



President's Message



Karen
Tharrington

HAPPY BIRTHDAY FLANC!

As we near the end of the school year, don't forget to make plans to attend the 2006 FLANC Annual Conference, September 28 – 30 at the Sheraton in Raleigh. This will be a very special conference because it marks forty years of our organization in Raleigh.

Forty years! I am personally honored to be President of such

a strong group of dedicated professionals. North Carolina is lucky to have strong foreign language programs, and we know how to fight if our programs are threatened. FLANC has always been there to support foreign language educators in many ways. Make sure to be a part of this special event in September. Our keynote speaker will be UNC Professor Dr Jim Johnson who will offer sessions on Friday at the conference. Leslie Baldwin, Conference Chair, has been working hard planning workshops and sessions. Don't miss out!

NEW MEMBERS

If you have a colleague who is not a FLANC member, encourage him/her to join. FLANC membership has many advantages – the whole state is on your side to advocate for foreign language programs, spring workshops and a fall conference to help you revitalize your teaching and receive CEUs. FLANC provides you with professional development specific to YOUR content area! Keep informed of local and state events through the website and the Catalyst....if you are proud to be a member, spread the word about the importance of joining FLANC!

Also, if you missed the 2005 conference, you will not receive a Pre-Conference Catalyst this summer. Be sure to update your membership today! At \$20 it's a bargain! Go to the membership web page to renew your membership.

Help the FLANC Board by sharing your ideas and expertise with us. Our contact information appears in the Catalyst and on the website. We love to hear from you!

WEB PAGE

Don't forget to check the website often for current information. Conference information will be updated on a regular basis.

MINI GRANTS

To support our members' initiatives, FLANC once again awarded mini-grants to four teachers:

- Mary Hogan, Exploris Middle School for a countywide French Festival
- Madeleine Schwartz, Leesville High School for a German Immersion Weekend
- Deanna Dickerson Mosher, Roanoke Rapids School District, to implement Project CAFÉ in three schools
- Jo Garrison, Ligon Middle School, statewide Project CAFÉ

Applications are now being accepted for 2007. Go to the website to download an application.

ADVOCACY

Teachers – you are our best hope for saving foreign language programs. Together, we are a mass of voices! Make sure you join the Alliance for Language Learning, a non-profit group dedicated to keeping foreign language programs alive in North Carolina.

(Continued on next page ...)

(Continued from previous page)

Cathy Hodges, the Executive Director, is your voice at all State Board of Education meetings, working tirelessly to promote statewide articulated K-12 programs, remind lawmakers of the importance of foreign languages in schools, and increase awareness of political issues that affect you, the foreign language teacher. Don't think for a minute that our programs won't get cut – while NC is a leader in Foreign Language education, budgets are tight and we are an untested subject. Join in the continued fight for Foreign Languages!

SUMMER FLINGS

As the academic year is coming to a close, many of you will be using your summer to travel with students, take classes here or abroad, or participate in other interesting foreign language opportunities. Please email me at flanc_board@yahoo.com and let me know about your plans for the summer! Feel free to include any photos – I would like to compile teacher stories and photos for the fall Catalyst.

*Karen Tharrington
President, 2005-06*

In The News

Award Winning Teacher and Student

Brigitte Woloszyn is the 2006 Duden Award winner. This is an award given by the American Association of German Teachers (AATG) for excellence in German instruction. Brigitte is the German teacher at Reynolds High and the Career Center in the Winston-Salem/Forsyth County Schools. She is also president of the NC chapter of AATG. In addition, one of Brigitte's students, Alice Li, has been awarded the national AATG Summer Study Trip Award. What wonderful honors for Brigitte and her student!

– Submitted by Leslie Baldwin

Lenoir-Rhyne's Foreign Language Festival

April 5, thirty-nine French, German, and Spanish students from Freedom High School traveled to Hickory to compete with students from as far away as Hendersonville, Boone, Winston-Salem, and Charlotte in Lenoir-Rhyne's 31st annual Foreign Language Festival. There is a wide variety of events, which include extemporaneous speaking, poetry recitation, culture bees, testing, singing, media, and skits. Freedom students won awards in all three modern languages

and most of the categories. Teachers Barbara Aycock, Kim Grady, Nancy Hasty, and Joachim Koerner are very proud of all the students who took on this challenge and take great pride in announcing the following individual and group winners:

- Tou Her, 2nd place, French Poetry I
- Kimberly States, Hon. Mention, Fr. Poetry I
- Sam Robertson, 3rd place, French poetry II
- Janaye Brittain, 1st place, German Poetry I
- Hillary Herron, 2nd place, German Poetry I
- Brandi Woody, 2nd place, German Poetry II
- Alex Shell, Hon. Mention, Spanish Poetry I
- Brian Walters, 1st place, Spanish Poetry II
- Katie Kath, 3rd place, media
- Ka Xiong, Honorable Mention, media
 - 2nd place, French Skit
 - 1st place, German Skit
 - 2nd place, German Singing
 - 3rd place, Spanish Skit

Students also enjoyed an international lunch in the Lenoir-Rhyne cafeteria. The Foreign Language Festival is an excellent opportunity to raise awareness of foreign language education, to challenge and motivate students for higher achievement, and to enjoy the camaraderie of other students and colleagues of world languages. Contact Dr. Werner Schulz for next year's event.

-Submitted by Barbara Aycock

Seminar on Dual Language/Immersion Programs with Dr. Myriam Met

The K-12 Programs Section is pleased to announce a one day seminar with Dr. Myriam Met from the National Foreign Language Center on dual language and immersion programs from an administrator's point of view. The seminar is on July 10, 2006 in Raleigh. There is no cost to attend, however, there is limited seating and registration is required. The seminar is open to administrators and teachers and seats will be filled in the order received. You will be notified of acceptance upon receipt of your faxed registration. For additional information and registration form, please contact Helga Fasciano at [hfascian@dpi.state.nc.us](mailto:hfacian@dpi.state.nc.us) or 919-807-3865 or go to community.learnnc.org/dpi/secondlang

WS/FCS HONORED for Foreign-Language Instruction

Winston-Salem/Forsyth County Schools was recognized for its K-12 foreign-language program by the Global Communicators Program, a project of Gov. Easley's North Carolina in the World initiative, and the N.C. State Board of Education during the school system's Board of Education meeting January 24, 2006.

The school system is the first one in the state to be designated a Global Communicators School District.

David Williams, director of the Global Communicators Program, recognized the district on behalf of the State Board of Education and its chairman, Howard Lee. WS/FCS has a long history of leadership in foreign-language instruction. Its elementary school program was started more than 40

years ago and is the longest continuing foreign-language program in the state. All students begin learning either French or Spanish by third grade, and they have the option of continuing that language, or learning another, through middle and high school. Students who begin studying a second language in third grade and continue through high school with upper-level or AP courses are able to achieve a significant level of proficiency.

In addition to Spanish and French, German is taught at one middle school. Japanese and Latin are offered at several high schools. Mandarin Chinese will be added next fall.

Dr. Don Martin, the superintendent of WS/FCS, strongly supports these second-language programs.

"It is our job to prepare young people for the future – a future that is becoming more global every day," he said. "In addition, our elementary foreign-language program provides students with a multicultural experience that helps them understand and interact positively with our growing non-English speaking population."

Leslie Baldwin, the foreign-language program specialist for the school system, said, "I am proud of our foreign-language program. We have dedicated teachers who are working hard to prepare our students to live and work in our global society."

The goal of the Global Communicators Program is to foster early starting second-language pipelines that can lead to proficiency by graduation. North Carolina in the World was established to increase student knowledge and skills about the world. It is administered by the Center for International Understanding.

For more information contact:

David Williams
Director, Global Communicators Program
North Carolina in the World
412 N. Wilmington St.
Raleigh, NC 27601
(919) 417-1777
williamd@kenan-flagler.unc.edu

Raleigh Update - May 2006

Fran and I hope you had a wonderful finish to your school year. Things have been busy in Raleigh and following is a short synopsis:

The FLAP grant project has progressed very well. The K-5 curriculum committee has completed a draft of the dual language/immersion curriculum and the members will be piloting the curriculum in their schools during the 2006-2007 school year. The summer institute for first or second year teachers in a dual language/immersion setting is scheduled for July 10 – 14, 2006. Our guest trainer is Dr. Myriam Met for the first two days of the institute. Day One is open to administrators and teachers, who would like to know more about implementing a program in their schools.

The New Exit Standards for the incoming 2006-2007 Freshman class include a Graduation Project. We have worked hard to make it known that such a project can be done in whole or in part in a language other than English. This is a great opportunity for advanced foreign language students and heritage speakers. Check with your school on how you can help facilitate and also help identify community members and local faculty members who might be willing to serve on the project review teams.

The American Diploma Project, which may lead us to a single default diploma, has garnered quite a bit of discussion. I am currently teaming with consultants from the Career Technical Education sections on developing Career Foreign Language Courses that would be relevant to the those students in the Career Technical Studies.

LinguaFolio :

- a. is a 5 state initiative -
- b. is based on the European Language Portfolio,
- c. blends the European Common Scale of Reference and the ACTFL proficiency and performance guidelines

- d. is stated in positive can-do statements , so that learner can become a reflective and autonomous language learner and take charge of their learning
- e. makes language learning transparent to the learner, parents and employers
- f. can help in program articulation K-16

We have completed a five-part training for K-16 educators and plan to pilot the implementation this fall. For more information please visit: www.doe.virginia.gov/linguafolio

International Education and Global
(Continued on next page ...)

FLANC Conference Scholarships

Attention All Foreign Language Teachers, Mentors, Department Chairs, & Lead Teachers!

As we all know, recruiting and retaining teachers is a top priority for all of us.

To address this critical need, FLANC will be offering scholarships to first year teachers to attend the 2006 FLANC Conference. We will award 10 scholarships to teachers for whom 2006-07 is their first year of teaching Foreign Language. This will include not only their dues and registration to the conference, but also 2 free pre-conference workshops.

This is a wonderful opportunity for new teachers to become involved in FLANC, make contacts with teachers from across the state, and learn a great deal to help them as they begin their career.

Since 1st year teachers are not yet members of FLANC and therefore do not receive the Catalyst, they have no way of knowing about the scholarship unless you tell them!!! So please, when school starts in August, look for new teachers!

Tell your new colleagues about FLANC and this wonderful opportunity to attend the entire conference for FREE!

-Submitted by Sue Stites

(Continued from previous page)

Preparedness are current themes in Raleigh. One reason the Board and the General Assembly are on the International Education and Global Preparedness path, is because of the attention these themes have garnered on the national and international stage. If you haven't already read Thomas Friedman's book "The World is Flat", you have probably been exposed to excerpts. A 2004 Roper Poll indicated how those in the United States view FL Learning in our country:
45% of Americans believe there is "too little" foreign language instruction in America's public schools
50% of Americans believe there is "too little" funding of foreign language instruction – of this 50%, 75% are between 18 and 24
One in four live in a household with someone fluent in more than one language – younger Americans are more likely to live in such a household (42%)
48% of Americans have at least weekly dealings with someone whose first language is not English

The economy and business also drive education to prepare students for the workplace.
Cross-cultural communication skills are in high demand in the global workplace
English is spoken as a second language, but the first language is still the language of daily thoughts the language spoken with colleagues in their own national environment "If you want to truly understand your partners abroad, then you must reach them through their languages."
Global English is not the English spoken by native speakers.
Even when English is the official language of companies abroad it does not always permeate the organization. "The language of international business today is bad English"
Department of Defense Conference on February 1, 2005 – need for proficient speakers

In February of this year, DPI was asked to present to the Joint Education Oversight Committee of our General Assembly, a

discussion on where we as a state are in FL learning.
After sharing the statistics with the members, Dr. Leak shared the following underlying barriers to foreign language learning in our country:
- Constant tension between the belief in the need for unity expressed in a monolingual policy and the values of multilingualism, plurilingualism and diversity.
- US educational policy left to the states; absence of concern for foreign language in NCLB
- Belief that English is enough and that students do not need to maintain their home language
- Disconnect between the time made available for language learning and the realities of the time required to learn language to the levels required in the workplace. Data shows that two years of high school FL study develops an average proficiency rate of novice mid and 4 years of high school study develops an average proficiency of intermediate low. The workplace average requirement is advanced mid.

Dr. Leak also presented the main issues for North Carolina in regards to FL learning:
How do we produce students proficient in a language other than English?
How do we increase offerings particularly in the less-commonly taught but critical languages?
How do we promote the maintenance and instruction of heritage languages?

Dr. Leak's presentation resulted in a directive from the committee to bring back recommendations. We met with a group of K-16 FL educators and brain stormed the issues and came up with viable suggestions.

We urge you to continue to promote foreign language learning. Continue to connect the value of language learning to other ideas and initiatives and remind others of that value. We urge you to be proactive in finding ways to incorporate language learning in whatever model comes your way. See you at FLANC in September!

FLANC Schedule at a Glance

FLANC AT 40 LOOKING BACK, MOVING FORWARD

THURSDAY SEPTEMBER 28, 2006 (PRE-CONFERENCE WORKSHOPS)

7:00 AM – 6:00 PM	Registration
8:30 – 4:30 AM	FULL-DAY ON-SITE WORKSHOPS
8:30 – 12:00 AM	MORNING ON-SITE WORKSHOPS
12:00 PM – 1:00 PM	Lunch—on your own, in the hotel or at nearby restaurants
12:40	Bus leaves for OFF-SITE workshops
1:00 – 4:30 PM	OFF-SITE AFTERNOON WORKSHOPS
1:00 – 4:30 PM	ON-SITE AFTERNOON WORKSHOPS
5:00 – 6:30 PM	Exhibits Preview and Reception
6:00 – 9:00	EVENING ON-SITE WORKSHOPS

FRIDAY SEPTEMBER 29, 2006

7:00 AM	Registration begins
8:00 – 9:00 AM	Exhibits and Breakfast Break
9:00 – 10:00 AM	Round 1
10:15 – 11:15 AM	Round 2
11:15-12:05 AM	Exhibits and Beverages
12:05 AM – 1:15 PM	Keynote— Dr. Jim Johnson, guest speaker FLANC Annual Business Meeting and 2006 Awards
1:15 – 2:10 PM	Lunch, Language Tables and Exhibits
2:10 – 3:10 PM	Round 3
3:10 - 4:10 PM	Exhibits and Beverages
4:10 – 5:10 PM	Round 4
5:15 – 5:45 PM	CEU Forms distributed (.5 CEU)
6:00	FLANC's FAMOUS RAFFLE / Exhibits close at 6:00
6:00 – 8:00	FLANC AFTER FIVE!—FLANC'S 40TH BIRTHDAY PARTY
8:00 – 10:00 PM	Free Film Screening:

SATURDAY, OCTOBER 1, 2005

7:00 AM	Registration begins
7:30 – 8:15 AM	Leadership Breakfast (Invitation Only)
8:00 – 9:00 AM	Exhibits and Breakfast Break/Business meetings for Allied Organiz.
8:15 – 10:00 AM	NNELL Swap Shop and Spanish for Native Speakers Swap Shop
9:00-10:00 AM	Round 5
10:10-11:10 AM	Round 6
11:10 – 11:50AM	Exhibits and Beverages/Business meetings for Allied Organizations
11:50 AM – 12:50 PM	Round 7
1:00– 2:00 PM	Round 8
2:00 – 2:20 PM	CEU Forms distributed (.5 CEU)

News From JNCL

A New Era for Foreign Languages
J. David Edwards, Ph.D.
Executive Director, JNCL/NCLIS

Not since the late fifties and early sixties of the Cold War and the Space Race have languages enjoyed the support and attention that they are currently receiving. Over the last few years, numerous studies, reports, and hearings, have noted our nation's serious language shortages and called upon the federal government to increase and improve the United States' language capabilities. For example, last November the prominent Abraham Lincoln Commission released their report, *Global Competence and National Needs: One Million Americans Studying Abroad*, calling on Congress and the Administration to provide \$125 million by 2011 for scholarships and fellowships for one million students to study overseas. In early February, the very influential Committee for Economic Development (CED) released their study, *Education for Global Leadership: The Importance of International Studies and Foreign Languages for U.S. Economic and National Security*, urging increased investment in international studies and foreign languages. Among their various recommendations was "expanding the training pipeline at every level of education to address the paucity of Americans fluent in foreign languages especially critical, less-commonly taught languages."

These studies and others, as well as the language community's own advocacy efforts have helped create public pressure, media attention, and consideration by policy makers that are producing new opportunities and advantages. Recently, attention and concern have given rise to new and increased federal policies and funding for languages and international studies. While this may not yet be the golden age of language study, it is quite evident that the United States has entered a new era with

respect to the knowledge of other languages and the understanding of other cultures. It is a new era that is being determined by national security and economic competitiveness, but its most serious impact will be upon education.

One of the most significant of these new policies is the "National Security Language Initiative" (NSLI) launched by the President of the United States speaking at a National Summit of College and University Presidents held at the State Department in early January. The NSLI is a joint effort by the Departments of Defense, State, and Education, as well as the Intelligence Community, which will provide \$114 million for languages. This figure is roughly divided into \$57 million for ED, \$27 million for State, \$25 million for DOD, and \$5 million in Intelligence.

Specifically, within the Department of Education, despite past opposition to the program, \$24 million will be for a "refocused" Foreign Language Assistance Program. Other new or expanded programs will include \$24 million for developing a pipeline through Flagship K-16 Language Programs; \$5 million will go to develop a Language Teacher Corps; \$3 million is to expand teacher-to-teacher language seminars; and \$1 million will create a new E-Language Learning Clearinghouse.

While the NSLI has been in the planning stages for well over a year, some of the sponsoring agencies had already undertaken impressive internal efforts and achieved progress toward addressing their language needs and developing their language capabilities with policies of their own. Within

(Continued on next page ...)

(Continued from previous page)

the Department of Defense, the National Security Education Program (NSEP) has been providing scholarships and fellowships for study abroad in a nation's language for almost fifteen years. Within recent years, NSEP has initiated the National Language Flagship Initiative, a K-16 Chinese Language Initiative, and laid the groundwork for the creation of a Civilian Linguistic Reserve Corps (all of which will be expanded under the President's initiative). The entire Department of Defense will implement a Defense Language Transformation Roadmap that, among other things, increases resources for the Defense Language Institute (DLI), requires officers to learn another language, and identifies DOD's long and short-term language needs.

About two years ago the Department of State instituted a Language Continuum that requires Foreign Service Officers to know two additional languages and be able to use them. State has increased their support for the Foreign Service Institute (FSI) and Education and Cultural Affairs (ECA). This latter support will continue to increase as part of the NSLI through increases in Gilman Scholarships for needy students to study critical need languages abroad, increases in immersion language study centers overseas, and the creation of new State Department summer immersion study programs.

Some of the changes put forth as part of NSLI will require Congress to authorize new or amended legislation as well as provide the appropriations of funds. The first session of the 109th Congress considered twenty-six bills dealing with languages and international education. In such an environment, it seems quite likely that there will be considerable legislative support for new and increased programs dealing with languages. In fact, some of the pending legislation such as H.R. 4629, Rep. Rush Holt's K-16 Critical Foreign Languages Pipeline Act anticipates the President's Initiative. Other bills such as H.R.115, Holt's National Security Language

Act; S.1089, Senator Akaka's National Foreign Language Coordination Act; or S. 1117, Senators Lieberman and Alexander's U.S.-- People's Republic of China Cultural Engagement Act would go considerably beyond NSLI.

Additionally, Congress still has to reauthorize the Higher Education Act in which Title VI contains \$93 million in programs dealing with International Studies and Foreign Language Education. The Senate has passed its version of reauthorization which contains S. 1105, Senators Dodd and Cochran's International and Foreign Language Studies Act. However, the House of Representatives still has to pass its version and then both houses have to reach agreement. While passage of a final bill in the 109th Congress is not certain, what is very heartening is that both houses' bills have provisions beyond Title VI that provide support for financial assistance and loan forgiveness for foreign languages. In short, both the Administration and Congress are providing attention to and support for languages. This is a confluence of interest that has not happened in the last forty years.

Leaving the State Department after the President's speech, I overheard a college president telling a media interview, "It's a good beginning." NSLI is a good beginning. The Lincoln Commission and the CED report are good beginnings. Internal initiatives and changes within federal agencies are good beginnings. Many of the congressional bills and amendments are good beginnings. Taken together, they may be the beginning of a good era for languages in the United States. If this is the case, this beginning is in large part possible because of the unity of the language profession, because of effective and tireless advocacy, and because of the knowledge, expertise, and effectiveness of language professionals. These three factors will be even more important not just in determining how we begin the new language era, but in determining what this era accomplishes.

Calling All Future Educators (C.A.F.E.)

HOW DO I START A PROGRAM AT MY SCHOOL?

What can you do to plant the seed about teaching? How can you encourage your outstanding language students to consider teaching a World Language Other than English (WLOE)? Every day you serve as a model for your students, but what can you do to literally place them on the path towards teaching? With a little planning and organization, you can start a Project C.A.F.E. program at your school and the rest will fall into place.

Step One is Student Selection. Do certain students tutor for you, organize teams, or plan the language club? Do you have bulletin board kids and poster kids? How about the student who always does that extra internet research and gives 110%? You have already begun to identify some future teachers. Now you need to tell them: you would make a great WLOE teacher! The teacher decides how to identify the C.A.F.E. students. Here are the suggested C.A.F.E. criteria:

- the student takes risks in learning and is consistent in performance over time
- the student demonstrates an aptitude and/or enthusiasm for World Languages
- the student possesses an awareness of and sensitivity to the language ability of peers
- the student helps and encourages classmates to succeed in acquiring language
- the student voluntarily/naturally assumes teacher role in pair work or whole class instruction.

Some teachers informally identify students, while others do a formal nomination by establishing an application procedure or essay contest. Whatever works for you: you are sure to get some top kids.

The next step is recognition of these students, both at school and in the community. This can be done via morning announcements, the school newspaper, the Spring Awards Ceremony, bulletin boards, etc. The local paper and TV also enjoy the opportunity to write about teacher recruitment and young people in education. This is great publicity for your student, your program and your language.

The final step is an on-going process: what does it mean for a student at your school to be a Project C.A.F.E. student? Once again, this is decided by the teacher. Most teachers start slowly, using the students as classroom and peer helpers. But the possibilities are exciting: tutoring programs, lunch bunch, performance groups, etc. You can make it what you would like, big or small, and you can modify the program as it suits your schedule. C.A.F.E. teachers exchange ideas via e-mail, so the ideas keep coming.

THE TIME IS NOW. Fill out the information below and send it to me, Jo Harrison, at jgarrison@wcpss.net. That's all you need to do to get the process underway. We will discuss how to select students, notify parents, decide on your goals for your first year, and plan for student recognition. The sooner the better. Plan for next year NOW.

Project C.A.F.E. Interest Form

I would like to participate in Project C.A.F.E. Based on the CAFÉ criteria, I believe I have _____ (fill in number) students whom I feel qualify to be Project C.A.F.E. students.

Your Name _____ Your School _____

Preferred Mailing Address _____

City _____, NC Zip _____

Primary e-mail address _____

Meeting Notes - FLANC Advisory Board

On February 4, 2006 the FLANC Advisory Board met in the Sheraton Capital Center Hotel in Raleigh. The meeting began with an introduction of new members. October minutes were approved. Board member names and emails are listed on the Catalyst and website for contact.

It was discussed how the online Catalyst should be encouraged to be read by all members. According to surveys, 70% of members wanted it published online and now only 4% read it. We also need to try to increase the number of those people who also heard about conference from FLANC member, according to surveys only 9% heard from a FLANC member.

The Board discussed preliminary plans for the 2006 Conference. Results from the member evaluations were shared, and based on these, FLANC members enjoy the conference schedule and sessions. Possible workshops and a revised schedule for the upcoming conference were discussed.

FLANC 2006 KEYNOTE SPEAKER

We are excited to announce that Dr. Jim Johnson will be our keynote speaker at the annual conference in September. Dr. Johnson is the William Rand Kenan, Jr. Distinguished Professor of Management in the UNC-Chapel Hill Kenan-Flager Business School. His research focuses on the effects of demographic changes in the U.S. and the causes and consequences of growing inequalities in American society. His research has great implications for the role of Foreign Language education as we move forward in our global society and economy. Dr. Johnson is a dynamic and entertaining speaker, and we know he will add a great deal to our conference!

- SUBMITTED BY LESLIE BALDWIN

Late registration was a problem last year. This may have been due to the change in conference dates. Members should check the website often to get the latest information.

The board discussed how to get members to spread the word about the importance of FLANC membership.

Debra signed contracts for future conference, to be held Oct 4-6, 2007 (Thurs-Sat) and Oct 9-11, 2008 (Thurs-Sat) location in Winston Salem.

Karen Tharrington, President, reported we had representatives at SCOLT. Karen Galassi-Ferrer is representing us in Orlando for SCOLT 2006. Kathleen Rhodes will be going to SCOLT 2007 in Atlanta to represent us.

Leslie reminded us that this is the 40th year of FLANC, some titles for conference might included FLANC at forty, looking back moving forward, FLANC never looked so good.

Our keynote speaker will be Dr Jim Johnson a UNC professor – who is not a foreign language person but discusses the browning and graying of America – baby boomers and immigrants – and how we need foreign language for the future. He can also do sessions in addition to keynote. Tom recommends president of High Point University for 2007, in town so less mileage, has been speaker at ACTFL. His name is Nido Qubein.

Tom stated March 18 is spring workshop for western region. The topic is interactive reading
(Continued on next page ...)

(Continued from previous page)

strategies in FL classroom and his is looking for someone in writing.

Melanie stated that in April is the reading workshop for the central region and Carmen is presenting. They are ready for the registration form to be posted on website and they won't need to pay for location.

Carol Zimmerman, Awards Chair, presented a report on current Friend of FLANC and Teacher of the Year nominations.

Carolyn Wright, Advocacy Chair, discussed the 2005 Delegates Assembly from November. She then discussed the Joint National Committee for Languages and the National Council on Languages and International Studies' annual Legislative Day on May 4-6. They will meet with respective representatives or office staff. She also then discussed how there will be NC Legislative Day after May 4-6 day.

Karen made the reminder that the next board meeting will be in the same place, Sheraton Willow Oak room on May 6, 930 am. The Board adjourned at 1:12pm.

Western Regional News

The Western Regional FLANC Workshop was held on Saturday, March 18, at the Professional Development Center in Charlotte. The all-day session was entitled "Interactive Reading Strategies in the Foreign Language Classroom." Colleagues from Henderson County, Union County, Newton-Conover, Charlotte-Mecklenburg, and three different private schools participated. Teachers of French, German, and Spanish at both the middle and high school levels were in attendance.

Several colleagues have signed on to submit follow-up lesson plans that will incorporate at least one new idea they learned at the workshop in order to receive additional contact hours. Tom Skinner, FLANC Western Regional Representative and facilitator of the workshop, and Donna Podgorny, Second Language Curriculum Coach for Union County Schools, will evaluate these lesson plans.

We congratulate Union County for having the most representation at our regional workshop : a total of 7!

FLANC at 40

Looking Back, Moving Forward

Save the date now! We will be celebrating FLANC's 40th anniversary September 28-30, 2006. This year's conference will be exciting, as always. From AP, to technology, integration, to immersing students in the language, there will be workshops and sessions to address all languages, levels, and a great variety of topics.

– Submitted by Leslie Baldwin

PROFESSIONAL NEEDS SURVEY

1. Language you teach: French | Spanish | German | Japanese | Latin | Other: _____
2. Level you teach: Elementary | Middle | High School | Post-Secondary | Other: _____
3. How long have you been teaching? _____
4. Did you attend the FLANC conference last fall? Yes | No
5. If not, please share your reasons for not attending:
 district did not cover costs
 could not take time away from classroom
 did not need the CEU's
 sessions did not interest me
 other: _____
6. Other than the Fall conference, in what other professional development activities do you participate?
 district-based workshops
 in-house (school -based) opportunities
 on-line courses
 professional organization conferences & workshops other than FLANC
 university courses
 other: _____
7. Which of the following options appeal to you most as professional development activities?
 half-day (Saturday) workshops
 immersion weekends - language: _____
 summer Teacher-Scholar In Residence program (week-long, customized, supervised research project)
 on-line courses
8. What would prevent you from taking advantage of your preferred activities?
 cost (maximum you could spend per CEU: \$_____)
 time (when you be most likely to have time? _____)
 location: Where would you like to go for such a program?
Western NC Central NC Eastern NC Specific location: _____
9. What topics appeal to you for professional development activities?
10. Are there specific issues or initiatives you are required to address right now in your school?
11. Is there anything else you would like to share about your professional development needs?
12. Name & email address (optional): _____

Thank you for your feedback! (PRINT, CLIP & SEND or [CLICK & EMAIL to Sue Stites](#))

2005-06 FLANC BOARD CONTACT LIST

President (2005-06)

Karen Tharrington
flanc_board@yahoo.com

1st Vice President (2005-06)

Leslie Baldwin
lwbaldwin@wsfcs.k12.nc.us

2nd Vice President (2005-06)

Thomas Soth
sotht@gcsnc.com

Past President (2005-06)

Caroline Switzer Kelly
caroline.Kelly@earthlink.net

Secretary (2005-07)

Amy Demcio Cox
aed99ncsu@yahoo.com

Treasurer (2003-05)

Tamara Cox
tcox@gardner-webb.edu

Assistant Treasurer (2005-07)

Cindy Zittle
czittle@wcpss.net

Catalyst Editor (2005-09)

Scott Despain
despain@chass.ncsu.edu

Regional Representative/ Western (2005-08)

Tom Skinner
tom.skinner@cms.k12.nc.us

Regional Representative/ Central (2005-08)

A. Melanie Murphy
amurphy@wcpss.net

Regional Representative/ Coastal (2004-06)

Maria Ormerod
marirosa@hotmail.com

IHE Representative (2002-04)

Ann Borisoff-Rodgers
borisoffrodgersa@mail.ecu.edu

Allied Organizations Liaison (2005-07)

Mary Pendergraft
pender@wfu.edu

FLANC Executive Director Debra Martín

martin.debra@charter.net

NC Department of Public Instruction, Section Chief

Fran Hoch
fhoch@dpi.state.nc.us

NC Department of Public Instruction, Foreign Language Consultant

Helga Fasciano
[hfascian@dpi.state.nc.us](mailto:hfacian@dpi.state.nc.us)

Awards

Carol Zimmerman
cazimmerman@wcpss.net

Membership (2005-07)

Gwen Fagerberg
fagerbg@gcsnc.com

Advocacy and Political Action Committee

A. Carolyn Wright

wright@chass.ncsu.edu

Professional Needs and Information (2004-05)

Sue Stites
[sstites@chccs.k12.nc.us](mailto:ssstites@chccs.k12.nc.us)

Independent Schools Representative (2003-2005)

Peter Floyd
floyd@ccds.charlotte.nc.us

AATSP (2005-07)

Jan Cox
jdcoc@wcpss.net

AATF

Dr. Alan Singerman
alsingerman@davidson.edu

AATG

Brigitte Woloszyn
woloszyna@earthlink.net

NCCA

Melissa Feimster
mmfeimst@yahoo.com

FLANC Publicist

Carmen Scoggins
scogginsc@watauga.k12.nc.us

Alliance for Language Learning

Cathie Hodges
www.alliance4languagelearning.org

FLICC

Zurbach Febo
jfebo@cccc.edu

The Foreign Language Association of North Carolina

JOIN FLANC TODAY!

Please encourage your colleagues to join one of the largest state foreign language associations in the country. Membership dues of \$20 include a year's subscription to *The Catalyst* and all registration materials for the annual fall meeting and conference and the spring conference.

Please type or print

Name: _____

Home Mailing Address: _____ City: _____ State: ____ Zip: _____

Home Phone: _____ Email: _____

School/Affiliation: _____

Position: Teacher Student Methods Instructor Administrator Other

Teaching level: K-5 6-8 9-12 Higher Education Program Administrator Adult Education

Languages Taught: _____

Committee of Interest: Advocacy Membership Professional Needs Professional Growth

Please make a check for \$20 payable to FLANC and mail it with this form to: Cindy Zittle
2437 Trellis Court
Raleigh, NC 27616

Additional contribution to the scholarship fund: _____

----- ✂ *Print and Clip Here* ✂ -----

All articles or information for the next issue of *The Catalyst* must be submitted by July 1, 2006 to: despain@chass.ncsu.edu as .doc or .rtf files or sent on disk as .doc or .rtf files to Scott Despain, Editor, Campus Box 8106, Raleigh, NC 27695-8106

The Catalyst
is published three times during the school year (Winter, Spring and Summer) by the Foreign Language Association of North Carolina, Scott Despain, Editor.
Karen Tharrington - President, Leslie Baldwin - 1st Vice President, Amy Cox - Secretary, Tamara Cox - Treasurer
Except for copyrighted materials, all articles in *The Catalyst* may be duplicated without permission.
Articles, photos and suggestions are welcomed.