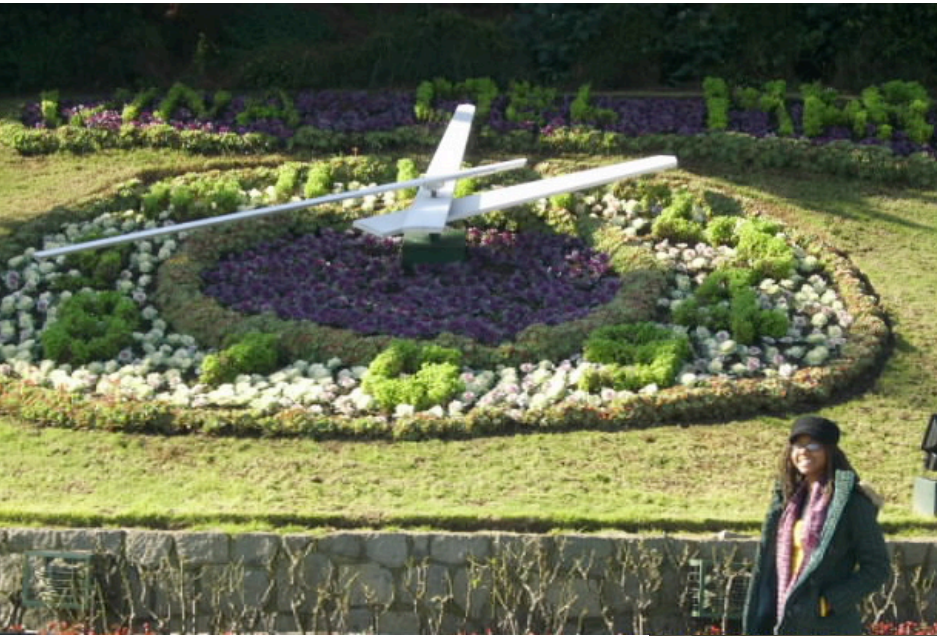


countless times, watching the people and waves, taking pictures of the breath-taking sunset. What may have been my favorite part of my trip, however, was seeing Reik, a Mexican boy band, in concert. I am a huge fan of the band, and I listen to their music regularly. I found out about the concert the day of, around eight hours before it was scheduled to begin. An odd coincidence, as just the day before I was looking up Reik concerts in the United States to find out if the group ever stops in Oklahoma, from what I found out, they do not. This meant that I had to seize this opportunity while I had it. I convinced my friend to go with me. I bought our tickets and we hopped on a bus to Santiago, the



*Talisha (at right) and OU classmate Laura at the Reik concert, Santiago de Chile*



*Talisha at the famous Reloj de Flores, Viña del Mar, Chile*

Canada, France and Morocco, all while speaking Spanish. Sure it can be frustrating at times, when you simply do not have the words to communicate what you are trying to say, but you somehow manage, and in the end, it is all worth it.

*Amazing graffiti, Viña del Mar*



*ACTFL News*

# Position Statements on Use of the Target Language in the Classroom, Maximum Class Size, and Heritage Learners

## Position Statement on the Use of the Target Language in the Classroom

*From the ACTFL Board of Directors, approved May 10, 2010:*

Research indicates that effective language instruction must provide significant levels of meaningful communication\* and interactive feedback in the target language in order for students to develop language and cultural proficiency. The pivotal role of target-language interaction in language learning is emphasized in the K-16 *Standards for Foreign Language Learning in the 21st Century*. ACTFL therefore recommends that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom. In classrooms that feature maximum target-language use, instructors use a variety of strategies to facilitate comprehension and support meaning making. For example, they:

1. provide comprehensible input that is directed toward communicative goals;
2. make meaning clear through body language, gestures, and visual support;
3. conduct comprehension checks to ensure understanding;
4. negotiate meaning with students and encourage negotiation among students;
5. elicit talk that increases in fluency, accuracy, and complexity over time;
6. encourage self-expression and spontaneous use of language;
7. teach students strategies for requesting clarification and assistance when faced with comprehension difficulties; and
8. offer feedback to assist and improve students' ability to interact orally in the target language.

\*Communication for a classical language refers to an emphasis on reading ability and for American Sign Language (ASL) to signed communicative ability.

## Position Statement on Maximum Class Size

*Approved May 10, 2010:*

Since the goal of a standards-based language program is to develop students' ability to communicate, there must be opportunities for frequent and meaningful student-to-teacher and student-to-student interaction, monitored practice, and individual feedback during instructional time.

Therefore, while ACTFL recognizes the fiscal realities faced by schools and institutions of higher education, ACTFL supports the recommended class size of no more than 15 students, made by both the National Education Association (NEA) and the Association of Departments of Foreign Languages (ADFL). Since the most important consideration in determining class size should be pedagogical efficacy, ACTFL's position

applies to both traditional and online classroom settings. Where larger class sizes exist, teachers must be provided with additional support in order to maintain sound pedagogical practices.

## Position Statement on Language Learning for Heritage and Native Speakers

*Approved May 22, 2010:*

The American Council on the Teaching of Foreign Languages (ACTFL) and its members encourage learning environments that support heritage and native speakers of languages other than English. It is critical that these students be able to continue to develop their heritage linguistic and cultural skills in order to become fully bilingual and biliterate in today's global environment. By doing so, they will be well-positioned to live and work in an increasingly multilingual environment in the U.S. Native speakers (those raised in an environment using mainly a language other than English) and heritage speakers (those raised in an environment where the language was most likely spoken in the home) benefit from instruction that draws on and enhances their native or heritage language skills and cultural knowledge. In addition, research has shown that continuing to learn their native and heritage language benefits them in their acquisition of English language proficiency.

In keeping with the goal of an educated citizenry that reflects the rich multicultural and multilingual nature of U.S. society, ACTFL encourages the active recruitment, training, and retention of heritage and native speakers as teachers. ACTFL further supports pre-service training and ongoing professional development for all language teachers to help them address the unique learning needs of heritage and native speakers.

Successful language programs ensure the academic success of heritage and native speakers by providing:

- curriculum design that reflects the fact that the needs of native speakers and heritage students are often significantly different from non-native and non-heritage speakers;
- challenging curriculum that builds upon the existing linguistic skills and the cultural heritage and knowledge of the students;
- assessments that integrate language, culture and literature for all students Pre-K through 16;
- opportunities for heritage and native speakers to become involved in their language communities beyond the classroom; and
- systems to award credit or appropriate placement for oral and written proficiency and prior learning for native and heritage speakers.

<http://www.actfl.org/i4a/pages/index.cfm?pageid=5151>



## MA in Teaching a Second Language

The Master of Arts in Teaching a Second Language (MATSL) is an intensive, low-residency program for working French and Spanish teachers who want to develop language skills, cultivate teaching ability, and become leaders in their schools and in the wider educational world. The MATSL program consists of two components: on-campus study during the summer and online coursework during the school year. Teachers can earn a master's degree in seven weeks of intensive on-campus study—three weeks in each of the first two summers and one week early in the final summer, in addition to two online courses during each of the two school years between the residency periods.

For more information about this program, please contact Assistant Director Nancy Pearlman at 802-440-4710 or [matsl@bennington.edu](mailto:matsl@bennington.edu).

# OFLTA

## Membership Form 2010-2011

The Oklahoma Foreign Language Teachers' Association welcomes everyone interested in promoting the teaching and learning of foreign languages whether modern or classical.

We invite membership from those in elementary school through graduate school.

~~~~~  
**We have special offers, too!**

If you are retired or currently unemployed, we have reduced dues for you;

If you are a full-time student preparing to be a foreign language teacher, we will give you a \$10 membership;

If you are a new teacher in your first year, we will give you a FREE membership (see below).

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All memberships begin September 1 and end August 31.

OFLTA maintains three special funds to which you may wish to contribute:

- 1) The Teacher Scholarship Fund makes grants of up to \$500 to OFLTA members for advanced study.
- 2) The Commemorative/Memorial Fund for the Future assists the OFLTA in undertaking special projects our annual budget cannot accommodate.
- 3) The Nancy Boles Student Scholarship pays registration fees for annual OFLTA conferences/workshops for full-time college students when funds are available.

Please consider a donation to any or all of these funds.

OFLTA is a 501(c)(3) organization under IRS rules; donations are tax deductible to the extent allowed by law.

***Join now and participate in outstanding professional conferences, workshops and seminars at reduced fees!***

**Send to: OFLTA, 4628 N.W. 161<sup>st</sup> St., Edmond, OK 73013**

Name \_\_\_\_\_

Home Address \_\_\_\_\_

Home City \_\_\_\_\_ St \_\_\_\_\_ Zip \_\_\_\_\_

School Name \_\_\_\_\_

Grade level(s) you teach \_\_\_\_\_

Language(s) you teach \_\_\_\_\_

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**Make checks payable to OFLTA**

- |   |   |
|---|---|
| <input type="checkbox"/> Regular membership <b>\$25.00</b>  | <input type="checkbox"/> \$ _____ Scholarship Fund Donation       |
| <input type="checkbox"/> Associate, Retired, Unemployed <b>\$15.00</b>  | <input type="checkbox"/> \$ _____ Fund for the Future Donation    |
|   | <input type="checkbox"/> \$ _____ Nancy Boles Student Scholarship |
| <input type="checkbox"/> Life Membership (10 times regular dues) <b>\$250.00</b> (payable ½ now; ½ by January 31) |   |
| <input type="checkbox"/> For. Lang. Education Student membership <b>\$10.00</b>                                   | Professor's signature _____                                       |
| <input type="checkbox"/> New Teacher membership (1 <sup>st</sup> year only) ( <b>free</b> )                       | Principal's signature _____                                       |

**For credit card payment, please visit [www.oflta.org](http://www.oflta.org) . You can join online and purchase your membership through the OFLTA eShop via PayPal.**

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## *SAVE THE DATES: CONFERENCES 2011*

**OFLTA Winter Workshop:** January 22, 2011, Northwestern Oklahoma State University, Enid Campus

**Central States (CSC):** March 3-5, 2011, Indianapolis, IN

**SWCOLT:** April 7-9, 2011, Ft. Worth, TX

**ACTFL:** November 18-20, Denver, CO

Online OFTLA membership registration: <http://www.oflta.org/onlinemembershipform.aspx>