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CLTA NEWS

California Language Teachers Association

Membership Reminder

Marge Sotomayor

For most of us fall marks a return to the classroom as well as a return to other professional duties and obligations. This is the fourth year that your CLTA dues match the calendar year, rather than the traditional school year. If you are a current member, your current CLTA dues will take you through December 31, 2001. Reminder renewal letters will be sent out in November.

Of course, you can always pay your dues earlier if you so wish. You will find a membership application form on page 17 of this newsletter. Just complete it and mail it to me at the address indicated on the form.

Remember that not all local affiliates follow the same membership year. Some follow the calendar year, as does CLTA; others follow the traditional school year calendar. Yet others give you a one-year membership from the month in which you join. If you pay both your CLTA dues and your affiliate dues through CLTA, the affiliate portion will be sent on right away to your affiliate.

If you are not a current CLTA member, you can join now and your payment will cover not only the rest of 2001 but also 2002!! Fill out the membership application today!

CLTA 2002 Conference Long Beach, California April 18-21

MCLASC, the local CLTA affiliate, is working hard to insure a very positive and informative Conference for all of our members in 2002. Please mark the date now and, if necessary in your District, apply for Staff Development funds.

The theme is clear by our title this year: CLTA.Communication. We will make every effort to bring ourselves and our colleagues into the 21st century, which means using the computer, the Internet, and cyberspace as a dynamic teaching and learning tool. We need to get beyond the computer as an advanced typewriter (remember what they were?) or a simple yet quick way to send email. Power Point presentations, class web pages, classroom management techniques, easy interaction with students and colleagues; all are part of the new methodologies. Students can access numerous Internet sites for current realia as it is happening. Protected sites for students exist that allow students to communicate safely with other students who speak or who are studying the language with which they are working. (e.pals.com has all kinds of protected possibilities for safe access on the net to the entire world.) The "Net" is growing so fast that none of us can individually keep up with all that is happening. What has been tried and proved successful will be the topic of many interest sessions. Plan on bringing your laptops. Interact with colleagues whose Districts have established incredible computer labs with grants and imaginative financing. Your students will often be more advanced than you are. They are teaching us how to use much of this technology and are enthusiastic about doing so. Don't be left behind. The computer is not a "fad". It is not going away. Computer labs have already replaced most language labs but now we have to fight with every other department for computer time and space. We will only be successful if we know what we are doing and bring our colleagues along with us kicking and screaming.

Workshops will be held at sites away from the hotel where existing labs at the University, College, and High School level are now going great guns. The personal networking will still be a part of our Conference. Exhibits by publishers now include their own computer peripherals. State updates, awards, great meals and entertainment will be here in Long Beach.

Again, that date is April 18-21, 2002 at the Westin Hotel in Long Beach. Be there or run the risk of being deleted.

Bernie Rang Local Conference Chair
Brang@elcamino.cc.ca.us

CLTA Affiliates

CCFLC	California Community College FL Council
CCALP	Central Coast Association of Language Professionals
CVFLA	Central Valley FL Association
FLACC	FL Association of Central California
FLAGS	FL Association of Greater Sacramento
FLAMCO	FL Association of Monterey County
FLANC	FL Association of Northern California
FLA-OC	FL Association - Orange County
FLARE	Forum of Language Advocates of the Redwood Empire
FLASCC	FL Association of Santa Clara County
FLASH	FL Association of the Sierra Highlands
FLC-CSU	FL Council-California State University
FLCSD	FL Council of San Diego
IEFLA	Inland Empire FL Association
KCLTA	Kern County Language Teachers Association
MSLTA	Marin-Sonoma Language Teachers Association
MCLASC	Modern & Classical Languages Association of Southern CA
TRICOFLA	Tri-Counties FL Association
VALT	Valley Association of Language Teachers



CLTA News

CLTA News is the newsletter of the California Language Teachers Association, published four times yearly: fall, winter, spring and summer. CLTA membership includes a subscription to the CLTA News.

Membership in CLTA is \$30 / year with affiliate membership, \$35 without, and \$25/year for students or retirees. For information or change of address, contact Marge Sotomayor, P.O. Box 123, Ferndale, CA 95536.

Deadlines: All copy and advertising for 2001-2002 issues must reach the CLTA News editor at 1545 Pleasant Valley Road, Aptos, CA 95003 by the following dates: November 16, 2001 (January issue), February 8, 2002 (March issue), May 2, 2002 (June issue). Material received late cannot be included.

Advertising: Camera-ready, paid advertising is accepted in accordance with editorial policy. For information contact Janice Treadgold, Advertising Manager, CLTA News, 6335 Laguna Mirage Lane, Elk Grove, CA 95758, (916) 691-9725.

Editorial Policy: The CLTA News publishes information and articles of interest to the language profession. Materials which appear to be mainly for commercial purposes will be returned advising of the option of placing a paid advertisement in the newsletter. An editorial committee will advise the editor when questions arise regarding the appropriateness of a submission.

To our readers: All articles are the opinions of the authors. CLTA's policy is to allow free expression and invite comments and / or clarification.

Board meetings: The CLTA Board meets four times during the academic year. The 2001-2002 schedule is: September 22, November 10, February 2, and April 19 & 21 during the conference.

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FOREIGN LANGUAGE ALPHABET SOUP

Lorraine D'Ambruoso

We sometimes feel that we have done our duty to our profession through our membership in FLASCC, as our closest allegiance is usually reserved for our local association. Thankfully, most of us also extend this allegiance to CLTA, the California Language Teachers' Association. In fact, many of FLASCC's most active members have been members and officers of both associations and many of FLASCC's members are repeat presenters at both FLASCC and CLTA conferences and the Summer Seminars at UC Santa Barbara.

But there is a giant bowl of "foreign language alphabet soup" that perhaps many of us ignore, and this is sad, because each one of these associations has something unique to offer.

Let's begin with CLTA. It is this association, led for years by Executive Director Hal Wingard, which unites all the local affiliates such as FLASCC (and FLANC - the Foreign Language Association of Northern California) into one statewide organization. CLTA hosts our annual state conference, of which FLASCC has hosted several over the last twenty years. It instituted and co-hosts the UC Santa Barbara Summer Seminar. It has offered statewide workshops on the Framework, on the National Standards for Foreign Language, and on Communication-based and Standards-based Instruction.

When mentioning statewide organizations, we must not forget the CCCFLC, the California Community College Foreign Language Council and the CSU (California State University) Foreign Language Council. These groups meet regularly to maintain cohesion in their spheres of influence. But they also meet at the annual CLTA Conference so as to maintain a tie with the state organization.

Next, we have the CFLP, the California Foreign Language Project, a subject matter project based at Stanford University and led by Duarte Silva, its Executive Director. This is the group that gave us the COCI (Classroom Oral Competency Interview) and the CWCA (Classroom Writing Competency Assessment). CFLP, in concert with CLTA, hosts the annual Foreign Language Summer Seminar at UC Santa Barbara. Last year, participants experienced New Visions in the profession. This year, CFLP will be instituting a program to help teachers interested in obtaining National Board Certi-

fication for Teachers of World Language. Interested? Contact Duarte at CFLP!

CFLP is the umbrella under which lie the various sites of the CFLP. The site of most interest and value to FLASCC members is BAFLP, the Bay Area Foreign Language Program, also based at Stanford. BAFLP offers a seminar series during the school year, language immersion days, and a summer institute, to mention a few of its activities. Sally Mearns and H el ene Chan, two of FLASCC's most active members, are also members of the BAFLP team, devoting countless hours to working with foreign language colleagues. At least three other FLASCC members have also been longtime members of the BAFLP team. If you are a new teacher, you might want to look into the summer institute, as it is a great way to add to your repertoire of teaching techniques and materials.

On the national level, ACTFL, The American Council on the Teaching of Foreign Languages, is most likely the largest foreign language association. It was instrumental in developing the OPI (Oral Proficiency Interview) and was in the forefront in the development of the National Standards as well as the standards for culture and the receptive and productive competencies.

In the West, we have SWCOLT, the Southwest Conference on Language Teaching, although this is not, strictly speaking, an association; its primary *raison d' tre* is the annual conference which they host with a local affiliate in one of the western states.

We may all be language professionals. But the languages we teach are many. Thus, we must not forget the CLTA (Chinese Language Teachers' Association), the CAJLT (California Association of Japanese Language Teachers), and the AATF / G / SP (American Associations of Teachers of French / German / Spanish and Portuguese).

Wow! Did I leave anything out? I certainly hope not, as it is not my intent to slight any organization. No matter how you ladle it into the bowl, we have a lot of alphabetical combinations and they all, metaphorically speaking, exist to nourish us as professionals. So please consider being more active in your professional associations; and should you know any new teachers, encourage them to become active members as well. Too expensive to join them all? Absolutely. So choose judiciously, but please, choose! There's strength in numbers!

UCSB Summer Seminar 2001 Photo Album



Student group: the future of our profession



Enjoying the fine company at UCSB



Hal Wingard, former Executive Director of CLTA, passes the torch to Lorraine d'Ambruoso



The National Board Certification Group



Making Communication Come Alive!

18th Annual Summer Seminar for Language Teachers “Architecture of the Profession: New Visions for Accomplished Teachers”

Lorraine D'Ambruoso

Summer – for most people: a time for rest and relaxation; visions of beaches, sun, and sand; nothing to do but while away the hours and days. Summer – for language teachers: a time to recharge intellectual batteries, to reinvent oneself with new teaching strategies, to re-energize for the coming school year, to reconnect with colleagues. Summer – for language teachers: UCSB and the summer seminar!

This year, for the eighteenth time, language teachers from the state (and the nation!) gathered for this annual rite of summer. Over 200 colleagues converged to accomplish whatever goals they had set out for themselves, and all agreed that it was once again a resounding success.

The seminar actually began three days earlier than usual. Thanks to the efforts of Duarte Silva, who had arranged for a conference of NNELL, the Network for Early Language Learning, the California teachers were joined by teachers from all over the country who arrived to network and discuss mutual concerns. Some of these conferees remained to participate in the Early Language Education strand where they spent the week working on curriculum.

The seminar participants had a plethora of choices. Teachers of Spanish created dramas, teachers of German studied strategies for teaching literature to high school students, and teachers of French added to their repertoires of “pratiques pédagogiques” – with a special visit from the délégué of Québec. Some came to master the Internet and plan web-based lessons. Others came to learn how to “Make Communication Come Alive!” Among the participants in this strand were 17 teachers of English who traveled from Korea to participate. It was a joy to meet them and to get to exchange ideas with them. Their enthusiasm was definitely contagious!

One strand was completely new. A special group of teachers came together to bond and to prepare for their arduous journey to National Board Certification. They delved deeply into the 5 Core Propositions and the 14 Standards that will guide them as they prepare their portfolios for submission prior to taking the examinations that culminate in board certification. These individuals represent the most courageous among our colleagues. For them, this summer seminar was truly a new beginning, the first step in a journey that will cover months and months of dedicated work. They have undertaken a mighty challenge, and we wish them our best.

Another first at Santa Barbara was the participation of a group of CSU professors who gathered as the result of a FLAP (Foreign Language Assistance Program) grant written by Arlene Burns, Hal Wingard and Duarte Silva. The goal for this group was to observe and interact with seminar participants and to engage in a series of discussions and information sessions on building enrollments in college-level foreign language classes as well as teacher recruitment and preparation.

Once again, CLTA welcomed a group of CSU and community-college students to the seminar. These 34 students came to Santa Barbara to learn about communication-based instruction and to take a serious look at the possibility of language education as a career choice. This is always a special group, one which represents the hopes of the future for our profession.

As always, the various strands are supported by the general sessions dedicated to a particular theme. This year's theme was a continuation of last year's work on New Visions. After last summer's study of the persistent concerns of the profession, we turned this year to the issue of support for the accomplished teacher. We began with an overview of the six phases in the “Life Cycle of the Career Teacher.” Following this, we spent three sessions examining the National Board for Professional Teaching Standards' (NBPTS) Five Core Propo-

sitions which provide a fundamental philosophical foundation upon which rest the Fourteen Foreign Language Standards. These standards describe what the Core Propositions mean in terms of accomplished practice in our language classrooms. We concluded with an examination of the various governmental institutions and professional associations that offer support to language teachers. Our goal was to try to find new ways by which traditional institutions and associations might offer continuing support to accomplished teachers. These findings were distributed to all the participants at the conclusion of the week's work.

What an exciting and exhausting week it was, made extra special by the presence of several special individuals. How fortunate we were to be able to share in the wit and expertise of Mimi Met; to enjoy the calming vision of Toni Theisen, to bask in the wisdom and enthusiasm of Hal Wingard and Sylvia Jones, to laugh and reminisce with Fred Dobb, and to share in the camaraderie that only Santa Barbara can create.

I cannot say “merci” often enough to all of the participants who were so patient, and especially to Duarte Silva, who mentored me every step of the way in this, my first experience as co-convenor. I now realize that, as much work as presenting a strand entails, it is nothing compared to assuring that every aspect of the seminar functions as it should, when it should. I now have a greater appreciation for all that Hal and Duarte did over the years. And so, here's looking forward to 2002 at Santa Barbara – with less trepidation than I experienced this summer!

What's In a Name? When it Comes to Foreign Languages, Lots!

Hal Wingard

The English speaking world has come to know that the designation "foreign languages" means languages other than English. Thus, although the word "foreign" carries negative connotations--unwanted, unknown, outside the fold--it persists tenaciously in defining our profession.

There are, of course, recurring attempts to do something about "foreign." For example, almost a decade ago the California Foreign Language Teachers Association (CFLTA) took hold of the proverbial bull horns by dropping the word "foreign" from its name. Hence, CLTA! No revolutions have resulted from this bold move. Most people understand that we do not teach English. Nonetheless, many of our professional leaders continue to wrestle with "foreign." Thus we see recurring attempts to replace "foreign" with "world," with "international," with "modern."

The problem is that English is a world language, an international language, a modern language. On top of that, "modern" excludes the classical languages. We don't want that!

The latest attempt to replace "foreign" comes from the National Board for Professional Teaching Standards. This august body identifies our profession as World Languages Other than English, abbreviated: WLOE. That's a mouthful whether you say the whole thing or just the acronym.

SPACE by Hal Wingard

We live on this Earth in a sea we call "space,"
With only a speck as our own private place.
And now we are finding there's cause for alarm
At what we are doing to do ourselves harm.

The problem is cellphones, the waves they emit,
Which take so much space that there's no place to sit.
There's no place to walk and there's no place to stand.
The crowding of space has got out of hand.

The waves take up space at such frightful degree
That nothing is vacant where we need to be.
No wonder we're looking to moon real estate
To find empty space before it's too late.
before it's too late.

I propose that we make an innovative leap in a new direction, that we find a word which is positive and truly indicates who we are. I like "neighbor." Neighbor languages. We are teachers of neighbor languages. "Neighbor" exudes positive connotations: "the good neighbor," "love thy neighbor as thyself," "the neighborly thing to do." Everyone knows that when we are referring to a neighbor, we are not referring to ourselves. So when we talk about neighbor languages, we are not talking about our home language.

We have no need to append "other than English." Further, today we hear much about globalization: the unifying and distance-shortening effect of technology and increased communication. No matter where one is on this earth, one has neighbors. Thus Finland and France and Pakistan and Peru are our neighbors and, from our point of view, they speak neighbor languages. In a parallel fashion, the Romans are our historical neighbors and spoke what is now an historical neighbor language.

Think about it! Wouldn't it be nice to be a member of the California Neighbor Language Teachers Association? Sounds good to me!

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CLTA AWARDS AND GRANTS

2001-2002

CLTA IS PLEASED TO OFFER 9 AWARDS AND GRANTS THIS YEAR.

Awards

Outstanding Teacher Award
National Textbook Award
Hal Wingard Lifetime Achievement Award
President's Award

Grants

French Government Grant
Goethe Institut Grant
Instituto Italiano Grant
Spanish Embassy Grant
Mary Du Fort Scholarship
LANGABROD Grant

AWARDS provide recognition to individuals who make significant contributions to the teaching of languages. With the exception of the President's Award, nominations are submitted by any CLTA member (other than the nominee) or by an affiliate organization.

GRANTS are made to members who apply for support in pursuing projects that contribute to their professional development. Grants are requested by individual application.

Selection of award and grant recipients (with the exception of the President's Award) is made by CLTA's Awards Committee. Announcement of recipients takes place at CLTA's Annual Conference—this school year: April 18-21 at the Westin Hotel, Long Beach.

Nomination/Application Procedure

- Descriptions of CLTA's awards and grants together with the criteria for selection appear on the following pages. A Nomination/Application Form is included. Each nominator/ applicant is responsible for complying with the selection criteria. CLTA's Awards Committee will not consider any nomination/application which is incomplete or which does not meet the criteria. *Scoring criteria to be used in the selection process appear on a page following the Nomination/Application Form.*
- **Deadline: nominations/applications (complete with all supporting documents) must be postmarked no later than February 1, 2002.**
- Except for the President's Award, nominees/applicants must be CLTA members for at least two consecutive years, including the current year.
- Nomination/application may be made for more than one award or grant, but a separate Nomination/Application Form, together with separate supporting documents, is required.
- A nomination/application is considered to be complete when it includes a completed Nomination/ Application Form (photocopy okay) and all documentation indicated in the criteria (professional résumé, letters of recommendation, etc.).
- When recommendations are required, nominators/applicants may want to request more than the number needed. This insures that the minimum is received. However, excessively repetitive documentation may not enhance a candidate's chances for selection. (Quality is preferred over quantity.) Unless otherwise stated, letters of recommendation may be from administrators, colleagues, students, or students' parents. All letters of recommendation should be addressed to the Chairperson of the CLTA Awards Committee.
- Current members of the CLTA Board of Directors are ineligible for any award or grant.

CLTA reserves the right to withhold making any award or grant if 1) no qualified nominations/ applications have been received, or 2) the funding source for the award or grant withdraws its support.

Apply Early! Completed Nominations/Applications must be postmarked no later than February 1, 2002.

CLTA Awards—Description and Criteria

Outstanding Teacher Award

CLTA awards one or more Outstanding Teacher Awards each year. Candidates are nominated by their local affiliates or by their colleagues.

National Textbook Award

The National Textbook Award is presented by the National Textbook Company, Inc., to the individual who—in addition to being an outstanding teacher—has made a significant contribution to the promotion of language learning beyond the educational community.

Nomination Requirements (Outstanding Teacher and National Textbook Award)

On behalf of the nominee, nominators must submit

- a completed Nomination/Application Form
- a brief professional résumé
- a letter of nomination describing the nominee's attributes and contributions
- three letters of recommendation (For the National Textbook Award, these should address the nominee's efforts in the community to further language education.)
- evidence that the nominee is currently employed as a language teacher and has been a member of CLTA for at least two consecutive years, including the current year

Criteria for Selection (Outstanding Teacher and National Textbook Award)

The complete nomination/application should include evidence of all of the following:

- outstanding teaching in the classroom, including but not limited to such aspects as: students using the target language to communicate, integration of cultural activities, students helping students, group work/cooperative learning, student enthusiasm for and commitment to language learning
- sponsoring of extra and co-curricular activities that enhance and encourage language study, i.e., language club, field trips, international travel, honor society, and foreign exchanges
- (For the Outstanding Teacher Award) participation in professional activities and professional development, including but not limited to: participation in local, state, and national professional associations and participation in or presentations at professional development workshops, seminars, committees, and conferences
- (For the National Textbook Award) creating and facilitating outreach activities that promote the involvement of community members in language education

Hal Wingard Lifetime Achievement Award

This award recognizes an individual's dedication and commitment to the language teaching profession over an extended period of time.

Nomination Requirements

On behalf of the nominee, nominators must submit

- a completed Nomination/Application Form
- a professional résumé
- a letter of nomination describing the nominee's attributes and contributions
- three letters of recommendation
- evidence that the nominee has been a member of CLTA for at least two consecutive years, including the current year

Criteria for selection

The complete application should include evidence of all of the following:

- at least twenty years of language teaching and/or service to language education in California
- leadership in language education, i.e., professional language associations, state committees, the California Foreign Language Project, legislative activism, record of publication (authorship), presentations at conferences, workshops, and seminars for teachers students, and parents.
- outstanding teaching ability at any level
- active promotion of language education in California

President's Award

The President's Award is given to an outstanding leader in languages education. Nomination for the award is at the discretion of CLTA's President, with approval of CLTA's Board of Directors. It is appropriate for members to make recommendations in writing to the President.

CLTA Grants—Description and Criteria

French Government Grant

The French Government Grant has been secured through the French Cultural Services in San Francisco. The grant enables the recipient during the summer of 2002 to attend a four-week seminar (*stage*) at locations in France to be announced. It includes the cost of food, lodging, and all activities connected with the seminar, exclusive of transportation to and from the seminar site. Activities include language courses, workshops on such topics as history, gastronomy, and culture, and special excursions within the region. Cost of transportation to and from France is the responsibility of the recipient. Applicants for this grant may also apply for CLTA's LANGABROD Grant.

Goethe Institut Grant

The Goethe Institut Grant is provided by the German Government through the Goethe Institut offices in San Francisco. The grant enables the recipient to participate in a two- or four-week language course in Germany during the summer of 2002. It includes tuition, lodging, breakfast and one meal on weekdays, and medical insurance for duration of the course. Cost of transportation to and from Germany is the responsibility of the recipient. Applicants for this grant may also apply for CLTA's LANGABROD Grant.

Instituto Italiano Grant

The Instituto Italiano Grant is provided by the Italian Government through the Instituto Italiano offices in San Francisco. The grant enables the recipient to participate in a four-week language course at either the University of Perugia or the University of Siena during the summer of 2002. It includes a stipend that partially covers food and lodging. Cost of transportation to and from Italy is the responsibility of the recipient. Applicants for this grant may also apply for CLTA's LANGABROD Grant.

Spanish Embassy Grant

The Spanish Embassy Grant, provided through the Spanish Education Office, is one of several initiatives by the Spanish Embassy to become more involved in supporting Spanish instruction in the United States. The grant enables the recipient to reside in university housing and study at the University of Salamanca during the summer of 2002. Included are the cost of tuition, room and board, special activities, and excursions. The recipient is expected to enroll in courses selected from the regular summer offerings of the university. Cost of transportation to and from Spain is the responsibility of the recipient. Applicants for this grant may also apply for CLTA's LANGABROD Grant.

Application Requirements

Applicants must submit

- a completed Nomination/Application Form
- a professional résumé
- a description of how the grant will help the applicant to improve his/her teaching skills
- three letters of recommendation
- evidence that the applicant is currently employed as a teacher of German, Italian, or Spanish, has been a member of CLTA for at least two consecutive years, including the current year, and has received no grant from the German, Italian, or Spanish government within the last four years
- assurance that if chosen as a recipient of this grant, the applicant will upon completion of the travel and/or study present a report to the membership at CLTA's Annual Conference or submit a written report for publication in the *CLTA News*

Criteria for selection

Candidates will be judged on their description of the following:

- motive for applying
- nature of the planned activity/activities
- projected impact on applicant's teaching

Mary DuFort Scholarship and LANGABROD Grant

CLTA established this scholarship to honor Mary DuFort, who served as coordinator of language education in Alameda County. Mrs. DuFort's contributions to the profession were cut short by her untimely death. The scholarship provides financial support to enable one or more members to travel abroad for the purpose of improving their competency and skills in language teaching and augmenting their knowledge of culture and language through travel and/or formal study. Scholarships consist of grants up to \$1,000.00.

On a continuing pilot basis this year, CLTA is offering LANGABROD grants of up to \$500 each to be used to defray travel expenses for members who wish to improve their fluency in the language they teach by visiting a country where that language is spoken. Applicants for LANGABROD Grants may also apply for one of the government grants.

Application Requirements

Applicants must submit

- a completed Nomination/Application Form
- a professional résumé
- a description of the purpose and nature of the planned travel and/or study
- three letters of recommendation
- evidence that the applicant is currently employed as a teacher of languages, has been a member of CLTA for at least two consecutive years, including the current year, and has received no grant through CLTA within the last four years
- assurance that if chosen as a recipient of this grant, the applicant will upon completion of the travel and/or study present a report to the membership at CLTA's Annual Conference or submit a written report for publication in the *CLTA News*.

Criteria for selection

Candidates will be judged on their description of the following:

- motive for applying
- nature of the planned activity/activities
- projected impact on applicant's teaching

Note

Eighty percent of this scholarship or grant will be paid upon presentation at the conference. The remaining twenty percent will be paid by the Awards Chairperson upon receipt of a Conference Proposal Form or a written article for publication in the *CLTA News*.

CLTA AWARDS AND GRANTS, 2001-2002

Nomination/Application Form

Be sure to review the scoring criteria in preparation for submitting the Nomination / Application Form.

Award or Grant?

Is this application for a grant or an award? Please indicate by darkening only one circle below:

- | | |
|--|--|
| <input type="radio"/> Outstanding Teacher Award | <input type="radio"/> French Government Grant |
| <input type="radio"/> National Textbook Award | <input type="radio"/> Goethe Institut Grant |
| <input type="radio"/> Hal Wingard Lifetime Achievement Award | <input type="radio"/> Instituto Italiano Grant |
| | <input type="radio"/> Spanish Embassy Grant |
| | <input type="radio"/> Mary Dufort Scholarship |
| | <input type="radio"/> LANGABROD Grant |

Nominee/Applicant (PLEASE PRINT)

Name _____ Social Security # _____ — _____ — _____

Home Address _____ number _____ street _____ city _____ CA _____ zip _____

Home Phone (____) _____ Work Phone (____) _____ E-mail _____

Subjects Taught _____

District Name _____ School Name _____

Name of District Superintendent _____ Principal _____

School Address _____ number _____ street _____ city _____ CA _____ zip _____

Supporting Documents Please darken the appropriate circle below to indicate which documents accompany this form.

- | | |
|---|---|
| <input type="radio"/> letter of nomination (for awards only) | <input type="radio"/> evidence that the applicant has been a member of CLTA for 2 consecutive years, including the current year |
| <input type="radio"/> professional résumé | |
| <input type="radio"/> description/justification of project | |
| <input type="radio"/> evidence that the applicant is currently employed as a teacher of languages | <input type="radio"/> assurance that if chosen as a recipient of a grant, the applicant will--after completion of the grant project--submit a written report for publication in the <i>CLTA News</i> or present at the CLTA annual conference |
| <input type="radio"/> recommendation from persons below: | |

1) _____ name _____ position _____ phone _____

2) _____ name _____ position _____ phone _____

3) _____ name _____ position _____ phone _____

Nominator (PLEASE PRINT)

Name and Position _____

Address _____ Phone (____) _____

Nominating Organization (if applicable) _____

SEND NOMINATIONS/APPLICATIONS TO:

ALICE BELL, Awards Committee Chairperson
6024 Gleneagles Court
Redding, CA 96003

Completed Nominations / Applications must be postmarked no later than February 1, 2002

California Language Teachers Association

SCORING CRITERIA FOR AWARDS AND GRANTS

Readers of applications for awards and grants use a scoring rubric based on the criteria and weightings listed below. Each criterion is rated on a four-point scale, and assigned a sub-score of 1-4 points based on that rating. In addition, each criterion has a weighting (indicated in parentheses below). A second sub-score is assigned to each rating by multiplying the rating sub-score by the weighting. The sum of the weighted sub-scores is totaled to give each application a total score. A typical set of rating sub-scores is the following: 1 point: little or no evidence cited • 2 points: limited evidence cited • 3 points: extra evidence cited • 4 points: strong evidence cited.

AWARDS	RATING CRITERIA AND WEIGHTINGS						
	Communicative activities (8)	Students helping students/ groupwork/ interactive learning activities (5)	Cultural activities (3)	Extra curricular activities (3)	Professional activities; i.e.: association membership, Participation (2)	Professional development activities (4)	
Outstanding Teacher							
National Textbook	Promoting involvement of community (10)	Communicative classroom activities (8)	Students helping students/group work/interactive learning activities(5)	Extra curricular activities (3)			
Hal Wingard Lifetime Achievement Award	Twenty years of teaching service (3)	Leadership (10)	Outstanding teaching ability (5)	Active promotion of language education (8)	//		
GRANTS	RATING CRITERIA AND WEIGHTINGS						
Government Mary Du Fort LANGABROD	Motive (5)	Activity/activities (15)	Projected impact (5)				

New Visions for Foreign Language Education

Lorraine D'Ambruoso

Those of you who participated in the 2000 Summer Seminar at Santa Barbara were introduced to the New Visions in Foreign Language Education initiative. This initiative is a process which was started in 1998 by the National K-12 Foreign Language Resource Center (NFLRC) at Iowa State University and ACTFL. It is a series of innovative actions that will have a direct impact on the entire foreign language community in the United States. New Visions seeks to identify and implement the actions needed to change the language education system so that it can more effectively achieve one of the nation's important goals: that of language proficiency for all Americans.

The steering committee formulated a series of questions that are crucial to achieving the stated goal of language proficiency. In essence, what the steering committee asked was what it would take to ensure the adequate preparation of all foreign language teachers in the areas of language competence, pedagogy, assessment and curriculum, to mention just a few.

During the 2000 summer seminar, the participants worked together to address a series of persistent concerns of the profession. These included:

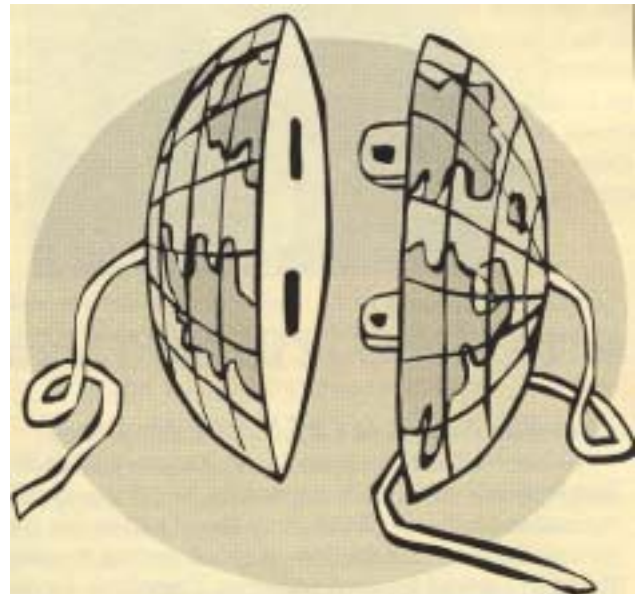
- the architecture of the profession,
- curriculum, instruction, articulation and assessment,
- research,
- teacher development and
- teacher recruitment.

Each group discussed one of these concerns, listed five major priorities and gave recommendations for resolving at least the three identified concerns. In May, your new Executive Director, along with Duarte Silva representing the California Foreign Language Project (CFLP), participated in a follow-up workshop to look more closely at the architecture of the profession. We identified the things our professional associations do well, the things that make our associations unique (such as the CSU Student Strand at the Summer Seminar), the redundancy among the various professional associations, and the types of outreach these associations might engage in to recruit and retain new teachers.

The natural outgrowth of this meeting was the choice of the Architecture of the Profession as the topic for all of the general sessions at this year's summer seminar. We examined the Life Cycle of the Career Teacher. We discussed the key concepts, implications and instructional activities supporting the 14 standards for teachers of world languages other than English, and we looked at the associations of foreign language professionals in California, seeking to determine how they might better help continued growth for the accomplished teacher.

The results of these summer seminars is the two summary documents, both rich in content and evidence of the concern and dedication of California's foreign language community. The seminar is over but New Visions will remain with us. It is an initiative that propels us to seek more and better ways to serve our students and our colleagues. It is a movement that will give us the force we need to recruit and retain teachers. It is new ? it is our vision of the future for foreign language education.

Should you want to learn more about New Visions, look up their website, <http://www.educ.iastate.edu/newvisions>.



Conference 2002-at-a-Glance

Many of you have been confused about the program format of the conference and when the different activities take place. We felt that an outline of the conference would be helpful.

Thursday

8:00 a.m.-10:00 a.m.	Registration
9:00 a.m.-4:00 p.m.	<i>First day of the two-day workshops</i>
9:00 a.m.-4:00 p.m.	CSU Meeting
12:00 p.m.-1:00 p.m.	No host lunch
6:00 p.m.-9:00 p.m.	Registration reopens

Friday

7:00 a.m.-7:00 p.m.	Registration
7:15 a.m.-7:45 a.m.	Presiders' meeting
8:00 a.m.-11:00 a.m.	<i>First set of three-hour workshops</i>
9:00 a.m.-4:00 p.m.	<i>Full-day workshops and second day of two-day workshops</i>
11:00 a.m.-6:00 p.m.	Gala Exhibits Opening
11:00 a.m.-12:00 p.m.	No host lunch
12:00 p.m.-3:00 p.m.	<i>Second set of three-hour workshops</i>
3:30 p.m.-6:30 p.m.	<i>Third set of three-hour workshops</i>
7:30 p.m.	Banquet

Saturday

7:00 a.m.-2:00 p.m.	Registration
7:00 a.m.-8:00 a.m.	Continental Breakfast
7:15 a.m.-7:45 a.m.	Presiders' Meeting
8:00 a.m.-9:00 a.m.	<i>Interest Sessions</i>
8:00 a.m.-4:00 p.m.	Exhibits
9:15 a.m.-10:15 a.m.	Plenary Session (held in a ballroom)
11:00 a.m.-12:00 p.m.	<i>Interest Sessions</i>
12:15 p.m.-2:00 p.m.	Awards Luncheon
2:15 p.m.-3:15 p.m.	<i>Interest Sessions</i>
4:00 p.m.-5:00 p.m.	<i>Interest Sessions</i>
5:00 p.m.-6:00 p.m.	Meetings of the Community Colleges and other organizations

Sunday

8:00 a.m.-9:00 a.m.	Interest Sessions
9:15 a.m.-10:15 a.m.	Interest Sessions
10:15 a.m.-12:15 p.m.	Gala Brunch
12:30 p.m.-2:00 p.m.	CLTA Board Meeting

Registration Fees for CLTA 2002 Conference

Long Beach

Pre-Conference Workshops Registration

One full-day workshop (Friday Only)

Member	\$55.00
Retiree/Student Member	\$45.00
Non-member	\$100.00

One half-day workshop

Member	\$35.00
Retiree/Student Member	\$25.00
Non-member	\$80.00

Two half-day workshops

Member	\$55.00
Retiree/Student Member	\$45.00
Non-member	\$100.00

Three half-day workshops

Member	\$75.00
Retiree/Student Member	\$65.00
Non-member	\$120.00

SPECIAL TWO-DAY WORKSHOPS (Thursday & Friday)

Member	\$110.00
Retiree/Student Member	\$90.00
Non-member	\$160.00

Conference Registration-- Saturday/Sunday Sessions only

(Fees for Thursday/Friday workshops are not included!)

Registration Package (Includes all meals; Saturday & Sunday Sessions only)

Member	\$180.00
Retiree/Student Member	\$155.00
Non-member	\$225.00

Registration Only (No meals included; Saturday & Sunday Sessions only)

Member	\$95.00
Retiree/Student Member	\$70.00
Non-member	\$140.00

Selected Meals

Friday Banquet	\$31.00
Saturday Breakfast	\$14.00
Awards Luncheon	\$24.00
Sunday Brunch	\$24.00

Saturday Evening Excursions To be announced

Hotel : The Westin Long Beach \$125.00

REGISTER EARLY! The registration deadline is March 15, 2002.

Late Registration Fee (March 16-April 15, 2002)\$50.00

On-Site Registration Fee \$100.00

Food for thought

As we fill our minds in Long Beach, get ready to enjoy some wonderful food. The food committee has been hard at work trying to create a delectable conference for you. We have tasted a lot of scrumptious treats and hope that the ones we selected will make your conference all the more enjoyable.

Friday Night dinner will feature Chicken Breast Mandarin, a tangy and tasty chicken breast served with a julienne of vegetables. Saturday morning breakfast will be quite different from last year. It will offer juice, fruit salad, breakfast pastries as well as bagels and cream cheese. It should give us all the start-up energy we need to have a great day. Saturday lunch will allow us to taste some wonderful Shitake Mushroom ravioli and a delectable piece of cheesecake served in raspberry coulis and topped with crème fraîche.

For all of you vegetarians, we will have special vegan meals for Friday night dinner, Saturday Lunch and Sunday Brunch. If this appeals to you, all you need to do is to send me an e-mail (eberman@elcamino.cc.ca.us) with your name and the specific meals you want and we will pass on this information to the chef!

Until then eat healthy !

Evelyne Berman, Food Committee Chair

JNCL / NCLIS Delegate Assembly

Lorraine D'Ambruoso

As one of my first duties as your new Executive Director, I attended the delegate assembly of the JNCL / NCLIS. What an education for me! I thought I'd share it with you, since CLTA is a member of JNCL.

In the foreign language alphabet soup, JNCL stands for the Joint National Committee for Languages. It is a non-profit organization encompassing over 63 members who represent virtually all areas of our profession, including less commonly taught languages, ESL, bilingual education, the classics, ASL (American Sign Language), linguistics, translation and technology, to mention just a few. JNCL is affiliated with NCLIS, the National Council for Languages and International Studies.

JNCL functions as a point of reference for the planning of national language policies and the identification of national needs in the area of languages. JNCL's mission statement is that the member organizations of JNCL-NCLIS are united in their belief that all Americans must have the opportunity to learn and to use English and at least one other language.

One of their goals is to increase language awareness by the public. This is interpreted to mean working with the government (which represents the people), with business, with the media and with other public and private institutions. The delegate assembly is their one big meeting each year. This is in addition to the continuous lobbying done by J David Edwards, Executive Director, and his staff, who seem to know all the ins and outs of reaching members of Congress.

When I arrived in Washington, DC, I found a cordial invitation from JNCL President Rebecca Kline to join her and other delegates for breakfast before sharing cabs to go the Capitol for a briefing. Once on the "Hill," we were rapidly educated as to the status of the current Senate and House education bills. Randall Moody, attorney and lobbyist for the NEA addressed Bush's educational priorities of testing and accountability. His message was that NEA did not oppose these priorities and would support a compromise bill. One of the concerns was the issue of block grants that the Senate bill favored and which would be detrimental to foreign language education. Another issue of concern was FLAP (the Foreign Language Assistance Program).

After lunch at the Democratic Club, we set out for the appointments with the Representatives and Senators

whom we had selected before arrival in Washington. Wherever possible, the JNCL staff had arranged for us to meet with either the member of Congress or his / her aide. Delegates were advised to speak forcefully about the need to refund FLAP and our concerns regarding block grants.

I met with Dianne Feinstein's aide, with Jane Harmon's aide and with Zoe Lofgren herself (D / Ca). Each individual listened to my concerns, asked some questions about them, and promised to look more closely at our issues of concern. I also gave them background information about CLTA (that's at least one acronym I needn't define!) and offered to place them on the mailing list for our CLTA Newsletter.

I must admit that I was a bit intimidated at first. Not only was I in the Capitol, but I actually had appointments to talk about foreign language education to some of those who are in the position to help us achieve our goals and I also had a pass to the Gallery to see the Senate in debate. I am not so naïve as to believe I actually accomplished anything concrete. But if nothing more, at least there are three members of Congress who know that CLTA exists, who listened to some of our concerns, and who will be reminded of our existence with the publication of each newsletter.

One small step ? But every one matters! And we will repeat this again next May, since it was our membership in JNCL that made this possible.

The remainder of the assembly was devoted New Visions - to breakout groups discussing what the profession refers to as "Persistent Concerns of the Profession" issues such as teacher recruitment and education, the role of technology, the role of higher education, the NBPTS (National Board for Professional Teaching Standards), and research.

What a lot of energy and obvious dedication to language education was present in the rooms throughout this entire time of this assembly. I wish you could I have all been there to participate, and I feel honored to have been there representing you, the foreign sorry! World language professionals of California.

CLTA & Affiliate Membership Application / Renewal

January 1 through December 31, 2001

Please Print

Name _____ Title (optional) _____ New Renewal

Home Address _____ CA (zip) _____

Home phone (_____) _____ e-mail address _____

School Name _____

Language(s) Taught _____ Position _____

CLTA Dues: \$30 With Affiliate Membership, \$35 Without, \$25 Retiree or Student

Affiliate Dues: The amount of each affiliate's dues is shown below.

<u>CCCFLC</u>	Calif Community College FL Council	\$15	<u>FLASCC</u>	FL Ass'n of Santa Clara County	\$20
<u>CCALP</u>	Central Coast Association of Language Professionals	15	<u>FLASH</u>	FL Ass'n of the Sierra Highlands	10
<u>CVFLA</u>	Central Valley FL Ass'n	15	<u>FLC-CSU</u>	FL Council - Calif. State University	NA
<u>FLACC</u>	FL Ass'n of Central California	10	<u>FLCSD</u>	FL Council of San Diego	10
<u>FLAGS</u>	FL Ass'n of Greater Sacramento	15	<u>IEFLA</u>	Inland Empire FL Ass'n (San Bernardino/Riverside Counties)	15
<u>FLAMCO</u>	FL Ass'n of Monterey County	10	<u>KCLTA</u>	Kern County Language Teacher Ass'n	10
<u>FLANC</u>	FL Ass'n of Northern California	20	<u>MSLTA</u>	Marin Sonoma Language Teachers Ass'n	10
<u>FLA-OC</u>	FL Ass'n - Orange County	15	<u>MCLASC</u>	Modern & Classical Language Ass'n of Southern Calif. (L.A. County)	10
<u>FLARE</u>	FL Ass'n of the Redwood Empire	10	<u>TRICOFLA</u>	Tri-Counties FL Ass'n	10
<u>FLASCC</u>	FL Ass'n of Santa Clara County	20	<u>VALT</u>	Valley Ass'n of Language Teachers	10

If you have already paid affiliate dues directly to an affiliate for the 2001 calendar membership year, mark an "X" here ---> _____ and print the AFFILIATE initials here ---> _____	A	B
	Affiliate Dues \$.....	\$00.00.....
	CLTA Dues \$.....\$30.00.....	\$.....35.00.....
	DuFort Scholarship \$.....	\$.....
	Total \$.....

This page may be printed.

Please make your check payable to CLTA for the TOTAL. Send it with a copy of this application to:
 Marge Sotomayor, Membership Chairperson
 P. O. Box 123
 Ferndale, CA 95536

Benefits of CLTA Membership

CLTA Annual Conference consisting of two full days of workshops and a day and a half of general and special interest sessions. Each year the conference is held at a different location in California. This year's conference is in Long Beach, April 18-21, 2002.

Special Workshops which help teachers enhance their instruction, such as last year's series on FL standards and the annual Summer Seminar, conducted in conjunction with the California FL Project.

Publications such as the CLTA News, a newsletter reporting ideas, events, and developments that are of interest to the state's FL teachers, and special documents, such as Guidelines for Articulating FL Programs Within and Between the State's Educational Segments: Elementary, Secondary, and Post-Secondary

Grants including Mary DuFort Scholarships · \$500 LANGABROD grants to travel abroad and 1 CLTA Travel Voucher for \$850 · grants from the Spanish Ministry of Education and the Goethe Institut, with financial support for FL teachers to study outside the United States the TAAKALAAAT Grants, which provide funding for teachers in small groups to meet and chat in the language they teach and stipends from the Instituto Italiano, Goethe Institut, and other agencies to attend the annual Summer Seminar for Language Teachers.

Financial Support for Affiliates and Other Agencies to conduct professional development activities and for agencies, organizations, or projects to initiate activities designed to improve articulation between educational segments.

Web Site where teachers can connect at "<http://members.aol.com/cltasite>" to a wealth of information, including suggested instructional activities, cultural and other resources, and links to the CFLP and other organizations.

Placement Information Exchange (PIE) which enables teachers seeking positions to post their availability and schools seeking teachers to post their vacancies. The PIE can be reached on CLTA's web site at "<http://members.aol.com/cltasite>" or on the web at "<http://members.aol.com/cltajobs/index.html>".

Representation in Sacramento providing both counsel to legislators on the nature of legislation to improve FL instruction and information to CLTA members on the status of legislative activity affecting FL education in the state.

Recognition of Special Service to FL Education through its Outstanding Teacher Awards, President's Award, National Textbook Award, Lifetime Achievement Award, and other citations for contributions from teachers, administrators, and members of the community.

Pract-Days and Pract-Inns where, during the school year, FL teachers spend a Saturday or an entire weekend, using their teaching language to participate in a variety of stimulating, informative, and fun-filled activities.

Liaison with Other Organizations and Agencies including all 19 of CLTA's Affiliates throughout the State, the California FL Project, the American Council on the Teaching of Foreign Languages, and the California Department of Education.

In addition, if you are a member of an Affiliate, you may participate in many regional activities, including conferences, newsletters, workshops, grants, with a variety of other resources.

All this for only \$30 when you join CLTA as an Affiliate member.

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Send changes to:

Marge Sotomayor, CLTA Membership Chair
P.O. Box 123
Ferndale, CA 95536

Name:

Former name or address:

(or label from old copy of CLTA News):

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New phone:

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See you at the CLTA annual conference,
April 18-21, at the Westin Long Beach Hotel!
Local Host: MCLASC