

The

OFLTA



Newsletter

A Newsletter of the Oklahoma Foreign Languages Teachers Association

January 2012

President's Welcome

Salvete!

I hope this finds you enjoying another exciting year of foreign language teaching! If you need a fresh perspective to carry you through the rest of the year, or just some new ideas for your program, join us at our Winter Workshop the last Saturday of this month. It will be a morning of professional development provided by your Board members. The topics apply to all languages, and you will be able to share what you learn with your whole department when you return. The presenters have a lot to offer. All you have to do is show up!

I was able to attend ACTFL in Denver in November. There were plenty of OFLTA members there to represent you. They will no doubt be able to do some dynamite presentations at our Spring Conference in Shawnee, based on what they learned at our national conference. I attended several sessions on collaboration. Many schools are providing *weekly* opportunities for teachers to collaborate, and the students are benefitting. We were also reminded of ACTFL's extensive research into foreign language acquisition, and their work on standards. Apparently ACTFL has been ahead of other professional organizations in producing research-based standards and guidelines for its teachers. Take advantage of what they provide for you! I loved being reminded that one of ACTFL's standards for a strong language department is a unified philosophy of teaching. Do you have a strong language department? Do you want one? Share your philosophy of teaching with each other. Start a conversation about it, at the very least. Consider this quote from the conference: "No teacher ever became better alone." Or maybe this one: "If you can talk, you can learn a second language."

Do you tweet? blog? facebook? Check out OFLTA's connections! We want to connect with you. I look forward to connecting with you in person at one of our 2012 OFLTA events. Let me know if you're coming, and I'll keep an eye out for you!

Curate ut valeatis,
Stephanie Molchan





2012 OFLTA Winter Workshop

January 28, 2012

8:30 a.m. - 12:00 p.m.

Ada, OK

Free to OFLTA Members!

Register at www.oflta.org

Three one-hour sessions for World Language teachers: *(subject to change as needed)*

1 - Making Connections between the Common Core and PASS

In small groups we will take three of the Common Core State Standards (CCSS) in Literacy: **1) Reading: Informational Text, 2) Writing, Speaking** and **3) Listening** and tie them to PASS. In this way we will not only better familiarize ourselves with CCSS, but create a working document that we will then be able to use when writing lesson plans and creating curriculum maps. Let's roll up our sleeves and get to work!

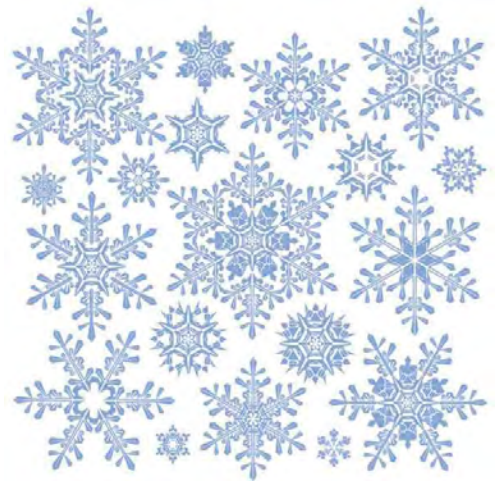
2 - Using the Arts in the World Language Classroom

Language teachers can use the arts to bring new dimension to language learning. Learn how world language teachers at Deer Creek, Norman, and Westmoore high schools have used "Art Week" and "Poetry Week" to tap into their students' creativity, connect them with the target culture, and allow them another way to express themselves in the target language as they write poetry and describe their artwork.

3 - Using Technology to Engage Students and Promote Language Use

From speaking assessments to writing, from parent outreach to connecting with the target culture, technological tools (many of them free!) can bring new life to our classrooms and make it easier to do the things we know are best for our students' learning-- and often in a way that makes language learning more interesting, accessible, and enjoyable from the students' perspective. Come learn about tools that language teachers are using to bring the target language culture into the classroom and extend language learning beyond our four walls.

<http://www.oflta.org/events.aspx>



←—————→

Congratulations to OFLTA Board Member, John Hansen, Latin instructor and academic adviser for the Department of Classics and Letters at the University of Oklahoma. John recently received the Outstanding Faculty Member Award for his service as the faculty mentor for the Sigma Phi Epsilon house.

Scholarship Opportunities

Please look into the following awards on our OFLTA website listed under the awards button at both the top and bottom of the website. There may be a scholarship that interests you or someone you know. There are several wonderful opportunities to support us professionally. Please don't forget to nominate a deserving teacher for one of our awards either. This is not only a way to thank hard-working peers, but also to promote our profession in the public.

Awards for Foreign Language Professionals:

[Lowell Dunham Award for Excellence in Teaching Foreign Language](#)

[Alfred L. Gage Professional Service Award](#)

[Conference Scholarship](#)

[Teacher Scholarship](#)

[OFLTA Teacher of the Year](#)



Awards for University Students:

[Nancy Boles Scholarship](#)

Awards for High School Students:

[Student Certificates](#)

Please contact Kris Earle (earlek@adapss.com) with any nominations, applications or questions.

Classical Association of the Middle West and South

CAMWS Report for Oklahoma, 2011

John Hansen, Oklahoma Vice President

An uncertain economy has had both positive and negative effects on Oklahoma Latin instruction. On one hand, it continues to threaten our programs. Of the three schools that removed Latin from their curriculum this past year, at least one cites money as a factor. On the other hand, however, the economy has attracted more than ten new Oklahoma Latin teachers to the profession during the past three years. It has also greatly limited the number of those that resign or retire in any given year. There are additional signs of vitality. Our teachers routinely seek out professional development opportunities, both here and in other parts of the country, and there is a renewed interest in Advanced Placement Latin.

High School

This year, the number of Latin programs in Oklahoma schools shrank from 35 to 32. Belle Isle (OKC) and McLain (Tulsa) shifted their focus to English and French, while Kingston cut the subject following the retirement of long-time teacher Cheryl Patman. Such rural programs will remain at great risk since new teachers seek jobs in Oklahoma City, Tulsa, or other states rather than in smaller communities. Two veteran teachers, Nancy Winkle (Casady) and Ron Palma (Holland Hall) have announced they will retire this May.

Murphy Eskridge, a recent OU graduate, has accepted the position at the former; the latter is in the process of being filled. Despite some recent uncertainty, it seems that Alternative Certification will remain an option for prospective teachers. Oklahoma now has enough Latin teachers available to make the prospect of any sudden resignations or retirements less worrisome. In fact, we continue to supply teachers to other parts of the country: Jamel Daugherty, another OU graduate, just got a full-time job teaching Latin to 5th graders at the Washington Latin Public Charter School in the DC area!

As noted in last year's report, at least three school districts have added Advanced Placement Latin to their curriculum. At Norman High School, for example, Erin Davis has already implemented the course and has 5 students this year—much larger than the usual one or two placed in a Latin One classroom. To support these new classes, the University of Oklahoma held a workshop on June 16, led by Dr. Barbara Weiden Boyd, author of the most widely used AP Virgil textbook. Twenty Latin teachers, more than half of those working in Oklahoma, took part. Later in the summer, seven local teachers travelled to Fort Worth for the College Board AP Summer Institute. In other academic news, 875 Oklahoma students (from 25 different schools) took the National Latin Exam in March. This number, almost 100 more than last year, is up again after a two-year drop. Among those participating were OU students Gerard Keiser and J.P. Mensching, both of whom earned gold medals. This spring (2011), 28 OU third-semester students will take the NLE a means of assessment for that university.

Membership in the Junior Classical League is also up in Oklahoma: 701 students in 17 chapters (2/15/11). While the total membership is higher than it has been in several years, the number of chapters is still down: fewer new teachers choose to take part in JCL. The trend is unfortunate, since a JCL chapter almost always builds enrollment. JCL Conventions, both at the state and national levels, provide a great variety of outlets for young people: social, academic, artistic, and athletic. Edmond Santa Fe High School hosted last spring's OCJL Convention, March 26-27, with about 200 delegates from 12 chapters. Julie Grissom (Classen School of Advanced Studies), Tori Shields (Augustine Christian Academy), and Sarah Simon (Jenks) were the only exceptions to the otherwise veteran sponsors. Several OJCL sponsors came together again in June to discuss permanently moving the state convention to a central location. The National Center for Employee Development in Norman, the largest hotel facility in the state, looks like their first choice. In late July, Betty Ivich, Wes Kennedy, Dina Kincaid, Stephanie Sylvester, and Terry Wherry (this may be a record number of sponsors) accompanied X state delegates to the National Junior Classical League Convention at North Dakota State University in Fargo. Kevin Poisson (Edmond North) placed 4th in Sight Reading; Cameron Reynolds (PC West), 2nd in Pottery and 3rd in Costume; Lydia Swanson (Jenks): 1st in Multimedia Graphic Arts—Video; Muskogee, 6th in Scrapbook; and the Oklahoma team, 3rd place in Ludi Kickball. To close out the calendar year, 400 students from 15 different schools visited the OU campus for the 21st annual Classics Day on November 23.

Throughout the year, teachers were eager to take part in professional development. In addition to the AP workshops noted above, full days of Latin programming were available through the spring and fall OFLTA conferences, both of which had high attendance: 16 in the spring, 17 in the fall. At the spring meeting, Jonnie Larson shared her classroom wisdom to enthusiastic response, and in the fall Betty Ivich showed the many ways in which a JCL chapter can enrich the experience of high school Latin students. Rachel Dowell, Josh Higginbotham, Tori Shields, and Stephanie Sylvester also gave presentations. For the first time ever, Greek teachers joined us for the fall OFLTA meeting. Since that language is taught at 3 schools and 11 colleges in

our state, it is right for it to be represented through our professional organizations, and its teachers will greatly benefit from the communication such groups can offer. Richard Beck of OU spoke at that meeting, and should be thanked for his efforts to reach out to Greek instructors at other Oklahoma universities. Our teachers also took part in training at the national level. In late June, John Hansen and Tori Shields (with former Oklahoma teacher, Staci Duello) attended the ACL Institute at Wake Forest in North Carolina. In November, Rachel Dowell was our representative at the ACTFL Conference in Boston. Interest in spoken Latin continues to grow. Heather Mulhern and Keegan Potter spent a week at the *Rusticatio* this summer, and each took part leading a *Prandium Latinum*: Keegan in November (5 speakers), Heather in January (7). The setting—the dining room of the Philbrook Museum—and jovial mood of the second one made it a particularly enjoyable experience (*in vino latinitas*). There are already plans underway for additional spoken Latin opportunities in 2011.

College

At the college level, higher numbers in Latin may indicate that students are more confident enrolling in humanities courses than they were at the peak of the economic crisis. This spring, 215 students are enrolled in Latin at the University of Oklahoma—up from 186 a year ago. Greek numbers (55) are consistent with those noted in last year’s report. OU’s College of Education is still working on a Master’s of Education in Foreign Language, which we hope will be available to students in the next few years. OU also continues to work on its accreditation for Latin Education through NCATE, a process recently made much more complex because of an increased emphasis on national standardization and statistics. In other OU news, the Department of Classics and Letters hosted the 106th Annual Meeting of CAMWS, March 24 to 27 in downtown Oklahoma City and on the Norman campus—the first time the university had welcomed a meeting of this organization. A great success, it attracted 430 registrants to our state. In particular, attendees mentioned the positive impression made by the department’s undergraduates, who acted as guides. John Hansen (OU) was among those granted an *Ovatio*, an award for service, at the Friday night banquet.

Conclusion

As a response to Latin programs we have lost in the past few years, I prepared a talk on Advocacy for the fall OFLTA meeting. The information I compiled was helpful and a promotional packet, which I hope will be the product of continued discussions about this situation, is a worthwhile end. Yet I was struck by something Betty Ivich (Putnam City West) said towards the end of my presentation. She pointed out that strong Latin programs perpetuate themselves, particularly through good news spread by satisfied students and parents. Betty’s own success in the classroom proves this. She added, “My administration wouldn’t even think about cancelling Latin—the parents would go crazy!”

Latin, in the minds of many, is as important as ever to a well-rounded education. Many charter, parochial, and otherwise-private schools want it (and Greek) as part of their curriculum, and it is central to home schooling. In fact, Latin may now be taught more commonly at home than in schools: improved communication with these “under the radar” groups should be a priority. Other cultural changes are influencing our working environments and, consequently, whether or not new teachers will choose this as a lifetime profession. While those in private and charter schools indicate high satisfaction with their jobs, many that teach in public schools worry about chaotic conditions in which administrators will not support them. The real question is not whether Latin will survive, but where.

On the Horizon: State Standards

Common Core Alignment to National Standards



Performance Expectations: The Common Core State Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects contains four strands: **Reading, Writing, Speaking and Listening, and Language.** These four strands are represented in the National Standards for Learning Languages by the Communication standards (interpersonal, interpretive, and presentational) and the

level of proficiency demonstrated. In addition, the standards of the other four goal areas for learning languages – Cultures, Connections, Comparisons, and Communities – also support and are aligned with the Common Core. These standards describe the expectations to ensure all students are college-, career-, and world-ready.

Reading, Writing, Speaking and Listening are captured in the standards for learning languages' goal area of **Communication**, by emphasizing the purpose behind the communication:

- Interpersonal (speaking-listening or writing-reading)
- Interpretive (reading, listening, viewing)
- Presentational (writing, speaking, visually representing)

Language is described in **proficiency levels** that outline three key benchmarks achieved in world language programs given sufficient instruction over time:

- Novice (the beginning level, regardless of age or grade)
- Intermediate
- Advanced

The American Council on the Teaching of Foreign Languages (ACTFL) invites your input on this [draft document](#). Please share your feedback and comments **by January 15, 2012**. Access the feedback form at www.actfl.org/commoncore.

Access the draft document here: http://www.actfl.org/files/public/Draft_v4_Aligning_CCSS_Language_Standards.pdf

Member News and Profiles:

Elise Robillard

In April 2011, Elise won the NEA Foundation Award for Teaching Excellence. Nationwide, there were 35 winners of this award. She will travel in February 2012 to Washington D.C. to receive her award at the NEA Foundation gala. Elise was the recipient of this award because of her educational practice and experience, her leadership in World Languages, and her commitment to supporting and mentoring teachers new to the profession and those seeking National Board Certification. She has led student tours to Europe as well as sustained student participation in the Oklahoma Soldiers' Project for more than six years, and has coordinated the partnership between Westmoore High School and the Lycée Jean Racine in Montdidier, France. Currently, Elise is President of the Oklahoma Chapter of the American Association of Teachers of French and a former President of the OFLTA.



The NEA Foundation has decided to form a learning cadre of the 35 recipients of this award. This opportunity has three dimensions. First, a symposium will be held in Washington, DC in February where they will learn about the educational system in China and meet American and Chinese diplomats. Secondly, an online graduate course about education in China will be offered, to compare educational reform in China and the US. Third, the cadre will enjoy a visit to Beijing and Shanghai, China, for 10 days in June. During this visit, tours will be made of the Education Ministry and Chinese schools. Participants will meet Chinese education reformers, and also do a fair amount of sightseeing.

Elise has also been selected to be the accompanying teacher for the group of five students from central Oklahoma who have been chosen as Kirkpatrick Franco-American Fellows for 2012. They will travel to Picardy, France for two weeks in March 2012. More information on this valuable learning experience as well as contribution information is available at <http://afdokc.org/education/fellows-program/>.

So you say...

Want a national platform for your great idea or opinion? You can submit information to "So You Say," in ACTFL's *Language Educator*, at <http://www.actfl.org/i4a/forms/form.cfm?id=148&pageid=4185&showTitle=1>

Talking Points for “Language Learning for a Global Age”

THE CHALLENGE:

- A 2007 report¹ from the National Academy of Sciences warned, “The pervasive lack of knowledge of foreign cultures and languages threatens the security of the United States as well as its ability to compete in the global marketplace and produce an informed citizenry”²
- The Committee for Economic Development, a non-profit organization of more than 200 business leaders and university presidents, reported that “to compete successfully in the global marketplace, both U.S.-based multinational corporations as well as small businesses, increasingly need employees with knowledge of foreign languages and cultures to market products to customers around the globe and to work effectively with foreign employees and partners in other countries... the educated American of the twenty-first century will need to be conversant with at least one language in addition to his or her native language, and knowledgeable about other countries, other cultures, and the international dimensions of issues critical to the lives of Americans”³
- Twenty out of twenty-five industrialized countries start teaching world languages in grades K-5 and twenty-one of the thirty-one countries in the E.U. require nine years of language study⁴
- A 2009 survey by the Center for Applied Linguistics reports that only 25 percent of elementary schools in the United States offered any world languages in 2008, down from 31 percent in 1997⁵
- Some of this decline in language teaching at the elementary level is due to the increased focus on accountability in reading and math as a result of the No Child Left Behind legislation
- A 2010 report from the Government Accountability Office found that foreign language fluency among officers in the Departments of State and Defense has declined⁶
- This report found that State Department “generalists and specialists in language-designated positions” who fail to meet essential language criteria increased from 29 percent in 2005 to 31 percent in 2010⁷
- In July 2009, the US Senate Select Committee on Intelligence reported “the continuing lack of critical-language capable personnel in the Intelligence Community, and the need to address this shortage.”

LEARNING OUTCOMES:⁸

- Research shows that learning another language early has significant cognitive and academic benefits, including increased mental flexibility, the ability to shift easily between different symbol systems, improved divergent thinking, and, in some research studies, higher scores on measures of verbal ability
- On standardized achievement tests, young language learners often outperform their peers who are not studying foreign languages
- Learning a foreign language enhances a student’s understanding of the structure and patterns of English, and the skills learned in studying one foreign language are transferable to study of other languages
- Learning how to cross multiple linguistic or cultural planes is an important skill that most American students are not developing – and one in which students in most other parts of the world learn as a core part of their academic program

NEXT STEPS:

- When students get an early start to a long sequence of language instruction, they can more easily achieve high levels of proficiency than those who start learning a foreign language in high school

continued on next page

- This extended sequence approach is especially important for the increasing significance of “less commonly taught languages” such as Chinese and Arabic, which according to the U.S. State Department, take three or four times as many hours of study for an English speaker to reach professional proficiency, compared to languages like Spanish, French, or German

¹ National Academy of Sciences, *Rising above the gathering storm: Energizing and employing America for a brighter economic future*. (2007) Available: <http://darwin.nap.edu/books/0309100399/html>

² Committee for Economic Development. *Education for global leadership: the importance of international studies and foreign language education for U.S. economic and national security*. (Washington, DC, 2006). Available: <http://www.ced.org>

³ Shuhan Wang, “Finding Solutions: Reforming World Language Teacher Supply System” (presentation at Startalk 2009 Teacher Certification Summit, Arlington, VA, December 9-11, 2009). <http://startalk.umd.edu/2009/meetings/certification/>

⁴ Nancy C. Rhodes & Ingrid Pufahl, *Foreign Language Teaching in U.S. Schools: Results of a National Survey* (Washington, DC: Center for Applied Linguistics, 2009).

⁵ GAO-10-715T, Foreign Language Capabilities: Departments of Homeland Security, Defense, and State Could Better Assess Their Foreign Language Needs and Capabilities and Address Shortfalls, Statement of David C. Maurer, Director Homeland Security and Justice Issues, July 29, 2010. <http://www.gao.gov/new.items/d10715t.pdf>

⁶ Ibid

⁷ The points in this section and the following section are made in: Asia Society. *Ready for the World: Preparing Elementary Students for the Global Age*. New York, NY: 2010.

⁸ Myriam Met, “Improving Students’ Capacity in Foreign Languages,” *Phi Delta Kappan* 86 no. 3 (2004): 214-218.

Join an AAT!

Benefits of Joining the AATSP-OK

The American Association of Teachers of Spanish and Portuguese is a revived and growing group of instructors dedicated to the profession. Some of the benefits of membership are:

- The AATSP will pay for a teacher substitute if you wish to spend a class day with a mentor teacher in order to get support from your class or exchange material. These are activities closer to your home!
- Annual Conference: More than 200 sessions, workshops, poster exhibition and meetings aimed to improve your cultural and literary knowledge, develop your professional skills and educate you on the latest teaching techniques. They are typically held in July at locations rich in Hispanic culture and influence. There is always an option to earn graduate credit.
- Downloadable, ready-to-use and customizable [classroom resources](#).
- 9 [Scholarship, Stipends & Awards](#) for Teachers and Members.
- [Early Language Learning \(ELL\) Poster Contest](#) – for elementary students.
- [Hispania Journal](#) – articles on pedagogy, literature, linguistics, and computer-assisted language instruction; published quarterly.
- [Enlace Online Newsletter](#) – three issues posted annually.
- [The Portuguese Newsletter](#) – published semi-annually.
- [Career Center Online Job Postings](#) –listing of available faculty teaching positions.
- Chapters at the local/ state level – AATSP activities closer to your home!
- [Sociedad Honoraria Hispánica \(SHH\)](#) – an honor society with benefits for secondary students.
- [Sociedad Hispánica de Amistad \(SHA\)](#) – an honor society with benefits for middle/junior high students.
- [National Spanish Examinations \(NSE\)](#) – a motivational competition for secondary school students.



- Outreach – a program that brings techniques and information from Annual Meeting workshops back to the chapters and school districts. Association voice in the Joint National Committee on Languages.

New Membership Renewal: Student membership is only \$25; regular membership is \$65. You can register online or in person at OFTLA Conferences!



Position Statement

Language Learning for Heritage & 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>

Opportunities

U.S.-China Teachers Exchange Program

The National Committee on the United States-China Relations is now seeking applications for an exchange program for teachers in American and Chinese schools. This is an unusual opportunity for schools and districts wishing to begin or to strengthen Chinese language and culture programs and for teachers wishing to live and teach in China.

Since the beginning of the program during the 1996-97 school year, we have had American teachers from across the country in “key” (selective) secondary schools throughout China--in Beijing; Chengdu (Sichuan); Dalian (Liaoning); Anqing, Hefei, Ma’anshan, and Tongling (Anhui); Hohhot (Inner Mongolia); Luoyang (Henan); Shijiazhuang (Hebei); and Changzhou, Jiangdu, Nanjing, Suzhou, and Yangzhou (Jiangsu). We anticipate continuing to work in some of these cities in 2012.

The American teachers in China teach English as a foreign language. The Chinese teachers, all of whom teach English as a foreign language in China, may teach Chinese history, language, and culture, and/or English as a second language at participating American schools.

The National Committee sponsors orientation programs in the United States and in China during the summer before the exchange year. For American teachers this covers “survival” Chinese, the teaching of English as a foreign language, and an introduction to China and its schools. The orientation session for Chinese teachers covers the teaching of Chinese as a foreign language, instruction on American teaching methodology, and an introduction to the United States and its schools.

Those interested in the exchange should write to tep@ncuscr.org or send a letter to the

**Teachers Exchange Program, National Committee on U.S.-China Relations,
71 West 23rd Street, Suite 1901, New York, NY 10010**

for more information and an application package. The application deadline for the 2012-2013 school year will be March 1, 2012.

←—————→
Save the Date

OFLTA Spring Conference

Saturday, April 28th

Shawnee

More details to come!



OFLTA Board 2011-12

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 OFLTA Executive Secretary-Treasurer - - Deanna Roach

SAVE THE DATES: EVENTS 2012

January 28: **OFLTA** Winter Workshop, East Central University, Ada
 February 2012: *Discover Languages* month
 February 11: **AATSP - OK** Chapter is planning an important workshop TBA
 March 8-10: **Central States (CSC)**: Milwaukee, WI www.csctfl.org
 April 12-14: **SWCOLT**: Phoenix, AZ www.swcolt.org
 April 28: **OFLTA Spring Conference**, Shawnee
 November 16-18: **ACTFL**: Philadelphia, PA www.actfl.org

*Online OFTLA membership registration: <http://www.oflta.org/onlinemembershipform.aspx>
 Membership follows the academic calendar year.*

Plan to Participate in the ECU's Annual Russian Trip

Travel to Kiev and Yalta (Crimea), Ukraine, Moscow, Russia, and possibly Prague

May 15 – June 3, 2012

Add an International Component to your Life and Your Transcript
Earn 6 hours of 4000 level transferable Academic Credit

Check your calendars from May 15 to June 3, 2012. This summer you could be experiencing Russian and Ukrainian culture and history. Join Dr. Mara Sukholutskaya on the tour of two East Slavic countries and their major cities.



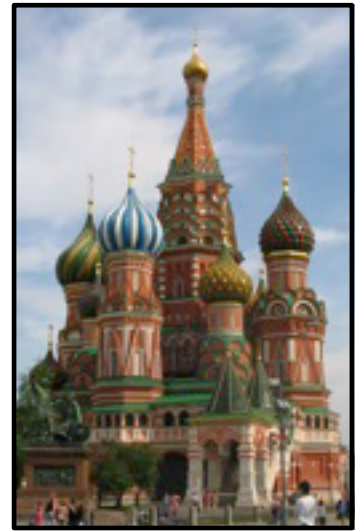
The first stop is in Kiev, 1500 year old capital of Ukraine, known as Mother of All Russian Cities. There you will discover Russia's and Ukraine's historic past through visits to churches; catacombs of Lavra, the oldest and holiest Russian monastery; and the elaborate splendor of St. Sophia's Cathedral ornate with 11th century frescoes and mosaics. The tour will also include museums, art galleries, concerts, a river cruise and ballet performances. You will be able to visit Yalta, a place of historic 1945 Yalta Conference and the home of the Russian navy in Sevastopol. Overnight train rides to Moscow will add to the excitement of your journey.

Moscow, the capital of Russia, will open up to you its Kremlin treasures, churches and parks. You will walk the Red Square and admire the unique beauty of St. Basil's Cathedral.

The tour might end in Prague, ancient capital of Czech Republic located in the heart of Europe.

The cost of the trip that includes airfare, train fare, lodging accommodation, all meals, a river cruise, all trips and cultural activities is about \$3,100.00. *(Tuition, fees, and Visa processing not included.)*

For more information, please contact Dr. Sukholutskaya at 580-559-5293 or msukholu@ecok.edu



TAKE ADVANTAGE OF THE ECU STUDY ABROAD PROGRAM!

Travel to France

Hosted by University of Limoges, France

Paris



Limoges



Spring Break: March 17 - 26, 2012

**Earn 6 hours of Academic Credit in
French Culture or Language**

Check your calendars from March 17-26, 2012, and make plans to join Professors Ben Jonson and Mara Sukholutskaya on a tour of France. This Spring semester 2012 you could be experiencing French culture and history along with immersion in the language! The cost of the trip that includes transportation, lodging, most of the meals, and all tours is approximately \$2,895.00. (Price is tentative for a group of 14 and does not include ECU tuition and fees).

**For more information, please contact
Dr. Sukholutskaya at 580-559-5293 or msukholu@ecok.edu**

Deadline to sign up: January 18, 2012