicate likes and dislikes in Spanish. But the disparity between literal meaning and idiomatic translation can be difficult to grasp for some students who might say incorrect sentences such as: "*Yo gusto chocolate*" or, if they remember the use of the indirect pronoun: "*Me gusto el chocolate*" (literally "I like myself chocolate") or "*Nosotros gustamos chocolate.*"

These are the reasons why I like to teach *gustar* with *GUSTO*; meaning that I start by explaining to my semi-advanced students that this is a regular verb, with the same conjugations as any other regular "-ar" verb they have already learned. Therefore, *GUSTAR* is conjugated in the same manner as *hablar* or *estudiar*, and they should familiarize themselves with the conjugation of the present indicative of *gustar*:

Yo gusto
Tú gustas
Él/ella/ usted/ gusta
Nosotros gustamos
Vosotros gustáis
Ellos/ellas/ ustedes gustan

I explain to them that *GUSTAR* means "to please" or "to be pleasing to" someone or somebody. If we follow the general conjugation rule we could say things like: "*Yo gusto a mis estudiantes*" (I please my students), "*Nosotros gustamos a la profesora*" (We are pleasing to the teacher) or "*Tú gustas mucho*" (You are very pleasing). Thus, the students see the agreement of subject and verb. Then, I say and write on the board things like:

"*El chocolate me gusta*" meaning "Chocolate is pleasing to me."

"*Las fresas me gustan*" meaning "Strawberries are pleasing to me."

Afterwards, I switch into English, saying and gesturing in a funny/pretentious way:

"Strawberries are pleasing to me. Are strawberries pleasing to you? No! Then, is chocolate pleasing to you? Chocolate is very pleasing to me!"

difficulty. They differentiate, for example, between asking: ‘¿Te gusto?’ (without accent) translated as “Do you like me?” and “¿Te gustó?” (with accent) translated as “Did you like it?” This reinforces both verb tenses as well as the importance of the accent.

In view of the results, why deny our students the complete scope of this verb’s use? At certain higher levels, I do recommend to teach *GUSTAR* with “*gusto.*” This approach to teaching the verb *GUSTAR* not only reinforces what the students have already learned about verb conjugations, but makes it easier to understand the most common uses of the verb, as well as the translation aspect of learning any language. For all these reasons, I not only recommend to teach *GUSTAR* with *GUSTO* but also with *GUSTAS*, *GUSTA*, *GUSTAMOS*, *GUSTAIS*, and *GUSTAN*.

Fall Conference 2009

Local Arrangements Committee

President:	Dorothy Cox	Fort Bend ISD
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Pre-Conference Workshops

Thursday, October 29 6:00 – 9:00 p.m.

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Target Language: All Level: All

W-B Promising Practices That Highly Engage and Maintain Student Interest in Spanish

Ruben Garza, Texas State University

Target Language: Spanish Audience: Middle and High School, University

Check out the Preliminary Schedule online (www.tfla.info) for more details on these two exciting workshops offered on Thursday night!

Texas Foreign Language Association Teacher of the Year Nomination Form

Name of the Nominee: _____
Home Address: _____
Home Phone: _____ Work Phone: _____
Nominee's Email: _____
Current Teaching Assignment / Position: _____
School / Institution: _____
District: _____
Address: _____
Nominated for TFLA _____ (Language) Teacher of the Year
Name of Nominator: _____
Work Address: _____
Home Phone: _____ Work Phone: _____
Email: _____
School / Institution: _____

Submit three (3) application packets and this form by March 1, 2010 to:

Dorothy Cox
Travis High School, Fort Bend ISD
11111 Harlem Road, Richmond, TX 77406
281-634-7114 (W) Dorothy.cox@fortbend.k12.tx.us

Each application packet must contain the following information:

- 1) A copy of this Teacher of the Year Nomination Form
- 2) Nominator's letter of recommendation: Describe evidence of outstanding teaching, campus and language activities, professional contributions (TFLA), curriculum development and / or publishing, awards, and teaching experience.
- 3) A recent photograph, preferably 2" X 3"
- 4) **Only One** letter of recommendation from **each** of the following individuals must be included:
 - a) the nominator's letter, (one [1] letter)
 - b) one (1) letter from a student currently enrolled in the nominee's foreign language class
 - c) one (1) letter from an administrator (LOTE coordinator , department chair or principal)
 - d) one (1) letter from the parent of a student currently enrolled in the nominee's class
- 5) Nominee's letter: Describe your goal(s) for foreign language study, contributions to the foreign language profession; participation in professional organizations; school involvement; club sponsorship; contributions at the district, regional or state level regarding curriculum development, committee work, presentations, professional development, participation to improve foreign language instruction; and teaching philosophy.

For the Nominator:

Please verify that the nominee meets the following requirements.

- 1) _____Assigned a minimum of two-thirds time in the designated language.
(Yes)
- 2) _____Minimum of three years of teaching experience
(Yes)
- 3) _____Member of the Texas Foreign Language Association _____
(Yes) (Number of Years)

Signature of Nominator: _____ **Date:** _____

New Information: Teachers of the Year for the different languages will be interviewed at the TFLA Spring Conference, and one (1) winner will be selected by a committee that will be comprised of three (3) former Teachers of the Year. The winner of the interview, the TFLA Language Teacher of the Year, will represent TFLA at the SWCOLT Spring Conference as the Texas candidate for the SWCOLT Regional Teacher of the Year. The SWCOLT Regional Teacher of the Year will become a candidate for the ACTFL Language Teacher of the Year. Please visit <http://www.swcolt.org/toy.htm> for more information.

**Texas Foreign Language Association
Rosemary Patterson Memorial Scholarship Form**

Rosemary Patterson was an outstanding Spanish Teacher at Amarillo High School for many years where she served as a source of inspiration and role model for teachers and students. She dedicated her life to foreign language study. Rosemary was known for her vast knowledge of Spanish, quick wit, ability to reason, and strong support for and active participation in TFLA. When she passed away in 2003, Rosemary willed part of her estate to the Texas Foreign Language Association. TFLA will use the bequest for present and future Texas language teacher scholarships. TFLA honored Rosemary by naming the **Rosemary Patterson Memorial Scholarship** in her memory.

Name of the Applicant: _____

School and District: _____

Work Address: _____

Work Phone: _____ Home Phone: _____

Fax: _____ Email: _____

Language(s) Taught: _____

Are you a TFLA member? _____ How long have you been a member? _____

Have you presented a session or workshop for a TFLA conference? _____

Name of the session(s) and/or workshop(s) you presented:

Submit three (3) application packets and this form by March 1, 2010 to:

Dorothy Cox

Travis High School, Fort Bend ISD

11111 Harlem Road, Richmond, TX 77406

281-634-7114 dorothy.cox@fortbend.k12.tx.us

Each application packet must contain the following information:

1. A copy of the **Rosemary Patterson Memorial Scholarship Form**
2. A recent photograph, preferably 2" X 3", for the TFLA Journal
3. A narrative explaining your plans in detail for addressing the following questions:
 - a. How will you use these funds?
 - b. How will the educational experience benefit you, your students, colleagues, school, and community?
 - c. What strengths do you bring to the educational experience that might benefit others in your study group?
4. The applicant must agree to prepare an article about the benefits of this scholarship for the Fall TFLA Journal and / or present a session at the TFLA Fall Conference
5. A letter of recommendation from an administrator (LOTE coordinator, department chair or principal)

Applicant's Signature: _____ **Date:** _____

**Texas Foreign Language Association
T. Earle Hamilton Student Scholarship Nomination Form**

Candidate (Must be a graduating senior): _____
Address: _____
City: _____ Zip: _____
Email: _____ Phone: _____
Name of High School: _____
Language(s) Studied: _____
Number of Years of Language Instruction (3 Years minimum required): _____
College or University Candidate Will Attend: _____
Intended Major: _____
Intended Minor: _____

Nominating Teacher: _____
(Must be a member of TFLA. Members are allowed **ONE** nomination per year.)
Address: _____
City: _____ Zip: _____
Email: _____ Phone: _____

Submit three (3) application packets and this form by March 1, 2010 to:

Dorothy Cox
Travis High School, Fort Bend ISD
11111 Harlem Road, Richmond, TX 77406
281-634-7114 (W) dorothy.cox@fortbend.k12.tx.us

Each application packet must contain the following information:

- 1) A copy of this T. Earle Hamilton Student Scholarship Nomination Form
- 2) A letter of recommendation from the nominating teacher
- 3) An official transcript
- 4) A list of school, community, and language-related activities and awards for grades 9 – 12
- 5) A composition of 200 – 250 words written by the candidate discussing the role language study has played in her / his life and what plans she / he has for using and studying languages in the future, and intended college/university major and minor
- 6) A recent photograph, preferably 2" X 3", for the TFLA Journal

Signature of Nominator: _____

Date: _____

**Texas Foreign Language Association
Foreign Language in Elementary Schools (FLES) Scholarship Form**

Each year the Texas Foreign Language Association awards scholarships to deserving FLES teachers to attend the National FLES Institute of Texas (NFIT) in conjunction with the National Network for Early Language Learning (NNELL). The National FLES Institute of Texas is a 4 ½ day intensive institute which is held at The Hockaday School in Dallas. The mission of the FLES Institute is to provide teachers and administrators with the skills, knowledge and hands-on activities needed for successful FLES programs. For more information, please contact Marcela Gerber, founder and coordinator of the National FLES Institute, at mgerber@mail.hockaday.org.

Name of the FLES Applicant: _____

School and District: _____

School Address: _____

School Phone: _____

Home Phone: _____

Email: _____

Language(s) Taught: _____

Submit three (3) application packets and this form by March 1, 2010 to:

Dorothy Cox
Travis High School, Fort Bend ISD
11111 Harlem Road, Richmond, TX 77406
281-634-7114 (W) dorothy.cox@fortbend.k12.tx.us

Each application packet must contain the following information:

1. A copy of this form (FLES Scholarship Form)
2. A recent photograph, preferably a 2" X 3" photo for the TFLA Journal
3. A narrative explaining how the FLES Scholarship and Institute will benefit you, the FLES program in your school, you students and colleagues.
4. The applicant must agree to prepare an article about the benefits of the FLES Scholarship and the NFIT –NNELL Institute for the Fall TFLA Journal.

Signature of Applicant: _____

Signature of Principal: _____

Date: _____

**Texas Foreign Language Association
The Cemanahuac Educational Community Scholarship**

The scholarship will be presented at the TFLA Spring Conference. The recipient must be a member of TFLA and give careful consideration to the required participation in the study program in Cuernavaca, México. The scholarship recipient is expected to write a brief article for the TFLA Fall Journal and / or present a session about the Cemanahuac Educational Community Scholarship experience at the 2009 Fall Conference.

Name: _____
School / Institution: _____
Position: _____
Address: _____
City: _____ Zip Code: _____
Work Phone: _____ Home Phone: _____
Email: _____ Fax: _____

Background Information:

1. How many years have you been a member of TFLA? _____
2. How many years have you taught Spanish? _____
3. Do you intend to teach Spanish for at least three more years? _____
4. Are you willing to present a session at the Spring or Fall Conference? _____

Submit three (3) application packets and this form by March 1, 2010 to:

Dorothy Cox
Travis High School, Fort Bend ISD
11111 Harlem Road, Richmond, TX 77406
281-634-7114 (W) dorothy.cox@fortbend.k12.tx.us

Each application packet must contain this form and the following information:

1. One (1) letter of recommendation from a supervisor, department chair or coordinator
2. One (1) letter of recommendation from a current student
3. A personal essay of about 200 words which must include the following information:
 - Your goal / purpose for participating in the Cemanahuac Educational Community Scholarship Program
 - Expected benefits of this scholarship for you and your students
 - Contributions you have made to the foreign language profession, e.g., membership in TFLA and other organizations, school involvement, club sponsorship, and others
 - Contributions at the district, regional or state level regarding curriculum development, committee work, and other initiatives
 - Professional development participation in order to improve foreign language instruction
4. A recent photo, preferably 2" X 3", for the TFLA Journal

Applicant's Signature: _____ **Date:** _____

**Texas Foreign Language Association
Administrator of the Year Nomination Form**

Name of the Nominee: _____

Work Address: _____

Work Phone: _____

Email: _____

Institution: _____ Position: _____

Fax: _____

Name of Nominator: _____

Work Address: _____

Work Phone: _____

Email: _____

Institution: _____ Position: _____

Fax: _____

Submit three (3) application packets by May 1, 2010 to:

Dorothy Cox

Travis High School, Fort Bend ISD

11111 Harlem Road, Richmond, TX 77406

281-634-7114 (W) dorothy.cox@fortbend.k12.tx.us

Each packet must contain the following information:

1. A copy of this Administrator of the Year Nomination Form
2. Nominator's letter of recommendation: Describe the nominee's contributions to foreign languages in **all** of the following areas:
 - a. Promotes the growth of the foreign language program(s)
 - b. Demonstrates commitment to improve conditions for foreign language teachers
 - c. Demonstrates commitment to improve foreign language program(s) to benefit students
 - d. Promotes foreign languages in the educational environment and/or community
 - e. Demonstrates empathy and offers solutions to concerns regarding large classes, stacked classes, and lack of resources
 - f. Promotes and models the advantages of knowing and using of other languages
 - g. Promotes and recognizes best practices in foreign languages classes.
3. **Nominator must submit one letter of recommendation from three (3) of the following five categories:**
 - a. One (1) letter from a current foreign language teacher
 - b. One (1) letter from a current student in foreign languages
 - c. One (1) letter from a current teacher in another discipline
 - d. One (1) letter from a parent
 - e. One (1) letter from another person in an administrative position.

Signature of Nominator: _____

Texas Foreign Language Association
First-Year Teacher Conference Scholarship Form
This scholarship is awarded for the TFLA Fall Conference.

Name of Applicant: _____

Home Address: _____

Home Phone: _____ Work Phone: _____

School / Institution: _____

District: _____

Address: _____

Language(s) Taught: _____

Email: _____

Submit three (3) application packets and this form by September 30, 2009 to:
Dorothy Cox
Travis High School, Fort Bend ISD
11111 Harlem Road, Richmond, TX 77406

Each application packet must contain one letter from each of the following:

- 1) A copy of this First-Year Teacher Conference Scholarship Form
- 2) A recent photograph, preferably 2" X 3", for the TFLA Journal
- 3) A one-page narrative stating your teaching philosophy and the ways that the conference will benefit you, your students and colleagues
- 4) One letter of recommendation from a current foreign language student
- 5) One letter of recommendation from a colleague
- 6) One letter of recommendation from a department chair and / or coordinator, or school administrator.

Signature of Applicant Nominee: _____

Date: _____

**Texas Foreign Language Association
New Teacher of the Year Award**

Name of the Nominee: _____
Home Address: _____
Home Telephone: _____ Work: _____
Home E-mail Address: _____
Current Teaching Assignment: _____
Language(s) Taught: _____
School District: _____
School: _____
Check one: _____ ES _____ MS _____ SHS
School Address: _____
School E-mail Address: _____
Name of the Nominator: _____
School: _____
Address: _____
Home Phone: _____ Work Phone: _____
E-mail Address: _____

Submit three (3) application packets and this form by March 1, 2010 to:

Dorothy Cox
Travis High School, Fort Bend ISD
11111 Harlem Road, Richmond, TX 77406
281-634-7114 (W) Dorothy.cox@fortbend.k12.tx.us

Each application packet must contain the following information:

1. A copy of this New Teacher of the Year Award
2. A recent 2" X 3" photograph
3. The nominator's letter of recommendation which must include the following information:
 - Evidence of outstanding teaching
 - Involvement in language and campus activities
 - Distinguishing characteristics (As compared with other past or current first-year teachers, what distinguishes your nominee as the most outstanding?)
4. **One** letter from each of the following individuals
 - A letter from a student currently enrolled in the nominee's foreign language class
 - A letter from an administrator (LOTE coordinator, department chair or principal)
 - A letter from the parent of a student currently enrolled in the nominee's foreign language class

Nominee's Signature: _____ **Date:** _____
Nominator's Signature: _____ **Date:** _____

Calendar of Due Dates



TFLA First Year Teacher Conference Scholarship	September 30
Teachers of the Year	November 1
TFLA <i>Journal</i> —Spring Edition	December 1
Cemanahuac Educational Community Scholarship	March 1
Foreign Language in Elementary Schools (FLES) Scholarship	March 1
New Teacher of the Year	March 1
Rosemary Patterson Memorial Scholarship	March 1
T. Earle Hamilton Scholarship	March 1
Administrator of the Year	May 1

Contact the Immediate Past President (Billie_Hulke@baylor.edu) if you would like to:

- Volunteer to serve on a committee
- Nominate a colleague to serve as a TFLA Officer
- Nominate an individual who has been exceptionally supportive of the profession for the Friend of the Profession Award



Contact the President-Elect (sandy.harvey@fortbend.k12.tx.us) if you would like to:

- Volunteer to help with the conference, such as the Local Arrangements, Entertainment, Door Prizes, Hospitality, Registration, etc.

Membership Dues

1) Regular Membership (1 year) - \$20.00

2) Regular Membership (2 years) - \$35.00

Membership applications are available online and are payable by credit card or check when mailed to TFLA:

TFLA
1320 Modiste Drive
Houston, TX 77055

www.tfla.info

Phone: 713-468-4959
Fax: 713-468-5930
E-mail: TFLAes@aol.com