

The FLAG Journal Peer Review

The Foreign Language Association of Georgia



Volume 1 Number 1

Fall 2009



Communication Beyond the Classroom
2010 SCOLT/FLANC Conference
April 15-17, 2010
Winston-Salem, NC



Conference Information posted on www.scolt.org

Call for Papers

The Editors of the FLAG Journal are extending an invitation to the language teaching community to submit papers about all aspects of foreign language education across all levels: innovative teaching strategies, learner variables, policy and issues, research, curriculum development, assessment and technology among other topics. Articles on all languages are welcome and manuscripts must be written in English to accommodate our readership. See the full description near the end of this publication.



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FLAG Journal Peer Review

A Publication of the
 Georgia Association of Foreign Language Teachers
<http://www.flageorgia.org/flag.htm>

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Editors' Message



In the Spring 2009 FLAG Journal, we stated our plans to compile the **FLAG Peer-Review Journal** and we placed a call for original manuscripts that Georgia's language teachers would find of interest. To inaugurate this new publication, there are several articles of interest for our readers. First, Diana Cochran from Covenant College at Lookout Mountain offers a review of Vogt's



book, *Spanish Pronouns Up Close*. Next, two professors from Kennesaw State University, Kristin Hoyt and Sabine Smith, discuss their serve and learn program in the elementary school. Afterwards, we are pleased to present a student's thoughts on the Governor's Honors Program. We find this article timely because the Governor's Honors Program has been in the news lately due to possible budget cuts.

In addition to these peer-reviewed articles, you will find useful information about upcoming events of interest to Georgia foreign language educators. We hope you enjoy this first peer-reviewed issue of the FLAG Journal and we encourage you to submit an article of interest to us for the next publication.

See the Call for Papers for more details. If you have any questions/comments about the journal, please feel free to contact us: Peter Swanson <pswanson@gsu.edu> or Susan Crooks <scrooks@kennesaw.edu>. We hope that you enjoy this issue!

The FLAG Journal Peer-Review Editorial Review Board

Our sincere gratitude to the following individuals who have agreed to serve as reviewers of manuscripts submitted for publication in this edition. We cannot fulfill our mission without you!

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Call for Manuscripts

The *FLAG Journal Peer Review* is an annual refereed publication serving classroom instructors, researchers, language education majors, and administrators concerned with the teaching of foreign/second language at all levels of instruction in Georgia.

The editors and editorial board welcome research and review-oriented articles in the area of: foreign language education and technology, foreign language advocacy, culture, diversity, ESOL, film, FLES, multicultural instruction, national certification, program articulation, travel, international programs and initiatives, and even availability of career positions in Georgia's schools, colleges, and universities. We encourage you to submit previously unpublished articles for publication in our journal that feature pedagogical concerns and insights, strategies, and successes in the language classroom, as well as methodologies, teacher preparation, and National Board Certification.

A double-blind review process will be followed. Manuscripts are distributed by the editors to no less than two reviewers with expertise in the areas addressed in each manuscript. Reviewers' written comments and a recommendation on acceptance are returned to the editor, who will communicate the comments and decision on acceptance to the author(s).

Please follow the manuscript guidelines (following page) and send your submission to: Dr. Peter Swanson and Ms. Susan Crooks, FLAG Journal Editors
pswanson@gsu.edu
scrooks@kennesaw.edu

AATSP Upcoming 2010 Events

1. The Spanish Immersion Camp, March 19-21 at Fortson 4-H Center in Hampton. Contact Heather Young for more information, heather_young@bellsouth.net
2. AATSP Georgia Chapter Composition Contests. For high school participation Contact Marcia Grimes aegrimes@mindspring.com or Jana Sandarg for college students, jsandarg@aug.edu

President's Message

Dear FLAG Members:

As you read this, the 2009-2010 school year is already well underway! We all understand the harsh realities of the dire economic situation and impact of the recent floods. However, I hope you are able to leave at least some of those worries behind (even if only temporarily!) when you work with your students. Watching your beginning level students begin to communicate in a language other than English or seeing intermediate level skills emerge is one of the most inspiring things about being a language teacher!



Given all the hardships our state and nation are facing, I contend that it is more important than ever to seek out ways to connect with your colleagues. Teaching has never been more demanding than it is today, and the work to be done is bigger than any one of us can manage alone. That's where professional organizations like FLAG come in to provide opportunities to enhance and enrich your chosen career. There are so many ways to get involved with YOUR professional organization: nominate a deserving colleague for a FLAG award, write up a brief explanation of a teaching strategy for the Journal, encourage teachers to become a member of FLAG, advocate for language programs in your area, and the list goes on and on. One of the most important weekends of the year will be March 12 – 13 when FLAG members gather for our annual conference in Augusta.

The theme for this year is "Discovering the Power of Language", and the entire Board and I extend an invitation to you to attend the conference! The FLAG Board understands that times are tough, which is why we are offering our own "economic stimulus" plan by rolling back the cost of the conference by \$10! In addition to that great news, this year's keynote speaker is none other than Georgia's own Greg Duncan!

In tough times it is more important than ever to collaborate and celebrate our profession's successes. Do you know someone who is doing something amazing in her/his classroom? Perhaps someone who has won an award? Share good news announcements via our new

Facebook fan page and group!

When all is said and done, though, it is our students who benefit the most from our enthusiasm. Therefore, my challenge to each of you is also to celebrate the accomplishments of your students as they develop skills that will strengthen their standing in a world where globalization and international connections are essential. See you in Augusta!

David Jahner, President

Théâtre du Rêve

Your Artistic Connection to the French-Speaking World

Presents

A Staged Reading Workshop
For Foreign-Language Teachers

On the campus of Oglethorpe University
Saturday, Nov. 14, 2009

Please join the dynamic team at Théâtre du Rêve (TdR) for a five-hour workshop on staged readings and reader's theatre. TdR actress and Education Director Carolyn Cook will show you how to put together scenes, or a whole play, for classroom study or full performance. This is about getting students on their feet, with script in hand, to bring a play or other work of literature to life. It's open to teachers of any foreign language. The workshop will be conducted primarily in English.

Professors Jay Lutz and Mario Chandler will be on hand to talk about how they co-teach a French/Spanish Lit course (with great success), and students will perform a scene from Aimé Césaire's "A Tempest", which Cook directed as a staged reading at Oglethorpe last year.

Tuition for the day, including lunch, is \$100. For more information, or to register, please contact Carolyn Cook, cook1123@aol.com.

Carolyn Cook is education director of Théâtre du Rêve, where she has worked for more than a decade to bring French, francophone, and bi-lingual theatre to international audiences. In addition, Ms. Cook is a professional actress based in Atlanta. She has performed with a wide variety of Atlanta theatres, including the Alliance, Theatre in the Square, Seven Stages, Actor's Express, Horizon Theatre, Georgia Shakespeare, Out of Hand Theater and Theater Emory.

FLAG 2010 Conference

Think you can't afford to attend the
2010 Conference in Augusta?

THINK AGAIN!



Announcing the

FLAG  **Stimulus Package!**

FLAG is rolling back the conference registration cost

\$10

to help make it possible for YOU to attend!

Check the FLAG Website NOW for registration details.

2010 Conference Presentation Proposals

It's not too late to be a presenter at the upcoming
FLAG Conference

Discovering the Power of Language

March 12-13, 2010 * Augusta, GA

(Marriott Hotel & Suites)

Submit proposals online

<http://www.flageorgia.org/conference/conference-proposals.htm>

FLAG Journal Submission Guidelines and Requirements

Manuscripts must:

1. **A**ppeal to the instructional, administrative, or research interests of foreign/second language educators at P-16 levels of instruction.
2. **B**e substantive and present new ideas or new applications of information related to current trends and teaching in the language field.
3. **B**e well written, clearly organized, and carefully proofread.
4. **I**nclude a complete reference list at the end.
5. Use the most recent **APA** [American Psychological Association] **Guidelines**, and not those of the Modern Language Association (MLA) or the *Chicago Manual of Style*. Please use the latest edition (5th ed., 2001) of the *Publication Manual of the American Psychological Association* as your guide.
6. **B**e no longer than 12-15 double-spaced pages in 12 pt. Times New Roman typeface, with 1 inch margins, black text on white paper. This does not mean that a slightly longer article is out of the question.
7. **D**o *not* submit a diskette with article you are submitting. Instead, submit your article electronically to pswanson@gsu.edu or scrooks@kennesaw.edu. Please follow these guidelines carefully to expedite the review and publishing process:
 - a. Use a PC-compatible word-processing program, preferably Microsoft Word 2000 or a later version.
 - b. Do not use the rich text format.
 - c. Use a font size of 12 points and use only one font throughout — we require Times New Roman.
 - d. Use italics and boldface type when necessary, but do not use underlining.
8. **B**e submitted with no authors' names indicated on the manuscript (for review purposes).
9. **I**nclude a cover letter with the name, postal and e-mail addresses, and phone number of the first author (or other contact person) clearly noted.
10. **I**nclude an abstract of no more than 150 words.
11. **I**nclude a short biographical paragraph (this will appear at the bottom of the first page of the article). Please include this paragraph on a separate page at the end of your article. This paragraph should include the following information (no longer than 4-5 lines)
12. **I**nclude any figures and tables in APA format. Photographs, graphics, figures and tables must contribute to article content. Please be absolutely certain that all materials are complete with caption/credit information. Figures and Tables must be appropriately labeled in the article.
13. **N**ot have been published previously nor be currently under review for publication elsewhere.

Manuscripts submitted to FLAG Journal cannot be returned, so authors should keep a copy for themselves. Submissions will be acknowledged within one month of receipt. The editor of FLAG Journal reserves the right to make editorial changes in any manuscript accepted for publication to enhance clarity or style. The author will be consulted only if the editing has been substantial, though the author will be able to review the article prior to publication.

Checklist for Manuscript Submissions

1. Please remember to use the “spell check” and “grammar check” on your computer before you submit your manuscript.
2. Remember that with the APA guidelines, notes (footnotes or endnotes) are discouraged — such information is considered to be either important enough to be included in the article itself or not significant enough to be placed anywhere. If notes are necessary, however, they should be endnotes.
3. Please double-space everything in your manuscript.
4. The required font throughout is Times New Roman 12.
5. There should be only one space after each period, according to APA format.
6. All numbers above “nine” must appear as Arabic numerals [“nine students” vs. “10 teachers”].
7. Please do not set up tabs at the beginning of the article (i.e., automatically); rather you should use the tab key on your computer each time you begin a new paragraph, which is to be indented only 1/4 inch.
8. Remember that according to APA guidelines, the References section does not consist of a list of works consulted, but rather of the list of works you actually use in your article. Before you submit your manuscript, please check to make certain that each reference in the article has a matching citation in the Reference section. Then be sure that all items in the References section have been cited within the article itself. Please double check all Internet addresses before you submit the manuscript.
9. Please make certain that the components you submit are in the following order:
 - a. First page — with the article title, names and titles of authors, their preferred mailing addresses, home and office phone numbers, FAX numbers, E-mail addresses, and an indication as to which of the joint authors will serve as the primary contact person [also, times in the summer when regular and E-mail addresses may be inactive];
 - b. First page of the manuscript — should have the title of the article and the abstract.
 - c. The text of the article, Notes, References, Appendices — in this order
 - e. The short, biographical paragraph (no more than 4-5 lines).

Book Review

Vogt, E. (2008). *Spanish Pronouns Up Close*. McGraw-Hill.

When I showed the book *Spanish Pronouns Up Close* to my friend who is a native speaker of Spanish and a long-time educator of the language, she exclaimed, "Pronouns are one of the hardest things to learn!" Agreed. My experience shows that I understand pronouns better after teaching them year after year to my students.

This new handy book in a lightweight, portable size is not directed at a particular level, but rather is written for various levels. Beginners can get a grasp of the basics, intermediate-level students are able to gain a fuller understanding of the use of pronouns, and advanced students and educators can use it for reference. It can also help the teacher or professor who understands the use of pronouns, but needs help articulating the rules for students. Because of the lengthy descriptions of each type of pronoun (a chapter devoted to each type or function), it helps the more right-brained reader who prefers written descriptions and explanations. On the other hand, even the left-brained reader who enjoys the typical textbook chart, with its formula-driven efficiency, can benefit from the detailed explanations by checking their comprehension.

Spanish Pronouns Up Close begins with the basics and proceeds to the more difficult use of pronouns. Therefore, I recommend reading the chapters in order, especially if the reader is studying pronouns for the first time. The chapters build understanding from one another. Later, once the reader has been exposed to all the pronouns in their various uses, the book can serve as a reference.

The Chapter 1 begins with subject pronouns, then immediately afterward, in Chapter 2, Vogt explains reflexive pronouns. This is a unique order which differs from most instructional texts. (Most textbooks begin with direct object pronouns, then move on to indirect objects, and only then introduce reflexive pronouns.) Chapter 3 contains direct object pronouns, Chapter 4 features the indirect objects, Chapter 5 the uses of 'se', and chapter 6 teaches about pronouns as objects of prepositions. Finally, the author concludes with the following helpful information: Chapters 7-8 teach about demonstrative, possessive, interrogative pronouns, and relative pronouns. The final chapter discusses indefinite pronouns.

At the back of the book is the answer key where students can check their work. Extensive exercises practicing the specific use of pronouns are given at the end of each chapter. Accordingly, the exercises begin in basic fashion and increase in complexity. The student begins by giving the English equivalent of Spanish nouns and pronouns, working up to providing the Spanish translation for the English sentences. The author has provided explanations for certain exercises when warranted due to possible ambiguity.

Vogt begins his instructions manual by defining pronouns in English. This is good and necessary, as many students do not have the basic knowledge of English grammar, and it helps to know English grammar in order to transfer the concepts into the new language. He begins with a baseball analogy, which is a “safe” sport to use, as most men AND women understand the basics of baseball, whether they are American or from another culture.

Some suggestions to improve the next edition of *Spanish Pronouns Up Close* would be to provide a clearer explanation in Chapter 5, the use of ‘se’ to replace ‘le’ and ‘les’. Perhaps the author could also include exercises from real literature or advertisements in which pronouns are used in different ways. However, whatever the level of Spanish, one can benefit from the explanations given in this text about Spanish pronouns.

Diana Cochran ~ Assistant Professor of Spanish
Covenant College ~ Lookout Mountain, GA

FLAG Important Dates

2009

October 2	FLAG Board Meeting
October 15	Fulbright Teacher Exchange Applications Due
November 1	SCOLT Scholarship Deadline (teachers)
November 4-10	National Week of French Language
November 15	Hanban Chinese Program Application Due
November 15	Award nominations due
November 20-22	ACTFL Conference (San Diego, CA)
December 1	Spanish: Nomination for Teacher and Professor of the Year Deadline
December 9	Spanish: Registration for National Spanish Exam

NGCSU STUDY-ABROAD PROGRAMS

NERJA & SANTANDER, SPAIN

JUNE & JULY 2010

STUDY AT UNIVERSIDAD INTERNACIONAL MENÉNDEZ PELAYO



ESTIMATED COST OF \$6,200 INCLUDES:

- ◆ Atlanta-Madrid airfare
- ◆ Hotels and ground transportation
- ◆ Two weeks of linguistic preparation in Nerja
- ◆ Elementary, Intermediate, Advanced levels (Ask about graduate credit)
- ◆ Six weeks instruction by distinguished Spanish faculty
- ◆ Accommodations and meals in private residences
- ◆ Excursions: Córdoba, Madrid, Salamanca, Segovia, Toledo, Granada, etc
- ◆ USG insurance

Tuition and Fees (estimated \$1,300 for 9 credit hours) not included

ADDITIONAL COURSES:

Contemporary Spanish Literature	Business Spanish
Politics & Society in Spain	Economics
Contemporary Spanish Art	Golden Age Literature
Contemporary Spanish History	Translation into Spanish
Contemporary Spanish	Geography of Spain
Civilization & Culture	History of Spanish Cinema

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QUEBEC CITY, CANADA FRENCH STUDY-ABROAD PROGRAM

JUNE 26 – AUGUST 7, 2010

STUDY AT THE UNIVERSITÉ LAVAL

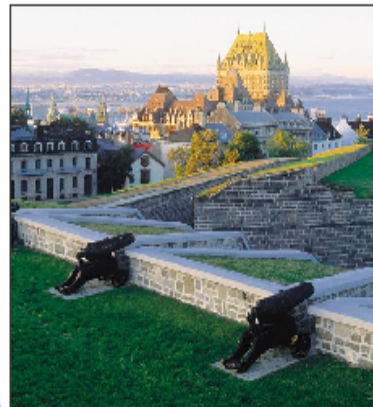
Elementary, Intermediate, Advanced, Graduate levels

ESTIMATED COST OF \$4,200 INCLUDES:

- ◆ Atlanta-Québec City-Atlanta airfare
- ◆ Ground transportation in Québec
- ◆ Lodging in a private residence
- ◆ All meals, 3 meals per day, 7 days a week (flexible meal plan)
- ◆ Weekday mini-excursions and Saturday day-long excursions
- ◆ Conversation workshops, films, guest speakers, etc.
- ◆ USG & Laval Health Insurance

Tuition and Fees (estimated \$1,300 for 9 credit hours) not included

Visit website for details on excursions and other aspects of the program: www.ngcsu.edu/Academic/Arts_Let/ModLang/FRENCH/Abroad/Quebec/Quebec.htm



This program provides not only French immersion, but also a support system for the students. There are activities with other students and help with homework. The one price covers everything but some books. A great program at an economical price. Pattie Washam (Georgia Southern, 2009)

This program was such a growing experience in all aspects. Contact with my hosts greatly improved my French and cultural awareness. Every second was worth the effort. Sarah Naghshineh (UGA, 2009)

This program was an amazing experience, both in learning French and become familiar with the beautiful city of Quebec and its people and culture. Chad Langway (Kennesaw State University, 2009)

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Keeping Them in While Getting Them Out

Kristin Hoyt and Sabine Smith
Kennesaw State University

Introduction

How do we motivate foreign language learners to “stick with it” in a culture that values instant gratification? Whether college level or K-12 instruction, educators agree: it’s not an easy task! In a recent survey of more than 2,200 teachers nationwide, respondents commented on the pressing need for instructional strategies to motivate students (American Council on the Teaching of Foreign Languages, 2009). At Kennesaw State University (KSU), foreign language faculty have piloted a co-curricular learning opportunity for undergraduate students that shows promising results for a variety of learners: we are *keeping them in* (our classes) for longer sequences of foreign language study, *while getting them out* (of the traditional classroom setting) to experience a community-based, alternative learning environment. In this article, we present a successful model and our experience with this program that has cultivated motivation in our KSU students.

Background and Description

A successful outreach initiative, the “Modern-Language & Culture After-School Program,” (MLC-ASP) engages undergraduate students at KSU with K-12 public schools as they teach French and German language and culture in local elementary and middle schools. MLC-ASP offers a standards-based complementary learning experience for KSU foreign language learners at all levels of linguistic and cultural proficiency, and MLC-ASP has become a replicable model that could be adapted also for high school student delivery at feeder schools. Since its inception in 2005, the community-based initiative has reached approximately 1,000 children and accommodates around 35 KSU students per semester, many of whom participated a number of times in MLC-ASP.

Recruitment for MLC-ASP begins early each semester. Supervising faculty identify experienced, motivated, and reliable students, who take on the role of peer-coordinators or team leaders. All MLC-ASP student participants, regardless of their level of expertise in the language, have the option of signing a “learn & serve” contract for partial course credit in the course they take. They commit to completing level-specific tasks and reflective writing that they document in a portfolio,

reviewed and evaluated by supervising faculty. The “learn & serve” grade (20% of the final course grade) replaces the lowest scores in written or oral assessments.

Also, early in the term, all logistical questions are being worked out with the local school that MLC-ASP serves. Such logistics include identifying a day and time for MLC-ASP, securing appropriate rooms for delivery and storage areas for materials, drafting and disseminating information to parents (e.g. registration and permission slips, attendance policies, and dismissal and parental pick-up procedures, etc.). In preparation for delivery of the MLC-ASP curriculum at the school, faculty and students review the content and format in orientation sessions. Students adapt and enhance the curricular outline to their specific contexts and develop detailed lesson plans and instructional materials ahead of time.

Based on the pedagogical principles laid out in Curtain and Dahlberg’s *Languages and Children: Making the Match* (2004), MLC-ASP follows a structured, sequenced, and articulated curriculum that is theme-based and accommodates diverse learning styles through a center-approach. The MLC-ASP template is a ten-lesson program, framed around essential questions (e.g., “What would it be like to live in a German household?”), and is delivered once a week in 60-minute sessions. The curriculum is designed to engage learners with contextualized cultural topics and communicative exchanges that are relevant and applicable to children’s real-life contexts. MLC-ASP participants use competitive games, outdoor activities, songs, and hands-on classroom activities to deliver meaningful foreign language and culture content. Each of the ten lessons focuses on a particular cultural and linguistic topic that becomes the springboard for age-appropriate, communicative, and learner-centered activities that appeal to multiple intelligences and accommodate diverse learning styles.

The day’s topic is introduced via engaging oral/aural and visual cues. KSU students model communicative exchanges and elicit short responses from the children. Subsequently, they practice the communicative exchanges in applied and contextualized activities with the children. These activities take place in three centers, and participating children, divided into three small groups, circulate through all centers in the course of the hour. Thus each child is exposed to the day’s theme in multiple and diverse ways, and each MLC-ASP student delivers his/her center’s activity three times, recycling and reinforcing the content with three different children’s groups. At the end of the

session, the children come together as a large group to share in an expressive closure activity before they are dismissed.

What we have learned

What explains KSU student responsiveness to MLC-ASP? The program seems to present an appealing combination of contextual features that motivate our students. The program offers a co-curricular setting that like-minded learners identify as a safe place for practicing emergent second language knowledge and skills, in which a semi-structured programmatic outline invites creative experimentation and personalization. KSU undergraduates have shown they are willing to try out non-traditional academic options where they can socially interact with peers and children in activities they deem worthy, especially while earning course credit.

While preliminary research data indicate that KSU students improve upon their linguistic skills to varying degrees, findings from a pilot study suggest that all KSU participants exhibit significant change in their attitude toward foreign language learning. Specifically, students comment on the merit of the program for the community, for themselves, and for their academic learning. In a survey conducted in Fall 2008, all MLC-ASP student participants strongly agreed that the program benefits their community. All respondents agreed or strongly agreed that they learned “new things about the community,” and that MLC-ASP helped them “see the value of foreign language learning.” All participating undergraduates expressed that the MLC-ASP experience was meaningful, allowed them to develop relationships with peers and faculty, provided them with “opportunities to develop teaching materials and strategies,” and created an environment that challenged them “to push beyond [their] comfort levels.” Perhaps not surprisingly, normally high achieving students perform well in the context of MLC-ASP. But, it is of particular interest that student participants, who typically do not demonstrate notable progress in their proficiency in a conventional classroom environment, exhibit significant growth in skills, attitudes, and dispositions.

What we are observing in our MLC-ASP participants links to the tenets of motivation research. In particular, expectancy value theory, as described by Eccles and Wigfield (2002), holds that motivation toward personal engagement in any endeavor is determined by how much the individual values the goals and purpose of that activity, and whether that individual expects to personally succeed in that

pursuit. Research-based principles of service learning reinforce this idea by asserting meaningfulness among the essential elements of civic engagement (Glassick, Huber, & Maeroff, 1997).

In a parallel manner, faculty associated with MLC-ASP have noted emergent and developing leadership skills among program participants, another often-cited critical component and participant benefit of civic engagement (Driscoll, 2008). Undergraduate students participating in MLC-ASP attest to the ongoing opportunity of assuming increased responsibility as they explore strategies for lesson design and implementation in a non-threatening context where they can negotiate tasks and roles with their peers. Socio-cultural theory points to social interaction and negotiated exchange among a community of learners as crucial to learning. MLC-ASP provides such a context for learning, and MLC-ASP undergraduates rely less on faculty input corresponding to their own increased collaborative ownership – indeed possessiveness, of program planning and management over time.

These various faculty findings, drawn from survey, interview, and focus-group discussion data, identify personal motivation as the overall inspiration for MLC-ASP participants' enthusiastic involvement in MLC-ASP and increased attention to their FL coursework. Faculty also consider motivation to be one of the main factors in student eagerness for ongoing involvement in MLC-ASP and continuation in their FL course of study. Not coincidentally, the social dynamic of student interaction on campus within and beyond the classroom has inspired additional interest in foreign language studies, as personal stories about MLC-ASP participation have spread. DFL student recruitment efforts have correlationally benefitted. Faculty thereby view MLC-ASP as a uniquely relevant alternative learning experience that meets KSU student needs and interests, while promoting student recruitment, retention, and progression, within the foreign language program.

Why this might be of interest to you

Having positively experienced the broad impact of MLC-ASP for *keeping them in while getting them out*, faculty supervisors are motivated to share this model, propose possible adaptations, and advocate its replicability for the potential it offers our field, benefiting multiple parties and addressing varied purposes. In an area of studies that experiences constant threats of budget and program cuts, the MLC-ASP model holds promise for recruitment, retention, and progression, or

program momentum forward.

The MLC-ASP model effectively serves a diverse constituency. Parents and school administrators are receptive to opportunities for language and culture study to which their school children may not otherwise have access. Parents recognize the merits of an articulated and sequenced instruction in foreign language acquisition, international education, and civic engagement; educational administrators recognize a cost-effective instructional model that bridges disciplines and grade levels; and faculty supervisors benefit professionally from innovative co-curricular academic opportunities that meet the expanding needs and interests of their students, while presenting them with prospective scholarship on teaching and learning.

With an eye toward our professional responsibility to a standards-based curriculum, it is reassuring to know that the MLC-ASP model is easily linked to all Five Cs of the National Standards.

Communication

- Interpersonal: MLC-ASP participants engage in conversations among themselves and with the school children in providing and obtaining information, expressing feelings and emotions, and exchanging opinions.
- Interpretive: Children have the opportunity to understand and interpret written and spoken language on a variety of age-appropriate topics, in a supportive learning environment where MLC-ASP participants design lessons with comprehensible input and employ varied techniques to support understanding
- Presentational: MLC-ASP participants and schoolchildren present information, concepts and ideas to each other, peers, and parents in simple, yet meaningful language on diverse cultural topics of mutual interest.

Cultures

- Products and Perspectives: MLC-ASP participants and schoolchildren learn about cultural artifacts and explore basic comparisons to their own experiences with cultural products.
- Practices and Perspectives: MLC-ASP participants and schoolchildren learn about cultural practices related to daily life, exploring basic comparisons to their own experiences as well as learning about links to a cultural group's history, geography, and social traditions.

Connections

- MLC-ASP participants and schoolchildren reinforce and further their knowledge in other content areas, naturally resulting from the content-based, thematic approach.
- MLC-ASP participants and schoolchildren acquire information and recognize the distinctive viewpoints available through the foreign language and its culture as they explore cultural texts (print, media, realia) via simple examples (target culture storybooks, games, artifacts, etc.).

Comparisons

- MLC-ASP participants and schoolchildren make simple linguistic and cultural comparisons between the language and culture studied and their own.

Communities:

- MLC-ASP participants use the foreign language beyond their own school setting in the program delivery. Schoolchildren use the foreign language in their culminating ‘program’ for parents at the closure of the ten-week program, and take home a “product” to share with their families every day.
- MLC-ASP participants and schoolchildren show evidence of becoming lifelong learners by using the foreign language for personal enjoyment and enrichment, as the essence of this voluntary, service learning program.

Due to the standards framework underpinnings, MLC-ASP, the model can be adapted for learners of various ages. The linguistic and culture content remains relatively stable, whereas the degree of sophistication in terms of language use, by both students delivering the program and the children recipients of the lessons, varies according to proficiency levels. And certainly, the activity genres and manner of instructional delivery can and should be adapted to the cognitive, social, and emotional development of the children.

Conclusion

As we write, the U.S. Senate’s *Serve America Act* and its U.S. House of Representatives’ counterpart, *The GIVE Act* have recently passed and are in the final stages of committee revisions prior to President Obama’s signing into law. With this expanding national focus on service, we are heartened that an ethic of civic engagement is increasing as a national message. President Obama stated in a recent editorial,

“Yes, our government must rebuild our schools, but we also need people to serve as mentors and tutors in those schools.” (2009, p. 33). As conscientious citizens, we look to our local needs and respond with action. The MLC-ASP initiative brought to our attention the need of offering alternative learning experiences, so that our diverse student body experiences the learning of a foreign language as purposeful. Says undergraduate James Frederick, “As a KSU student, I believe that it is not just how I perform in class that makes a difference, but also how I can help to benefit the school and other students. The MLC-ASP has given me a great opportunity to do both. The MLC-ASP has given me the opportunity to share with the young children an opportunity that I never had in early grade education.” As the MLC-ASP model addresses a variety of social and academic needs our students have, we welcome the opportunity of assisting you in adapting the model to fit your situational needs as well.

For more information on the program’s ten thematic modules, lesson plans, activities, and sample assessment instruments to evaluate MLC-ASP participant experiences, we invite you to visit our program website at <http://www.kennesaw.edu/community/servicelearning/index.htm> or to contact us directly at ssmith2@kennesaw.edu and khoyt3@kennesaw.edu.

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A la Bonne Franquette



Agenda Samedi 5 décembre 2009

9h-9h30 accueil et café

9h30-10h réunion administrative

10h-13h démonstration de cuisine

13h-14h déjeuner

14h courte réunion et questions

Venez rejoindre les membres de AATF-Ga pour une journée d'activités plein de surprise pour les yeux, les oreilles et les papilles.

AATF-Ga a eu la possibilité de travailler avec M. Patrick Boutier, français d'origine et chef cuisinier afin de présenter un atelier très chaud en couleur. Chef Boutier va présenter et préparer plusieurs plats devant les yeux admiratifs et les papilles aléchées des participants qui vont non seulement apprendre comment préparer ces plats délicieux mais aussi comment les inclure dans des leçons culturelles pour la classe. A la fin de la présentation, les participants pourront déguster les plats autour d'une table de l'amitié entre confrères.

Nous auront bien sûr les rendez-vous et réunions habituels du chapitre qui se trouvent dans l'agenda ci-dessus.

Lieu de la rencontre

Lycée Sandy Creek High School
360 Jenkins Road
Tyrone, Ga 30290

Directions

Off exit 61 on I85 north or south. Go about 4 miles towards Peachtree City. Take a left on Jenkins road at the traffic light before the railroad crossing. The school is the first on the left. Use the entrance by the school sign.

(See Next Page)

Please mail this completed form with your check (payable to AATF-GA) to

**Bill Griffin, Dept of Foreign Languages (#1804), Kennesaw State University,
Kennesaw, GA 30144**

by November 13th, 2009.

Name: _____

Postal Address:

Telephone: () _____

E-mail address: _____

Institution: _____

Registration fee includes a morning coffee, mid-morning coffee break, and lunch.

Please check here to request a vegetarian meal: _____

Members: \$20 _____

Non-members: \$24 _____

Students: \$10 _____

[If paying at the site, there will be a \$5 additional fee.]

FLAG Important Dates 2010

January 10	Spanish: Volunteer for Spanish Immersion Camp
January 15-17	German: Sprachbad auf Tybee Island
January 22	Istanbul Center Essay Contest Deadline
February 1	Istanbul Center Art Contest Deadline
February 10	Spanish: Register for Spanish Immersion Camp
February 5-6	Governor's Honors Interviews
February 12	Spanish: Composition Deadline
March 10	FLAG Board Meeting
March 11-14	Conference (Augusta, GA)
March 27	MS/HS Spoken Language Contest
March	FLES Spoken Language Contest registration due
April 1	<i>FLAG Journal</i> submissions due
April 15-17	SCOLT Conference (Winston-Salem, NC)
April 16 - 18	Georgia Junior Classical League State Convention
April	FLES Spoken Language Contest
July 27 - Aug 1	57th Annual NJCL Convention, Fargo, ND

JNCL—NCLIS Executive Summary

September 25, 2009

Dear FLAG Colleagues:

Below is the Executive Summary from JNCL-NCLS (Joint National Committee for Languages and the National Council for Languages and International Studies). This organization is our lobbyist for language programs on the national level. Biographies and contact information for the Georgia Congressional Delegation can be found at the following link: <http://georgiainfo.galileo.usg.edu/gacongressdelegation.htm>. As foreign language professionals, it is important for us to keep in contact with our senators and congressmen to show our support for legislation pending before Congress concerning foreign languages.

Sincerely,

Greg Barfield
FLAG Past-President

- A new provision in HEA from Rep. Rush Holt's International Education Leadership Act established a Deputy Assistant Secretary of International and Foreign Language Education who will be officially appointed soon. During JNCL-NCLIS' Legislative Day, Senator Daniel Akaka introduced the National Foreign Language Coordination Council Act of 2009 (S. 1010), which was streamlined and made more inclusive of language community input.
- The Foreign Language Education Partnership Program Act will soon be reintroduced by Rep. Holt after extensive discussions with the language community. As part of the reauthorization of ESEA, this bill may be considered as a new Part II of the Foreign Language Assistance Program. The bill has been endorsed by over 70 international, language, and education associations. Fifteen bills have been introduced in the 111th Congress dealing with languages and language education including a number of English as the Official Language bills.
- The Administration and both the House and Senate Committees have provided appropriations requests. Please see the JNCL-NCLIS website (www.languagepolicy.org) for details of the over four dozen federal programs whose funding we track. Regarding major programs, the President and the House would level-fund the Foreign Language Assistance Program.

The Senate would increase FLAP to \$28 million. Civic Education (including exchanges) was eliminated by the President, level-funded in the Senate, and increased to \$35 million in the House. The President and the Senate essentially level-funded Foreign Languages and International Studies in Higher Education, but the House would increase these programs by almost \$10 million. NEH would be funded by the Administration at \$171.3 million, the House at \$170 million, and the Senate at \$161.3 million. All are increases. Education and Cultural affairs would be funded at \$633.2 million, \$600 million, and \$635.2 million respectively. These are all sizable increases.

- JNCL-NCLIS' Executive Director contacted and met with numerous government officials in ED, DOD, State, Homeland Security, and the Intelligence Community to discuss program administration and policies.
- JNCL-NCLIS' staff drafted and suggested questions regarding languages and international education for the Secretary of Education in Congressional hearings.
- Based on the deliberations of a breakout session at the annual JNCL-NCLIS Delegate Assembly, a working group drafted and distributed for input a policy paper on "Foreign Language Strategies, Objectives and Goals." The final paper was distributed to our networks, including policy makers.
- Working with a talented summer intern, the staff created, developed, and distributed a "Public Advocacy Workshop and Simulation." (Please see the JNCL-NCLIS website.) The simulation by Phyllis Thompson (TFLA), Sharon Rapp (AFLTA), and Rep. Holt's Legislative Director, Chris Gaston is intended to be used by member associations and their members to provide a primer for next year's Legislative Day.
- JNCL-NCLIS' staff continues to research, consult, and seek information regarding the new Administration's Education Economic Stimulus Package and the Race to the Top Fund. Foreign language programs and teachers eliminated by budget cuts are eligible to be replaced under stimulus funds for State Aid to Schools/Critical Needs (\$53.6 billion) and Title I (\$13 billion). In the Pell Grant provisions (\$15.6 billion), the increased support for Junior and Senior Foreign Language majors should be in consideration. Also, foreign languages qualify for support under technology (\$900 million) and teacher quality (\$400 million).

- JNCL-NCLIS' staff sent numerous mailings and alerts urging our members to act on the Education Economic Stimulus funds in the \$5 billion for the Secretary's discretionary "Race to the Top" program. The language community was encouraged to take responsibility for ensuring that language and international education are a key element in what the President and Secretary consider a major reform in American education by commenting on the need to include languages as a priority for reform. This did not endorse, however, other provisions included in the Race to the Top.
- JNCL-NCLIS' staff consulted with the Coalition for International Education to produce two videos commemorating the 50th anniversary of the National Defense Education Act (Title VI/Fulbright/Hays). The first video was part of a program on Capitol Hill for the anniversary attended by Members of Congress and staff and was also previewed at the JNCL-NCLIS Delegate Assembly. Both videos are now available at <http://www.usglobalcompetence.org/>
- New members of the Administration and Congress were researched, and in a number of instances contacted, to determine their interest and support for language (including ESL and ELL) and international education.
- Finally, over the summer the Executive Director researched and compiled past JNCL-NCLIS documents, policy statements, articles, summaries, alerts, and other materials to create a rough JNCL-NCLIS archive, which remains to be organized by date or subject.

Georgia State German Convention

The AATG Georgia 2010 State German Convention will be held on Friday and Saturday, February 26 & 27, at the State FFA-FCCLA Camp. The convention schedule will be similar to last year's, with registration from 12:30 – 2:00 pm on Friday and the closing Awards Ceremony finishing around 4:00 pm on Saturday. Please make travel arrangements now so you can attend the entire convention. As always, the State German Convention is conceived as a co-curricular activity, encouraging and motivating students at all levels in their study of German. It is a wonderful, fun-filled way to encourage interest in your German program. Visit <http://georgia.aatg.org/sgc.html> for more details.

Governor's Honors Summer Program

by Corinne Bicknese , GHP student 2009 summer
Senior at Holy Innocents' Episcopal School

As I helped my mother shove the rest of my baggage into the trunk of the car, I never imagined that I was getting ready to experience one of the most enriching educational and social adventures of my life. I was preparing to drive down to Valdosta, Georgia, to join other intellectually gifted students from around the state who were also participating in the Georgia Governor's Honors Program. I had worked extremely hard to get into GHP, practicing interview procedures with teachers and school administrators. When I received my acceptance notification, I remember feeling excited, but slightly nervous at the same time. I had never been away from home for six weeks and was intimidated by the fact that the other students participating in the program would be complete strangers to me. Nevertheless, I gathered my courage and slipped into the seat of my mom's car, ready to embark on the journey of a lifetime.

When I stepped onto the campus in Valdosta, I immediately felt at home. Every person I encountered greeted me with a wide, welcoming smile, asking my name and what major I would be studying. "Communicative arts," I would reply, feeling a sense of pride in knowing that I would graduate from the program with a heightened knowledge of the subject. My roommates were just as kind and accepting as everyone else walking along the hot, sunny sidewalks of the campus. We played cards on that first day, laughing and talking. By the end of the game, I felt as if I had known these people for my entire life, and I knew that our friendship would not be temporary.

The Governor's Honors Program not only offered me lifelong friendships with people from across the state, but it also gave me the opportunity to learn about people from across the world. I met students of every race and ethnicity, from many different countries and continents. They taught me about their different cultures and religions, recognizing my thirst to experience life from their perspectives. I was so fascinated by the diversity surrounding me, that I attended several religious services, including an Islamic religious ceremony. The Governor's Honors Program showed me the immense level of diversity in this world, enriching my mind with perspectives that I had previously never fathomed.

Finally, the Governor's Honors School provided an educational experience unlike any other. I majored in communicative arts, a subject for which I had always harbored an interest. Part of the magic of GHP was that it transformed the caterpillar of this interest into a butterfly of passion for the subject. In the laid-back, hospitable classroom environments in Valdosta, I was able to express myself fully, to step out of my comfort zone and see the world from a different viewpoint. I studied everything from Batman to fairy tales to Shakespeare's Othello, gleaning knowledge from sources that I loved to study.

The Georgia Governor's Honors Program altered my views of myself as an individual, and the world as a whole. I experienced the academic aspects of a college environment, while at the same time meeting a diverse group of people and forging life-long friendships with both students and teachers. GHP gave me a new outlook on my education, and has offered me the confidence to keep an open mind and to engage in a higher level of self-expression.



Practical and entertaining ideas to enhance instruction and engage students!!!

The Education Office of the Spanish Ministry of Education in Atlanta, in collaboration with the Center for Latin American and Iberian Studies, has the pleasure of inviting you to a seminar that will take place on November 13 and 14, 2009, on the campus of Kennesaw State University (Center for Latin American and Iberian Studies).

TITLE: *Audio-visual Media as a Vital Tool in the Classroom of Spanish.*

DATES AND TIMES: Friday November 13 from 3.30 pm to 7.30 pm (approx.)
Saturday November 14 from 9 am to 7 pm (approx.)

PLACE: Center for Latin American and Iberian Studies, Kennesaw State University .

PRESENTER: María Isabel Silva. She has been a teacher of Spanish as a second language for over ten years, among many other credentials, she has a Master's of Spanish Language and Culture from the University of Salamanca.

MAXIMUM NUMBER OF PARTICIPANTS: 25

TARGET AUDIENCE: Teachers of Spanish, all levels.

Please confirm your attendance before **November 9** by contacting **Eva Martínez** at eva.martinez@educacion.es

Eva Martínez Sanmartín
Education Advisor. Embassy of Spain

2009 Japan Foundation

From July 1 – July 9, 2009 the Japan Foundation sponsored the 2009 Japan Foundation Invitational Group-Tour Program for U.S. Educators. The program included World Language decision-makers ranging from school level principals and teachers, through district and state World Language coordinators. The focus of the tour was to expand Japanese language and cultural understanding and education at all levels in the United States, and to strengthen bonds among districts and schools offering Japanese. Two Georgia residents were selected to take part in the trip; Mr. Eddie Echols, Principal of Riverwood High School, where Japanese represents a strong and growing language offering, and Jon Valentine, Program Specialist for Languages and International Education with the Georgia Department of Education.

To this end, the Japan Foundation provided a stellar program filled with varied and meaningful experiences, intended to provide tour participants with a range of Japanese cultural and educational experiences. The tour began with a brief stopover in Los Angeles where participants had an opportunity to interact with members of the Japan Foundation and were treated to background discussion and courses intended to provide basics in Japanese language and culture.

While in Japan, participants were fortunate to have the opportunity to attend lectures on Japan and United States relations and soft-power as well visit various ministries; including the Ministry of Foreign Affairs and Ministry of Education, Culture, Sports, Science and Technology. Participants interacted with students in Japanese schools of various levels, and had many spirited and informative conversations with teachers, principals and other school officials, exchanging ideas and learning details that one can only experience through true relationship-building. The Japan Foundation was kind enough to provide cultural tours to the Language Institute- Urawa, Calligraphy lesson, a visit to the Togyoku Doll Company and even tickets to a sold-out Kabuki performance!

The Japan Foundation Group Tour for Educators succeeded in providing a valuable framework for educators to begin honest discussion about and strategies for building successful and lasting programs in U.S. schools, and for providing additional support for those proficiency-based programs already thriving. The program also allowed all participants the opportunity to build relationships and develop friendships that will strengthen the ties between our two countries and provide support for teachers and students in Georgia and across the United States.



FLAG Membership Form

FLAG dues are due by September 1 of each year and should be sent to FLAG Treasurer, Mary Ellen Foye, P.O. Box 734, Griffin, GA 30224 (eyofme@aol.com).

- [] **\$15.00 - Student/Retired Membership**
 (“student” means full-time, undergraduate student only; “retired” means retired and NOT teaching). Benefits: Subscription to *The FLAG Journal*, “Fall Features”, FLAG Conference at member rates, participation at the FLAG Contests.
- [] **\$25.00 – Regular Membership**
 Benefits: Subscription to *The FLAG Journal*, “Fall Features”, FLAG Conference at member rates, participation at the FLAG Contests
- [] **\$40.00 Joint Spouses’ Membership**
 Benefits: Subscription to *The FLAG Journal*, “Fall Features”, FLAG Conference at member rates, participation at the FLAG Contests
- [] **\$50.00 Patron Membership**
Available to individuals. Benefits: Subscription to *The FLAG Journal*, “Fall Features”, FLAG Conference at member rates, participation at the FLAG Contests. Name will be listed on the FLAG web page, in *The FLAG Journal*, and in the conference program.
- [] **\$50.00 Institutional Membership**
Available to institutions only. Subscription to *The FLAG Journal*, “Fall Features”. Name will be listed on the FLAG web page, in *The FLAG Journal*, and in the conference program.

Did a colleague urge you to join FLAG? If so, please let us know who it was (name, school, email), so that we can thank him or her for supporting our membership drive. Thank you for your support!

Please print clearly.

Name: _____

School: _____

County: _____ Level of Instruction: _____

School Address: _____

School Phone: _____ School FAX: _____

Language taught: _____

Home address: _____

Home Phone: _____

Email address: _____

FLAG Awards Information

Teaching Awards

- **Teaching Award** Recognizes teachers who effectively strive to use various strategies, techniques, and materials to enhance the students' interest in, acquisition of, and proficiency in a second language. Two divisions will be recognized: P-12 and Post-Secondary.
- **Teacher of Promise Award** Recognizes teachers in their first, second, or third year of teaching who show the promise to be an outstanding teacher and leader in foreign language education. Two divisions will be recognized: P-12 and Post-Secondary.

Leadership & Support Awards

- **Administrative Support of Foreign Languages** Recognizes a Georgia Dean, Superintendent, Principal, or other administrator who has evidenced strong and overt support for foreign languages.
- **Fostering Partnerships With Foreign Languages** Recognizes teachers who have sought to involve the community / business / colleges in foreign language activities, which may occur on or away from campus.
- **Leadership Award** Recognizes those who have taken an active role in promoting foreign language education through professional and/or academic endeavors. Two divisions will be recognized: P-12 and Post-Secondary.

On occasion and at the discretion of its board, FLAG may present additional *ad hoc* and/or one-time awards as warranted (e.g. for noteworthy, special accomplishments etc.). See webpage for more information <<<http://www.flageorgia.org/awards.htm>>>

Awards will be presented at the annual conference. Winners are requested to attend the luncheon where they will receive the actual award.

To make a nomination (and/or complete an application), see FLAG website.



French, German and Spanish Scholarships for Teachers in the SCOLT Region

Academia Latinoamericana, the Linguistic department of Equatorial University: Available to: 6 – 12 (Secondary) Teachers of Spanish. The scholarship recipient may choose Ecuador, Peru or Bolivia, or combine two countries. Scholarship includes the following :two weeks of classes / 40 contact hours in Spanish acquisition, *curso de perfeccionamiento de Español para profesores*, indigenous culture, Literature, History or Culture and Civilization course / lodging with host family, accommodation in private room / airport transfer upon arrival to destination / two meals per day (breakfast and dinner). Not included: Flight transportation, airport taxes, tips, lunches or snacks, and side trips or weekend excursions.

Estudio Sampere: This scholarship is available to teachers of Spanish K-16; it provides three weeks of study in Spain or Ecuador. It includes tuition, room, and board in one of several locations in Spain or in Cuenca, Ecuador. The scholarship does not include transportation to or transfer within Spain or Ecuador.

The Cemanahuac Educational Community: This scholarship, available to teachers of Spanish in levels K-12, provides two weeks at Cemanahuac Educational Community in Cuernavaca, Mexico, including registration, tuition, housing with a Mexican family (double room) for two weeks, all meals, a field-study trip, and a certificate of attendance. The scholarship does not include transportation to Mexico City or transfers to Cuernavaca from Mexico City airport.

The Embassy of Spain: This scholarship, sponsored by the Embassy of Spain for three weeks of study in Spain, is available to secondary teachers of Spanish. It includes registration, tuition, and housing in one of several locations in Spain. The scholarship does not include transportation to Spain or transfers within the country.

Centro MundoLingua: This scholarship is available to secondary school teachers of Spanish who teach AP classes or indicate and can validate that they will do so in the near future. It provides tuition for a 2-week course, room, board, and materials. The course, an AP summer institute endorsed by the College Board (renewal credits offered free and graduate credits available for an additional cost), is in Sevilla. The scholarship does not include transportation to Spain or transfers to Sevilla.

The Goethe Institut and AATG: This scholarship for German teachers pre-K through university includes registration and tuition at a Goethe Institut in Germany,

SCOLT Scholarships

housing, with breakfast and one meal daily on seminar days for three or four weeks, depending on the seminar chosen, and some specific field trips.

The Cultural Services of the French Embassy: These scholarships, available to French teachers in levels K-12, provide three weeks of study during July in France. They include registration, tuition and a certificate of attendance, and an allotment for lodging, meals, and expenses while in France, including transfer from the airport to the study site. They do not include transportation to France.

The University of Quebec - Chicoutimi: This scholarship, available to French teachers in levels K-12, provides three weeks at the Ecole de langue française et de culture, including admission and tuition fees, materials, and meals, daily transportation to the University, cultural activities, and a 2-day excursion to Quebec City. There may be a small fee for lodging with a French-speaking family or in a university residence.

REQUIREMENTS

- Reside in a SCOLT region state (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, TX, VA, WV, US Virgin Islands).
- Teach two or more classes of the specific language.
- Register for and attend the 2010 SCOLT Conference (Winston-Salem, NC) to accept the award in person as our guest at the Awards Luncheon.
- Be able to take advantage of the schooling available in 2010.
- Be a participant in professional organizations such as SCOLT, local state world language association, ACTFL, specific language associations, etc. Present a session relating to the travel study experience at the 2011 SCOLT conference (registration fee waived).

More information and details available in the fall SCOLTalk or on the SCOLT webpage (www.scolt.org) or from SCOLT Scholarship Director Susan Navey-Davis: navey@chass.ncsu.edu.

APPLICATION POSTMARKED BY *NOVEMBER 1, 2009*: Application information is available on-line and in the fall SCOLTalk. Completed applications must include three copies of each of the following:

> The completed application form available in the fall SCOLTalk and on-line <http://www.scolt.org/> (click on *SCOLT Scholarships*) students/former students)

(Continued)

SCOLT

- > One-page biographical profile (education, memberships/activities including SCOLT, honors)
- > One-page statement in English detailing benefits of the award to the applicant and students
- > One-page statement in the target language describing teaching philosophy
- > Two one-page letters of recommendation (any combination of principal, supervisor, department chair, colleagues, students/former students)

The SCOLT Region

