



SCOLTalk

The Newsletter of the
Southern Conference on Language Teaching

Number 43

Special 2012 Conference Edition

Fall 2011

A Message from the SCOLT President

Vernon LaCour

As you are reading this, summer will seem as a dim but happy memory and you will be in the throes of beginning a new school year. As we prepare for the new “school year,” our work—language study and language education—begins anew.

As members of local, state, regional, national, and international organizations, each of us has been called to language teaching and learning. Let us continue to promote the benefits of language study. For students, promote higher test scores (ACT and SAT) through increased vocabulary, global communication, and connections which are the additional benefits of language study. For teachers, encourage gaining deeper cultural knowledge and insights, tolerance of perspective, and relational acceptance. For society, endorse cultural diversity; acknowledge personal identity and global participation.

It is easy in hard times to dwell on the negatives, low pay, reduced benefits, longer hours, etc. However, remember to share the positives—dedication, strength of programs, improved performance (of new and continuing students and teachers)—with students, PTOs, colleagues, administrators, legislators, and family.

WORLD LANGUAGES: LEARNERS WANTED!

SCOLT/FLAG/SEALLT Conference

www.scolt.org

March 22-24, 2012



Atlanta, GA

FREE PARKING!

I look forward to seeing each of you at the annual SCOLT conference March 22-24, 2012 in Atlanta. Our conference theme—*World Languages: Learners Wanted!*—provides us with an excellent opportunity to showcase the benefits of language study. So, come share ideas and model the behaviors that demonstrate the many advantages of language study. The Foreign Language Association of Georgia (FLAG) and the South East Association for Language Learning Technology (SEALLT), the conference co-hosts, have been working diligently to provide an exciting agenda. Information about the conference registration and general conference information can be found on the SCOLT website at <http://www.scolt.com>. Join our exhibitors beginning on Thursday evening (March 22nd) for a wonderful and relaxing reception and prize drawings, and visit with them throughout the conference to view products and services for language teaching and learning. As always our workshops provide extended opportunity to learn enhanced or new methods, techniques, and insights for your instructional benefit. Our session presenters will share their practical experiences in keeping learners wanting more! Of course there will be many opportunities to meet old friends and to make new ones.



Look inside for conference details...Conference information will be periodically updated at the SCOLT website: <http://www.scolt.org>

Conference Hotel:

Marriott Century Center, Atlanta

Be sure to see details on obtaining the hotel conference rate.

Hotel Registration Deadline:

March 7, 2011

Conference Pre-Registration Early Bird Rate Deadline:

February 13, 2011

Keynote speaker information at www.scolt.org

SCOLT, FLAG and SEALLT look forward to welcoming you to Atlanta and a wonderful conference.

Apply for a special conference participation incentive for teachers in their first to fifth year(s) of teaching dedicated to a long-term teaching commitment who have not yet attended a SCOLT conference and who demonstrate a commitment to future conference participation as part of their professional development. Two teachers will be awarded a \$50 honorarium each during the SCOLT Conference. See the SCOLT web for further information: Herman E. Bostick Originator Award.



Board of Directors

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- Dimension** Co-Editors: Scolt.Dimension@gmail.com
Peter Swanson, Georgia State University
Robert Terry, Emeritus, Richmond University, VA

Spring SCOLTalk Deadline: February 18th

Please send your newsworthy information/articles for the spring on-line edition of SCOLTalk to Linda Zins-Adams by February 18, 2012. If you are sending pictures, be sure to give a synopsis of the event and names in the photos; we can't guarantee to print pictures, but we'll try. The spring newsletter will be posted at www.scolt.org following the March conference.

Conference Hotel

Atlanta Marriott Century Center
2000 Century Center Blvd. NE
Atlanta, GA 30345
T: 404-325-0000
F: 404-982-9963

From Hartsfield-Jackson Atlanta Airport (ATL) travel I-85 N to Clairmont Rd., turn left on Clairmont. At the 3rd traffic light, turn right onto Century Blvd.. The hotel is at the end of the blvd. on the right--complimentary parking.

Conference Rate \$99.00/Deadline: **MARCH 7, 2012**

Complimentary wireless Internet access in lobby. Contact Superior Shuttle Service 770-457-4794 regarding transportation to and from the airport. Email: hayat@altsuperiorshuttle.com

Making Hotel Reservations:

Call in Reservations: 800-228-9290
Booking Code: scoscoa

ON-line Reservations:

<http://www.marriott.com/hotels/travel/atlne?groupCode=scoscoa&app=resvlink&fromDate=3/21/12&toDate=3/25/12>

2012 Conference Schedule Overview

Thursday, March 22nd

Workshops 2:30 PM to 4:40 PM
Special ACTFL Session: 3:30 PM to 4:30 PM
Sessions: 4:45 PM to 5:45 PM
Exhibit Sneak Preview and Reception: 6:00 PM to 7:00 PM
Special Prize Drawings during Reception

Friday, March 23rd

Exhibits
Workshops
Sessions
SCOLT Awards Luncheon
Welcome Assembly with Keynote and 2012 SCOLT World Languages Teachers of the Year
Special Scholarship Session and Evening Refreshments

Saturday, March 24th

Exhibits
Sessions
Workshop
Special NADSFL Session
FLAG Awards Luncheon

More detailed information will appear at the SCOLT website, <http://www.scolt.org> as details are confirmed.

Fee-based Workshops: Thursday, March 22nd

#1

CASIE & the Atlanta International School On-Site Visit

This school visit allows attendees an opportunity to see language learning in action in an International Baccalaureate school. In the primary school, see students functioning fluently in a variety of subjects - arts, math, history - in four languages; English, French, German and Spanish. In the secondary school, language learning at many levels can be seen, from students learning a new language in their first year, to students performing at a native level in their mother tongue. All ranges in between can also be observed. <http://www.aischool.org/>

Following the school visit, attendees meet with representatives from the Center for the Advancement and Study of International Education (CASIE) to discuss language learning within the International Baccalaureate Program. CASIE will also be sharing resources for promoting international education.

Limited space...transportation provided from hotel departing at **12:15 PM**/ Return from Site Visit at **4:45 PM** (\$35)

2:30 PM to 4:30 PM

#2

Jennifer Wooten, University of North Carolina at Chapel Hill

Laura Droms, Mountain View High School, GA

Bridgette Gunnels, Oxford College of Emory University, GA

Improv in L2 Classes: Creating Community and Confidence through Games

Language students are often put on the spot in communicative classrooms, being asked to offer both content and language spontaneously. This workshop, based on the work of Brazilian director and activist Augusto Boal, leads participants through several theatrical games and exercises designed to build community, reduce student anxiety, and increase confidence in the improvised use of the target language. Participants play physical games and exercises throughout the workshop and discuss applications of these techniques in their classes. All languages/ All levels/ in English (\$25)

#3

Rachida Salama-Primov and **Mathew Lubeck**, Miami University

SEALLT: Engaging Your Students with Free On-line Collaborative Tools

"Tell me and I will forget; show me, and I may remember; involve me and I will understand." Students' involvement is key to their success in learning. Web-based technologies offer students and teachers new avenues for online communication and collaboration. This workshop focuses on skills that are needed to engage their students and make effective use of these tools. This session introduces the technologies and outlines their pedagogical applications for enhancing language teaching. Participants leave the workshop with ideas and free online tools that they can immediately apply in their classroom activities. All languages/All levels/ in English (\$25)

#4

Michelle Olah Seminole County Public Schools, FL

World Languages and the World Wide Web

Learn how to use web 2.0 tools and start using them in the classroom immediately to increase student motivation and learning. A variety of websites are showcased that aid students in listening, reading, writing, and speaking skills in the target language! Participants explore websites, blogs, social networking sites, and more! All languages/ All levels/ in English (\$25)

#5

Jayne Abrate, AATF, Southern Illinois University

Web Resources for Teaching French Culture

The presenter examines the myriad ways of enlivening the teaching of French culture through the use of Internet resources. These include images, audio-video documents, electronic exchanges and authentic cultural web sites to complement any textbook or lesson plan. Participants leave with ideas to use immediately in the classroom.

French/ Secondary & Post-Secondary/ in French (\$25)

#6

Thomas Sauer, Jefferson County Public Schools (KY); **Alyssa**

Villarreal, Memphis City Schools (TN), **Greg Duncan**, InterPrep

A Framework for Foreign Language Teacher Effectiveness: The TEFL Project

Teacher Effectiveness has garnered monumental attention, and it seems everyone has an opinion on what is effective. What has not been revealed is what teachers use to identify their strengths as well as their areas for growth. This workshop is designed to share a framework for teacher effectiveness that is currently being used in several large districts. The framework and supporting documents are shared with participants. The TEFL Project will put you in the driver's seat and empower you to continuously improve your instructional practice. All languages/ All levels/ in English (\$25)

Fee-based Workshops: Friday, March 23rd

7:30 AM to 9:30 AM

#7

Jim Chesnut & Elizabeth Combier, North Georgia College and State University and **Marise Ouellet**, Université Laval

Le Québec: un pays, une culture

Cet atelier propose aux participants une introduction à plusieurs aspects de la société québécoise, pour celles et ceux qui souhaiteraient enseigner le français dans le contexte du monde francophone nord-américain. Principalement axés sur l'évolution du Québec depuis la Révolution Tranquille des années 1960 les thèmes de la langue, de l'histoire, de la politique, la chanson populaire, de même que la peinture, la littérature et les arts de la scène seront abordés. On y discutera par ailleurs des notions de société et de peuple. Des activités ainsi que du matériel dont vous, les professeurs, pourrez vous en servir dans la salle de classe seront proposés. French/ All Levels/ in French (\$25)

#8

Sue Barry, Auburn University (AL), **Kelly Alums**

Teaching Grammar Communicatively One Piece of the Paradigm at a Time

Are you satisfied with your grammar lessons? Would you like to try a different approach? Theory and research-based examples for communicative grammar lessons that present one piece of the paradigm-at-a-time are shared. These lessons help students internalize a rule driven system utilizing focused grammar input and forced output interspersed with folktales that re-enter and emphasize the same grammatical structures. Participants leave with lessons for a complete paradigm and three folktale lessons. Spanish/ Secondary/ in English examples in Spanish (\$25)

(Additional workshops continued on page 4)

Fee-based Workshops: Friday, March 23rd

7:30 AM to 9:30 AM

#9

Frank Kruger-Robbins, Pine Crest School, FL
SEALLT—World Languages: Computer Assisted Language Learners Wanted!

This workshop implements project-based learning within today's curriculum. Participants view examples of student web pages using life-like avatars, special effects, and favorite web sites for a polished and professional delivery. Examples of student presentations, newspaper wikis, blogs, and digital story-telling are also highlighted for immediate use at the conclusion of the workshop. Participants of this session receive a notebook of student project handouts, rubrics, and access to the presenter's Blackboard courses, as well as a K-16 Blackboard Language Resource Site. All languages/All levels/ in English examples in Spanish (\$25)

#10

Linda Zins-Adams, Highlands High School, KY
Carmen Scoggins, Watauga High School, NC
Clarissa Adams-Fletcher, Dunwoody High School, GA
Autonomy through the Modes!

Help students achieve autonomy! Use the three modes of communication: Interpersonal, Interpretive, and Presentational to help students gain control of their own learning and thereby increasing their motivation to become more proficient speakers and lifelong language learners. All languages/All levels/ in English (\$25)

10:00 AM to 12 Noon

#11

Joanne Thomas, Holy Innocents' Episcopal School, GA
I Heart Quizlet; My Best Web 2.0 Friend

See how to use an amazing website: Quizlet.com. Whether you are familiar with this site or not, this workshop reveals a new, creative and refreshing way to use it in the classroom. Discover over a dozen ways to use Quizlet.com in the classroom. Rather than learning a little about several Web 2.0 sites, learn a lot about 1 Web 2.0 site and make it a part of your daily routine. All languages/ All levels/ in English with examples in French (\$25)

#12

Lee Burson and **Erin Smith**, Carrollton High School, Carrollton, GA
Join the Movement! Make Your Language Class More Active

Ever lost the attention of your students? Or do you often need to capitalize on the boundless energy of a class? Chances are that your classes can be improved by strategies that not only maximize participation but can also serve to check comprehension. Students will say that the time in your class seems to fly with ideas that are hands-on (and often feet-on!) You leave the workshop energized with activities that you can immediately add to any repertoire. All languages/ Secondary and Post-Secondary/ in English with some examples in Spanish (\$25)

#13

Cari Jimenez, University of Florida
Kristy Britt, University of South Alabama
SEALLT: Participation, Collaboration, and Cooperation—A How to Guide

The presenters explain, model, and illustrate in detailed steps how to create interactive, engaging activities that provide meaningful opportunities for participation, collaboration and cooperation. The presenters share the research, resources and products to create and implement these activities. Participants have the opportunity to brainstorm, discuss and design activities. A comprehensive handout that includes a brief bibliography, tips and examples is available. All languages, All levels, in English (\$25)

#14

Theresa Antes, University of Florida, Representing The College Board
Scaffolding Instruction in the AP French Language and Culture Course
AP French teachers work with students at various levels of language proficiency in the same class, which poses a challenge for designing coherent instructional plans that address the needs of language learners with different abilities. Participants examine AP course and exam materials that correspond to intermediate and pre-advanced levels of proficiency. Based on this information, they identify appropriate authentic materials and key components of a thematic lesson plan for a mixed-level class, including differentiated instructional and assessment goals. French/ Secondary/ in English with French Examples (\$25)

2:15 PM to 4:15 PM

#15

Kristopher Muir, Brookwood High School, GA
FLAG: Educating the Net Generation in a World Language Classroom

As Net Gen learners, our students are rooted in a world of constant instant messaging via texts, tweets, and status updates. Yet, at times they lack crucial digital literacy skills. In this workshop participants learn why it is vital to embrace the multi-tasking Net Gen learners and (re)discover strategies that extend beyond the textbook. All languages/ All Levels/ in English (\$25)

Fee-based Workshops: Saturday, March 24th

10:00 AM to 12 Noon

#16

Marie Bruner, Harrison High School, GA
DYADS, TRIADS & QUADS

Presenter leads participants through activities that they can use in the classroom for both formal and informal assessments in the four skills of reading, listening, writing and speaking. Presenter shares grading holistically as well as ways to simplify the grading load that encumbers teachers and re-focus on creative lesson plans. All languages/ Secondary/in English (\$25)

Workshop closures will be listed at the SCOLT website when limits have been reached. If any slots are available at the time of the conference, tickets will be sold on site until the limit is reached. It is best to register ahead of time for a workshop you especially want to attend.

<http://www.scolt.org>

Please note that it is possible to attend only one workshop in each time block. If you do not wish to participate in a workshop, you may attend regularly scheduled sessions.



SCOLT/FLAG /SEALLT
 2012 Conference Registration.....March 22-24.....Atlanta, GA
World Languages: Learners Wanted

SCOLT is a non-profit organization/ EIN 23-7017288

Registration Deadlines: Early Pre-Registration: February 13, 2012

Note: Registrations by mail are not accepted after March 14th ; you must register on-site; same as late fee.

Payment: Check or Money Order payable to **SCOLT**. You may go on-line at the SCOLT Website (www.SCOLT.org) for PAY PAL.

Mailing address: Lynne McClendon, SCOLT Executive Director / 165 Lazy Laurel Chase / Roswell, GA 30076

Name for Badge: _____ School/Institution for Badge: _____

Home Address _____

Telephone [____] _____ / E-mail: _____

[Note: /All conference correspondence including payment receipt will be made by email. If your institution blocks outside or enhanced emails, please provide an alternate email address.]

School/Institution Address: _____

Institution / Street Address or P.O. Box

Dept. Title _____ City _____ State _____ ZIP _____

Early Registration (Deadline: February 13, 2012) \$100 Late Registration (After February 13, 2012) \$125	
Registration: I am a paid SCOLT Sponsor/Patron \$ 80 SCOLT 2011 Membership: Sponsor \$40/ Patron \$50 OR 2012 SCOLT Membership: Sponsor \$40/ Patron \$50	
Workshops: Thursday March 22, 2012 Please CIRCLE the workshop number. See workshop descriptions. #1 CASIE & the Atlanta International School Site Visit Limited space...transportation provided from hotel departing at 12:15 PM / Return from Site Visit at 4:45 PM 2:30 PM to 4:30 PM	\$35
#2 Improv in L2 Classes: Creating Community and Confidence through Games	\$25
#3 SEALLT: Engaging Your Students with Free On-line Collaborative Tools	\$25
#4 World Languages and the World Wide Web	\$25
#5 Web Resources for Teaching French Culture	\$25
#6 A Framework for Foreign Language Teacher Effectiveness: The TEFL Project	\$25
Workshops: Friday, March 23, 2012 Please CIRCLE the workshop number. See workshop descriptions. Friday, March 23, 2012: 7:30 AM to 9:30 AM	
#7 Le Québec: un pays, une culture	\$25
#8 Teaching Grammar Communicatively One Piece of the Paradigm at a Time	\$25
#9 SEALLT—World Languages: Computer Assisted Language Learners Wanted!	\$25
#10 Autonomy through the Modes!	\$25
Workshops: Friday, March 23, 2012 Please CIRCLE the workshop number. See workshop descriptions. Friday, March 23, 2012: 10:00AM to 12 Noon	
#11 I Heart Quizlet; My Best Web 2.0 Friend	\$25
#12 FLAG: Join the Movement! Make Your Language Class More Active	\$25
#13 SEALLT: Participation, Collaboration, and Cooperation—A How to Guide	\$25
#14 Scaffolding Instruction in the AP French Language and Culture Course	\$25
Workshops: Friday, March 23, 2012 Please CIRCLE the workshop number. See workshop descriptions. Friday, March 23, 2012: 2:15 PM to 4:15 PM	
#15 FLAG: Educating the Net Generation in a World Language Classroom	\$25
Workshops: Saturday, March 24, 2012 Please CIRCLE the workshop number. See workshop descriptions. Saturday, March 24, 2012: Time	
#16 DYADS, TRIADS & QUADS	\$25
SCOLT AWARDS Luncheon, Friday, March 23rd [] VEG [] Non-VEG	\$25
FLAG Luncheon, Saturday, March 24th [] VEG [] Non-VEG	\$25

Register on-line at www.scolt.org

Total _____



2012 NATIONAL LATIN EXAM

- More than 150,000 registered students in 2011
 - 40 question multiple choice exam
- Seven levels; Introduction to Latin through Latin VI
 - Grammar, reading comprehension, mythology, derivatives, literature, Roman life and history
 - Gold and silver medals
 - Opportunities for Scholarships
 - \$4 per US student, \$6 per foreign student, \$10 minimum order, to be sent with the application
 - N.B. \$10 shipping and handling fee per school
- Postmark Deadline for application: January 18, 2012

For Application and Information:

NATIONAL LATIN EXAM

University of Mary Washington, 1301 College Avenue


Fredericksburg, VA 22401

website: www.nle.org ▪ email: nle@umw.edu

NATIONAL LATIN EXAM ▪ SINCE 1977

Sponsored by The American Classical League/National Junior Classical League

Regional Language Organizations




2012 Central States Conference
A joint conference of the Central States Conference on the
Teaching of Foreign Languages
and the Wisconsin Association For
Language Teachers

March 8 – 10, 2012
Hyatt Regency Milwaukee
Milwaukee, WI

For more information, contact

Patrick T. Raven
CSCTFL Executive Director
PO Box 251
Milwaukee, WI 53201-0251

Phone: 414-405-4645
Fax: 414-276-4650
E-mail: CSCTFL@aol.com
Web: www.csctfl.org





April 21-23, 2012
Baltimore, MD
Waterfront Hotel

April 12-14, 2012
Phoenix, Arizona
Sheraton Crescent Hotel



Have you joined SCOLT-ATLANTA yet on Facebook?
If not, get connected today!



March 22-24, 2012
Atlanta, GA
Marriott Century Center

SOUTHERN CONFERENCE ON LANGUAGE TEACHING

165 LAZY LAUREL CHASE
ROSWELL, GEORGIA 30076



SCOLT's EIN: 23-7017288
501 (c) (3) Non-Profit

2011 Membership Form

(January 1, 2011 - December 31, 2011)

(Includes reduced registration for the Annual Conference, March 22-24, 2012)

Atlanta, GA

Membership fees for 2011 are due by December 1, 2011 to have names printed in journal and program.

Please check one:

Individual Sponsor \$40.00

Institutional Sponsor (one representative) \$50.00

Institutional Patrons (two representatives) \$100.00

representing: _____
(organization or institution) (\$50 or \$100)

Membership on the SCOLT Advisory Board of Sponsors and Patrons for 2011 entitles you to:

- reduced registration fee at the March 22-24, **2012 SCOLT/FLAG/SEALLT Conference** in Atlanta
- eligibility for nomination for election to the Board of Directors
- free copy of *Dimension*, SCOLT's official Journal, *SCOLTalk Newsletter*, periodic email updates
- participation in the evaluation and planning of the annual meeting and special events
- voting privileges in the election of members to the Board of Directors
- *listing for you and your organization as a Sponsor in *Dimension 2012* and in the annual program
- participation in the Sponsors and Patrons meeting and reception

The 2011 Membership form is available at the SCOLT Website. If you are registering for the conference on-line, you may also include your Sponsor or Patron payment at that time.

Name (1) _____
Preferred _____
Mailing _____
Address + ZIP _____
Work phone _____
Home phone _____
Language(s) taught _____
e-mail _____

Name (2) _____
Preferred _____
Mailing _____
Address + ZIP _____
Work Phone _____
Home Phone _____
Language(s) taught _____
e-mail _____

Make checks payable to **SCOLT** and forward to:
Lynne McClendon, SCOLT Executive Director
165 Lazy Laurel Chase, Roswell, GA 30076

*The **Sponsor** name and state designation or the **Patron** name and institution, as applicable, will appear in the conference program and the SCOLT journal, *Dimension*.

2012 Sessions...

Alphabetically by Presenter

Concurrent Sessions

for Thursday, Friday and Saturday,
March 22-24, 2012

Stay tuned to the SCOLT Website
for

further updates on the schedule: www.scolt.org

AATG: *What's Up At AATG from the New Executive Director*

Abbott, Marty: *21st Century Language Classroom: What Does It Look Like?*

Abbott, Marty & McAlpine, David: *National Standards Update & Revised ACTFL/NCATE Standards*

Abbott, Marty & TBA: *Strategies to Motivate Students from the National Language Teacher of the Year*

Abrate, Jayne: *Defending French in an Age of Budget Cuts and Globalization*

Adams-Fletcher, Clarissa & Zins-Adams, Linda: *Do You Wiki?*

Alley, David: *Extra Credit Assignments in WL Classes*

Ash, Rachel: *Fabulas Mirabiles Rogans: The Art of Asking a Story Demystified*

2012 Sessions...Alphabetically by Presenter

Concurrent Sessions for Thursday, Friday and Saturday,
March 22-24, 2012

Stay tuned to the SCOLT Website for further updates on the conference schedule: www.scolt.org

- Baldwin, Leslie & Lundgaard, Greta: *Learn with NADSFL: Program Support for Teacher Leaders*
- Bitton, Alexandra: *Humor: Language Learning's Greatest Ally*
- Boylan, Ryan: *Espanol en acronimos*
- Britt, Kristy & Jimenez, Cari: *SEALLT: Teaching with Technology*
- Brodnax, Holly: *Work it Out: How to Implement an Authentic Job Fair Simulation*
- Brown, Cheryl; Muccini, Francesca; & Schwarzmeier, Regin: *Conversations Activities Outside of Class? Real & Imagined Excursions*
- Buresi, Thomas; Fowler, Elin; & Nuhfer-Halten, Bernice: *Adapting Rosetta Stone to an Existing College-Level L2 Program*
- Carlson, Bethanie: *Arts Alive! Integrating Interactive Art into the WL Classroom*
- Castillo, Aurora & Roldan-Romero, Marlene: *Connecting language & culture through digital stories*
- Cheatham, Rosalie: *Connecting Learners through Content and Backward Design*
- Clark, Aneidith: *Increasing Literacy through Pop-Culture*
- Claymore, Jamie: *Back to the Drawing Board...*
- Costabile-Heming, Carol Anne: *Making History Come Alive*
- Cothrun, Keith & Frei, Christina: *Understanding the Revised AP German Language & Culture Course*
- Cox, Anna: *Language Teaching for the "Digital" Generation*
- Davidson, Lauren & Long, Sheri S : *Medical Spanish for UAB Med Students: A Pilot*
- Davidson, Kelly: *Student Perspectives on Blogging & Cultural Learning: What Works?*
- Duncan, Greg: *Lesson Planning for 21st Century Learners: Some Things We Need to Know*
- Fernandez, Bethzaida: *Maximizing Language Production through Projects*
- Fleming, Juli: *Reflections from the laptop language classroom*
- Fortin, Catherine: *FLES for ALL*
- Fulton-Archer, Lynn: *The Prado in the Primary Program*
- Garces, Tammy: **BEST of FLAG: Reduce, Reuse, Recycle**
- Garrett-Rucks, Paula & Swanson, Peter: *Encouraging TA s to Embrace Communicative Language Teaching Methods*
- Gordon, Kenneth: *YouTube: Une mine d'or our la classe de francais*
- Guillory, Helen: *ANVILL: A National Virtual Language Laboratory*
- Hall, Jennifer: *Looking Beyond the Classroom to Online Discussions*
- Hardy, Jack & Li, Man: *What does research inform us about teaching/learning Mandarin tones?*
- Herron, Carol; Haight, Carrie & Knight, Lucie: *Discovering Francophone Culture with Oh la la...quelle aventure!*
- Hibbard, Martha: **Best of AFLTA: Lions, and Tigers, and Bears! Oh My!***Preparing Foreign Language Teachers for the New-Age Learner*
- Holloway, Charles: **Best of LFLTA: What's Language Got To Do With It?** *Community Attitudes, Cultural Identity, and Language Loss Among the Isleños of Ascension Parish, Louisiana*
- Hoyt, Kristin: *Interviews to Advanced Oral Proficiency and Intercultural Competence*
- Huang, Dian: *Cultural Awareness for Effective Speaking Instruction & Curriculum*
- Huhn, Christina: *Learners Wanted: Strategies & Methods in WL Classrooms*
- Hutsell, Melanie & Perkins, Lindsay: *Paired Activities in the FL Classrooms*
- Kahn, Arianne: *Targeting the Language (In the Target Language)*
- Ketsman, Olha: *Promoting Learning via Video-enhanced Instruction*
- Kurz, Horst: *Und weil sie nicht gestorben sind: Marchen heute*
- Lemmond, Raegan: *SEALLT: Blog Around the World*
- Li , Han-Chia; Ni Hao, Y'all: *Chinese Culture Uptake at the University of Mississippi*
- Lighfoot, Douglas: *Art as a Language Learning Tool*
- Linguist, Mary: *Are Your Students 21st Century Learners? Exhibitor*
- Lozano, Patti: *New Adventures in Classroom Theater Techniques (Exhibitor)*
- McGlone, Victor; McKnight, Phil; Mormino, Kristina & Shook, David: *Foreign Language Program Development in the 21st Century*
- Miller, Dennis & Turcato, Reine: *Online Assessment Tools: Aid for Language Acquisition*
- Moore, Tavane: *Creating Standards-Based Rubrics for Your World Language Class*
- Morales, Juan Carlos & Stewart, Kenneth: *Introducing the Revised AP Spanish Language and Culture Course*
- Patrick, Miriam: *Cultus Civilis et Lingua Latina Dicendo: Culture and Latin by Speaking*
- Patrick, Robert: *Docere et Discere Dicendo: Teaching & Learning Latin by Speaking*
- Rendall, Curt: *Interactive Homework: Engaging Families in Language Acquisition*
- Roberson, Melyn: *Current Events in the Modern Language Classroom*
- Rotter, Marcel: *Why They (won't) Blog*
- Rozei, Katherine: *Use the Web to Enrich French Class*
- Santoro, Steve: *How to Teach with Film (Exhibitor)*
- Sauer, Thomas: *Just-in-time and Just-about-you: Making Teacher's Lives Easier*
- Schultz, Peter: *Cartoons Promote Proficiency: Web 2.0 Animations to Assess Speaking*
- Sheppard, Jim: *Keep It Real!*
- Smith, Daniel & Tissera, Graciela: *Film and Media Studies: Technology and Research*
- Song, Meiyi: *Creating Specific Tasks for Different Subgroups of Heritage Language Learners (HLLs)*
- Strecker, Jonas: *Multikulti or Melting Pot*
- Swanson, Peter: *Publishing in Journal Publications*
- Tharrington, Karen: *Technology-Enhanced Communicative Language Teaching*
- Tracy, Cindy: *Language Rock - Music for the French and Spanish Classroom (Exhibitor)*
- Uelzmann, Jan & Urlaub, Per: *New Models for Collegiate Second Year Language Instruction*
- Valentine, Jon: *World Languages and Career Technical CTE Programs: Instruction for All Students*
- Viakinnou-Brinson, Lucie: *Teaching French Thematically through Music and Literature*
- Ward, Cameron: *Connections: Hunger Games and Roman Civilization*
- Weintraut, Edward & Ward, Janet: *Discovering German Roots in GA: The Salzburger Immigrants*
- White, Meredith: *The Hype Behind Skype: Video-Chatting in the FL Classroom*
- Wu, Xian: *Enhancing Presentational Skills in AP Chinese*

New Program Feature

8PM to 9 PM
Friday, March 23, 2012



The SCOLT Scholarship Program and Presentations

Several outstanding teachers from the SCOLT region are spending part of their summer studying in other countries as SCOLT scholarship recipients. Programs take place in France, Canada, Spain, Mexico and Ecuador and are possible due to the generosity of our scholarship sponsors. The programs include classes, excursions and, of course, immersion in the target language and culture. Applications for summer 2012 programs are due November 1, 2011. The strong applicant is one who can demonstrate that he or she will benefit from such an experience and successfully share the benefits with a variety of students, one who has demonstrated involvement in and a commitment to professional development, and one who can articulate a philosophy of education that reflects the importance of the study of world languages and cultures in the world today and in the future.

Please see the Scholarships link on the SCOLT website <http://www.scolt.org> for information and a link to the application form. In addition, please join us at the SCOLT/FLAG/SEALLT conference in Atlanta for a delightful evening of scholarship presentations as well as refreshments. The presentations take place from 8PM to 9 PM on Friday, March 23, 2012. Scholarship Presenters are listed on page 8. We hope to see you there!

SCHOLARSHIP Presenters

Vicki Alvis, Estudio Sampere

Michael Dixon, Embassy of Spain

Angela Hill, Centro Mundo Lengua

Cristen Letourneau, Cemanahuac Educational Community

Genedi Shamburger, Cultural Services of the French Embassy

Tanya Sollien, Academia Latinoamericana

Ron Walker, Centro Mundo Lengua

Korey Waits, University of Quebec, Chicoutimi

Visit the SCOLT Website for further information regarding the scholarship application process/ deadline to apply--November 1, 2011:

www.scolt.org

David Jahner to become SCOLT Executive Director following the 2012 Conference in Atlanta

Having pursued language studies in South Dakota, Iowa, and Minnesota as well as educational leadership pursuits in Georgia, David has also taught German in both Minnesota and Georgia prior to having been selected for his current position of Foreign Language Director for the Gwinnett County Public Schools in Georgia. David is no stranger to professional work having served in the following positions: National Association of District Supervisors of Foreign Languages (NADSFL) President (2004-2006); Foreign Language Association of Georgia (FLAG) President (2009-2011); Georgia State German Convention Director (2004-2008); Webinar Presenter for the College Board (2011); Georgia Professional Standards Commission (GAPSC) Committee Member for the Georgia Assessment for the Certification of Educators (GACE) (2005-2007). He has also garnered numerous awards along the way.

David has been a familiar face at SCOLT Conferences both as a participant and frequent presenter. At his first conference in 1999; David also gave a presentation. Over the last 12 years, David has had a close association with SCOLT. He attended the SCOLT Leadership Workshops held during the summer from 2007-2009 as the representative from FLAG. He also served as FLAG's official delegate at the SCOLT Conference from 2006-2009 and 2011. SCOLT selected David's 2003 presentation as the BEST of SCOLT session for presentation at the ACTFL Conference that same year. David is SCOLT's current ACTFL nominee for the Florence Steiner Award—clearly SCOLT has a great deal of confidence in David's academic and professional skills and his ability to work with others in continuing the growth of SCOLT's professional development and outreach.



David Jahner

Conference KEYNOTE Speaker

World Languages: Learners Wanted



Suzanna Jemsby
Executive Director
Center for the Advancement and Study of
International Education (CASIE)

Suzanna Jemsby has a Master's degree from Cambridge University, UK, in modern and medieval languages, and teaching and performance diplomas from the London College of Music. Prior to joining CASIE, she served for six years as the Head of Upper School at Atlanta International School (AIS). She has trained administrators and worked with schools across the North American region on the implementation of the IB Diploma Programme. She is fluent in English, German and French, and also speaks Italian and Swedish. In addition to her time at AIS, she has served as a language teacher of IB and Advanced Placement courses and as a university counselor at both the Frankfurt International School and the Internationale Schule Frankfurt-Rhein-Main. She is also a freelance 'cellist and published author of short stories.

The Center for the Advancement and Study of International Education (CASIE) is a non-profit organization that promotes multi-language programs and international understanding in K-12 schools in the United States.

CASIE aims to strengthen the U.S. education system as it readies students for a more competitive global economy by equipping them with a broader world view and cross-cultural communication skills. CASIE recognizes the challenges facing the education system and promotes international education through several programs. CASIE believes in supporting educators' work and all children's access to education in response to the changing demographics and the growing immigrant populations in Georgia's communities.

Clarissa Adams-Fletcher, **ACTFL Language Teacher-of-the-Year** **SCOLT World Languages Teacher-of-the-Year**

How does an ACTFL Language Teacher-of-the-Year spend her school days and summer? ...teaching, speaking, sharing knowledge and skills with colleagues, and working with students..of course!

In addition to being a full-time teacher of Spanish as well as Language Department Chairperson, Clarissa engaged in the following activities for 2011:

- February –April: Served as conference speaker at the following regional/state language organizations: CS CTFL, FLAG, SWCOLT and SCOLT.
- Spring Break: Conducted group tour in Spain with AP Spanish Students who stayed with host families; these Georgia students attended some classes with their host students, viewed a soccer match, and enjoyed the extensive practice in using their Spanish language skills.
- May: Spoke at the Global Language Conference in Berks County, PA, and as a result, Clarissa will lead a technology workshop for language teachers in October.
- Summer: Conducted workshops for language teachers in DeKalb and Gwinnett Counties in Georgia.
- New School Year Focus: Provide ways for students to become more involved in language- related activities. One of the approaches is to use the 5th C- community and have students create video highlighting students who used their language skills in summer travels and studies. Students will be invited to explore the “community standard” and develop meaningful connections.



Clarissa's AP Spanish Student Exchange
at high school in Spain



SCOLT Advocacy Report 2010-2011

Caroline Switzer Kelly, Advocacy Director



Some language organizations call my task ‘Community Relations.’ There is something to that name, because it reminds us of the need to keep FL education in the public eye. At a time of severe cutbacks to education at all levels, in every sector, we cannot allow foreign language programs to drop off the map, because so much that has taken years to build up can be destroyed in a moment if programs are eliminated.

Capitol Hill

Promoting Foreign Language in Washington are the Joint National Council on Languages/The National Council on Languages and International Studies (JNCL-NCLIS), and the American Council on the Teaching of Foreign Language (ACTFL).

SCOLT usually sends someone to the JNCL-NCLIS annual meeting in May, but since I was unable to be in Washington at that time, I took the opportunity to make appointments with Senate staffers last week when I was there to visit family. Dave Edwards, of JNCL-NCLIS, provided me the names of those Senators from the SCOLT region who are on committees with a special interest in foreign language education—on the Budget or Appropriations Committees, the Committee for Health, Education, Labor, and Pensions (HELP), or on committees to do with Defense or National Security.

I was on Capitol Hill during the week of Debt-Ceiling negotiations, which meant that not only was it a hectic time for members of Congress, but every office was very, very aware that funding was limited. Nevertheless, I was able to make appointments with staffers responsible for Education issues from the offices of Senator Alexander (TN), Senators Burr and Hagan (NC), Senator Cochran (MS) and Senator Graham (SC). I was interested and encouraged that all the staffers had more than the average experience with foreign language: one had had French from age 4, Italian in college, and is thinking of learning Chinese for fun; another had had Chinese at school in Minnesota; another had had three years of Latin, one had had a year of Latin via a Virtual School, and yet another had been a Latin teacher! (Yea Latin!)

All were well informed on the issues, and though very cordial and listened courteously, they admitted to being pretty much trapped by the present financial crisis. They were intrigued when I told them about an article in the **National Review** (<http://www.nationalreview.com/articles/269355/avoiding-unneeded-flap-over-flap-jim-geraghty>) recommending that the Foreign Language Assistance Program (FLAP) NOT be eliminated. They asked me to send them copies of that and of a more recent plea in USA Today by former **Secretary of State, Madeline Albright, and former Senator Chuck Hagel** (http://www.usatoday.com/news/opinion/forum/2011-07-15-albright-hagel-foreign-languages-budget-cuts_n.htm) deploring major cuts in Title VI and Fulbright-Hays funding, most of which support programs for languages that are particularly needed by the Armed Services and Intelligence communities. Thanks to the web, I was able to follow up our discussions by emailing the URLs to these articles as well as to other relevant documents.

Senator Graham’s office was the most positive and on top of things. They had already been contacted by Clemson University’s FL depts., and also by the University of South Carolina’s International MBA program, which is one of the best in the US. I believe that he is the most likely to speak out if any of the issues come up for public discussion in committee or in the Senate.

While I can’t claim to have drastically changed any minds, I was able to make good contacts and should be able to follow-up with these staffers during the coming year.

Why lobby the Senate, and not the House?

The House begins the process of cuts and then sends them for consideration to the Senate. Back in April, the House acted on what is called a ‘Continuing Resolution’ to fund federal programs (FY2011 CR). Funding decisions for these programs are now in the hands of the Senate.

Here's what YOU can do:

- ✓ Go to website: http://www.senate.gov/general/contact_information/senators_cfm.cfm
- ✓ Locate the Senators from your State.
- ✓ Look on their website to see which Committees they are on.
- ✓ Write them an email urging them to speak out in their committees and then on the floor of the Senate. Ask them to vote for continuation of funding for FLAP grants, and for Title VI/Fulbright-Hays.
- ✓ These programs do not provide 'frills' to existing Foreign Language instruction for our students: without them, there may be instruction at all!

Talking Points

- The Foreign Language Assistance Program (FLAP) creates a cadre of future language specialists by enabling elementary FL programs.
- FLAP is the only federal program that directed specifically toward providing Foreign Language instruction at the K-12 level.
- Long sequences of foreign language create the strongest speakers.
- Language learners who benefit from programs started in elementary school are those who can benefit most from opportunities languages such as Arabic and Urdu provided by Title VI/Fulbright-Hays funding, because language skills have been shown to be transferable from one language to another.
- This means that effective learning of a third language in College is likely to be greatly enhanced by opportunities to begin foreign language learning at an early age.
- It takes several years to build a instructional program, and for students to reach a useful level of proficiency. If programs are eliminated, it is much harder to start again from scratch, and will seriously impede the flow of proficient speakers into the workplace and other areas of service.

What About the Home Front?

If federal funding is cut, then there will be pressure on foreign language programs in our states. Indeed, many of us are already experiencing financial pressures at the state and district levels. Here are some ideas for action—some of it pre-emptive:

- ✓ Check with your State Foreign Language Organization to see if there are language initiatives in your State Legislature that need your support. Write your legislators reminding them that our country needs people who are fluent in languages for the purposes of defense and national security as much as for international business.

- ✓ Work with other FL teachers in your school and district to ensure that administrators at both levels understand the value of what you are doing day to day in the classroom.
- ✓ Make sure that your school counselors are aware of the number of years of FL required for matriculation into area universities.
- ✓ Have your students participate in state, regional, and national organizations and contests. Students, parents, and administrators all love success! Take pictures and send press releases to local papers. This keeps your program visible and can reduce pressure to close it down.
- ✓ Keep up to date with pedagogy by attending conferences and subscribing to listservs, blogs or newsletters. New ideas will keep your teaching fresh, and engage your students.

Important Links:

- **National Review**—supporting FLAP: <http://www.nationalreview.com/articles/269355/avoiding-unnecessary-flap-over-flap-jim-geraghty>
- **USA Today**—Madeline Albright and Chuck Hagel on Fulbright-Hays cuts. http://www.usatoday.com/news/opinion/forum/2011-07-15-albright-hagel-foreign-languages-budget-cuts_n.htm
- **ExecutiveGov**—the State Department's shortage of personnel, especially those with difficult languages such as Arabic: <http://www.executivegov.com/2011/07/foreign-service-essential-report-argues/>
- **Video exchange between Senator Daniel Kahikina Akaka (D-HI), Chair of the Readiness and Management Subcommittee of the Armed Services Committee and Leon Panetta** during his confirmation hearing in June 2011 to become Secretary of Defense. They are discussing the value and importance of knowing other languages and the "foreign language capabilities" of the Defense Department. <http://www.youtube.com/watch?v=Y8uyIcb2CjM>
- **Video of Congressman Rush Holt** speaking in the Committee on Education and the Workforce in April. His amendment to retain FLAP grants slated for elimination in House Resolution 1891 in April failed, and the bill as a whole passed out of committee: http://www.youtube.com/watch?v=B60zmrnotaY&feature=player_embedded

Important Links continued from page 13....

- **Bilingualism boosts economy and health** – from NJ.com
http://blog.nj.com/njv_editorial_page/2011/06/bilingualism_boosts_economy_an.html
- **Letter from the Coalition for International Education** to Secretary Duncan deploring the threatened cuts to Title IV/Fulbright-Hays funding. Note that 42 organizations concerned with FL education have signed on to this letter. (Letter on pages 15-17)
- **The Most Effective Kinds of Advocacy**—Newsletter from Elgin Consulting. <http://englin.net/greatdisconnect/>

ACTFL Conference
November 18-20, 2011
Program on-line at: www.actfl.org



American Council on the Teaching of Foreign Languages

1001 N. Fairfax St., Suite 200
Alexandria, VA 22314
(t) (703) 894-2900
(f) (703) 894-2905
headquarters@actfl.org

ACTFL Publication



See the ACTFL Website for information on the National Student Video Contest associated with *Discover Languages*.



ACTFL
AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

2011 ACTFL
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COALITION FOR INTERNATIONAL EDUCATION

Promoting U.S. Global Competence

April 19, 2011

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

The undersigned organizations of the Coalition for International Education write with deep concern over reports of a severe, \$50 million or 40% cut to the Department of Education's International Education and Foreign Language Studies programs—Title VI and Fulbright-Hays—in the final FY 2011 Continuing Resolution agreement. The Coalition is a group of over 30 organizations with interest in promoting U.S. global competence, and in particular the Department of Education's international education programs.

We recognize the difficult decisions faced on education spending cuts for the remainder of FY 2011, and the upcoming FY 2012 deliberations. Under H.R. 1473, it is our understanding that you have discretion to decide final funding levels for programs not specifically cited for cuts in the bill, such is the case for Title VI and Fulbright-Hays. It is our hope that you will have the latitude to administer these education cuts proportionately and equitably.

In making these tough choices, we urge your consideration of the important federal role played by international and foreign language education programs in supporting our nation's long-term national security, global leadership, economic competitiveness, as well as mutual understanding and collaboration around the world. Successful U.S. engagement in these areas, at home or abroad, relies on Americans with global competence, including foreign language skills and the ability to understand and function in different cultural environments.

Unfortunately, as a number of reports and Congressional hearings over the last decade have demonstrated, the number of Americans with these skills and expertise does not match our growing strategic needs at home or abroad. As the National Academy of Sciences (NAS) reported in 2007: ***“A pervasive lack of knowledge about foreign cultures and foreign languages in this country threatens the security of the United States as well as its ability to compete in the global marketplace and produce an informed citizenry.”***

The U.S. has fallen behind other nations in STEM indicators, but historically has never caught up with other nations in language and cultural skills. Now more than ever, our nation's students must have access to a high-quality international education and skills-training needed to compete and collaborate in the rapidly changing global economy.

“Title VI/Fulbright-Hays serve as our nation's foundational programs for building U.S. global competence.” (NAS) They are the federal government's most comprehensive programs supporting the development of high quality ***national capacity*** in international, foreign language and business education and research, utilized by education, government and business sectors. Title VI/Fulbright programs support activities to strengthen our capabilities throughout the educational pipeline, from K-12 outreach through graduate education and advanced research. Grantees engage in extensive outreach and collaboration across the educational spectrum, and with business, government, the media and the general public. Over the last two decades Congress has adjusted and expanded programs and priorities to reflect a rapidly changing world, moving beyond Cold-War needs to adapt to the challenges of the 21st century.

From producing graduates such as Secretary of Defense Robert Gates, General John Abizaid, former Ambassador to Russia James Collins, advisor to six Secretaries of State Aaron David Miller, *NYTimes* Pulitzer prize-winning journalist Anthony Shadid, to supporting the President's Export Initiative through training of small and mid-size businesses to engage in emerging markets and create jobs, this federal-higher education partnership pays dividends that vastly outweigh the small 0.2% investment within the Department of Education's budget.

Most of these university-based programs would be eliminated without Title VI/Fulbright support, especially when state and local governments and institutions of higher education also are financially strapped. Significantly cutting programs in this carefully designed "program pipeline" would seriously weaken our nation's international education capacity, which has taken decades to build and would be impossible to easily recapture.

After September 11, 2009, Congress began a decade of enhancements to Title VI/Fulbright-Hays because of the sudden awareness of an urgent need to enhance the nation's in-depth knowledge of world areas, transnational issues and fluency of U.S. citizens in foreign languages. A 40% cut now would eliminate the gains made since FY 2002, and in turn have an adverse long-term impact on our national interests.

In developing your spending plan for the remainder of FY 2011, it is our hope that you will provide the maximum amount possible for these programs. We request a meeting with you as soon as possible to discuss the Department's priorities on international and foreign language education. Your staff may feel free to contact Miriam A. Kazanjian, Consultant to the Coalition for International Education (makazanjian@earthlink.net) to schedule a meeting.

Thank you for your consideration of our views and for your support of international and foreign language education.

Submitted by the following organizations:

African Studies Association
Alliance for International Educational and Cultural Exchange
American Anthropological Association
American Association of Community Colleges
American Association of State Colleges and Universities
American Association of Teachers of Slavic and East European Languages
American Council on Education
American Councils for International Education: ACTR/ACCELS
American Council on the Teaching of Foreign Languages
American Historical Association
American Political Science Association
American University of Beirut
American Folklore Association
Archaeological Institute of America
Asia Society
Association of American Geographers
Association of American Universities
Association of Art Museum Directors
Association of International Education Administrators
Association of Public and Land-grant Universities
Association of Research Libraries
Association for Asian Studies
Association for International Business Education and Research
Association for Slavic, East European, and Eurasian Studies
Consortium of Social Science Associations
Council of American Overseas Research Centers
Council of Directors of National Foreign Language Resource Centers
Council of Directors of National Resource Centers
Council of Graduate Schools

The Forum on Education Abroad
German Studies Association
Joint National Committee for Languages
Latin American Studies Association
Middle East Studies Association
Modern Language Association
NAFSA: Association of International Educators
National Council for the Social Studies
National Humanities Alliance
North American Small Business International Trade Educators Association
Rural Sociological Society
Social Science Research Council
UNCF Special Programs

cc: Undersecretary Martha Kanter
Assistant Secretary Eduardo Ochoa
Assistant Secretary Carmel Martin
Deputy Assistant Secretary Andre Lewis
Assistant to the President for Education Roberto Rodriguez, WH DPC
Senior Advisor for Education Zakiya Smith, WH DPC

Contact: Miriam A. Kazanjian • E-Mail: makazanjian@earthlink.net
Web: www.usglobalcompetence.org



<http://asiasociety.org/files/book-globalcompetence.pdf>

**Educating for Global Competence:
Preparing Our Youth to Engage the World**
by Veronica Boix Mansilla and Anthony Jackson
Collaborative Project of the Council of Chief State School
Officers and the Asia Society



<http://www.ed.gov/esea>

U.S. Department of Education

Elementary and Secondary Education Act

Reauthorization News

- [Providing Our Schools Relief from No Child Left Behind](#)(August 8)
- [Top 5 Questions About NCLB Flexibility](#)(August 8)
- [Obama Administration Proceeds with Reform of No Child Left Behind Following Congressional Inaction](#)(August 8)
- [A Teacher's Agreement and Frustration at the Save Our Schools Rally](#)(August 1)
- [Statement by Secretary Arne Duncan on the House Education and Workforce Committee's Passage of H.R. 2445](#)(July 13)



Leading and Learning in the 21st Century

“In the United States, we tell students the same thing a hundred times. On the 101st time, we ask them if they remember what we told them the first hundred times. However, in the 21st century, the true test for students is to be able to look at material they’ve never seen before and know what to do with it.” John Bransford co-author of *How Students Learn: Science in the Classroom* (2004)

In the last decade, the value of World Language teachers has risen much faster than the stock market. We are like the value of GOLD - we are solid investments. In light of the adoption of the Common Core Standards and the revision of the all AP World Language exams, we now have the power to SET THE GLOBAL STANDARD.

As we return to school and complete professional development, we face discussions across the country on the Common Core Standards¹ initiative. Instead of rolling our eyes or getting irritated that we are being once again forced to participate in activities, which do not relate to World Language - STOP! It is time to get excited about these discussions and show our administrators how we can contribute the goals related to these standards. Many teachers are already in the process of working together with their colleagues to align their courses to meet the goals of the revised AP World Language exams. Besides the obvious reasons to have assessments that reflect the content of *Standards for Foreign Language Learning in the 21st Century* (5 C’s)² and the *ACTFL Performance Guidelines for K-12 Learners*³, the commissioners sought to create changes to the exam that would enhance connections to other school disciplines and encourage the use of language outside of a traditional school setting.

As teachers create formative and summative assessments that effectively develop the proficiency of their students across the three modes of communications: Interpersonal, Interpretive, and Presentational, they should be able to take their instructional designs to the next level and connect to the goals of the Common Core Standards. 44 states have accepted the Common Core Standards and they are under consideration in the non-adopted states (See map: <http://www.corestandards.org/in-the-states>). It is exciting to bring to our administrators’ attention how we FIT IN and can offer support in their pursuit of district goals.

There are several parts from *Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects*¹ to which we can connect as World Language teachers:

Flexible communication and collaboration including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task. (p. 8)

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline ... (p. 66)

They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. (p. 51)

Due to the revision of the AP World Language exams we are able to participate in discussions on rigor on higher levels. For teachers who are expected to create assessments with ACT-like questions, we now have good samples help us to jointly hit the mark. As a team, we can help students become college and career ready on a GLOBAL setting. No longer can we be dismissed as teachers who do something different. We have much to offer to our school districts’ goals, which are driven by AP, ACT, SAT, and now the Common Core Standards. As World Language teachers we need to seize this GOLDEN opportunity and to stand in front of our peers as educational leaders in the 21st Century.

How are you leading? What connections can you make to your school’s Improvement Plan as a result of the adoption of the Common Core Standards? How are World Language teachers in your district contributing? How are you making languages relevant and meaningful to your students? Share with your colleagues around the SCOLT region how the adoption of the Common Core Standards relate to the teaching of a World Languages! Send ideas and experiences to: scoltalk@gmail.com

¹ <http://www.corestandards.org/>

² <http://www.actfl.org/i4a/pages/index.cfm?pageid=3392>

³ <http://www.actfl.org/i4a/pages/index.cfm?pageid=3327>

⁴ <http://www.corestandards.org/the-standards>