

*Texas Foreign Language
Association Journal*

*Summer 2009
Volume 56, Edition 2*

2009 -2010 Executive Board

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Message from our President-Elect

June 2009

Dear Teachers,

Isn't it amazing how quickly another school year has flown by? This has been an extraordinary year, which included school closings due to a hurricane and a new strain of the flu, a struggling economy, and the inevitable budget cuts. Yet, your dedication to second language acquisition remains strong as we continue to face the challenges of the future with a strong commitment to your students and to the languages you teach. You, our members, the classroom teachers, campus and district leaders, university professors, and our faithful exhibitors, remain the strength and the heart of TFLA. You are the strongest advocates for LOTE throughout the state. Our Fall Conference theme reflects that principle: *"World Languages in Texas - Many Voices Sing as One."*



In spite of the many challenges that language teachers face, you still provide exciting opportunities to your students such as Junior Classical League, Texas French Symposium, Pan American Student Forum, State German Contest, local language contests, international festivals, language clubs, and honor societies. We continue to be grateful to the leadership of these state organizations and the leadership at the district and school level whose sacrifice of time, energy, and funds continues to make these programs an exciting option for students.

Summertime brings a time of relaxation and new adventures. Many of you will be traveling with students, family, and friends. We wish you safe travels and memories to last a lifetime. Some of you will be advancing your studies in the languages you teach or accomplishing other personal goals. We are confident that your new understandings and accomplishments will reap many rewards for you and your students. Whatever your plans, I hope that you will all have the opportunity to relax and re-energize for the next school year.

In spite of your multiple roles and very busy schedules, a great number of you have submitted proposals for our Fall Conference – thank you all! We look forward to a great conference in Austin on October 29-31! Please continue to check out the website (www.tfla.info) for conference information. Early bird registration will begin August 1st!

Wishing each of you safe travels, happy times, and the very best that summer has to offer,

Sandy Harvey
TFLA 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)

Dear TFLA Colleagues:

Greetings,

As you receive this *Journal* I hope you are enjoying a relaxing summer. I know many of you are traveling and spending time with your family and friends.

As President of TFLA, I had the opportunity to attend the Legislative Day in Washington, D.C. on May 7th and the JNCL/NCLIS Delegate Assembly on May 8th and 9th. It was a memorable experience for me. We gathered in the Library of Congress on Capitol Hill for the morning briefings. Just being in that setting was a thrill. We heard interesting, informative, and extremely intelligent speakers who made me realize that my one voice really does count in Washington.



I accompanied Phyllis Thompson, TFLA Director of Advocacy and Public Relations, to the meetings. If you don't know Phyllis, please make it a point to see her at the Fall Conference and talk to her about what you can do to advocate for foreign language. Based on her past experience attending these meetings in Washington, she arranged our appointments with the offices of Senators Hutchison and Cornyn, and with our congressional representatives, John Culberson and Pete Olson. As an important note, she arranged the visits keeping in mind the building locations so that we only had to walk a few miles on Capitol Hill. We spoke with Senator Hutchison briefly and had meetings with her legislative aide as well as the aides for Senator Cornyn, Representative Culberson, and Representative Olson.

I learned that the aides are the ones with the responsibility of keeping the Senators and Representatives informed about the opinions of their constituents. In other words, the aides are the ones who have the ear of our elected officials, and they pass on our concerns. So, it is up to us to let them know what we want and how we are affected by what they do. It is up to us to tell them what the issues are for foreign language. If they don't hear from us, they will hear from other groups, and we will be overlooked simply because they won't know what we think is important. We are the experts in foreign language. We have the responsibility to look out for ourselves and for our students.

If you go the TFLA web site you can discover ways that you can be an advocate for foreign language. It doesn't take a lot of your time. The more people they hear from, the more attention they will give to foreign language issues. If you are not sure what to say, there are guidelines on our web site for you.

I look forward to an exciting fall conference in Austin. We have many talented presenters who are preparing fantastic presentations for you. I know you will benefit from the conference by adding to your resources of classroom strategies and activities and by networking with other teachers. Many of us look forward to seeing old friends and making new ones at every conference. Please do not hesitate to introduce yourself to me and others at the conference so that we can look forward to meeting again.

See you in Austin.

Dorothy Cox
President

The Texas Foreign Language Association

1320 Modiste Rd., Houston, TX 77055 PH 713-468-4959 FAX 713-468-5930 www.tfla.info

The mission of the TFLA is to advance the study of languages other than English and their literatures and cultures through dissemination and publication of information and data; recognition of excellence in study and teaching; encouragement of program development; promotion of state organizations; and cooperation with regional, national, and international organizations also dedicated to the advancement of the study of languages other than English.

To My Supervisor:

In 2009-2010, the fall TFLA conference is in Austin, October 29-31. Because this is an important professional opportunity for me, my students, and our school, I request permission to attend the conference and receive funding for expenses.

The Texas Foreign Language Association (TFLA) provides conferences that help teachers excel in the “Race to the Top.” Texas needs students who are globally competitive. They need to speak English and another language. TFLA conferences help teachers help students achieve these goals.

Why should teachers of Languages other than English attend the TFLA conferences? It’s a “good buy” and a sound investment in education. Registration fees and hotel costs are comparably low. Conference participants benefit from the experience in many areas and can share the experience with others in their schools. Here are some of the ways.

- Personal face-to-face contacts with other dedicated professionals.
- Hands-on opportunities to view materials and textbooks.
- Experiences with cutting edge use of instructional technology.
- Profit from quality professional development by experienced presenters in the field of Languages other than English (LOTE.)
- Interactive training on implementation of the TEKS in LOTE.
- Networking with other professionals in the same language. (In many cases, a teacher is the only professional in the specific language in the school.)
- Collaborative opportunities for learning.
- Information on current research in the field.
- Intensive training in three-hour in-depth workshops on highly relevant topics.
- Training to be a trainer in order to carry the message to the home school.

Very truly yours,

Phyllis B. Thompson, Ph.D.
Director, Public Outreach and Advocacy
Texas Foreign Language Association

TFLA's Annual Spring Conference in Waco



Sandy Harvey (Fort Bend ISD), TFLA President-Elect welcomes Keynote Speaker Dr. Elaine Phillips (project director, Texas Language Summit).



(l to r) Gregg Juarez (Gregory-Portland HS, GPISD), TFLA Vice President, and TFLA icons Billie Hulke (Baylor University), Immediate Past President and Eugenia Simons, Executive Secretary, assist members at the registration table.

Hospitality Chair Mary Hall (McLennan Community College), Door Prizes Chair Marie Croft (Midway HS, Midway ISD), and Tech Support Chair Michael Wagner (McGregor HS, McGregor ISD) help out at the hospitality table during the Waco conference.



TFLA Volunteers Hard at Work



Local Arrangement Committee Chairs: (l to r) Rosalie Barrera (Baylor University), Co-Chair Rita Abercrombie (Baylor University); Michael Wagner (McGregor HS, McGregor ISD); Cindy Louterback (Retired, Midway HS, Midway ISD); Marie Croft (Midway HS, Midway ISD); Dianna Allen (McNiel HS, Round Rock ISD and Austin Community College); MayDell Jenks (TFLA Advertising Director, Katy ISD); Mary Hall (McLennan Community College); Dorothy Lynn (Retired, Midway HS and Vanguard College Prep); Cheryl Burks (Reicher Catholic HS).



(l to r) Rosana Pérez (Northside ISD), María Mondragón (Killeen HS, Killeen ISD), Amanda Martínez (Baylor University), MayDell Jenks (TFLA Advertising Director, Katy ISD) and Al Jenks, treasured TFLA volunteer, man the registration booth and greet conference attendees.

Applause, Applause, Applause!
A very special “thank you” to our Local Arrangements Committee Chairs!
TFLA 2009 Waco Spring Conference



Local Arrangements Chair: Billie Hulke, Baylor University

Co-Chair: Rita Abercrombie, Baylor University

Banquets Chair: Cindy Loutherback, Retired Midway HS

Door Prize Chair: Marie Croft, Midway HS
Midway HS Spanish Club
Cheri Schrader, Great American Opportunities Fund Raising

Entertainment Chair: Rosalie Barrera, Baylor University

Facilitators & Student Marshals Chair: Dianna Allen,
McNiel HS, Round Rock ISD & Austin Community College

Hospitality Co-Chairs: Mary Hall, McLennan Community College
Dorothy Lynn, Retired Midway HS and Vanguard College Prep

Publicity Chair: Cheryl Burks, Reicher Catholic HS

Registration Chair: MayDell Jenks, Katy ISD
Hajime Kumahata, Rice University
Eugenia Simons, TFLA Executive Secretary & Treasurer
Pauline Sayers, Katy ISD
Heidi Kirby, Katy ISD

Signs Co-Chairs: Emily Saultz, Baylor University
Billie Hulke, Baylor University

AV Equipment Co-Chairs: Rita Abercrombie, Baylor University
Michael Wagner, McGregor HS

Tech Support & AV Equipment Chair: Michael Wagner, McGregor HS

A HUGE THANK YOU to our volunteers!
TFLA 2009 Waco Spring Conference



Registration Volunteers

Amanda Martínez, Baylor University
María Mondragón, Killeen ISD
Rosanna Pérez, San Antonio Northside ISD
Joan Barrett, Baylor University
Emily Saultz, Baylor University
Michelle Borckardt, Baylor University
Genny Cornell, Baylor University

Workshop Facilitators and Student Volunteers

Tara Murray, Aldine ISD
Marie Croft, Midway ISD
Reyna Vergara, Baylor University
William Schnaithman, Waco ISD
Molianne Norton, Baylor University
Priyanka Mathews, Baylor University
Hayley Ainswoth, McLennan Community College
Sarah Ewing, McLennan Community College
Daisy Hernández, McLennan Community College
Ashley Mytton, McLennan Community College
Katarina Roemer, Baylor University
Delaney O'Brien, Baylor University
Mary Katherine Leslie, Baylor University

Student Marshals

Midway High School Spanish Club
Waco High School Spanish Club

Awards Committee Members

Elsie Chang, Cinco Ranch HS, Katy ISD
Rosanna Pérez, World Languages Coordinator, San Antonio Northside ISD
Beth Smith, Plano Senior HS, Plano ISD

TFLA Spring Conference Exhibitors



Mother and daughter team, Renate Donovan and Patti Lozano are Dolo Productions



Mark Taylor, Santillana Publishing, assists an interested TFLA participant



David Witt, ASC Direct Euro Talk

Terrific TFLA Supporters



Educational Media LLC, Stuart Noakes and Seth Harrington



Vision Wear



Not So Foreign, Leah Sequeira & Yvonne Neimann

TFLA Board members sincerely thank all of our Exhibitors for your generous financial support of our conferences, for untold hours of hard work, and for your friendship. We could not enjoy our wonderful meetings without you!

Bravo! To Our International Cast of Performers



Texas Czech Heritage Society Singers and Harold Strand, accordionist, performed Friday night.

¡Bravo!



Baylor Show Time Group, directed by Daniel Farris



Música folklórica with Luis Matias Cruz, Gwendolyn Matias-Ryan, Paloma Matias-Ryan, Baylor University

¡Bravísimo!



Tishram-Samanvita Gupta Indian Dancers, Baylor University



Baylor Soran-Japanese Student Association

¡Olé!



Salsa Dance Team, Waco High School, Waco ISD



Baylor *Folklorico Ocelotl*

Encore!



Soloist Garrett Burnett, Baylor University



Sandy Harvey (TFLA President-Elect, Fort Bend ISD) and other TFLA members congratulate Teachers of the Year Cheryl Fuentes-Wagner (George Bush HS, Fort Bend ISD), and Meng-Yu Wang (Dulles HS, Fort Bend ISD)

TFLA Presenters at the Waco Conference Share their Expertise and Passion



Dr. Dylcia McKenzie and Annette
Murphy (Gregory Portland ISD)

Erika Burkhardt and Morgan May (Highland
Park ISD)



Jason Kriegar (Trinity High School, Hurst-
Euleless-Bedford ISD)



Texas Foreign Language Association



Marlyn Hernandez (Memorial High School, Spring Branch ISD), who presented at TFLA in the fall, 2008 and spring 2009 conferences, received flowers and congratulations from her principal, Stephen Shorter and district lead teacher and TFLA *Journal* CO-Editor, Janet Smith, when she returned from the SWCOLT meeting where she gave her “Best of Texas” session in competition with others from the region. Marlyn was selected to represent TFLA at the regional meeting last April. BRAVO, Marlyn!

Honors and Awards 2009



Sally Schneider (Plano West Sr. High, Plano ISD) Helen Lorenz Excellence in Teaching Award winner

“Sally and Shelli (*Brown, Vines HS, Plano ISD: see story, page 31*) represent the balance of expertise we want to see in our district: a veteran teacher demonstrating the attributes of a life-long learner continuing to be dedicated to improving her practice and thus continuing to impact her campus and teaching community in important ways, and a relatively new teacher taking risks, pushing the envelope, and actively seeking learning experiences that will ultimately shape the teaching strategies of her department and her colleagues.”

Greta Lundgaard,
LOTE Coordinator
Plano ISD

SWCOLT *Teacher of the Year Award 2009*

Nella Spurlin

Temple High School, Temple ISD



“It is a great honor to be selected to represent foreign language teachers of the Southwest at the ACTFL Annual Conference. Teachers in our region work so hard to help their students gain the language skills needed in today’s world. In these times of economic difficulties, however, many language programs face such issues such as program cutbacks and increased class size. Although global education is vital for the 21st Century skills, world languages still struggle for their place in the curriculum. I hope to be able to speak for our concerns over this coming year and thank you for this opportunity.”

Nella Spurlin

Nella Spurlin, German teacher at Temple High School, Temple ISD, became the first TFLA recipient of the Southwest Conference on Language Teaching Teacher of the Year Award. On April 2, 2009, the SWCOLT Teacher of the Year Committee selected Nella from among seven outstanding candidates from California, Utah, Hawai’i, Nevada, Arizona, Colorado, and Oklahoma. Nella will represent SWCOLT and TFLA at the ACTFL Annual Conference in San Diego in November.

The ACTFL National Teacher of the year Award, sponsored by Holt McDougal, is intended to elevate the status of our profession at the state, regional, and national levels by creating opportunities for recognizing the most accomplished members of our profession. First and foremost, this process is designed to involve all of our state, regional, and national organizations in promoting our profession. Second, it is intended to create as many media opportunities as possible to increase visibility of the importance of learning languages and cultures to the general public.

Submitted by Billie Hulke, TFLA Immediate Past-President

TFLA TOP Language Teacher of the Year
Cheryl Fuentes–Wagner
George Bush High School, Fort Bend ISD



Cheryl Fuentes-Wagner (left) is congratulated by Billie Hulke, Immediate Past President

“The study of world languages is increasingly more crucial. The five C’s of our curriculum are now, more than ever before, realistic elements for our students’ goals and decisions. Students are seeing the need for understanding the context of different cultures in their communities, making comparisons and striving for true communication. As the global economy and issues come to the forefront, I feel our role as world language educators is to guide students to incorporate language and cultural awareness for their career goals in nearly every field. It also provides learners with personal satisfaction when they are able to strike up meaningful conversations, read news in their second language, and truly enjoy entertainment provided in that language.

“I feel that sharing language and culture are important contributions leading to a better society and more harmonious world. I do everything I possibly can to promote understanding of diversity. It gives me great pleasure to do my part to increase the ‘value’ of our students by preparing them as members of a global community.”

(Excerpts from Cheryl’s essay and interview)

Cheryl Fuentes-Wagner, Spanish teacher at George Bush High School, Fort Bend ISD, was selected to represent TFLA at the Southwest Conference On Language Teaching Conference in Albuquerque, New Mexico in April, 2010. SWCOLT invites each of the nine states in the region to participate in the selection of a SWCOLT Teacher of the Year by nominating a teacher. The regional winner will compete at the national level in which one teacher is named by ACTFL the National Foreign Language Teacher of the Year.

TFLA Chinese Teacher of the Year
Meng-Yu Wang
Dulles High School, Fort Bend ISD



Meng Yu (left) is congratulated by Billie Hulke, Immediate Past President

Meng-Yu Wang, TFLA Chinese Teacher of the Year, states, “My philosophy of education is to enforce the purpose of education by giving students challenges, uncovering their abilities, and helping them to reach beyond their capabilities. High school is an important part of our lives and students should take advantage of this time to learn as much as they can. By learning a second language, it can improve a life in the long run because of the exposure to different views of different cultures. Teaching Chinese is not just a job, it is a dream. I believe that our goal as teachers is to motivate students and set high standards for the future generation.”

Sandy Harvey, Fort Bend ISD Foreign Language Coordinator, wrote in her letter of nomination, “Meng-Yu has a deep understanding of the issues involved in teaching Chinese language and culture both to non-native speakers and to heritage speakers. She has been a very important part of the development of a Credit by Exam process, and has been invaluable as a consultant in the revision and scoring of those exams. In spite of a very heavy class load, which includes all levels of Chinese language at Dulles High School, Meng-Yu is always willing and ready to give her input, score exams, review and update exams, and anything else that is asked of her. She keeps her students involved with the Chinese language and culture in the school and community as well. Her students compete in various Chinese language and speech contests in the Houston area, and they participate in the Dragon Boat regatta in the Sugar Land area. They perform in International Festivals and treat the Dulles teachers to Chinese New Year gifts that they make themselves. Meng-Yu sponsors a very active and community-minded Chinese National Society. It would have been very easy for Meng-Yu to have established herself as a teacher who was popular because she gave students good grades for a minimum of effort. Instead, this popular teacher chose to hold her students to a high standard of achievement, and won her students’ respect as well as their hearts.”

Mark J. Foust, Principal, and Alice Fortes, Foreign Language Department Head at Dulles High School, wrote, “Meng-Yu (Christina) is a dedicated and creative teacher who brings a fresh

perspective to the Chinese classroom. She is sincerely dedicated to student learning and succeeds in creating innovative lesson plans that teach to a variety of student abilities and learning styles. Christina creates in her students a sense of curiosity about the Chinese culture and an eagerness to speak and learn the language. She has developed a strong Chinese program with 92% of her AP students scoring a 5 on the exam and the other 8% scoring a 4. Christina has an infectious and positive attitude. She is always eager to volunteer her time and efforts to better the foreign language department and our school.”

Meng-Yu’s Chinese III students, Angela Lu and Stephanie Cheng, state, “Ms. Wang makes the class fun by giving the class exercises and reading online articles that interest us. We discuss many different topics, which help to expand our knowledge of Chinese in various different subjects. We do exciting things such as singing Chinese songs, act, read articles and riddles. During Chinese class we talk about every topic like government, religion and pop stars so we can learn to speak words that we don’t usually use. She makes learning Chinese easy and painless. We believe that no one understands how much effort and time she puts into teaching and the clubs she sponsors. We need to give thanks to Ms. Meng-Yu Wang!”

Yuchun He, a parent, writes, “Ms. Wang teaches with great enthusiasm and skill that only a teacher with experience could. Her teaching method is exemplary, and she is able to motivate and give her students the will to learn the Chinese language. She not only teaches the Chinese language, but also teaches the traditional Chinese morals and values to our children. I feel very fortunate to have Ms. Wang as my daughter’s teacher!”

(Submitted by Billie Hulke)

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.

TFLA *French Teacher of the Year*
Wendy Harris
Aldine High School, Aldine ISD



Wendy Harris, TFLA French Teacher of the Year, believes that teaching requires one to have a sense of humor. “I give my classroom a warm, welcoming atmosphere including beanie babies which we sometimes toss about the room to call on classmates to respond verbally and a large variety of crazy hats to add a festive flair. My hats are also used to introduce a variety of “personalities” into the classroom. Sometimes I am a rapper ... I have a rap to teach adjective agreement. Sometimes I am a singer ... I have a plethora of songs teaching grammar, verb tenses, and vocabulary. On other days I am a famous French chef. I’ll try anything to help my kids learn! ... I firmly believe all children can learn regardless of intelligence level. Above all, teachers must have high expectations and feel personally accountable for their students’ academic success.”

Becky Howard, Aldine ISD Program Director for Foreign Languages, states in her letter of nomination, “Wendy’s success in teaching is evidenced by the rapt attention and focus she achieves in her students. In her role of stand-up comedian and ham, she captures their attention through the use of crazy hats and props and multi-sensory activities.

Wendy’s teaching techniques include entertainment with the final outcome aimed at meaningful assimilation and synthesis. Not only do Wendy’s students achieve a high level of proficiency in the classroom, but they also are frequent winners in language competitions. She sponsors a thriving French club and prepares her students to compete in the district fair, the Houston Farrington competition, and Texas French Symposium. To broaden their horizons, she also schedules cultural events and field trips to locations relevant to her curriculum.”

Elizabeth A. Ruckman, FL Department Chairperson, writes, “Wendy is a natural teacher. She loves what she does and she loves what she teaches. She combines her knowledge of French and her teaching skills with a genuine interest and concern for her students.”

Hop Chi Nguyen, a parent, states, “Mrs. Harris has had an incredibly positive influence with my daughter. In addition to being passionate about her subject, she is always there to listen not only to my daughter but to her other students as well as they sort out the complexities of life.”

Wendy’s student, My Vo, proudly writes, “Mrs. Harris is my mentor, and when I need a helping hand, she offers hers. She is someone I can trust with my secrets, fears, and problems. Sometimes I feel as though I don’t give her as much as she gives me. But that’s another one of her merits. She’s selfless. She could give and give and give, but never does she ask for anything in return. Whenever something pleasant happens to her, she certainly deserves it - - - and so much more!

(Submitted by Billie Hulke)

TFLA *New Teacher of the Year*
Nicholas Weismantel
James Bowie High School, Austin ISD



Nicholas Weismantel (center) is presented at Saturday's luncheon by Billie Hulke, Immediate Past President (r) as Dorothy Cox, President listens.

Nicholas Weismantel, Spanish teacher at James Bowie High School, Austin ISD was introduced as the TFLA New Teacher of the Year at the 2009 Spring Conference in Waco. Michael Hydak, Instructional Coordinator of Foreign Languages and Journalism, states in his nomination, "Nick is one of those rare teachers who seemed to have been a member of TFLA long before he started teaching. While still a student at Texas State University in San Marcos, Nick began attending TFLA conferences. Michael concludes, "El Señor Weismantel has accomplished much in a short period of time, as a glance at Bowie Foreign Language Department Web site will reveal. He sponsors a club for Hispanic students and is also a coach for Boys' Lacrosse. In terms of professional development, he not only attends TFLA conferences, he presents both for his own department and for the Austin ISD at district-wide professional developments. All this for a first-year teacher!"

Valerie Boreing, Foreign Language chairperson states, "Nicholas joined our faculty in the middle of the year when one of our Spanish teachers had to move away. He was soon recognized as a dedicated professional who excels in everything he does, whether it is teaching, helping fellow teachers with technology, sponsoring extra-curricular activities, or presenting workshops to fellow educators." She continues, "Mr. Weismantel's most endearing qualities are his energy and his zest for learning. He embraces change as long as it is beneficial for the students."

Lorrie S. Ayers, teacher, mentor and parent states, "I have had the honor of getting to know Mr. Weismantel from a variety of perspectives. He is my son's Spanish teacher, we are professional colleagues, and we co-sponsor the Boys' Lacrosse program at Bowie. As a teacher, Mr. Weismantel has a gift for making connections with his students. As a professional colleague, I

observed that Mr. Weismantel entered the teaching profession and quickly submerged himself in the life of the school. As the Boys' Lacrosse sponsor, I needed help from someone who understood lacrosse and someone who could help with the vast duties that accompany the management of an active club sport with a large budget. Mr. Weismantel instantly offered to help. His knowledge of the sport, as well as his gift for connecting with kids, has had a positive and noticeable impact on the performance of our players, both on and off the field." Mr. Ayers concludes, "Nick Weismantel entered the teaching profession with a flourish! As a professional trainer and mentor of new teachers, I rank Mr. Weismantel's performance as a new teacher in the top 1% that I have known."

Haley Mecham, a student, writes, "This letter is to address what a great teacher we have here at Bowie, and his name is Nicholas Weismantel. He is the one teacher we can always count on. He is always available early in the mornings before school and he also stays late in the afternoons. He is there as a teacher and a tutor, and even goes the extra mile to help with other subjects if we need it. I've never seen a teacher so devoted to his students like he is. Mr. Weismantel is more than a teacher, he is a great friend!"

submitted Billie Hulke, TFLA Immediate Past President
(A summary of remarks made at the Awards Luncheon in Waco)



President Dorothy Cox (second from left) congratulates TFLA Teachers of the Year, (l to r) Wendy Harris (Aldine HS, Aldine ISD), Nick Weismantel (James Bowie HS, Austin ISD), Cheryl Fuentes-Wagner (George Bush HS, Fort Bend ISD), and Meng-Yu Wang (Dulles HS, Fort Bend ISD).

German Embassy Awards First “Teacher of Excellence” Award Meagan Tripp

by Nella Spurlin, (Temple High School, Temple ISD)

On November 21, 2008, Meagan Tripp, German teacher at Temple High School in Temple, TX, became the first recipient of the German Embassy “Teacher of Excellence” Award at the ACTFL convention in Miami, FL. By creating this new award, the German government hopes to recognize young teachers who have demonstrated exemplary teaching skills, helped to build or save a language program, and made outstanding contributions to their profession. Miss Tripp was nominated by the South Texas AATG chapter.

Meagan Tripp grew up in Illinois. As a high school student, she won one of the five national senior travel prizes presented by AATG for outstanding performance on the National German Exam. She continued her German studies at Alma College in Michigan, and spent her junior year as an exchange student at the Rheinische Friedrich Wilhelms-Universität in Bonn. After graduating from Alma with a BA in German and minors in mathematics and dance, she first served as a substitute teacher and testing coordinator at a high school in Lansing, Michigan.

She began her teaching career at Temple High School in 2003, and has greatly contributed to the growth of the program and student involvement in regional and state German contests. She started a folk dance team and also initiated a German Club “Kaffeeklatsch,” where students can sit and converse in German after school over treats. She also piloted a regular German 4 class, which will hopefully become a dual credit course in the near future.

Miss Tripp has been an active member of TFLA since moving to Texas, and has presented at several conferences, on such topics as communicative activities for the language classroom, TPRS, and language lab use. She was instrumental in promoting acquisition of a language lab for Temple High School, and currently serves as the department lab technician and technology liaison, in addition to her teaching duties.

During the summers, Miss Tripp has served as a co-sponsor of the Temple High School GAPP program and is working on her master’s degree from the Deutsche Sommerschule at Taos, New Mexico. She also serves as Membership Chair for the South Texas AATG chapter.

One of her students, Stephanie Scherer, wrote in her letter of recommendation: “Ms. Meagan Tripp has been an indescribable, motivating force in my growing appreciation of the German language and culture. In the foreign language classroom, she is not only innovative and



(l to r) Kai Schachtebeck (German Embassy) Washington, DC; Meagan Tripp (Temple HS, Temple ISD; Jennifer Clardy (German Information Center USA, Washington, DC); Klaus Ranner (German Consul, Miami, FL) (photo by Pauline Goulah)

vibrant, but also accessible. Ms. Tripp exudes daily an astonishing amount of professionalism, commitment, and, most importantly, passion. Never before have I felt so convinced of a teacher's dedication to the growth of his or her students, intellectually as well as emotionally." A fellow graduate student and new teacher wrote: "Not only does she submit exemplary graduate work and exceeds all of her professors' expectations, but she also intensely encourages the undergraduate students to continue their German studies beyond the program. Meagan is often seen in the study area capturing the hearts of students as they discuss what opportunities lay ahead for them and how exciting and rewarding teaching German is." Her colleague Nella Spurlin states: "She brings excitement and great enthusiasm to her classes every day, and cares deeply and truly about each of her students, taking the time to know them as individuals. Her lessons are well-organized, innovative, and very effective, immersing students in real-life language experiences while moving them along toward success on college placement, AP, and IB exams."

Miss Tripp exemplifies the best our profession has to offer, and we congratulate her on this wonderful recognition.

TFLA Member named AATG Outstanding Secondary German Educator

by Nella Spurlin, (Temple High School, Temple ISD)



Evelyn Saucier (left), Outstanding Secondary German Educator Award; Terry Smith (our own Beth Smith's husband) Friend of German; and Megan Tripp, recipient of the German Embassy "Teacher of Excellence" Award

Evelyn Saucier, German teacher at Westwood High School in Round Rock, was honored this year as the AATG Outstanding Secondary Educator. Her award was presented at the AATG awards luncheon held in conjunction with the November ACTFL conference in Miami. Along with the recognition, Ms. Saucier receives the Friedrich-Gerstäcker Travel Award, sponsored by the Checkpoint Charlie Foundation. She was nominated for this recognition by the South Texas AATG chapter.

Evelyn Saucier began her teaching career in New York, then taught in Houston for a couple of years after moving to Texas. Since the late 1980s, she has taught in the Austin area, primarily in Round Rock at Westwood High School. Through the years, she has begun such programs at her school as a National German Honor Society (Delta Epsilon Phi) chapter, a GAPP exchange, a folk dance team, and an active German Club. For 18 years, Westwood High School won 1st place Sweepstakes at the Texas State German Contest, thanks to Ms. Saucier's hard work and coaching.

Ms. Saucier has been a pillar of support to the entire Texas German teaching system. She has been president of the South Texas AATG chapter three times, and has served for several years as project director, coordinating grant requests and chapter workshops. She was a Goethe-

Institut Netzwerk trainer for several years, and has been a frequent presenter at fall TFLA conferences. In 1995, she was named the TFLA German Teacher of the Year, and was Westwood High School's Teacher of the Year in 2007-08. She has also trained numerous student teachers, and has had several students receive trips to Germany through the National German Exam and the Congress-Bundestag Exchange program. In addition, many Westwood students were able to experience Germany directly through the GAPP exchange that Ms. Saucier founded at her school.

Rita Abercrombie, instructor at Baylor University, writes of Ms. Saucier: "Evelyn shows the love of teaching, management and service to others for the good of the whole community. She represents the epitome of the classroom teacher. She teaches with enthusiasm, has high expectations, enjoys, and supports her students." Mimi Parris adds: "Throughout her German-teaching career, Evelyn has always gone the extra mile to help her students. She was one of the first German teachers in the Austin area who started an AP German program at her school in the early 1990's, serving as an example for all of us. Her creative teaching ideas have helped her students to consistently receive some of the highest AP scores in the area, as well as some of the highest National German Exam scores." Keith Kregel, a former student and student teacher and current colleague, writes: "Frau Saucier is nurturing and caring, and has never once been apathetic about her passion in life – her calling to teach."

Evelyn Saucier has been a shining example to her colleagues and students for many years, and we are all delighted that her hard work and excellence have been recognized at the national level.



*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 29 - 31, 2009

2010 TFLA Spring Conference

Hilton Arlington Hotel

March 25 - 27, 2010

2010 TFLA Fall Conference

Corpus Christi Omni Bayfront and Marina

(Projected)

Please mark your calendar now, and invite a colleague to join you!

(Please visit www.tfla.info for updated conference information.)

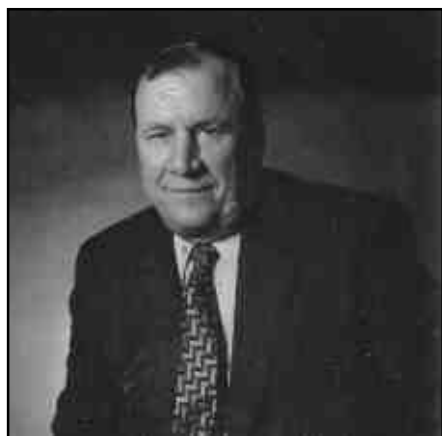
SWCOLT 2009 Award Winners

Excellence in Teaching Award: Shelli Brown, Spanish Teacher, Vines High School, Plano Independent School District, Plano, Texas

Shelli's philosophy of teaching says it all: "All students can *learn* a language, but it is my job to ensure they *acquire* the language." Shelli began her career as a middle school Spanish teacher in Broken Arrow, Oklahoma, and is currently the Spanish 1 & 2 Team leader at Vines High School. Shelli is a part of the district curriculum writing team and is a presenter at local, state, and regional world language conferences. A risk taker at heart, her action research with formative assessment and feedback strategies are foundational in her district's work to improve student achievement. Shelli's positive impact on her campus team and her district team is immeasurable.



Friend of the Profession: Ralph Pohlmeier, Stevens Learning Systems, Bethany, Oklahoma



Ralph is currently the President of Stevens Learning Systems, a language lab company based in Norcross, Georgia. He has more than 30 years experience working with educators on integrating technology in language classrooms. Over the years he has organized countless workshops for language teachers and provides everything from enriching lessons and activities to refreshments, binders, and visuals. Ralph is a teacher at heart and everything he does is focused on helping world language teachers do the best job possible. For many years Ralph has supported SWCOLT, the state teacher organizations, and national foreign language organizations with both his time and his financial sponsorship. Due to Ralph and his generous spirit, SWCOLT, classroom teachers and the entire profession have benefited.

Honorary Lifetime Member: Helene Zimmer-Loew, Executive Director, American Association of Teachers of German

As anyone who has ever had the privilege of working with her knows, Helene is truly a tireless advocate for the German language and culture, for teachers of German, and for study abroad. Helene is an active and dynamic leader who collaborates with colleagues across many languages, across the nation. She has been a consistent supporter of SWCOLT, presenting workshops and sessions faithfully. Throughout her career, her substantial and sustained contributions to foreign language education are unparalleled. Whether it's her 20+ years as Executive Director of the AATG, her over 1,000 keynote speeches and professional presentations, her role in the development of the Standards or her countless leadership and advocacy roles such as president of ACTFL and JNCL, Helene personifies excellence as a leader in our profession.

TFLA Rosemary Patterson Scholarships

Advanced Studies

Cameron Stephen, Cy-Fair High School, Cypress-Fairbanks ISD

Cameron is completing his Master's of Arts in Spanish Literature degree at the University of Houston. Cameron has taught Spanish for nine years, teaching AP from day one! Cameron wrote, "The best thing I can do for my students is to relate to them in every way possible. By becoming a student in a graduate program, I enter the realm of the student. Taking courses in Spanish literature while teaching a high school Spanish literature class has proven to be a challenge; however, the students tend to relate better due to the similar circumstances in which we find ourselves. Learning takes place when students are able to relate to their teachers and when their teachers become students themselves, these relationships are reinforced exponentially."

Technology

Cheryl Fuentes-Wagner, George Bush High School, Fort Bend ISD

Cheryl writes, "I will use my scholarship to create podcasts, burn them on CD's and flash-drives for students to use at home, and for other teachers to use with their students. I would also purchase an airliner (Smart Board technology that can be carried around the room for students to interact). I feel it is extremely important to keep current with technology, strategies, and materials. I try to integrate real life applications for my students."

Travel

Janet Smith, Westchester Academy, Spring Branch ISD and TFLA *Journal* Co-Editor

Janet won the American Association Teachers of French (AATF) Outstanding Officer Award, after serving as Vice President and President of the Houston AATF Chapter. Janet states, "The honor includes a prize of a week's stay in the Ceran Lingua International School in Brussels, Belgium. The trip will be of tremendous benefit to my students, my district and other colleagues." She plans to use the scholarship to help with travel expenses.

Cemanahuac Educational Community Scholarship

Michael G. Hydak, Austin Community College & Austin ISD

Michael was selected to participate in the elite program, which offers Spanish language classes and intensive study of the arts and history of Mexico in an atmosphere of total immersion in the city of eternal spring, Cuernavaca, Mexico. Catherine L. Angell, Department Chair at Austin Community College, wrote, "Michael works with students to help develop study skills and to foster a love for the Spanish and French languages and cultures. Students complete his classes with an enthusiasm and an interest to continue their studies in the language."

T. Earle Hamilton Scholarship Recipient Top Student Scholar

Submitted by Billie Hulke, Immediate Past President



Lauren Thomas

Cinco Ranch High School, Katy ISD

Languages: Spanish, German, and Russian

University of Texas at Austin

Major: International Relations and Economics

Minor: Russian and Eastern European Studies

Nominated by Heidi Kirby and Lorrie Ann Button-Edelson

The following is an excerpt from Lauren's scholarship essay.

"Un elefante"

"Un elefante se balanceaba, sang the squeaky chorus of first-grade Spanish students, *sobre la telaraña. . ."* Bouncing in a circle with my peers, I happily tugged my pigtails as we chanted the mystical words in unison. The sounds rolling off my tongue were strange and beautiful, and my Spanish teacher was a magician; her words were incantations from a distant land where elephants balanced on spider webs. Singing and dancing to her lead, we children received a bit of that magic. I welcomed another gift to my heart: a thirst for magic that has forever remained unquenchable!

When I moved to Texas and began high school, my Spanish training helped me befriend students who were entertained by and appreciative of my attempt to speak their native tongue. Through the dusty windows of the school bus, my friend and I can often be seen laughing as I repeat her Guatemalan slang words. I have learned that Spanish is not just a means of communication; learning a foreign language is reaching out a hand of friendship to another culture to connect. As I began German and Russian, the Oma's German Restaurant menu revealed its secrets and "Dostoyevsky" shed his tongue-twister status. Foreign language is the power to understand the world around us, here and abroad. In college, I will continue to develop my knowledge by continuing language study on campus and in foreign countries. The opportunities are endless, but one thing is certain: the magic will never die."

T. Earle Hamilton Scholarship Recipient Top Student Scholar

Submitted by Billie Hulke, Immediate Past President



Rachel Sayers

James E. Taylor High School, Katy ISD

Languages: Spanish, Latin, and Japanese

Yale University

(Scholarship applications were due on March 1, 2009, so Rachel was still awaiting admission decision.)

Major: Linguistics / Minors: Latin and Spanish

Nominated by Shari Harris and Teresa A. More

The following is an excerpt from Rachel's scholarship essay.

“The year after I discovered Latin, I moved to Texas. In my American junior high, Latin, my newly found passion, was not offered as a class; to fill the void, I began the study of Spanish. Spanish didn't have the same *gravitas* that Latin carried – learning Spanish, I didn't feel as though I was excavating the basis of life as I knew it. I did, eventually, grow a relationship with Spanish, however, and it stood in stark contrast with the connection I cherished with Latin. Spanish was living, and every vocabulary word I learned brought me one step closer to a vibrant culture and population which had previously been hidden to me. My love for Spanish sprouted from its vitality, while my passion for Latin could not have existed without its death.

Throughout high school, I continued the study of Latin and Spanish, side-by-side; one offered me insight into a rich culture of times past, while the other revealed an energetic culture I could inject into my own life. But neither of these languages fulfilled my linguistic desire, and I decided to adopt another. This time I didn't choose the language my own is based on or the one in my own backyard; I chose one so foreign, yet so linguistically beautiful I was both scared and eager to learn my first word – Japanese. Due to my full schedule, I was destined to travel to a separate school and devote five hours of my free time every week to learning Japanese. At first, I felt envious of my friends, who spent their time sleeping or watching television, but those feelings soon passed. I knew I had found another linguistic bond when I learned to greet my classmates and to write my first word in *hiragana*; this bond differed from the connections I had established

with Latin and Spanish, however – hearing a new Japanese word or seeing a new character for the first time seemed like music and art to me. I felt as though I was privy to a secret of the East, and that with every lesson I was opening my soul to a new beauty and my mind to new knowledge.

As I graduate, I hope I'll be leaving having extended the pleasure of Latin and linguistics to others and continuing my life in the only reasonable way – by making countless new bonds with languages I have yet to meet.”



Other T. Earle Hamilton Scholarship Recipients

Submitted by Billie Hulke, TFLA Immediate Past President

Min Jung Choi

Plano West Senior High School
Nominated by: Maritza Sloan
Languages: Korean, Spanish and English
Intended Majors: Spanish and International
Business
University of Chicago

Mark Reeder

La Grange High School
Nominated by: Lee Ann Hartmen
Language: German
Intended Majors: German and English
(with a goal to teach)
University of Texas at Arlington

Abhinav Golla

Westlake High School, Eanes ISD, Austin
Nominated by: Jo Heim Green
Language: Latin
Intended Major: Classics (with a goal to teach)
Harvard or Stanford

Stephanie Scherer

Temple High School
Nominated by: Meagan Tripp
Language: German
Intended Major: Comparative Literature
Intended Minor: German
Awaiting university admissions decisions

Charlotte René Hockens

Plano West Senior High School
Nominated by: Sally Schneider
Language: French
Intended Majors: French & political science
University of Texas at Austin

Who was T. Earle Hamilton?

T. Earle Hamilton was an associate professor of foreign languages at Texas Tech University. In 1951, he conceived the idea of the Texas Foreign Language Association and worked to establish the organization, “as a way to revive and maintain interest in the study of foreign languages.” When TFLA was officially founded in 1953, T. Earle Hamilton served as Editor of the TFLA Bulletin. The T. Earle Hamilton Scholarship for the most outstanding students in foreign languages was later named in his honor.

Lone Star Chapter National Spanish Examinations

Chapter 064– Dallas Metroplex Texas

by Maritza Sloan, Plano West High School, Plano ISD

About the Exam. During the 2008-09 academic year, 34 schools, 96 teachers and 2,806 students registered to take the National Spanish Exam. Teachers report that the online test is more and more friendly each year. It seems that we encountered fewer problems this year compared to the past two. Enrollment for the National Spanish Exam in the Lone Star Chapter in the Dallas Metroplex area was strong again this year. We had a small increase in the schools taking the exam and a larger increase in the number of teachers by school.

The cost of the test was the same as last year. The cost is currently \$6.00. Three dollars is for the value of the exam and the other three dollars are for the chapter fund. We use the fund to purchase medals, chapter seals, one travel scholarship and one senior scholarship. For both, the travel and the Senior scholarships, students have to interview with a panel of teachers. Two students are awarded these scholarships.

About the Awards. The Lone Star Chapter awards the following;

- One travel scholarship to one student to Spain for three weeks.
- One \$1000 scholarship for a senior continuing with Spanish or Portuguese in College.
- Medals to gold, silver and bronze winners.
- Chapter seals for certificates.
- Dictionaries to Middle School students that score 100%.

About the 2009-2010 school year. The Lone Star Chapter encourages all the Spanish teachers from the Dallas area to become members of AATSP (American Association of Teachers of Spanish and Portuguese) so that their students can have the opportunity to take the National Spanish Exam. This exam takes place between March 10 to April 10 of 2010. Please visit the National Spanish Exam website for more information.

Reminder: 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

Support for the Texas Language Roadmap: Are You Willing to Help?

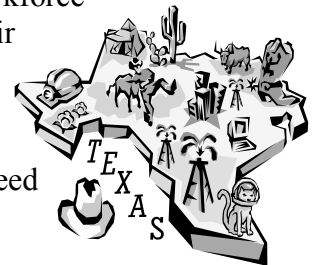
by Elaine Phillips, Ph.D., Project Director of the Texas Language Summit

***Editor's Note:** One year after a feature story about Dr. Phillips' work on The University of Texas at Austin's participation in the 2007 U.S. Language Summits: Roadmap to Language Excellence, she offers this follow-up on how TFLA members can get involved individually and collectively.*



At the recent TFLA Spring Conference in Waco, I had the privilege of addressing attendees at the Friday evening dinner regarding the Texas Language Roadmap. You may recall that an article about the Roadmap appeared in the Fall 2008 TFLA Bulletin, or you may be unfamiliar with the Roadmap altogether. My goal at the conference, and with this article, is to renew an interest—or spark a desire—to discuss what *you* can do to help promote the strategic vision outlined in the Roadmap. This document is available at <http://texaslanguagesummit.org/roadmap>, and the Strategic Vision and Executive Summary are reprinted below.

In short, the goals of the Texas Language Summit Project (2007-2008) were to assess the economic, social and cultural imperatives for language skills in the state, and to develop a Roadmap, a series of integrated proposals that could ensure that Texas students would be equipped with advanced linguistic and cultural proficiency in at least one language and culture in addition to English in order to meet the demands of an increasingly global future. The project focused on the needs of employers in the public and private sector for a workforce skilled in LOTE. Information was gathered from stakeholders, and with their support and feedback--and with that of dedicated language educators around the state--the Texas Language Roadmap was developed to make recommendations regarding how to best respond to the articulated needs, both now and in the future. It suggests strategies for matching capacity to need and makes specific recommendations for all stakeholders (business, government, education), outlining proposals in four goal areas:



- Raising public awareness: Focus is on public service/information campaigns directed by the three stakeholder communities (business, government, education)
- Increasing instructional capacity: Focus is on certification in additional languages and curriculum restructuring in teacher preparation and foreign language programs.
- Developing advanced proficiency in language learners: Focus is on early start initiatives in all districts and curriculum innovation.
- Creating incentive structures: Focus is on offering incentives to value language and cultural proficiency in the workplace and to encourage further study of LOTE in college.

The Texas Language Roadmap Project (2008-2009) is continuing to work to inform legislative staff and business organizations about the Roadmap recommendations. Given on-going economic difficulties, however, prospects are dim for increased funding for LOTE education.

Progress in pushing forward the goals of the Texas Language Roadmap will most likely depend, as always, on dedicated teachers and administrators who are willing to take the time and energy to seek out grants and funding sources for early language learning and other innovative programs in their respective districts.

As LOTE educators and members of TFLA, can you find time to help promote the goals of the Roadmap? I encourage you to look at the information provided below. The *Strategic Vision* presents four goals describing an ideal vision for Texas with regards to increasing LOTE proficiency in the coming years. These four bulleted points correspond to the four sections of the *Executive Summary* which provides an overview of steps recommended to help meet the goals. Further description and details regarding the steps are found in the document itself, which can be downloaded in PDF format from the above-mentioned URL. An appendix, *Resources for Promoting Language Learning*, contains links to information and documentation that can be used for public awareness (parents, community, administrators) and to stimulate an interest in innovative programs in your district.

At the TFLA Friday dinner, we asked those in attendance to write down one *specific* task they would be will to undertake to help move forward a recommendation of the Roadmap. Are ***you*** willing to order informational brochures to share with parents and administrators regarding the benefits of early language learning? Do ***you*** have a business contact with whom you might speak about how they benefit from having employees with advanced skills in a language in addition to English? (Or the opportunity costs of not having such employees?) Do ***you*** have a spouse or other contact who is a member of a business organization to which ***you*** might speak about the benefits of LOTE? Can ***you*** envision an ideal early language learning program in your district? What would it take to start the ball rolling? Who could ***you*** talk to about participating in an early start initiative to determine what kind of program would work for your community? In what language(s)? With funding from where?

If ***you*** are willing to commit to a specific action to help promote the goals of the Roadmap, please contact me at roadmap@me.com. I will organize responses and provide contact information to those working on similar projects, and TFLA will also follow-up to offer the organization's support where possible. Together, LOTE educators in Texas can work to see that all graduates have the linguistic and cultural skills needed to fully participate in an increasingly global future.

Elaine Phillips
roadmap@me.com

Chinese Teacher Professional Workshops in Spring 2009

Austin and Dallas

Meng Yeh (Rice University) www.clta-texas.org

Austin

Chinese Language Teacher Association of Texas organized two Teacher Professional Workshops in the spring of 2009. The first was a one-day workshop entitled 'Building and Sustaining a Chinese program' held in Austin on January 10th. The workshop was successfully organized through a collaborative effort among CLTA-TX, St. Stephen's Episcopal School (SSES) and American Councils for International Education. SSES provided a spacious conference room and delicious lunch.

Dr. Robert Kirkpatrick, principal of SSES, started the workshop by delivering an opening speech stating the importance of the Chinese language and the effort of establishing the 6th-12th Chinese Program at SSES.

Dr. Michael Hydak, Instructional Coordinator of Foreign Language and Journalism at Austin ISD, discussed the current state and future development of the Chinese language education in Austin.



Chinese teachers attending workshop in Austin last January

Sarah Todd, Director of the International Program at SSES stressed the firm connection between international education and language learning. Ben Dunbar, Program Manager of Teacher Programs at the American Councils for International Education, explained the project of training and providing experienced guest teachers from China to the schools in USA.



Hai Zheng Olefsky, Chair of Chinese Studies at SSES

Lastly, Dr. Meng Yeh reported the 2008 Texas Startalk Project which provided free professional training programs to 32 teachers and student summer programs for 98 middle and high students in Houston and Dallas.

The afternoon sessions included presentations of four high school teachers in Austin. The teachers shared the Standards-based thematic units designed to reach the goals of 5Cs. Li

Ang of Austin High School showed his use of video clips of students' performance as teaching materials. Esther Bao at Westwood High School selected a well-known Chinese folk song to introduce the geographic and cultural uniqueness of the western China. Lichy Chang at Westlake High School used her self-designed paper dolls to conduct a role-play situation in a clothing store as an assessment task. Su Li at SSES described the project of College Affair in which students discussed their choices of colleges and compared with the processing of college application in China.

Dallas

Another two-day workshop, sponsored by the Overseas Chinese Affairs Office and the Confucius Institute at University of Texas at Dallas, was held in Dallas on February 14-15. More than one hundred participants attended. Dr. Chuanren Ke from the University of Iowa, the keynote speaker, offered three sessions on the instructions and approaches to teach Chinese characters, listening comprehension, and vocabulary. He first pointed out the key elements of the theoretical frameworks and demonstrated the implementation strategies in actual classroom teaching.

On the second day, five teachers presented interactive classroom activities that engage students and enhance language learning. Xianyan Liu at Vines High School focused on teaching the Chinese idioms through understanding the historical and cultural background. Anna Hsu from Sacred Heart Chinese School guided students to comprehend and design store sale posters as well as experience the culture of negotiating prices. Min-Ning Wu at Highland Park High School extended the unit of weather to compare the climate in various cities in China and in the world. She also connected the weather unit with outdoor activities. Yumi Wen designed a unit in conjunction with Thanksgiving. Students learned to describe the origin and celebration of this American holiday and compare it with the Moon Festival celebrated by the



Dr. Chuanren Ke Keynote Speaker of the Dallas Chinese Teacher Workshop



Dallas Chinese Teacher Workshop participants

Chinese. Jenny Li at Hockaday School led her students to use the language outside the classroom by assigning them to conduct and film the interviews with the Chinese customers or owners in the Dallas Chinatown during the Chinese New Year. The variety of classroom activities and projects inspired the attendees at the Workshop.

For the detailed lesson plans designed by the presenters at Austin and Dallas Workshop, please see <http://www.clta-texas.org/events.asp>.

Texas High School Students Excel at Russian

by Mary Bordes (Brackenridge High School, San Antonio ISD)

The University of Texas at Austin hosted another fantastic Olympiada of Spoken Russian in January 2009, and at least one student so far has won a trip to Russia as a result. There were a total of ten qualifying students, who then submitted applications to the American Council of Teachers of Russian. Five Texas schools competed this year, and we are looking forward to welcoming more next year as more Texas districts realize the critical National Security-importance of Russian in today's world. We are very lucky to enjoy the support of the University of Texas at Austin.



In addition, the 27th National Russian Essay Contest was held in November 2008 all across Texas with 1,286 students participating nationally. Their topic was "The Year 2025- Who am I?" Students are honored with medals and certificates and the Advanced, Advanced Heritage and Native Speaker essays are sent to Moscow's Pushkin Institute for a second round of judging and students from three Texas high schools were among the Gold and Silver medalists.

For more information, contact mbordes@saisd.net



If possible, please renew your membership

online at www.tfla.info

LANGUAGE LEGACY for TEXAS: JNCL/NCLIS and TFLA

by Phyllis Thompson (Houston Baptist University), TFLA Director of Outreach and Advocacy

A Win-Win Membership for TFLA



As a supporting and participating member of both JNCL and NCLIS, TFLA benefits from the many educational and advocacy activities of the organizations and gives its financial support to developing and advocating for programs that benefit Texas students and teachers. Thanks to our TFLA membership in JNCL/NCLIS, TFLA has a voice in national foreign language policy and a fulltime office and lobbyist in Washington, D.C. at a fraction of what it would cost to maintain these resources independently and with the greater influence of almost 70 organizations collaborating. Most interest groups have found this a necessity for the twenty-first century.

Action from TFLA members needed: phone calls and emails

We expect that there will be specific bills in the 111th US Congress regarding foreign language funding and policy very shortly. These will be posted on the TFLA website as they will need TFLA member support.

The History

In 1976, the Joint National Committee for Languages began as an informal coalition of eight national language teaching associations. From Texas, Bobby LaBouve of the American Classical League was involved in the early growth of the organization. It now has grown to 67 members, including national, regional, and state organizations. JNCL is an entirely member-funded nonprofit education policy association, and it represents more than 300,000 professionals under its three-tiered governance. The most widely known JNCL activity is its annual Delegate Assembly in Washington, DC where members promote public awareness of language issues.

Since its creation in 1988, the National Council for Languages and International Studies has engaged in public advocacy on behalf of languages and international education. NCLIS is a nonprofit trade association that serves as an "action arm" for the language and international education community by translating professional priorities into national policy.

The 67 national and regional member organizations encompass virtually all areas of the language field: the major and less-commonly taught languages, including English and English as a second language, bilingual education, the classics, linguistics, exchanges, research, technology, and translation.

TFLA Officers Working for TFLA

Each year, the TFLA Director of Public Outreach and Advocacy and the TFLA President represent TFLA at the annual JNCL/NCLIS Legislative Day (Thursday) and Delegate Assembly (Friday and Saturday) in Washington, D.C.

Promoting Awareness of Language Issues

LEGISLATIVE DAY May 7, 2009 At 8:30

AM delegates assembled in the elaborate Library of Congress and were given a brief overview of the library by Dr. James H. Billington, Librarian of Congress. JNCL/NCLIS Executive Director Dave

Edwards and JNCL/NCLIS President Dr. Dan E. Davidson (President, American Councils for International



Dorothy Cox (Fort Bend ISD), TFLA president and Phyllis Thompson (Houston Baptist University), TFLA director of public outreach and advocacy

Education) welcomed official delegates for organization members and other attendees. They gave a legislative overview of the 111th Congress, discussing issues, mechanics, and protocol for addressing these issues. Chris Gaston, Legislative Director in the Office of Representative Rush Holt, D-NJ, briefed attendees and role-played the congressional visit with delegates Phyllis Thompson, TFLA, and Sharon Rapp, Arkansas FLA.

The TFLA attendees, Phyllis Thompson and Dorothy Cox, President of TFLA, slipped out of the meeting at 9:15 AM to attend the weekly coffee hosted by Senator Kay Bailey Hutchison in her offices. President Cox exchanged words with Senator Hutchison during the photo op and received the Senator's affirmation of the study of languages other than English. Senator Hutchison has long stated that while she considers funding for education to be a state issue, she strongly supports every Texas student learning English and another language. Thompson and Cox then returned to the morning briefings.

In the afternoon delegates met with members of Congress and their staff to discuss language and international education policy. For TFLA this activity translated into walking great distances around Capitol Hill visiting four office buildings to keep appointments with the legislative aides in the offices of Senators Hutchison and Cornyn as well as the aides of the representatives of Thompson (John Culberson) and Cox (Peter Olson.) Undaunted by distance, threatening rain, and heat, TFLA representatives persevered.

111TH CONGRESS Legislative Summary
Concerning Foreign Language and International Education
2009-2010

Compiled by Ashley L. Lenker, Program Manager, JNCL-NCLIS
Source: The Library of Congress: THOMAS

FIRST SESSION - 2009

Title & Sponsor	Purpose	Status
<p>H.CON.RES.3 English Plus Resolution</p> <p>Rep. Jose E. Serrano (D-NY)</p> <p>1/6/2009</p>	<p>(CRS Summary): Declares that the U.S. Government should pursue English-plus policies that: (1) encourage all residents of this country to become fully proficient in English by expanding educational opportunities and access to information technologies; (2) conserve and develop the nation's linguistic resources by encouraging all residents of this country to learn or maintain skills in languages other than English; (3) assist Native Americans, Native Alaskans, Native Hawaiians, and other peoples indigenous to the United States in their efforts to prevent the extinction of their languages and cultures; (4) continue to provide services in languages other than English as needed to facilitate access to essential functions of government, promote public health and safety, ensure due process, promote equal educational opportunity, and protect fundamental rights; and (5) recognize the importance of multilingualism to vital American interests and individual rights, and oppose English-only measures and other restrictionist language measures.</p>	<p>Referred to House Committee on Education and Labor</p>
<p>H.R.597 Access to Complete Education Act</p> <p>Rep. Lynn C. Woosley (D-CA)</p> <p>1/15/2009</p>	<p>(CRS Summary): This bill would amend the Elementary and Secondary Education Act of 1965 to authorize the Secretary of Education to award grants to local educational agencies (LEAs) to promote and strengthen as an integral part of the curriculum one or more of the subjects of music and arts, foreign languages, civics and government, economics, history, geography, and physical education and health. Gives priority to LEAs that have the greatest numbers or percentages of children from families below the poverty line. Requires grantees to coordinate, to the extent practicable, their programs to promote or strengthen education in such subjects with opportunities provided by public or private cultural entities, including museums, education associations, libraries, and theaters.</p>	<p>Referred to the House Committee on Education and Labor.</p> <p>Cosponsor(s): 2</p>

<p>H.R.997 English Language Unity Act of 2009</p> <p>Rep. Steve King (R-IA)</p> <p>2/11/2009</p>	<p>To declare English as the official language of the United States.</p>	<p>Referred to the House Committee on Education and Labor.</p> <p>Cosponsor(s):112</p>
<p>S.473 Senator Paul Simon Study Abroad Foundation Act</p> <p>Sen. Richard Durbin (D-IL)</p> <p>2/25/2009</p>	<p>To establish the Senator Paul Simon Study Abroad Foundation under the authorities of the Mutual Educational and Cultural Exchange Act of 1961. This act would authorize \$80 million in grants for the Foundation to administer to U.S. students and nongovernmental institutions that provide and promote study abroad opportunities in consortium with institutions of higher education. These grants would be awarded increasingly to students studying in nontraditional locations. The legislation implements the recommendations from the Abraham Lincoln Commission's report Global Competence and National Needs: One Million Americans Studying Abroad. *This bill has been reintroduced from the 110th Congress (S.991 & H.R.1469)</p>	<p>Referred to the Senate Committee on Health, Education, Labor, and Pensions.</p> <p>Cosponsor(s): 29</p>
<p>H.R.1224 Families Learning and Understanding English Together Act of 2009</p> <p>Rep. Raul Grijalva (D-AZ)</p> <p>2/26/2009</p>	<p>To authorize the Secretary of Education to make grants to family literacy service providers for the improvement of English skills in limited English proficient individuals. It would require grantees to meet specified outcomes.</p>	<p>Referred to the House Committee on Education and Labor</p> <p>Cosponsor(s): 4</p>
<p>H.R.1229 National Language Act of 2009</p> <p>Rep. Peter King (R-NY)</p> <p>2/26/2009</p>	<p>To declare English as the official language of the U.S. government.</p>	<p>Referred to the House Committee on Education and Labor and the Committee on the Judiciary</p> <p>Cosponsor(s): 23</p>
<p>H.R.1621 Pledge Language is English Declaration and Government</p>	<p>(CRS Summary): Prohibits state or local educational agencies from requiring or permitting the Pledge of Allegiance or national anthem to be recited or sung in any language</p>	<p>Referred to the House Committee on Education and Labor</p>

<p>Endorsement Act of 2009</p> <p>Rep. Paul Broun (R-GA)</p> <p>3/19/2009</p>	<p>other than English in any elementary or secondary school under their jurisdiction.</p> <p>Withholds federal funds from state or local educational agencies that violate such prohibition, unless the funds are specifically appropriated to such agencies after they have been found to be violating the prohibition.</p> <p>Establishes a private right of action for persons injured by violations of such prohibition.</p>	<p>Cosponsor(s): 10</p>
<p>S.Amdt.996 to S.386</p> <p>Sen. James Inhofe (R-OK)</p> <p>4/22/2009</p>	<p>To declare English as the official language of the U.S. government.</p>	<p>Amendment SA 996 ruled non-germane by the chair.</p> <p>Cosponsor(s): 4</p>

E-mail: info@languagepolicy.org

Federal Funding for Fiscal Year 2009

Reported by JNCL/NCLIS to Phyllis Thompson (Houston Baptist University),
TFLA Director of Advocacy and Public Outreach

On March 10, 2009 the President signed P.L. 111-8, the Omnibus Appropriations Act, 2009, to fund federal government programs through the rest of the 2009 fiscal year. Programs had been funded at the FY 2008 levels under a continuing resolution since October 2008, but for the remainder of the fiscal year, there is now new appropriations legislation.

Small to moderate increases for foreign languages and international education

Even in this time of economic distress, foreign languages and international education programs will see numerous small to moderate funding increases.

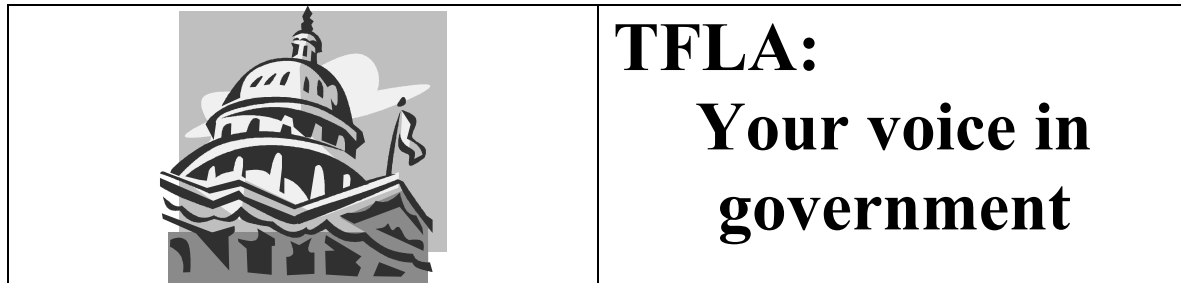
- Of particular importance, the Foreign Language Assistance Program (FLAP) will gain \$600,000 totaling \$27.3 million;
- America COMETES baccalaureate and master's STEM grants will increase slightly to \$1.1 million each;
- Title VI and Fulbright-Hays gain \$9.8 million (to \$118.8 million);
- and the Fund for the Improvement of Postsecondary Education (FIPSE) will be funded at \$133.7 million.

Advancing America through Foreign Language Partnerships (part of America COMPETES) was not funded again because some of the money for FLAP will be allocated toward foreign language partnership programs.

Funding for Research and Development

Additionally, there were funding increases for research and development for

- Byrd honors scholarships and Javits Fellowships, and
- grants to local educational agencies.
- The National Endowment for the Humanities received a \$10 million increase to \$155 million, and
- Educational and Cultural Exchange (Dept. of State),
- Peace Corp (Dept. of State),
- Inter-American Foundation (Dept. of State), and
- the National Endowment for Democracy (Dept. of State)



The Agenda for Education in the United State: The Obama-Biden Plan

According to the US Dept. of Education, President Obama and Vice President Biden believe that America faces few more urgent challenges than preparing children for careers, college and lifelong learning so that the US can perform at its best in a global economy. The Obama-Biden plan addresses four major areas: early childhood education, K-12 education, higher education, and education of students with disabilities.

For early childhood education, the Obama-Biden “Zero to Five” plan will provide critical support to young children and their parents with Early Learning Challenge grants to promote Zero to Five efforts in states. This would include quadrupling Early Head Start programs, increasing Head Start funding, and improving the quality of both. Another goal is to increase access to affordable and high-quality childcare to ease the burden on working families.

For K-12 Education, the Obama-Biden plan will reform No Child Left Behind, once again being called the Elementary and Secondary Education Act, so that teachers will not be forced to spend the academic year preparing students for standardized tests. The plan will support high-quality charter schools and close low performing charter schools. Math and science education will be a national priority. Efforts will be made to address the dropout crisis by providing funding to school districts to invest in intervention strategies in middle school. Funding will be increased for after-school programs, college outreach programs, and a college initiative program.

To support teachers, the Obama-Biden plan will create new teacher service scholarships and high-quality alternative programs for mid-career recruits. The plan calls for all schools of education to be accredited. The plan calls for an expansion of the mentoring program for teachers and for the provision of incentives to give teachers paid planning time. Finally, the plan calls for new and innovative ways to increase teacher pay.

In the area of higher education, the Obama-Biden plan calls for a new American Opportunity Tax Credit for helping finance college education. It also calls for streamlining the financial aid process so that families may use their tax form instead of preparing a separate form for federal aid.

The Obama-Biden plan calls for the effective enforcement of the Individuals with Disabilities Education Act, holding schools accountable for providing students with disabilities the services and support they need to reach their potential. It also calls for early intervention services for infants and toddlers and better college opportunities for high school graduates with disabilities. Source: US Department of Education, March 2009, Arne Duncan, Secretary. Website <http://www.ed.gov/index.jhtml>

President Obama's Budget for FY (fiscal year) 2010 affects education

On Thursday May 7th, Secretary Duncan held a briefing at the Department of Education to announce the President's FY 2010 budget request for the Department of Education. Secretary Duncan spoke briefly about the focuses for 2010 and how these are reflected in increases requested for middle and high schools, charter schools, K-12 reforms, the Teacher Incentive Fund (specifically in "hard-to-staff subjects"), and Pell grants in higher education. He emphasized that the Department plans to stop spending on programs that don't work, and spend strategically on programs that have demonstrated success.

Overall, foreign language and international education programs would remain stable in the President's request, considering difficult economic times. Many programs, such as the Foreign Language Assistance Program (FLAP) (\$26.3 million), 21st Century Learning Centers (\$1.1 billion), Teacher Quality Partnership (\$50 million), Title VI/ Fulbright-Hays (\$118.8 million), and STEM (\$1.1 million each for baccalaureate and master's programs), were level-funded. There was a proposed decrease in the Fund for the Improvement of Post-Secondary Education to \$47.4 million to cut earmarks out of the program and several programs were proposed to be eliminated (Even Start, Javits Gifted and Talented Education, Civic Education, and TEACH grants). More positively, the President requested increases for Early Reading First to \$162.5 million, Charter School Grants to \$268 million and Federal Pell (\$19.4 billion to \$28.7 billion) and SMART (\$960 million to \$1 billion) Grants.

Finally, there were increases for the National Endowment for the Humanities to \$171.3 million in the Department of the Interior and for the Educational and Cultural Exchange to \$633.2 million in the Department of State.

Please refer to the JNCL-NCLIS website for the President's Budget Request FY2010: www.languagepolicy.org

Interpersonal and Presentational Writing, the Epic Quest to AP Success

Maritza Sloan
Plano West Senior High, Plano TX

This report is a summary of my presentation at the 90th Annual Conference of the AATSP in San José, Costa Rica in July 2008. The main focus of the presentation was the interpersonal and presentational writing portion of the new AP Language exam.

After reviewing the new changes, we talked about strategies that will help us to better prepare the students for these changes. We also worked on key strategies to help students synthesize and incorporate “*Fuentes*” in their writing and formal speaking. There is a lot of material already in class that can be modified in order to practice the skills need for the new AP exam. Several ideas are presented for integrating skills (listening and reading) as the foundation for the formal writing.

We started with the importance of vocabulary acquisition and then moved on to synthesis of “*fuentes*” (reading-listening-reading) in order to write an essay. The concept of the DBQ (Document Based Question) was discussed.

Vocabulary

Vocabulary is critical to almost every component of the AP exam. In my classes, I try to include a lot of vocabulary building activities and games as key components. Students use vocabulary not only to increase their knowledge, but in various fun activities to spice up the class. The students are provided with lists of vocabulary from the AP practice books *Triángulo*, *Conversaciones Creadoras*, and *Hoy*. I give the vocabulary words and definitions in Spanish and the students write the meaning in English. I love using *Triángulo* because the chapters are already organized by themes. While students are doing the AP practice activities for each lesson, they recycle and review the vocabulary from the unit in various meaningful ways. We spend

about 15 to 20 days on each unit. The students use the vocabulary to write their formal and informal writings. Their speaking reflects the theme from the chapter of the book. We also recycle the vocabulary learned in class throughout the year. Vocabulary quizzes are somewhat challenging and a very quick form for assessment. We use multiple-choice format, fill in the blank, and writing word definitions.

Activity 1: Creative writing

Play a song without lyrics and direct the students to start writing as soon as the song starts playing. They cannot stop until the song is over. Before the song is played, students are given the handout below with instructions. They are asked to imagine a place and what is happening in this place, what time of the year is it, who are the people involved, etc. They need to write the entire time the song is playing. Please notice that the musical piece only lasts about 3 to 4 minutes.

After the song is over, the students will share their story (pick three or four students). Then, pick two more students to retell in their own words one of the stories they just heard. This is a simple way to synthesize.

I use this activity to encourage the students to write without a specific topic, and later to pay attention while the other students are speaking. This activity should not take more than 20 minutes in class. My students enjoy doing this. I play very vivid songs from bullfights, movies like “The Pirates of the Caribbean” or something that might be popular with the students at that moment.

Actividad para escribir

Escucha la siguiente pieza musical y mientras escuchas la canción vas a escribir;

- *lo que piensas qué está pasando en el lugar*
- *¿qué época es? (estación del año, hora del día etc.)*

- *¿quiénes están ahí?*
- *escribe, escribe, escribe hasta que pare la música*

Activity 2: Reciclando con “Misterio”

We use a book called *Misterios* for intermediate students. I like it because it is a good source for listening activities and it is not boring. Students tend to like it and comprehend it without difficulty. The book contains 12 *misterios*. The students listen to the *misterio* once. We discuss the event of the *misterio* in class and students retell what happens in the episode. The students take home the “*A escribir*” portion that comes with the book as writing homework. The next day I will have an “Informal speaking” for practice in class. They have 10 minutes to write. This gives additional writing practice.

Interpersonal Writing –*Misterio #3 ¿Quién mató al tío Francisco?*

Instrucciones: Para la pregunta siguiente, escribirás un mensaje. Tienes 10 minutos para leer la pregunta y escribir tu respuesta.

Escribe unas notas en tu diario sobre el crimen que resolviste esta tarde. En la nota vas a explicar brevemente lo que ocurrió y después;

- *¿Quién piensas tú que mató al tío Francisco? Y ¿Por qué?*
- *Defiende tu opinión (¿por qué estás seguro quién es el criminal?).*
- *Despídete*

Activity 3: Una foto cuenta un cuento

Display a picture to the students (hopefully a colorful one with a lot of details). Set a timer to five minutes and give the students the question prompts below. The students will employ vocabulary learned in class to write a story based on what they observe in the picture.

Afterwards, they will share their stories with the class. The teacher can display the stories in the classroom if desired.

¿Dónde está/n.....? ¿Cómo ocurre/ocurrió.....? ¿Por qué?
¿Cuándo? ¿Quién/Quiénes? ¿Cuál (de)..... ¿Cuáles (de)... ?
¿Cómo se explica..... ?

Galería de Arte y Vida has a great set of good quality bright transparencies that can be used for this activity.

Activity 4: *Expertos en investigaciones*

Students are assigned to search the Internet for an article related to a topic that is being studied in class. The article has to be a short one. They have to read the article and report back to class.

There are enough reports that when students do presentational writings or presentational speaking they have a stronger knowledge of the topic and it makes it easy for them to produce good writing and speaking samples.

Works Cited

- Gatski, Barbara, and John McMullan. *Triángulo: A propósito*. 4th ed. Sandwich, Mass.: Wayside Publishing, 2006. Includes an audio component.
- Magenis, Richard S., Isaac Golemberg, and Alicia E. Cisnero. *Misterios: Problem Solving for Intermediate Students*. Upper Saddle River, N.J.: Pearson/Prentice Hall, 1996.
- Bente, Thomas O. *Hoy: Conversar y escribir*. New York: McGraw-Hill, 1976.
- Brown, Joan L., Carmen Martín Gaité. *Conversaciones Creadoras*. Lexington, Mass.: D.C. Heath and Company, 1994.
- Adey, Margaret, Louis Albini. *Galería de Arte y Vida*. Woodland Hills, CA.: Glencoe/McGraw-Hill, 1997.



***If possible, please renew your membership
online at www.tfla.info***

Negotiated Interaction in a Chinese Language Classroom

by Ko-Yin Sung (University of Texas at San Antonio)

The term, negotiated interaction, is a routine or exchange that involves indications of non-understandings and subsequent negotiations of meaning (Boulima, 1999). Through negotiation routines, learners are able to test their hypotheses about the second language in their follow-up turn. In negotiated interaction, the teacher and learners together produce a meaningful discourse in which learners attempt to build his/her utterances on those of the teacher or another learner.

The Chinese Language Classroom

The researcher investigated the types of negotiated interactions that occurred in a college level novice Chinese language class in Texas. The study is based on three lessons, consisting of about 75 minutes each. There are four types of negotiation genres identified in the classroom interactions:

1. Medium-Oriented Negotiation: Repair errors related to the medium of interaction.
2. Comprehension Check-Oriented Negotiation: An exchange or a series of exchanges initiated by the teacher in order to check learners' understanding of the conversation engaged.
3. Turn-Taking-Oriented Negotiation: This negotiation takes place when the teacher ignores a shouted out reply and nominates a particular learner to speak.
4. Complete Sentence-Oriented Negotiation: When learners do not answer in complete sentences, the teacher informs the learners of what the rule prescribes.

Findings

The research findings show that there are more medium-oriented and comprehension-check-oriented negotiations than turn-taking and complete-sentence-oriented negotiations. There are two possible reasons for such occurrences. First, since the learners are Chinese language

beginners in their first semester of studying the language, the teacher does not expect the learners to produce the target language in complete sentences, but emphasizes correcting learners' pronunciation and checking learners' comprehension of the materials taught. Second, more than often, the teacher is seen as the expert and authority, whereas the learners are the novices of the class, hence, there is rarely a conflict in turn taking between the teacher and the students. Moreover, the teacher has a few routine behaviors, such as pauses after pronouncing a new word or saying the phrase, "follow me please" that cues the learners when they are expected to speak. Such teacher behaviors reduce students' confusion about when they are supposed to speak, and hence, reduce the need for turn-taking negotiation.

Implication for Teaching

It has been argued that negotiated interactions have the effect of prompting target language acquisition since they "constitute the type of interaction most favorable for target language development" (Boulima, p.271). Hence, negotiated interaction is preferred to non-negotiated interaction, as negotiated interaction functions make teacher input and learner output more comprehensible, and the interaction more communicative and spontaneous. The finding suggests that second language teachers need to engage their students in more negotiated interaction as well as create a positive affective environment, which promotes negotiated interactions in the classroom.

Reference:

Boulima, J.(1999). *Negotiated Interaction in Target Language Classroom Discourse*. Philadelphia: John Benjamins Publishing Company.

Helpful Websites for French and German

by Liz Schnautz, Study Programs International

I hope you find these links useful! Don't forget that we have old editions of the E-newsletter archived on our website: <http://www.spiAbroad.com/newsletter.asp>



GOETHE TESTS ENGLISH-FRENCH

<http://www.goethe-verlag.com/tests/EF/EF.HTM>

200 tests are available in both easy and advanced versions. It is a useful website to test your students by asking in English and getting an answer in French.

FRENCH LANGUAGE LEARNING AND TEACHING RESOURCES

<http://www.virginia.edu/french/resource/teachers/>

Department of French at University of Virginia has diverse teaching resources for French! Classroom and homework activities, films for French courses and more are available.

FRENCH LANGUAGE RESOURCE CENTER

<http://college.hmco.com/languages/french/resources/students/links/#culture>

French Language Resource Center offers a number of links to culture and history, news and magazines, literature, music, radio & television, etc.

Let me know if you have something to contribute to the French E-Language Links by submitting your link to me directly: Liz.Schnautz@spiabroad.com.

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 double-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!

TFLA - 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 _____ Teacher of the Year
(Language)

Name of Nominator: _____
Work Address: _____
Home Phone: _____ Work Phone: _____
Email: _____
School / Institution: _____

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

Dorothy Cox, President
Travis High School, Fort Bend ISD
11111 Harlem Road, Richmond 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
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 to:

Dorothy Cox, President
Travis High School, Fort Bend ISD
11111 Harlem Road, Richmond 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
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 to:

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

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
Nomination Form – to be completed by the nominator**

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 to:

Dorothy Cox, Immediate Past President
Travis High School, Fort Bend ISD
11111Harlem Road, Richmond 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 or second-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

Cemanahuac Educational Community Scholarship	March 1
TFLA <i>Journal</i> —Fall Edition	August 1
TFLA First Year Teacher Conference Scholarship	September 30
Teachers of the Year	November 1
TFLA <i>Journal</i> —Spring Edition	December 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