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CLTA NEWS

California Language Teachers Association

**CLTA Plenary Session:
The Long Beach Education
Partnership
Articulation and Seamless Educa-
tion**

Since 1994, educators from the Long Beach Unified School District (LBUSD), California State University, Long Beach (CSULB), and Long Beach City College (LBCC), have been working together through the Seamless Education Launch Initiative coordinated by the Long Beach Education Partnership. The Initiative was created in support of K-12 teachers and higher education faculty to provide time to share expertise, knowledge, instructional strategies, and to align curriculum, course outlines and more. What began as a commitment to students, educators, and community to improve public and higher education is now recognized as one of the most effective examples of concurrent systemic education reform, K-18, in the nation.

The reform in Long Beach extends beyond the limits of programs, departments, and colleges. Strategic planning and data guide the education reform and evaluation of progress is formative and summative. The three institutions have aligned their visions, missions, goals, objectives and action plans. They are bold and focused on students and teachers. They are sustained because all three education institutions commit their time, leadership, and all resources necessary to make the seamless relationships grow.

The LBUSD, CSULB and LBCC world languages departments have been an integral part of the seamless effort.. Over the past seven years they have collaborated on page 15

**Travel To and About Long Beach, Site of the
2002 CLTA Conference**

Nancy Green, Hospitality Chair

The California Language Teachers Association annual state conference will be held in Long Beach, April 18-21, 2002, at the Westin Hotel. From the hotel's central location along Ocean Boulevard, visitors can enjoy a palm-lined panorama that takes in the legendary Queen Mary, also known as the "Art Deco Floating Palace," and the Long Beach Aquarium of the Pacific, with easy access to many other landmarks and places of interest. Within walking distance are the Shoreline Village, a lively and scenic boardwalk of quaint shops, specialty gifts and souvenirs, waterfront dining and weekend entertainment, and Pine Avenue, an exciting restaurant, retail and entertainment corridor offering sidewalk cafes, AMC Pine Square 16 theaters, unique boutiques and music clubs.

Traveling about ten minutes from downtown, visitors can tour the elegant and stately Queen Mary from engine room to wheel house and view the exhibit of authentic Titanic artifacts. Art lovers will want to see the exclusive display of contemporary art of Mexico, Central/South America, and the Caribbean at the Museum of Latin American Art (MoLAA) along with the gift shop that features Talavera pottery as well as jewelry, textiles, posters, fine art and books. The newly renovated and expanded Long Beach Museum of Art houses permanent and changing exhibitions of contemporary and video art in a 1912 mansion overlooking the ocean. For those dedicated to serious exercise or those who prefer a long, leisurely stroll, there are 5 + miles of beautiful beach with a walking and bike path that affords a breathtaking view of everything from the Queen Mary and other huge ships lining the horizon to romantic Catalina Island which, on a clear day, is visible at "twenty-six miles across the sea." And, finally, using the free Passport bus that travels up and down Ocean Boulevard, visit Belmont Shore's Second Street, a trendy, 15-block stretch of boutiques, galleries, bookstores, coffee houses, restaurants and pubs two blocks from the ocean.

Long Beach is an ideal location for shopping, dining, and relaxing, especially after a day filled with the many exciting workshops and language-related activities that the conference provides. If time allows, it is also centrally located to other Southern California attractions such as the Getty Museum, Disneyland, Universal Studios Hollywood, Knott's Berry Farm,

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CLTA Affiliates

CCFLC	California Community College FL Council
CCALP	Central Coast Assn. 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 Assn. 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.

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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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2001-2002 CLTA Executive Board

Connie Vargas, President
(760) 242-3747
connie_vargas@eee.org

Lorraine D'Ambruoso, Exec. Director
(408) 264-6996
lorda.clta@ix.netcom.com

Alice Bell, Past President
(530) 246-2936
abell@shastalink.k12.ca.us

Hal Wingard, Program Coordinator
(619) 265-2699
haleenwin@aol.com

Judith Snyder, President Elect
(559) 439-5197
judesnyder@aol.com

Paula Hirsch, Conference Coordinator
(310) 390-3444
hirschinCC@aol.com

Marge Sotomayor, Membership
(707) 725-9859
mjsotomayor@aol.com

Sue McKee, Treasurer /Conf. Registrar
(714) 832-4242
suemckee@home.com

Sue Korsinen, Secretary
(559) 253-5200
skorsinen@earthlink.net

Karen Nicolaysen, CLTA News Editor
(831)724-9373
knicolaysen@cruzio.com

Affiliate News

The CVFLA Fall Conference was held October 20th at Fresno City College. Again, Camilla Colby, our Conference Chair, did a great job. We enjoyed good attendance, and after a continental breakfast, the participants received interesting and helpful information from some of their local colleagues and Lynn Freeman from ACIS. Dr. David Ross, chair of the Department of Foreign Languages and Literatures and president of L'Alliance Française, announced several scholarship opportunities for our French teachers. After the sessions, the participants enjoyed a Mexican brown bag lunch and the Folkloric Mexican dancers from Central High School, under the direction of our Social Chair Nancy Pérez

On November 2nd Arte Americas (our local Hispanic Arts Center) and CVFLA had a special Día de los Muertos celebration for foreign Language teachers. After enjoying the altars exhibit, the teachers were treated to a wonderful representation of several scenes from Don Juan Tenorio. Fermin Chavez, Fresno's anchorman from Channel 21 Univision, did an excellent job playing the part of Don Juan.

January 13th will be the first meeting to prepare for our International Foreign Language Fair, which will be held on May 4th. On April 13th we will have the Spring Scholarship Banquet at CSU Fresno. Besides the regular scholarship for high school students, CVFLA will give two additional scholarships for college students.

We have a great newsletter thanks to Renato Martínez, our newsletter editor. It can be read online at CLTA.net. Currently we are running a membership drive. Roberta Genini is CVFLA's new membership chair. We are working hard to increase our numbers.

Silent Auction Makes Money!!!

Vivian V. Fields, FLAOC

On November 3, 2001, FLAOC had two of the most fun activities for our foreign language teachers. First, there was a SUPER TPR Story Telling workshop which was presented by Rosalina Etu, from Livermore. She demonstrated another way of teaching vocabulary, through TPR. She kept all of us in the workshop, at the edge of our seats. She showed us how to imbed vocabulary words in the students' minds. We were gesturing, talking, listening, drawing and enjoying ourselves the whole morning. The second activity was a Silent Auction. Before the workshop, the FLAOC board members set up a Silent Auction. Teachers wrote their bids in front of the item, on a piece of paper. At the end of the workshop, the highest bidder won. The items for the auction were donated by foreign language teachers who have retired, or were soon to be retired. There were also donations from foreign language teachers who did "spring cleaning" in the fall. Some of the pièces de résistance were foreign language posters, cassettes, videos, escargot shells with plates and forks, packets of holiday activities, tee-shirts, French plates, etc. One of the most unusual items was the Charles De Gaulle nutcracker...who could resist??? We made about \$150.00.

Mille fois merci to Candy Jester, retired French teacher, who gave us the idea to make this auction a reality, and to use this money for our students who will be participating in the week-end French, German, and Spanish camps.

FLCSD News

Gail Saucedo

FLCSD welcomes back Alan Svidal to full participation in his pursuits for San Diego Unified, SAILN/CFLP, and of course, the Foreign Language Council of San Diego. Alan was greatly missed during November while he recuperated from illness.

Our Program Chairman, Judy Stout, planned an excellent buffet, business meeting, and dual workshops for FLCSD's Annual Fall Breakfast/Conference "Many Languages: One Spirit", held at the Doubletree Hotel in San Diego on December 1st. The breakfast room was vibrant with the red and the green of poinsettias as more than 50 teachers representing middle school to university language programs renewed old friendships and made new acquaintances.

A high point of the Fall Conference is announcing the recipient of FLCSD's annual service award. This year's winner is Julie Fredericksen of Point Loma High School in San Diego Unified. Julie is a gifted teacher of French whose efforts have increased enrollment in her classes. Among her many activities she sponsors a French language table for students during lunch. She has four native speakers of French enrolled in her classes for whom she has acquired funds for a special tutor

Affiliate News

from a private foundation sponsored by parents of Point Loma High. Julie, a former Peace Corps Volunteer in francophone Africa, is an active board member of FLCSD who made substantial contributions to last April's CLTA conference in San Diego. Julie has hosted several October Sharathons in her classroom. Last October's Sharathon united fifteen teachers from seven different schools at Point Loma High for two hours of learning and fun. Lesson ideas for 6th grade classes to senior year portfolios were shared, from Spanish jump rope rhymes to elaborate videos in French. As it was Halloween month, chocolate was much in evidence, sharing the table with orange and black tortilla chips. Congratulations and thank you to Julie for all her contributions to her students and to our profession.

For Workshop A. of the Fall Conference, E. Joy Lamarr and Angela Shaw, presented "United Europe: Oxymoron or Reality? Participants gathered facts and resources to link the country, culture, and language taught to this exciting, evolving, international union. Teachers left the session with classroom activities in French, German, and Spanish, three of the official languages of the EU, to be used in the classroom immediately. Participants encouraged Joy and Angela to present this valuable workshop in April at CLTA.

For Workshop B, Flo Martin presented "Multi-sensory experience in the World Language Classroom", using Eric Jensen's theories of how

multi-sensory experience enhances learning. Participants received instruction on the domains of writing and the writing process and how various types of music influence various types of learning responses. They listened to music and responded in writing; created works of art; meditated and relaxed; and wrote responses to guided imagery. The goal was to provide hands-on activities to implement the writing process in the language classroom. On an evaluation a teacher wrote: "Let's do this workshop again!".

IEFLA started out the year with its Fall Workshop on October 6th: "Dynamic Strategies for the Foreign Language Classroom" by Rich Sayers. He presented a variety of ideas and activities for all levels and the workshop was well attended.

IEFLA also held its annual "membership" drive. Every year we offer prizes to members who submit names of non-members. These non-members receive a free membership in IEFLA for the remainder of the calendar year. This year the prizes awarded were: free fall workshop registration to the submitting member and his/her entire department, free workshop registration for the submitting member, and one and two year free membership to IEFLA.

Our association also started an e-mail distribution list to all of the members. With this list, we hope to be able to distribute information about upcoming events and news that would interest our members. This list is maintained by me and so far hasn't been any trouble to update or manage. Hopefully this will continue

and e-mail will become cheaper and more efficient than repeated mailings-especially when it comes to membership renewal time.

IEFLA continues to plan its Winter Mini-Conference which will be held on January 26th. The location is still to be announced.

--submitted by Bethany Thompson

MCLASC had its Winter Workshop at the Long Beach Westin Hotel on Saturday November 3, 2001. Ms Anne Cummings and Dr. Evelyne Berman presented a three hour workshop on Power Point. Participants were beginners as well as very advanced with power point presentations. Ideas on how to use programs to present grammar and/or culture were well received by the 27 participants.

The Workshop technique included the idea of using the same methods of the presenters to teach one's students how to use power point and make classroom presentations. Like the faculty present, the students ranged from expert to novice.

El Camino College "loaned" MCLASC four laptops and faculty that had laptops brought their own. Participants had "hands on" experience with no more than two people per laptop. Muffins and coffee were served and the Workshop was evaluated by the participants as excellent.

MCLASC will be raising the local dues to \$15 per year in 2002. People who pay before December 31 will be able to join at \$10. The higher cost for postage and repro for our Newsletter has necessitated this increase.

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MCLASC has been working hard to prepare the CLTA Long Beach Conference. Long Beach Unified School District, CSU Long Beach and Long Beach City College have also been working to make this April 17-21 Conference a success.
--submitted by Bernie Rang

Renewal of Membership

Renewal notices have gone out to all 2001 members, unless renewal payment has already been made. In case you have lost your notice, see the membership application form in this issue of the [CLTA News](#). You may also get the application form at www.clta.net



An Often Unknown Benefit of CLTA Membership

Lorraine D'Ambruoso

Each year, conferees see fellow colleagues receive Mary Dufort scholarships. But oftentimes, we hear a variety of questions. Who is / was Mary Dufort? What kind of scholarship? How does one qualify for one of them?

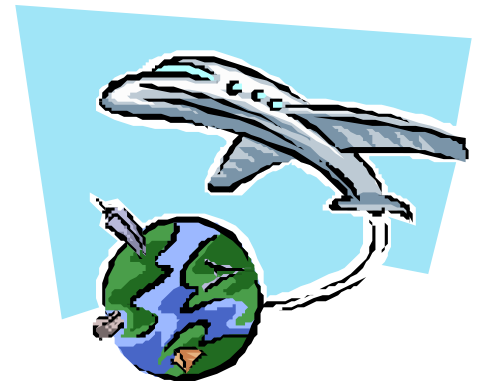
First of all, Mary Dufort was a member of CLTA, in those early days when we were known as CFLTA, the F representing “foreign”. She served as Coordinator of Language Education in Alameda County. The scholarship was established in her name in memory of her efforts to improve language education. These efforts came to an end as a result of her early death from cancer.

The amount of the scholarship varies, as it is dependent upon the members’ contributions and the interest that the account earns. They have been worth an average of \$500.00. The recipient is a teacher of language who has demonstrated the need and / or desire to improve his / her language competency or to augment his / her cultural knowledge by means of travel and / or formal study abroad.

How does one qualify? First of all, one must be a member of CLTA – but for at least two consecutive years. Yes, Marge Sotomayor, our Membership Chair, does verify this for the current Awards Chair, Alice Bell. Then one must follow the directions for applying for the scholarship. The teacher creates a plan, which is submitted to the CLTA Awards Committee along with the necessary documentation

(see the fall CLTA Newsletter for details). The Awards Committee makes the selection(s) based upon the amount of money available for that year’s scholarships. The awards are presented at the Friday Awards Banquet at the annual conference.

If you are interested in this valuable program, perhaps you might be willing to contribute to its continued good health. When you apply for membership or conference registration, there is always a blank where you can indicate an amount you wish to contribute to the Mary Dufort Scholarship Fund. I encourage you to contribute – the amount is not important, because many small contributions can add up to some significant amounts – all of which will benefit our colleagues.



Come Cruise with me!

Maria A. Leinenweber, Entertainment Chair

On Saturday night, April 20th, the CLTA Conference Cruise will be on its way! We have a very enjoyable trip planned for you. A 3-hour Cruise around Long Beach Harbor! But unlike Gilligan's Cruise, we won't be marooned on an island since we'll be in the very capable hands of *Spirit Cruises of Long Beach*.

Our **private yacht** will depart from Shoreline Village Dr. (just a skip hop and a jump from the Westin Hotel) at 7:00pm. We will cruise at a very comfortable 5 knots within the enclosed Harbor. Our beautiful evening vistas will include Shoreline Village, the Long Beach Aquarium, the Queen Mary, the Spruce Goose Dome, the Long Beach Conference Center, and the Queen's Gate Lighthouse.

For your dining pleasure we will be partaking from the *Admiral's Selection*:

Appetizers:	Mixed Cheeses, Garden fresh Vegetables, and Dips
Main Buffet:	Marinated Steak and Chicken Skewers, Hot Swedish Meatballs, Steamed Rice, French cut Green Beans, Chilled Pasta Salad, Chocolate Covered Cookies, White Wine, Soft Drinks, and Coffee

For your enjoyment, music will be provided for your dancing and listening pleasure. A cash cocktail bar is also on board. If you've never been to Long Beach before-or even if you have-you'll enjoy it so much more on a private cruise. The Captain and crew of *SAILING SHIP SPIRIT* await you and will do everything to make your trip as memorable as possible. **All of this is offered for the very low price of \$45.00 per person! Sign up today! Don't miss out on this chance of a lifetime. See you on Board!**

A Note from the Co-Program Chairs

This year MCLASC, the hosting affiliate, has made a minor change in the program. There are several full-day workshops on Thursday as well as the first day of the two-day workshops. We felt that participants may wish to have more flexibility to take a greater variety of presentations. In addition to the two two-day workshops, we have included a full-day French workshop on Belgium, Switzerland and Luxembourg as well as a one-day technology presentation.

The program committee still needs a few more interest sessions. We are especially looking for sessions in French, technology, German, cooperative learning for our new teachers and the new AP Spanish Literature curriculum. However, if you have an idea that is not one of the above, it is not too late to submit. You can go on-line to the CLTA website at www.clta.net and submit your proposal electronically. The entire CLTA program and registration information will be available on the website. We will also make changes to this version of the program.

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. *Note that there are now full-day workshops on Thursday as well as Friday.*

Thursday

8:00 a.m.-10:00 a.m.	Registration
9:00 a.m.- 4:30 p.m.	<i>First day of the two-day workshops</i>
9:00 a.m.- 4:30 p.m.	<i>Thursday full-day workshops</i>
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.- 4:30 p.m.	<i>Full-day workshops and second day of two-day workshops</i>
9:00 a.m.- 6:00 p.m.	CSU Meeting
11:00 a.m.- 6:00 p.m.	Exhibits with Gala Exhibits Opening at 2:30
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

An Award for that Special Teacher

Alice Bell, Past President

If you attended this year's conference in San Diego and were present at the Awards luncheon, you experienced a very special event. For me it has always been one of the highlights of the yearly conference. To see and hear my colleagues honored for being an outstanding teacher is to me, one of the highest honors one can receive.

With that in mind, I want you to think about a special colleague you think might be worthy of one of these awards. It takes time and effort to submit the nomination letter and letters of recommendation; you need to begin now. Please read carefully the criteria for each of the awards (the Outstanding Teacher Awards, the Hal Wingard Lifetime Achievement Award, and the Glencoe/McGraw Hill Outstanding Teacher Award) and look at the descriptions and rubrics for these awards (fall newsletter / www.clta.net) to be sure that you have addressed all the criteria. You have to do this behind the nominee's back—no easy task! Incomplete packets cannot be considered for the awards. Also, both the nominator and the nominee have to have been CLTA members for at least two consecutive years, including the current year (2002). In the past we have received nominations for teachers who were not members. You can check with Marge Sotomayor, CLTA membership chair, to find out if your candidate is eligible.

Have Suitcase, Will Travel

Alice Bell, Past President



I know that you're just getting into the swing of things at school and that last summer's "vacation" is fading from your memory but it's time to start thinking about doing something special next summer. How about going to France, Spain, Italy, or Germany?? CLTA wants to assist you in this endeavor to maintain and enhance your language skills. Not only that, the Spanish Embassy, the Instituto Italiano, the Goethe Institut, and the French Government would like to assist you too! But you need to take action.

In the Fall 2001 issue (www.clta.net) you will find descriptions and an application form for the various study grants offered by the aforementioned agencies to encourage members of CLTA to enhance their knowledge and skills. This current issue also has a description of the Japan Foundation grant. These study grants cover room, board, and tuition for special programs designed for language teachers. IN ADDITION, you are strongly encouraged to apply for one of the LangAbroD travel grants or for a Mary DuFort Scholarship, which would help defer the costs of your travel.

You do not need to apply for a study grant to be eligible for a travel grant. If you just want to spend some time immersing yourself in your target language culture you too can apply for a LangAbroD Grant or the Mary DuFort Scholarship. Members are encouraged to donate to the Mary DuFort Scholarship fund.

Completed applications need to be postmarked by **February 1, 2002** and sent to: Alice Bell, 6024 Gleneagles Ct., Redding, CA 96003. To be eligible for these grants, you **MUST** have been a member of CLTA for at least two consecutive years, including the current (2002) year. If you have received a grant sponsored by CLTA within the last four years, you are NOT eligible to apply for one this year. Please carefully read the requirements and criteria for selection (and check the rubric) to be sure you comply with them. **BON VOYAGE!**

New Study Grant to be offered to Teachers of Japanese

CLTA is pleased to announce that the Japan Foundation Los Angeles Language Center is offering one of its training grants to a member of CLTA. This grant will enable the recipient to attend a Summer Intensive Japanese-Language Training Program in Japan during the month of July 2002. The goal of the grant is to improve proficiency in Japanese and to gain familiarity with Japanese culture through Japanese language classes, cultural programs, field trips, etc.

The grant includes accommodations at the Institute, meals, a daily allowance, transportation allowance (for travel in Japan), reference books and teaching materials allowance, expenses for field trips in Japan, and overseas travel accident insurance. The recipient will be required to pay for individual round-trip airfare to Japan but s/he is eligible to apply for a CLTA LangAbroD travel grant or the Mary Dufort scholarship.

Eligibility requirements include the following:

1. Non-native teachers of Japanese engaged in primary and secondary education, who are to resume teaching after attending the program;
2. Those who have at least two years of experience in Japanese language education as of February 15, 2002;
3. Those who have basic Japanese language skills, and the ability to read and write hiragana and katakana;
4. Those who have not taken a Japanese-language teacher training program conducted by the Japan Foundation in Urawa during the past five years.

Application requirements:

Applicants must submit

- A completed nomination/application form (can be found in the fall issue of CLTA news or on CLTA's website: www.clta.net);
- 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 Japanese and has been a member of CLTA for at least two consecutive years, including the current (2002) year;
- 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.

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.

The rubric for judging the study grants may be found in the CLTA News (fall issue) and on our website.

The successful candidate will be notified in March and would hopefully attend the Friday night banquet at the CLTA conference to receive recognition for this grant. Completed applications for this grant must be postmarked by **February 1, 2002** and sent to: Alice Bell, 6024 Gleneagles Ct., Redding, CA 96003. CLTA reserves the right to withhold awarding this grant if no qualified applications have been received.

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The Adele Martinez Book and Rose Award

"El que habla dos lenguas vale por dos."

Adele Martinez, long an advocate of the values of foreign language study, had a love and passion for all world languages. In her honor, CLTA is proud to have established the Book and Rose Award, an essay competition open to students of all languages, including English.

The book and Rose Award has its roots in "La Diada de Catalunya," a Catalan holiday dating back many centuries. Girls and women would present books to their male friends, sweethearts, or husbands. In return the boys and men would present a red rose to their female friends, sweethearts, or wives. Adele always saw this as a lovely tradition, one that should be implemented in this country.

The Essays

In their essays, students are encouraged to express how their study of languages (other than their home language) has impacted their lives and how languages will be important in their future.

TITLE: How Language Study is Expanding My World

LEVELS: Open to middle, high, and post-secondary students

LANGUAGE: To be written in English

❖ 75-100 words for middle school students

❖ 100-250 words for high and post-secondary students

❖ Typed, double-spaced, 12-point type

CRITERIA: Essays will be judged on uniqueness, inspiration, imagination, creativity, and clarity

AWARDS: Book Gift Certificates in the amounts of \$150, \$100, and \$50 for the top three entries

The selected essays will be printed in the CLTA News.

Submission Guidelines

1. All entries must be submitted through one of CLTA's regional affiliates. Each affiliate may establish its own deadlines and criteria.
2. All teachers submitting essays must be current members of CLTA.
3. Each affiliate should select and submit only one entry.
4. Affiliate representatives are responsible for delivering the entries to the Awards Committee Chair at the start of the Friday conference board meeting.
5. A reading committee comprised of affiliate representatives will select the three recipients. Names of those selected will be announced at the conference.

In Memoriam

C. Ed Scebold

November 21, 1939 - September 16, 2001



With the death of Ed Scebold, Executive Director of the American Council on the Teaching of Foreign Languages, the foreign language education community lost its most tireless advocate. Ed was a man of vision whose tireless efforts on behalf of foreign language education led him to have a profound effect on language learning at every level in this nation and affected the work of every individual engaged in our profession.

Ed began life on a farm in Iowa, leaving it to become a junior high school teacher of Spanish. He later moved on to become the Foreign Language Consultant for the Nebraska Department of Education. In 1970, he left this position to accept the role of Executive Director of ACTFL.

At that time, ACTFL was a relatively young organization with fewer than 500 members. Under Ed's leadership, ACTFL grew to become a national organization of great importance and prominence, claiming a membership of over 8,000, representing all levels of instruction from kindergarten through postsecondary and including under its umbrella members from business and government as well.

It would not be an overstatement to say that Ed's contributions to our profession have had a profound effect on what we in the profession do on a daily basis. When we use the pedagogy of CBI - Communication-Based Instruction, we pay homage to Ed's efforts to shift the focus of language instruction towards the development of proficiency. In fact, the ACTFL Proficiency Guidelines were the result of Ed's work as a representative to the Interagency Language Roundtable, a network of federal agencies responsible for ensuring that our government and military services have the foreign language expertise needed to support our national interests. His participation led to a modification of the federal government's language scale to create what has become the recognized standard for measuring language competence in both the

As a result of Ed's tireless efforts to improve foreign language education, ACTFL formed a coalition with various other language organizations to develop the National Standards for Foreign Language Education. These standards are now widely accepted as a part of every language professional's philosophy and methodology and have been implemented in almost every state.

Ed was tireless in his efforts on behalf of our profession. He was instrumental in the founding of the Joint National Committee for Languages (JNCL), based in Washington, DC. In addition, he was a member of JNCL's Board of Directors for more than fifteen years, serving in a variety of capacities. He was also involved each year in ACTFL's annual conference. Many of CLTA's members have grown as professionals as a result of participation in these conferences which typically attract more than 6,500 attendees.

Ed Scebold will be sorely missed by his family including his parents, his wife Jamie Draper and his children. But he will also be missed by his foreign language family across the country and throughout the world. He was a man who left an indelible handprint on the face of our profession.

We in CLTA would like to publicly thank Ed Scebold for his vision for the foreign language profession, for his dedication to ACTFL, and for his tireless efforts to focus recognition on the work that we all do.

A Report on ACTFL's Delegate Assembly

Lorraine D'Ambruoso

(Before I begin my report, please accept my apologies for the myriad additions to our "Foreign Language Alphabet Soup!" Metaphorically speaking, each exposure to the ladder of support for our profession brings me knowledge of more rungs on this ladder, some of which are new to all of us.)

On Thursday, November 15, I had the honor of representing the members of CLTA at the 2001 ACTFL Delegate Assembly. The day's program was entitled "Our Professional Odyssey." After a warm welcome from ACTFL President June Phillips, we traveled through the foreign language world.

Our first visit was a venture into the land of NCATE (National Council for the Accreditation of Teacher Education). There we visited the draft document of the proposed foreign language standards for teacher preparation. (By the way, our own Duarte Silva, Executive Director of the California Foreign Language Project, is a member of this writing team.) The delegates then divided into small discussion groups to work through these proposed standards. We were delighted to discover that, as with the student standards, these teacher education program standards are performance-based and do not list courses needed for certification. Rather, they outline the knowledge, skills and dispositions necessary for an individual who hopes to be an effective foreign language teacher.

Our next stop was at INTASC (Interstate New Teachers Assessment and Support Consortium). While NCATE deals with issues affecting pre-service teachers, INTASC takes on the issues affecting novice teachers. INTASC works with state education agencies responsible for teacher licensing, professional development and program approval to promote standards-based reform of the teacher licensing process. While thirty-four states and territories are members of this consortium, California is not among them. But the INTASC Standards are "model" standards and are intended to be a resource that all states can use to develop their own state standards. These "model standards" will be released in May, 2002.

Another leg of our odyssey took us to the NBPTS (National Board for Professional Teaching Standards). There, we received an update on the development of "master" teacher certification for foreign languages. This was simply an update, as the CFLP already provides support for the first group of California language professionals seeking this certification.

This odyssey, although divided into different "countries", gave the delegates a global perspective of what our profession is attempting to set in place: a three-part support system, with NCATE for the pre-service teacher, INTASC for the novice teacher, and NBPTS for the accomplished teacher. It was a revelation. How I wish there had been this support system when I was a beginning teacher! The work of these three groups can only make our profession stronger and our professionals more effective!

The two concluding portions of our odyssey included a report from the JNCL with J. David Edwards speaking about the need for advocacy, and an update on the New Visions in Action initiative, with Mimi Met advising us on how to get involved in the continuing work of her group.

I came away from this, my first Delegate Assembly, secure in the knowledge that our profession continues to grow. We have many colleagues who support our efforts all across the nation. But we cannot rest on our laurels. We need to remain even more committed to language learning as a profession worth every effort we expend. Thank you, CLTA, for giving me the opportunity to see language education from a different perspective. It was most enlightening.

ACTFL: What Does It Do For Me?

Lorraine D'Ambruoso

Even though it seems that it couldn't possibly be over 35 years ago, it was really that long ago that I was a lowly student teacher. At that time, I remember my professors speaking about the responsibilities of being a professional. They spoke about the need for continuous growth, both in knowledge and in practice. They emphasized the fact that an integral part of this growth was the result of membership and participation in our professional organizations.

Across the span of my professional life, I taught French for 35 years. During that time, I was a member of CLTA and FLASCC. They had my allegiance as a member of a geographic location. I also joined AATF, the American Association of Teachers of French. This association had my allegiance as a teacher of the French language and culture.

But I also joined ACTFL. Why? Because as a language professional, I realized that I needed someone to speak for me outside of Santa Clara Valley, outside of California - and ACTFL was able to do that.

Yes, I know that money is always an issue for teachers. Yes, I know that membership in all of these professional organizations can cost several hundred dollars. However, attorneys would never think of bypassing membership in the Bar Association, and physicians value membership in their medical associations as well as certification in their specialties. I am neither attorney nor physician. But when I was working my way through college, I was a member of the Retail Clerks' Union. And when I was hired for my teaching position, I became a member of my local teachers' association and of CTA. My message is that, no matter who we are or what we do, we need to belong to the unions and associations

and professional organizations that represent us and support us, and not just in the matter of finances.

I have heard some of my colleagues ask why they should belong to ACTFL, and what ACTFL does for them. Well, ACTFL has done and continues to do more than we might realize. We all recognize the need for representation at the national level, for contact with our legislators regarding our own interests. Since we are in the classroom, we cannot lobby at the national level; we cannot speak personally with our legislators. But the JNCL can and does; and ACTFL, in the person of Ed Scebold, played a role in the creation of this lobbying body. We all speak about proficiency, about language competence. ACTFL was the pioneer in the development of this concept. We try to teach using the National Standards. ACTFL was instrumental in the development of these Standards for Foreign Language Learning in the 21st Century. Also, in 1988, ACTFL developed "Provisional Program Guidelines for Foreign Language Teacher Education." For these and many more reasons, each and every member of CLTA should also be a member of ACTFL.

I recently participated in the 2001 ACTFL Conference in Washington, DC. I represented CLTA at the ACTFL Delegate Assembly. I attended some insightful sessions. I met wonderful colleagues from across the country. I came away confident in the knowledge that, as a member of ACTFL, I am well represented; my concerns are voiced at the national level. And so are yours. And so should each and every one of you belong to ACTFL. It is your responsibility as a professional lan-

CLTA Plenary Session *(continued from page 1)*

rated on a number of projects to provide teachers with opportunities to develop curriculum, to articulate courses, and most importantly, to enrich their students' language education in the classroom and beyond. At the CLTA Conference Plenary Session on Saturday, April 20, 2002, representatives of the three institutions will share how their collaboration began, the kinds of projects that have taken place as a result of it, and how they and their students have benefited from them. Their experience can serve as an example for other educators and districts interested in developing a similar relationship.

Travel To and About Long Beach

(continued from page 1)

and South Coast Plaza, a shopper's paradise. At the conference, be sure to visit the Hospitality Booth where you can get more information about the many delights, sights, and sounds of beautiful Long Beach. If you would like more information before the conference, call the Long Beach Area Convention and Visitors Bureau at (562) 436-3645.

The Challenge to all CLTA Members in 2002

Lorraine D'Ambruoso

The past two years, with their emphasis on testing, have seen a dramatic increase in funding for anything to do with literacy and mathematics. Sadly, this has resulted in a marked decrease in funding for other disciplines, including foreign languages.

The political climate is such that we need to band together as a profession to enable those outside of our profession to become more aware of the importance of linguistic and cultural competency. Yes, more people are aware of this need in the wake of the events of September 11. But this is simply not enough. Every American must be aware of the need for communication between and among members of groups whose linguistic and cultural backgrounds are different. Every individual who lives in this country must be made to see the importance of cultural and linguistic competence.

But we must first begin here in California, where foreign language is not held in high esteem by many of our elected officials. It is not considered a core subject, even though our students cannot gain admission to the university without a minimum of two years of study of the same language. It is not considered as important as English, even though we teach literacy skills in much the same way that English teachers do. When most people think of communication, they do not think of any language other than English. As a consequence, foreign language funding is threatened at every level. Programs are in danger of disappearing, be they language classes at the local level or professional growth opportunities for language teachers. We cannot sit back and permit this to continue! We need to be advocates of the importance of language learning.

The old cliché states, "There is strength in numbers." If this is true, we are not a truly strong organization. Of the more than 6,000 teachers of languages other than English in the state, fewer than 2,000 are members of their statewide professional association. Am I "preaching to the choir" (to sink even lower and use a second cliché)? Yes, I am addressing you, the members of CLTA who see the value and importance of your membership. But no, rather I am asking you, as professionals, to take on another responsibility. I am challenging you!

Make personal contact, both at your school sites and in your districts, with language teachers who are not members. Have a membership blank ready to hand them. Offer to mail in the application for them. While

you are at it, share your newsletter with them. Also share your affiliate newsletter with them and extol the cost-saving benefits of local and state memberships.

In the year 2002, let each one of us make a Herculean effort to help CLTA's membership reach 3,000. If each member can bring one more new member into the fold, we will reach this number, and perhaps even exceed it. Then we will have the strength to work together to put language learning into the core curriculum, where it belongs! Please accept this challenge!

The Teacher's Home Exchange is a FREE service exclusively for those in the educational field. Members save hundreds and even thousands of dollars on vacation travel. Save on hotels, most meals and, depending on the arrangements made, car rentals and insurance expenses.

Home exchanges are not new. Indeed, members of the teaching profession have been exchanging homes for more than 50 years, according to Bob Gould of Teacher's Home Exchange. You may wish to visit their web site: www.teachershomeexchange.com

ACTFL Notes of Interest

Lorraine D'Ambruoso

- Marty Abbot has been selected as ACTFL's new President-Elect.
- At the recent conference, Mara Manuela Guilherme received the Emma Marie Birkmaier Award for Doctoral Dissertation Research in Foreign Language Education. CLTA members who attended the conference were privileged to make her acquaintance at a dinner in her honor, hosted by our own Duarte Silva, one of Manuela's thesis advisors. Bravo, Manuela!
- Attention: Teachers of Heritage Language Learners--ACTFL has just published the latest in its Foreign Language series, *Teaching Heritage Language Learners: Voices from the Classroom*. This valuable resource is available from ACTFL. For further information contact ACTFL on its web site: <http://www.actfl.org> or e-mail at actflhq@aol.com.

Scholarship report: 2001 International Education Council

*Carol Pomares, American River College
Sacramento, CA*

What a memorable phone call it was when Nancy Zarenda, Executive Director of International Education Council excitedly told me that I had won a scholarship to Spain! This was my first time to visit Spain on a scholarship. The scholarship was with IEC and the don Quijote schools (www.donquijote.com). It included housing with a Spanish family.

When I arrived in Salamanca, my host “mom” and her son greeted me. They took me to their apartment, where I unpacked and talked with the family. The next morning I walked down the street, through the fabulous Plaza Mayor to the don Quijote school.

I was enrolled in a private class for the two weeks of my stay. Although I have been a Spanish teacher (upper levels and AP Language and Literature in the high school and beginning levels at the community college) for 25 years, I was highly motivated to expand my horizons.

The daily classes were three and a half hours long. The first week I had four different instructors, who were specialists in their fields. The subjects were: the past tenses (4 hours), the intricacies of grammar (6 hours), the subjunctive (4 hours), the use of realia in the classroom, (2 hours). The first week I had private tours of many of the historical buildings (the university, cathedral, etc.). The first evening there was a welcome dinner and another evening was a session in learning Spanish songs.

The second week varied a little more. On Monday I learned about the socio-political and economic situation in Spain. The professor’s lecture was extremely interesting, and I left with so much enthusiasm for my newfound awareness. Tuesday was a holiday in Salamanca, the fiesta de San Juan de Sahagún, the patron saint of the city. The salmantinos wore their traditional clothing, providing a memorable photo opportunity. On Wednesday I learned more about the socio-political and economic situation in Spain. Contemporary literature was taught to me on Thursday. The last day of class was

an invaluable lesson on the Internet (5 hours). I left with so many resources and ideas.

What made my experience so wonderful were not only the unique classes that I was given, but also participating in the atmosphere of Salamanca. Just to sit in the Plaza Mayor by the hour was an unforgettable experience. Many times, when I am in our busy world of teaching, I pause and reflect back on my experiences. How I wish I could be sitting in the Plaza Mayor, with *queso manchego* and *vino tinto*, listening to the lively tunes and watching the sunset on the magnificent sandstone walls. ¡*Qué viva España!*

Summer in Boulogne-Sur-Mer

Carol Walters

Twelve hours after my plane had left Los Angeles, I could see the French countryside rolling beneath me as we descended into Charles DeGaulle Airport. What excitement came over me as I realized a thirty-year dream—returning to France. I had spent a year in Aix-en-Provence in 1970-71 as a university student, and always knew that I would go back some day. I just didn’t expect thirty years of a busy life as a teacher, wife, and mother to go by so quickly.

Then last spring, I had the good fortune to win a French Government Grant to study in France for three weeks in July. I selected the “stage” in Boulogne-Sur-Mer on the northern coast of France, directly on the English Channel. It was the first time I had ever visited this part of France, and I found it to be a charming region. The climate was certainly very different from what I am accustomed to in the San Joaquin Valley, where summertime highs are always between 95 and 109 degrees. In Boulogne, it was generally cool and rainy, with a good deal of wind as well. The local joke was that if you can see England, it’s getting ready to rain; if you can’t see England, it’s raining already.

I stayed with a retired couple, Monsieur and Madame Dury, who were very kind and treated me like a queen. They gave me a lovely room overlooking the garden and backyard, prepared delicious meals, and wouldn’t let me lift a finger to help. “You’ll have to do all the housework when you go back home,” Madame would always tell me. Everyone I met in Boulogne-Sur-Mer was warm

and friendly, from our *Université* director Sadia Pamart, to the generous shopkeepers of the *Iles des Canaries épicerie*, to a lovely *chanteuse* in her 60s who gave my friend and me a driving tour of the region.

My American colleagues and I had a rigorous academic schedule, but it was well worth the time. I was in class from 9:00 a.m. to 4:30 or 5:30 p.m. Monday through Friday, with about an hour for lunch. I was part of a special class for American French teachers, twelve women in all. It was a very *sympa* group composed of all ages and hailing from different states. We were a sort of novelty at the *Université d'été*, which normally welcomes a diverse range of nationalities, basically “twenty-somethings” who are working on their degrees. Our group of Americans was taught by five different teachers, all native speakers of French, mostly French citizens. Our course offerings included Language Acquisition, Technology, Art and Civilization, Drama, and Francophonie. We spoke only French for the three weeks, even when we were not in the presence of French speakers. Sometimes our French was dreadful, but we all made improvements and learned from each other, as well as from the natives.

On July 12, the *Université d'été* celebrated its 50th anniversary with many festivities. We were taken on a guided tour of the city, we attended a concert of Offenbach selections, we had visits from dignitaries including the mayor and the first university president’s daughter, and we had a sumptuous dinner to which our host families were invited.

On the first weekend of my *stage*, the Tour de France came through. The riders began in Dunkerque and finished just outside of Boulogne. Even though the race was over, it was still thrilling to watch the publicity caravan and all the racers coming into town, while helicopters circled above and TV cameras dotted the streets. It had been a showery morning, and thousands of people lined the streets, more than a few armed with their autograph books or souvenir programs hoping to get Lance Armstrong’s signature. I’m afraid many of them were disappointed when the riders zoomed past and were promptly loaded in to vans for the trek to the next race. I enjoyed following each *étape* on French TV with my host family and then I got to see the finish of the whole race in Paris three weeks later. The crowd in Paris, of course, eclipsed that of Boulogne-Sur-Mer in size. We were a dozen deep along the Champs Elysées,

but we could watch the progress of the race on giant monitors placed along the route.

On trips to Calais, Dunkerque, and Belgium, I learned a lot about what wars had done to this beautiful area of Europe. You can still see the German “blockhouses” facing the Channel and hundreds of pockmarks in the terrain. Grass has grown over them and cattle may now graze there, but everyone knows that shells left their marks. I talked to people who were children during World War II and remember being huddled in basements during bombardments of the port cities. Many citizens of Calais were willing to talk of how their city had been razed first by the enemy, then by allies, and how the city had been restored to its original beauty. Others didn’t like to talk about it. Every French village, no matter how small, has a memorial to its native sons *morts pour la France* in both world wars.

I brought back much more than happy memories and silly misadventures. I picked up lots of realia to share with my students: posters, magazines, photos, advertisements, CDs of current music, recipes, and books. Using my district’s new digital video camera, I was able to capture some great images of *La Fête Nationale* on July 14, a tour of a typical French home, and the interior of a lovely cathedral. One of my main purposes in going was to enrich the classroom experience of my students, and it is great fun to talk with them about my summer. In fact, I mailed over 60 postcards to them while I was in France, and most have told me how much they value their French souvenir.

I want to thank CLTA and the French government for giving me this opportunity. I will always think of the summer of 2001 as my French odyssey. *Merçi infiniment!*



A PUBLIC PEEK AT A PRIVATE PROBLEM

With a Solution

Edited by Hal Wingard

Following is an e-mail exchange initiated by Linda Amour, a teacher of Spanish in Bakersfield. It begins with a solution (dated September 26) to a problem that had been previously described (September 21), with intervening responses from me. Thus, the presentation here of the solution precedes that of the problem. Linda has given permission for her messages to be edited and published. —Hal

September 26 (Solution to Problem)

Hal—

I decided to try bribery with the students. I went to the principal and asked him for \$50 to purchase candies, prizes, etc. After hearing my suggestion, he agreed. Here's what I'm trying now.

I have a number of cute rubber stamps. I issued a manila folder to each of the students in my Spanish Conversation class and told them that each time they stayed on task, I would stamp their folder. When they accumulated ten stamps, they could choose a piece of candy. If they chose to accumulate their stamps to twenty instead of cashing in the first ten, then they could choose from the prize bag.

Monday was the first day I tried it and, surprisingly, they like the idea and have cooperated. Of course, it's still new, and one of the main troublemakers was absent. Time will tell.

I'll keep you updated. —Linda

September 26 (Response)

Linda—

You're wonderful! You're not letting initial set-backs keep you from trying new strategies. This one may not solve all problems, but keep me posted. And best of luck! —Hal

September 21 (Problem)

Hal—

You may want to rethink the idea of pushing legislation to have EVERY student study a foreign language.

I developed a class of Conversation and Culture for the non-college bound students this year. I spent a good portion of the summer working out interesting lesson plans, including game-like learning activities, music, dramatizations, etc.

I developed mini-thematic units rather than using a textbook, and adopted the activities to the ability level of the students. I limited the new material in each unit to five commands, five questions, and supporting nouns and adjectives.

I have kept in mind the standards while developing the lessons and have tried to be patient with the limited abilities of the class members.

HOWEVER, I may as well be running a zoo!!! While I'm helping one pair with pronunciation or the method of the activity, the other 25 are punching each other, leaving their seats, chatting away and laughing and doing anything but attempting the activity.

After four weeks of classes, I'm still attempting to teach the material from my third week of lesson plans, and some of the students don't know the things we worked on in the first week in spite of continuous recycling.

I try to change activities every few minutes to practice the material in different ways, but some of them have the attention span of a gnat.

Keep in mind, Hal, that I have 38 years of teaching experience, and I've been active in SLICK, CLTA, KCLTA, HILT, etc. for years. I have a large repertoire of activities and have taught everything from kindergarten to university classes. I may have to renew my supply of Xanax to get through the first semester, and if you have any suggestions, I would be eager to hear them. HELP!!!! —Linda

THE PROBLEM WITH SOLUTIONS

Hal Wingard

September 25 (Response)

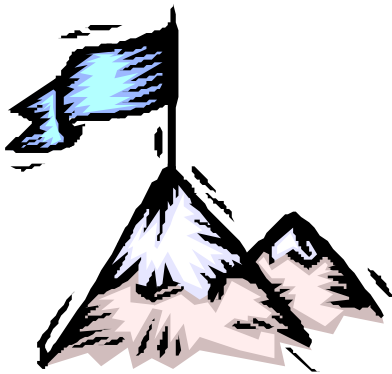
Linda—

Thanks for your recent email. I understand completely where you are coming from in your advice that I (we) need to rethink the idea of requiring all students to study a foreign language. I have worked with teachers whose classroom situation was equal to or worse than what you describe in your class. My reaction was: make secondary the focus on having students learn a language; concentrate on finding ways to contain and diminish the chaos; send ring leaders to a labor camp in some distant mountain range.

I admire you for trying. Don't give up.

In any case, there is little need to worry about legislation to require FL for all. There are other priorities and any implementation would be nearly impossible now, given the shortage of qualified FL teachers.

I appreciate your sharing your thoughts with me. You may want to lose the class in question, but don't lose heart! —Hal



Solutions to most problems
Themselves make problems, too,
Requiring new solutions—
As all our problems do.

My yard was always burning
From heat the high sun made.
Solution called for planting trees
To bring me cooling shade.
But after trees were planted
A problem caused me grief:
I had to spend the whole day long
Raking ev'ry leaf.

Solutions to most problems
Themselves make problems, too,
Requiring new solutions—
As all our problems do.

My problem as a walker
Was how to own a car.
Solution was to purchase one,
But I don't travel far.
After monthly payments
And cost of shop repair
I can't afford the price of gas
To drive it anywhere.

Solutions to most problems
Themselves make problems, too,
Requiring new solutions—
As all our problems do.

The Russians had a shortage
Of wheat to feed their folk.
Solution was to buy the grain
From Yankees who were broke.
They bought so much in excess
That after baking bread
They turned to making whiskey
And drinking wheat instead.

Solutions to most problems
Themselves make problems, too,
Requiring new solutions—
As all our problems do.

LESSON PLAN: CLTA Web Logo

Tanya Zaccone (GOOD FOR SUBSTITUTE!)

Teacher _____ **LESSON PLAN: CLTA Web Logo** Date _____

OBJECTIVE: Student creates an original design and motto, which represent the California Language Teachers Association (CLTA), for the CLTA web site

MATERIALS: teacher reference copy of contest rules (in this issue), markers, colored pencils, crayons, pencils, plain white 8 1/2 x 11 paper (Optional: Past posters or T-shirts with CLTA T-shirt designs)

SPONGE ACTIVITY (Choose one: making words from C, L, T, A):

1. Use at least two CLTA letters; add any vowels or consonants to make cognates (habit; hibito)
2. On a chart, using C, L, T, A for columns, and categories for rows, write as many words as you can in L2 (Categories: animals, home, names, school-related nouns, etc.)
3. Write as many L2 four-word sentences as you can, using C, L, T, A as the first letters of words (Examples: Catalina lava trajes amarillos.)

GROUP ACTIVITY (3-5): Think of at least 10 organizations that CLTA could stand for. Put your BEST idea on the board. When all groups have put an idea on the board, everyone signs under the one they think is the best idea, but they can't vote for their own group's idea. (Optional: award small prize for winning group)

DIRECT INSTRUCTION: Explain CLTA and the contest rules and incentives (See this issue). If possible, show examples from past T-shirt winners. Facilitate brainstorming of ideas and types of ideas that could be used. Think of logos and mottos we easily recognize, and analyze as a class why they are so popular and so memorable.

STUDENT ACTIVITY: Students design logo and motto. Turn in today to be certain all work is student work.

STUDENT REFLECTION: Write about how you feel about the effort you made and the product you created

EXTENSION (Choose one or more):

1. Write a paragraph about why you think groups of professionals, like CLTA, come together in association, and what positive purposes might be served by doing so. (L1 or L2, depending on level) (Optional: Present main ideas to class next meeting)
2. Make a logo and motto to represent a character in a story you are reading in class
3. Create a logo and motto for a "California Language Learners' Association"
4. Bring a logo with motto to class that you have found from L2. Make a bulletin board quilt with everyone's contributions

ACTIVITY	MULT INTELLIG	H.O.T.S.	NAT'L STAND	LINKS	ESLRs (Yours)
Sponge	VL LM	Analysis	1.1 3.1 4.1	Vocabulary	
Group	VL BK Inter Intra	Evaluation	1.1	Interpersonal Skills	
Direct	VL	Analysis	1.2 3.1 4.1	Sociology	
Student Activity	VL BK VS Intra	Synthesis	1.2 4.1	Art	
Student Reflection	VL Intrapersonal	Analysis	1.2	Writing	
Extension 1	VL	Analysis	1.2 (Opt. 1.3)	Career. Writing	
Extensions 2 & 3	VL BK VS Intra	Synthesis	1.2 3.1 4.1	Art	

~~T-Shirt Contest~~

(The T-Shirt contest is being replaced by a Graphic competition)

Website Graphic Competition World Language Students Are Invited To



Design A Splash Page For The CLTA Website

The purpose of this competition is to promote the unique role that languages play in society.

Guidelines for students:

- "CLTA" must be included in the design.
- Awards of \$100, \$50, and \$25 will be presented to the designers of the top three entries.
- The graphic will be used as a splash page on the CLTA website (clta.net) during the next year.
- The design may be submitted on disk or CD.

Guidelines for teachers and affiliates:

- All entries must be submitted through your local or regional affiliate.
- Only one entry per affiliate.
- The student's name, the teacher's name (teacher must be a CLTA member) and the name of the affiliate must be included on the disk or CD.
- Affiliate reps must deliver the entries to the CLTA Vice-President at the start of the Friday Board Meeting at the conference. The Board of Directors will vote for the winning design at the conclusion of the meeting.

CALIFORNIA LANGUAGE TEACHERS ASSOCIATION

CLTA & Affiliate Membership Application

January 1, 2002 to December 31, 2002

Please print all information as legibly as possible!!!

Name _____ NEW RENEWAL

Home Address _____ City _____ ZIP _____

Home phone () _____ e-mail _____

School name _____ Language(s) taught _____

There are two types of membership, with affiliate membership and without affiliate membership. Please fill out the appropriate section below

I. CLTA/AFFILIATE (combined)MEMBERSHIP. If you are paying for both CLTA and your affiliate(s) dues, consult the back of this form for dues of the various affiliates.

CLTA membership (for calendar year 2002): \$30; \$25 retiree or student \$ _____

Affiliate dues: list affiliate name here _____
*(If you are already a **current paid** member of one of our affiliates, please list the initials of that affiliate here _____ and enter "0" on the line to the right \$ _____
 (If you want to join more than one affiliate, please list the other affiliates on this line _____ and include the total due on the line to right)*

DuFort Scholarship contribution *(DuFort Scholarship donations are used to sponsor scholarship awards to our members)* \$ _____

Total enclosed: \$ _____

-----OR-----

II. CLTA ONLY MEMBERSHIP if you are joining only CLTA and are not a member of one of our affiliates nor are joining one at this time (see reverse for a list of our affiliates)

Fill in the appropriate amount: \$35 standard; \$25 retiree or student \$ _____

DuFort Scholarship contribution *(see above for information on this award)* \$ _____

Total enclosed: \$ _____

Please make your check payable to CLTA for the total of I or II above. Send it with this application to:

Marge Sotomayor, Membership Chairperson

P.O. Box 123

Ferndale, CA 95536

Questions??? Call her at 707-725-9859 or e-mail to mjsotomayor@aol.com

AFFILIATES OF CALIFORNIA LANGUAGE TEACHERS ASSOCIATION

1. Find the affiliate or affiliates most appropriate for you
2. Enter the initials and dues on the reverse side of this form

CCCFLC	California Community College Foreign Language Council	\$15 full /\$10 part time
CCALP	Central Coast Association of Language Professionals	\$15
CVFLA	Central Valley Foreign Language Association	\$15/\$10 retired/student
FLACC	Foreign Language Council of Central California	\$10
FLAGS	Foreign Language Association of Greater Sacramento	\$15 full/\$10 stu/\$5 retired
FLAMCO	Foreign Language Association of Monterey County	\$10
FLANC	Foreign Language Association of Northern California	\$20 regular \$12 retired/student/stu tchr
FLAOC	Foreign Language Association of Orange County	\$15
FLARE	Forum of Language Advocates of the Redwood Empire	\$10
FLASCC	Foreign Language Association of Santa Clara County	\$20
FLASH	Foreign Language Association of Sierra Highlands	\$15 (students: no charge)
FLC-CSU	Foreign Language Council of the California State University	dues not collected by CLTA
FLCSD	Foreign Language Council of San Diego	\$15 \$5 retired/student
IEFLA	Inland Empire Foreign Language Association	\$15
KCLTA	Kern County Language Teachers Association	\$10
MSLTA	Marin-Sonoma Language Teachers Association <i>(dues are not being collected for MSLTA for 2002)</i>	on temporary inactive status
MCLASC	Modern and Classical Language Association of Southern California	\$15
TRICOFLA	Tri-Counties Foreign Language Association <i>(dues are not being collected for TRICOFLA for 2002)</i>	on temporary inactive status
VALT	Valley Association of Language Teachers (Stockton area):	\$12

Study Abroad Scholarships for California World Language Instructors

The International Education Council, in collaboration with the Chancellor's Office, has established a scholarship program to provide California Community College instructors an opportunity to study world languages and culture abroad. The purpose is to promote cultural exchange and study abroad opportunities; to enhance language teachers' cultural and linguistic competencies; and to strengthen effectiveness of instruction in the classroom. The program has expanded to include scholarship opportunities for California High School teachers.

Applications are due to the Foundation for California Community Colleges, postmarked by February 1, 2002. Selection and notification to recipients of scholarship will be made by February 25, 2002. Travel/study abroad must occur before December 31, 2002; some restrictions may apply.

Application materials are available on line: <http://www.ltconline.net/barclay/IEC/>

If you need additional assistance, please contact:

Nancy Zarenda
Executive Director, International Education Council
916-654-0726
Email: nzarenda@cde.ca.gov

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