

## CLTA.COMunication

*By Lorraine D'Ambruso*

With each successive conference, I become more aware of the incredible desire of our members to continue to grow as professionals, of the multitude of talents and experience that our presenters are willing to share with their colleagues, and of CLTA's good fortune in having affiliates willing to take on the joys and burdens (or is it burdens and joys?) of hosting a state conference.

This year's reunion in Long Beach was a resounding success, due to the dedication of MCLASC. Kudos to Paula Hirsch, our Conference Coordinator, who manages to "put out fires" with seeming ease. Bravo to Bernie Rang, Local Conference Chair, who shouldered family and conference responsibilities at the same time. Rebecca Anderson, Paula Hirsch and their cohorts gave us a rich program with something for everyone, every language and every level of instruction. There is not enough room to mention everyone who toiled for over a year to make this conference a success, but thank you to each and every member of MCLASC who contributed to the success of CLTA.COMunication.

Often we ignore the incredible amount of work that goes into planning a conference. Sometimes it takes a relative newcomer to CLTA to heighten our awareness of how truly successful our efforts are. So I would like to quote two of our Long Beach presenters.

First of all, Johanna Whiteman, wrote that she has "never attended a better organized conference. Registration  
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## Challenge, Champion and Commit

*By Lorraine D'Ambruso*

At this year's CLTA Conference in Long Beach, many of you had the opportunity to meet and to talk with Kathy Lynch, CLTA's new Legislative Advocate. Kathy spoke briefly at the Plenary, reminding us all that we must be constant advocates for language education in the state. She also presented at the Advocacy interest session, along with Bethany Thompson, Chair of our Strategy Committee. This session was well-attended, with over thirty participants who learned some of the do's and don'ts about advocacy. Finally, Kathy and Bethany were instrumental in the creation of a "Letter-Writing Table" where conferees had the opportunity to write letters to their legislators, asking that they either support CFLP, our subject matter project, or work to authorize the creation of standards for our discipline.



*Bethany Thompson, Kathy Lynch and Lorraine d'Ambruso*

**CHALLENGE:** CLTA challenges each of you to recruit a new member for

- Quality of Instruction;
- Articulation between levels and segments;
- Foreign Language as a part of the Core Curriculum;
- Teacher Preparation;
- Teacher Shortages;
- Block grants.

These are not all of the issues challenging us. They are only among the most crucial.

*(continued on page 13)*

## 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 So. CA
TRICOFLA	Tri-Counties FL Association
VALT	Valley Association of Language Teachers

## CLTA News

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**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 2002-2003 schedule is: September 14, November 9, February 1, and April 25 during the conference.

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# Affiliate News

## CVFLA News

On April 13th, CVFLA held its Spring Scholarship Banquet. Dr. David Engle and Dr. Rosemarie Kuhn from CSU Fresno were in charge of selecting from the many applications received five outstanding high school students, who each received \$500.00. Dr. Kuhn and Dr. Engle also selected the Hazel Tucker \$1000.00 scholarship winner. It was a pleasure to visit with these outstanding students, their teachers and parents. We all enjoyed a delicious meal, and had a wonderful time.

CVFLA was very well represented in our terrific CLTA Annual Conference in Long Beach. It was great to see so many of our members enjoying the conference. CVFLA also had several of its members in charge of workshops and presenting in the Saturday and Sunday sessions. We were very happy that our great secretary, Nereyda Garza-Lozano, was one of the CLTA award recipients. We are wishing Nereyda a fantastic trip to Spain.

CVFLA's 16th World Language Fair was held Saturday May 4th at Sunnyside High School. It was a tremendous success. There were 2500 paid attendees plus dozens of teachers, parents, and volunteers from CSU-Fresno and Fresno City College. We all enjoyed a beautiful day with perfect weather for our fair. College students, and students from 7th to 12th grades from throughout the Central Valley had a great experience practicing French, Spanish and German by participating in all the activities offered at the fair. We had soccer and volleyball tournaments. The students competed in contests such as poetic interpretation, culture bowl, oral prose reading, extemporaneous writing, scavenger hunt, identigrab, what's my name, and many more. They also had fun with bingo, loteria, songfest, folk dancing, language bee, Who Wants to Be a Millionaire, Outburst, etc. The marriage booth and

the fortune telling tent were very popular. We also had a poster contest and a salsa contest. Besides the games and sports, the participants also enjoyed great food and music.

CVFLA had the blessing to have great leaders for this very successful Fair. Thanks to our fair chairs Aurora Torres and Maricela Limon, and to Richard Haynie and Jim Cardella for their guidance and hard work. We are also very grateful for Roberta Genini, Melanie Halstead, Dorena Koopman, and Sharon Farley for their work coordinating the many activities we had. CVFLA is also grateful to all the teachers and volunteers who were in charge of the contests, games, sports, food booths, etcetera.

## FLCSD News

On May 15<sup>th</sup>, the Foreign Language Council of San Diego and its co-host, the Language Acquisition Center of San Diego State University, held a professional update at Coronado Middle School.

The program, "The State of the Art", addressed foreign language today in San Diego County: What are we teaching and where? Has September 11th had any impact on policy in regard to foreign language instruction? What are some local government, business, and educational programs that promote the use of foreign languages? How can we better inform our foreign language students of the professional and personal opportunities that await them?

The participants included Alan Svidal, San Diego Unified School District and co-director of SAILN/CFLP; Mary Ann Lyman-Hager, director of LARC/SDSU; Ghada Osman, Assistant Professor of Linguistics and History, SDSU; Claudia Angelelli, Assistant Professor of Spanish, SDSU, and Norman Leonard, Advocacy Chair of FLCSD.

We'd like to thank Bethany Thompson for sending us her "Did you know" advocacy posters to use during the event. The posters and the Governor's Proclamation "May is Foreign Language Month in California" were incorporated into our opening Powerpoint presentation.

## TRICOFLA: Do you teach in Ventura or Santa Barbara County??

We are interested in reactivating TRICOFLA and in order to do so, we need to reorganize somewhat. We have had no true officers over the past 5 years except for a Treasurer/Membership Chair. To get the ball rolling, we are looking for a few volunteers to come forward in any of the following positions:

- Representative to the CLTA Board: involves attending 4 meetings per year and reporting back to the membership in some manner.
- Fall Event Organizer(s): involves organizing one event in the early Fall for all members (preferably for at least two years)
- Winter Event Organizer(s): involves organizing one event in Mid-winter for all members (preferably for at least two years)
- Publicist: involves getting word out to all members of meetings, events, relevant news
- Helpers for all the above

If you are interested in any of the above areas or have other ideas or suggestions, please reply to Marlene Rosselli via e-mail at [marosselli@yahoo.com](mailto:marosselli@yahoo.com) or call Marlene at (805) 496-7358. We are all dedicated and hard-working language teachers who can offer each other great support. Let's get together!

# JNCL / NCLIS Delegate Assembly

by 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 re-fund FLAP and our concerns regarding block grants.

I met with Senator Dianne Feinstein's aide, with Jane Harmon's aide and with Representative 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 News*.

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, devoted to New Visions, had 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 have all been there to participate; I feel honored to have been there representing you, the foreign (sorry!) *world* language professionals of the state of California.

*New York Times* Headline:  
Learning a foreign  
language has increasingly  
become a career plus and  
sometimes a career must.

## The 2002 JNCL Delegate Assembly

by Lorraine D'Ambruoso

When the annual JNCL (Joint National Commission on Languages) Delegate Assembly recently took place in Washington, DC, Yashy Tohsuku of UC, San Diego and member of CFLP's Policy Board and CLTA's Executive Director represented California's 1600 CLTA members. (WAFLT—Wisconsin Association of Foreign Language Teachers—on the other hand, sent a group of five delegates to represent their 3,000 members.) This meeting is our once-yearly opportunity to learn first-hand about proposed federal legislation that could affect foreign language education and to present our issues to our legislators. It is followed by two days of updates on various issues of concern to our profession.

May 2 dawned with sunny skies which rapidly changed to a torrential downpour followed by heat climbing from the 60s to the high 80s followed by warnings of flash floods, possible hail, and tornado warnings (We were just a few miles north of the site of La Plata tornado, site of the catastrophic tornado several days earlier. In actuality, we simply had another torrential downpour. Oh how I love the weather on the East Coast!

The day began with a briefing in the Dirksen Building on Capitol Hill. Included in this briefing were two presentations. Ann Copland, Executive Assistant to Senator Thad Cochran (R, Miss) who supports FLAP grant funding in the amount of \$30 million, told us that our challenge would be to request that our legislators support renewed funding for these grants. Although the benefits of these grants are many, the most important are that FLAP is the only program that specifically provides federal assistance for foreign language instruction in elementary and secondary schools and that FLAP promotes sequential study of foreign languages beginning at the elementary school level.

Angela Benander, Legislative Assistant to Senator Richard Durbin (D, IL), then gave us an overview of the Homeland Security Act (SB 1799). This bill focuses on providing the means to enhance language programs at all levels of education. She also explained the Homeland Security Federal Workforce Act (SB 1800), whose purpose is to provide attractive incentives to recruit individuals for military and government service in areas of math, science, technology and foreign language (finally!).

Although both bills are important, it looks as if SB 1799 will not pass, but rather will be broken up into smaller pieces and attached to legislation more likely to pass. As it will help the government to attract and retain a more highly qualified workforce, SB 1800 is likely to pass.

After these briefings, we prepared for our visits which had already been scheduled by the JNCL staff. We received instructions on how to approach the legislators with whom we had appointments, and we practiced simulations focusing on how to approach legislators favorable and hostile to our

interests. Of special interest was the simulation with Anne Franklin of Peace College. Her legislator is Jesse Helms, who has never pretended to be a supporter of languages other than English. I certainly didn't envy her!

Before embarking on our visits, we were the guests of Representative Sam Farr (D, Monterey) for lunch at the Democratic National Club. Representative Farr spoke of his experiences using his foreign language abilities during his career. He referred to his district, the Monterey Bay area, as the "Foreign Language Capital of the US" — with the presence of the DLI and the Monterey Institute, among others. Representative Farr is an outspoken advocate of the importance and value of multilingualism. CLTA members from his district are fortunate to have this dedicated ally in Washington.

After lunch, JNCL had arranged for me to visit three leg-



*Lorraine with Representative Sam Farr (D Monterey)*

islators. Because Yashy had only received one appointment, and since he is from southern California, he took on the challenge of visiting Mary Bono's office in my place. My experience with Joe Baca's Legislative Assistant was most positive. She agreed to present our case to the Representative, and stated that he is a teacher and language advocate, having two children who are teachers and being bilingual in his own right. I also visited the office of Representative Doug Ose, but that visit was less satisfying. In both cases, there is always a feeling of "not having accomplished much" when one cannot meet the legislator face-to-face. (I remember my meeting last year with Zoe Lofgren, where we actually engaged in conversation about the importance and value of immersion programs.)

Friday's meeting began with Dorry Kenyon's update on NAEP (National Assessment of Educational Progress). This program will assess foreign language progress across the US

## CLTA Award Winners Honored at Luncheon

*Alice Bell, Awards Committee Chair*

On Saturday, April 20 the winners of the CLTA Outstanding Teacher Award, The President's Award, and the Hal Wingard Lifetime Achievement Award were announced. This is one of the most rewarding events at our conference – a chance to salute and honor our colleagues whom we deem to be the best. Various affiliates and individual members submit nominations and then the Awards Committee meets to read over the nomination packets and select the winners. It is an awesome task and I would like to thank this year's committee members: Tanya Zaccone (FLAGS), our host once again in Sacramento, Marge Sotomayor from FLARE, Connie Vargas (IEFLA and CLTA President), and Hal Wingard (Special Programs Coordinator and past Executive Director).

**Ken DeShan** was nominated for CLTA's Outstanding Teacher Award by Melinda Jones. Ken began teaching French at Walnut High School in Walnut, California in 1981. He then moved to Chaparral Middle School for a few years and then on to Diamond Bar High School for a couple of years. He then returned to Walnut High School in 1992 where he remains today. According to letters submitted with his nomination, Ken was from early on a dedicated and enthusiastic teacher willing to learn and devote his time to enhance his skills and those of his students and colleagues. He became involved in his regional CLTA affiliate ((FLA-OC), and the regional CFLP site (LA STARS) as a participant and in various leadership roles. According to one colleague Ken is "*one of the finest teachers in the state—perhaps in the nation.*"



He cites the energy Ken has devoted to building a French program that attracts students in large numbers for its "quality in instruction". In addition to promoting "French Days" and time spent in French Camps, Ken established a bi-annual

home-stay exchange program linking students from Walnut High with students in a lycée in Paris. His principal mentioned the increased demand for French and mentioned the cultural luncheons, an annual French Wedding, various field trips and a foreign language awards night, all of which happen because of Ken.

Monsieur DeShan excels in the classroom. He has been selected by his peers as Teacher of the Year and went on to be selected the best of the best by his district in 2001. From there he was selected as the L.A. County Teacher of the Year for 2001. Ken teaches French 1 through AP French. He implements multiple intelligences strategies to meet the diverse needs of his students. His classroom, according to a colleague, is "a very lively place." He strives to involve every student in every activity using pair and group activities, individual and group presentations, technology, and games. Two of his students mentioned the encouragement they receive to work together and help one another (except on tests). They also mentioned a project at the end of French II, which involved acting out a drama on a plane "flying" the students to French III. A parent of a hearing-impaired child lauded Ken's efforts to assist and involve her daughter as well as all the students in the activities of the classroom.

Ken's commitment to assisting other teachers is well documented. He is a team member and regular presenter for L.A. STARS, has presented at the annual CLTA/CFLP Summer Seminar in Santa Barbara, and actively participates in FLA-OC and CLTA workshops as a presenter. Ken has also participated in the piloting of the National Board for Professional Standards World Languages Other Than English Test.

Mr. Ken DeShan certainly exemplifies the qualities and characteristics of a CLTA Outstanding Teacher. Chapeau, Monsieur DeShan!

**Shari Kaulig** was nominated for a CLTA Outstanding Teacher Award by Vivian V. Fields. Shari has been a Spanish teacher at Los Alamitos High School in Los Alamitos for the past 14 years. During that time she has been an innovative and enthusiastic teacher. Her classroom activities are student-centered and communicative and in addition she takes her students beyond the classroom to Spanish language immersion camps and on trips to Europe.

According to her principal she has made a "highly positive contribution to our school and community." He cites her mentorship to many members of the World Language Department, both to new and experienced teachers. Her leadership extends well beyond her school and district. She has been a presenter at the COACH Technology strand and at CLTA conferences. She helped

to develop an elementary school Spanish program for her district and is a chief reader for the golden State Spanish Exam. She is also a co-author of the Spanish resource manual “Todo lo mio.”



In addition to her teaching duties, Shari finds time to serve as the advisor to the Spanish Club and also for the Los Alamitos Yearbook. One of her students states “she has just the right balance of personal warmth and professional conduct, making Ms. Kaulig the perfect candidate for this award.” This student also mentioned the “memorable experience” of teaching Spanish to 4<sup>th</sup> and 5<sup>th</sup>

graders at the local elementary schools. Sra. Kaulig planned and implemented this program where her students created lesson plans and activities every week for their elementary school students.

“A rare gem!” A “unique educator and special person.” These are only a couple of the accolades included in the letters submitted with her nomination.

We congratulate and salute you, Shari.

**Eva Patiño** was nominated for a CLTA Outstanding Teacher Award by Carole Stevens, SLICK Team co-leader and KCLTA member. Eva has been teaching in the Bakersfield area since 1985. She currently is teaching at Centennial High School where she is also the department chair and advisor of M.E.Ch.A. She is also currently the president of her CLTA regional affiliate, KCLTA, on the SLICK leadership team (she started with the first group in 1988) and served as a mentor district for the Kern High School District for six years.

According to her site director, Eva is a creative and effective classroom teacher using communication-based instructional strategies and integrating cultural activities into her classes on a regular basis. In addition to her teaching Spanish, she also teaches folkloric dancing at CSU Bakersfield and has a performing group, which is called upon to perform frequently both in and out of Kern County.

Eva has developed and presented workshops on the Day of the Dead. She created a PowerPoint presentation incorporating the many facets of this celebration, which she uses in her classroom and at workshops. She has also incorporated Service Learning into her instruction. One

project involved having her advanced classes translate a brochure and newsletter for the local museum into Spanish, no easy task.

According to Eva’s principal, when one visits her classroom, one is immersed into the Spanish language, even at the beginning levels. She uses a variety of teaching strategies to reach all of her students and her passion for Spanish is passed on to her students and colleagues. Her principal sums up his view of Eva by stating that she “is the epitome of an outstanding educator.”



Eva’s influence goes far beyond the walls of her classroom. As M.E.Ch.A. club advisor at Centennial she organizes and leads field trips to various universities each year and every spring accompanies a group to the Museum of Tolerance in Los Angeles in order to give her students a depth of cultural understanding. One of her students recognizes the positive efforts of Eva Patiño to help them become successful in life.

Eva has also been recognized by her community for her outstanding contributions. She was elected Grand Marshall for Bakersfield’s Cinco de Mayo parade in 2000.

We also recognize and salute you, Eva.

## Hal Wingard Lifetime Achievement Award



*CLTA's webmaster, Lewie Johnson, past recipient of the CLTA Outstanding Teacher Award, SWCOLT Teacher of the Year Award, and California League of Middle Schools Educator of the Year Award, we applaud your many accomplishments !*

## Grant and Scholarship Recipients

**Patricia Blanco** is a recipient of a LangAbroD Grant. She will be spending part of her summer in South America studying Spanish in an intensive language course and residing with a host family. She also plans to volunteer at an agency caring for disadvantaged children or teens. Patricia is the Key Club advisor at her high school and her club members will be soliciting donations of clothes and school supplies for her to take with her to South America. Patricia has never been to South America and is looking forward to the opportunity to expand her language skills, enhance her cultural background for the benefit of her students, and in some small way, make the world a better place.

Patricia has been teaching at West High School in



Torrance, California for the past three years. She previously taught at Richardson Middle School for 5 years. She has also participated in previous CLTA conferences and will be presenting at this year's conference in Long Beach. She has also attended the CFLP/CLTA Summer Seminar in Santa Barbara and participated in Project COACH in Orange County.

Patricia's philosophy of teaching world languages is as follows: "I teach Spanish in an interesting and fun manner because language learning is still interesting and fun to me! I also believe that opening students' minds and hearts to the possibility that other cultures are as wonderful as their own is as important as teaching the subject matter.

Buen viaje, Patricia.

**Gayle Bourtoul** is the recipient of the French Government Grant as well as a LangAbroD Grant. She hopes to spend part of her summer in Paris researching information about "les expositions universales", and part of her summer renewing her acquaintance with southern France. It has been almost eight years since she has been to France and feels the need to bring herself up-to-date with the language and cultural changes which the European Union has brought about. She would also like to visit some French schools and learn about their methodologies for teaching languages, and bring home some new resources for her students.

Gayle has been teaching French and English at Kennedy High School in Sacramento, California since August of 1998. She is a graduate of California State University, Sacramento. She has participated in the California Reading & Literacy

Project, the BTSA program, AP seminars, and a series of technology workshops in addition to attending the CLTA conference in Fresno in 1999.

She is a member of FLAGS, the Sacramento French & Pétanque Club, and is co-sponsor of the French Club at JFK High School.

Gayle previously lived in Marseille and Toulon for 7 years with her French husband, Francis. She also worked in tourism for many years prior to becoming a teacher.

Bon voyage en France!



**Nereyda Garza-Lozano** is the happy recipient of the Spanish Embassy Grant and a LangAbroD Grant. A native of Mexico, she will be taking her first trip to Spain. Her objectives are to improve pedagogy in the classroom and to learn and experience as many cultural, social, and historical traditions as she can. She also plans to improve her language fluency and to integrate Spanish studies with a number of interdisciplinary subjects. She hopes to develop cultural lessons to enrich her curriculum and to share with other teachers and students in her region.

Nereyda has been teaching at Fresno City College for the past three years and in the Fresno area since 1997. She previously was an elementary school teacher in Mexico for 4 years. She was a Fulbright-Hays scholar during the summer of 2000 and participated in a National Endowment of the Humanities seminar on the History of Mexican and Mexican-American cultures.



Nereyda is on the executive board of her regional CLTA affiliate, CVFLA and has made presentations at CVFLA and CLTA conferences. She is a single mom with two daughters attending university at the present time.

While at Fresno City College Nereyda has spent much time and energy working with the Native Spanish

Speakers Program, which has blossomed under her guidance. She is looking forward to incorporating Spanish language and culture into her program.

Buen viaje, Nereyda.

**Scott Pakiser** is the first recipient of the Japan Foundation Grant offered through CLTA. Scott will be spending part of his summer in Japan at a summer intensive Japanese language-training program where he will have the opportunity to immerse himself in the Japanese language and culture. We are very pleased to be offering this grant, which was provided by the Japan Foundation Los Angeles Center. Scott will be renewing his acquaintance with Japan where he spent two years as an English teacher in 1987-89.

Scott has been teaching Japanese for the past five years at Loara High School in Anaheim. He has developed the program there for levels two through four and has seen the enrollment increase each year. He also developed a website for his classes at LoaraHigh ([www.irasshai.org](http://www.irasshai.org)).

Scott is also involved with the California Association of Japanese Language Teachers. He is currently the vice-presi-



dent of the southern section and developed and maintains their website and edits their quarterly newsletter. Scott has also presented at summer workshops and co-presented at our last conference in San Diego.

Scott is looking forward to accomplishing a project he has been planning: to interview people in Japan about topics he presents to his classes. He feels these videos will be a great source of comprehensible input. He also plans to update his collection of authentic materials.

Have a great trip, Scott!

**Nicole Petitpas** is the recipient of both a LangAbroD Grant and a Mary Dufort Scholarship. She will be participating in the University of Northern Iowa Summer Institute in Angers, France where she will be attending classes specifically for teachers of French in methodology, French culture and civilization, and conversational French. She will also have the opportunity to take advanced level courses, which can be applied towards an M.A. degree.

Nicole will be completing her first year of teaching French at Tustin High School in Tustin, California. She earned her B.A. and her credential from California State University at Fullerton. While attending college she participated in a study abroad program.

She has been a member of CLTA and FLA-OC since 2000 when she participated in the student strand during the CFLP/CLTA summer seminar at Santa Barbara. We are pleased to see one of the “graduates” of this strand become a teacher and pursue her education through a grant from CLTA.

Nicole enjoys reading, world/domestic travel, drawing and painting, art history, mountain biking, water-skiing, camping, and hiking. Hopefully she will be able to enjoy some of these activities in France this summer.

Bon voyage en France!



**Patricia Robb** is a recipient of both a LangAbroD Grant and a Mary Dufort Scholarship. She is planning to study in Spain this summer to enhance her Spanish skills and acquire units towards her Spanish credential. She also wants to acquire realia for her students and broaden her exposure to Spanish culture.

Patricia is currently teaching Spanish to native speakers at North Salinas High School. A French major in college, she obtained both her BA and MA in that language. She followed those studies with a Fulbright Grant to France for a year of graduate study and ended up living in France for twenty years, teaching English and ESL.

Since her return to the United States five years ago, she has taught ESL to Latinos and French and Spanish as second languages. She has also taught French and ESL at the Monterey Institute of International Studies.

Patricia loves working with her Spanish-speaking students to improve their language skills and to help them appreciate the value of their language and its contributions to the world.

Buen viaje, Patricia.

**Judy Stout** is the lucky recipient of both the Goethe Institut Grant and a LangAbroD Grant. These grants will enable Judy to travel to Germany this summer to attend a Goethe Institut program and re-immense herself in the German language and culture. She would like to improve her fluency in German among native speakers. She will also relish the opportunity to update her knowledge of daily life and acquire some new authentic materials to make learning German in her classroom more meaningful.

Judy has been teaching German and French at Patrick Henry High School in San Diego since 1991. She is also the coordinator of their School Partners Abroad program.

*(continued from page 9) Judy Stout*

Judy has a masters degree in French and also one in Linguistics. She has also studied and traveled abroad in France, Germany, and Japan.

She is a board member of FLCSD, president of the San Diego chapter of the American Association of Teachers of German, involved with her school's Beginning Teacher and Support & Assessment program, chair of her school's World Language Department and presenter at many workshops and at the summer seminar's German strand.

Judy is a previous recipient of CLTA's Outstanding Teacher Award. We wish you Gute Reise (hope this isn't too far off!).



## The President's Award



*Phil Saroyan with his nominator*

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## Letter from the President

Dear (your name here):

Do you realize what a treasure we have in CLTA! It is such a wonderful organization. What would we do without CLTA and our local affiliates? We would just be individual teachers or a small department or, possibly, district groups. With CLTA, WE are a big, statewide family.

As the new matriarch (president) of this family, I am proud of our family (CLTA members), but am concerned about those who have not been acting much like family lately (non-members). Where have they been? Why did they miss our family reunion (conference) in Long Beach? Perhaps they didn't even know about it. Maybe no one bothered to let them know that we wanted to see them there. Shame on you if you have not extended yourself to our missing family folks. They need to hear from us. Maybe they have lost our address or email. Maybe they don't feel welcome. This really stresses me. You know that I want us to be one big (about 5,000 in number), happy family.

I have an idea. Before the next family reunion in Sacramento next April, I want you (yes, you) to bring back a member and bring in a new family member. Maybe you should do that right at the beginning of the new school year or, better yet, right now. Does that sound like such a hard task? We need to go out of our way to invite everyone we know to join us. Invite someone from your school site and another school who has not been in touch with CLTA to join both your local affiliate and CLTA. Do it for your family. Do it for your matriarch. WE ARE FAMILY.

Don't forget to write. My email address is [judesnyder@aol.com](mailto:judesnyder@aol.com).

Love from **Judith**

# Mary DuFort Scholarship Contributors

By Marge Sotomayor, Membership Chair

Again this year, many CLTA members donated to the Mary DuFort Scholarship Fund. These scholarships are available to members who wish to improve their language skills by summer study, either in the United States or abroad.

This scholarship, originally established to honor Bay Area educator Mary DuFort, has been re-named by the CLTA Board of Directors. Henceforth, it will be known as the “CLTA Memorial Scholarship” to honor not only Mary DuFort but other prominent language educators in the state who have passed away. In the last year, our profession lost Sister Eloise-Therese Mescall, a former CLTA president, and Sidney Gorman, an active presenter at conferences and summer seminars.

Listed below are your colleagues who have contributed to this fund in the past year:

Linda Amour	Laura Lepken
Dr. Richard Anderson	Elaine Linscott
Jeanette Antoniak	Nancy Llewellyn
Marti Arnold	Dolores Logterman
Raymond Ayala	Mary A Lomax
Nancy Bainter	Mary Ann McGuire
Jan Barisch	Sue McKee
Silvia Battigalli	Gil Mendez
Francoise Boden	Carolyn Moir
William David Boyd	Ann Morrill
Gloria Bravo	Albert Moscoso
Sherry Bronow	Mollie Murphy
Susan Collins	Nancy Nies
Kathy Colvin	Ahunna Nwosu
Elizabeth Cooper	Linda Olson
Ilse Daly	Catherine Oviedo
Lorraine D’Ambruoso	Marilyn Reit
Karen Elfers	Socorro Reveles
Dr. Kevin Elstob	Renate Riggs
Dr. Yvette Fallandy	Patricia Ryan
Lynne Freeman	Katherine Schmitz
Claire Gilbert	Carmen Silva-Aquino
Nancy Green	Judith Snyder
Robert Haine	Marge Sotomayor
Virginia Henke	Carol Sparks
Phyllis Herrick	R. Clarice Swaney
Jenny Hingst	Clairelyse Touchon
Lisa Titus Isabeau	Ann Tryon
Kathleen H. Johnson	Carmen Vega
Lewis Johnson	Kimberly Wakefield
Sylvia Jones	Carol Walters
Jennifer Jungwirth	Michele Whitmore
Maureen Kamei	Betty Wilson
Bonnie Karlea	Hal Wingard
Channah Katz	Edra Young
Jenny Kopelioff	Jennie Ysursa
Rose Marie Kuhn	Nancy Zubiri

# Planning to **travel** next year?

## Ever Thought About



- Designing your own itinerary – and time in key places
- Not being combined with other groups - and having use of your own bus
- **Really** staying in central hotels, with no commute
- Having your flights and hotels confirmed 8-10 months out
- Structuring your own FREE TRAVEL and other benefits
- Having complete flexibility with total control of your group

Let us show you how  
a **custom program**  
will work for you.

Contact us at  
800 444 8885  
[www.travelsystems.com](http://www.travelsystems.com)



*TSA - Small enough to be very personal - Big enough to be very competitive*

## Win a Free Trip to Europe!!!!

Imagine spending the summer in the country of the language you teach, brushing up your communication skills and getting filled-in on the latest trends. Return refreshed and ready to face those eager minds who want to enter that world as well. DREAM NO MORE. Your imagined dream can become reality through your very own CLTA!!!! Follow these easy steps:

1. Log onto <[www.clta.net](http://www.clta.net)> and click on the AWARDS button.
2. Read carefully which “trip” you want to “win.”
3. Make a checklist of what information you need to gather
  - a. Current photo
  - b. CV
  - c. Proposal
  - d. Letter(s) of support
  - e. Proof of ongoing CLTA membership (you can pay in advance)
4. Read carefully the rubric(s) and write your proposal to match the criteria. Provide those who will write your letters of support with that same information to guide their writing.
5. Submit the packet immediately, but no later than Feb. 1, 2003. You could be eligible for up to \$750!

The awards committee is happy to receive packets early and hold them for the selection committee to meet at a later date. Send it in this summer! Mail to: CLTA Awards, c/o Connie Vargas, 15730 Wichita Rd., Apple Valley CA 92307.

DON'T MISS OUT! Let CLTA help you take the trip of a lifetime, another benefit of your faithful membership in our state organization.

## Deserving Teachers Receive Recognition

“And the winner is...[insert your candidate’s name here].”

What a joy to have a part in deception. Well, not the bad kind. You nominate a colleague secretly for a well-deserved honor. Yes, it might seem overwhelming to get all the documentation together, but if you start early — this summer? You can get a jump on things. Besides, this summer, your colleague won’t be around and there’s no danger of spilling the beans.

How can you do this?

Follow these easy steps:

1. Log onto <www.clta.net> and click on the AWARDS button. OR find the information in this issue of the CLTA News.
2. Read carefully which honor you want to bestow on that deserving colleague.
3. Make a checklist of what information you need to gather
  - a. Current photo
  - b. CV
  - c. Letter of nomination
  - d. Letter(s) of support
  - e. Proof of ongoing CLTA membership from Marge Sotomayor
4. Carefully read the scoring guide and write your letter of nomination to match the criteria. Provide those who will write the other letters of support with that same information to guide their writing.
5. Submit the packet immediately. No need to wait until the day before Feb. 1, 2003. Do it now. Fool yourself into thinking that the deadline is much earlier, say, July 1st!

The awards committee is happy to receive packets **early** and will hold them for the selection committee to meet at a later date. Send it in this summer! Mail to: CLTA Awards, c/o Connie Vargas, 15730 Wichita Rd., Apple Valley CA 92307.

Seize the opportunity to pour accolades on your deserving colleague. If you act now, you can spend the usual panic time planning a nice reception or dinner and ordering flowers or a nice gift for the recipient at the conference in Sacramento. You could also plan something special that students, staff and administration can take part in when your nominee returns to school on Monday.

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*(continued from page 1) CLTA Communication*

was smooth, the program was extremely well thought out, the AV equipment was handled well. Having (her) copying costs covered, not having to pay conference registration fees and receiving an honorarium were all firsts to (her) at a state conference.” Thank you, Johanna, for becoming a part of our CLTA family.

Finally, our brunch speaker, Randy Fujishin, surprised us by arriving early to be able to attend interest sessions. He marveled at the richness of the program. Then, when all the work was done, he gave us three suggestions:

- Do something differently.
- Say “No.”
- Do nothing.

We are open to suggestion, aren’t we???

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*(continued from page 1) Challenge*

So how do we **CHAMPION** our cause? We begin by creating a foreign language presence in Sacramento, which we have done through Kathy Lynch. We also do it by building an advocacy network. We began with a chairperson, Bethany Thompson, and a core group of Strategy Committee members. But they cannot do the job alone.

In confronting the issues facing our profession, you, the language teacher, must understand the politics of your community and of your state. This will involve training in the public policy process and in specific advocacy methods. We hope to begin to offer such programs within the next year. *Meanwhile, you must work to gain the support at the local level. Begin to interact with your local site administration, your school board and your district administration, educating them about the importance of and need for linguistic competency in languages other than English. In order to achieve this, you must work with other language teachers,*

*(continued from page 5) JNCL Delegate Assembly*

in 2004 and again in 2012. This will be a random sampling of 12<sup>th</sup> graders who began language study at the latest in grade 11 (Federal law mandates testing in grades 4, 8 and 12). The test will be administered in the fall of 2004. Selected students from selected schools (one may not request participation!) will take a 90 minute test of portions of the exam that will ultimately result in aggregated scores of below basic, basic, proficient and advanced, that should reflect student ability—but in Spanish only. Students in other languages will participate by way of a questionnaire.

John Paul, of the US Department of Education, then gave us a progress report on foreign language and higher education. Forty-four years ago, after concluding that our lack of foreign language capacity was responsible for diminished American security, Congress authorized NDEA grants. Many of you were fortunate to have received these grants. Today, the same conclusion is still true. The same need for increased foreign language capacity still exists. The result is that Title VI of the Higher Education Act and the Fulbright-Hayes Act continue to administer fellowships and grants, although the events of Sept 11 have resulted in increased emphasis on the need for linguistic and cultural competence in the less commonly taught languages.

The next report was an update on the most recent GAO (General Accounting Office) study, which focused on documenting needs for foreign language capability in federal agencies. This includes the need for language ability for translators and interpreters and the need for applied language skills for cryptologic linguists and human intelligence collectors. This report determined that those needs exist in 6 critical languages: Arabic, Korean, Mandarin Chinese, Persian, Farsi and Russian. Among some of the conclusions reached by this report regarding the need for practical language skills:

- The Army has a 44% shortfall in positions in 5 critical languages.
- The State Department has a 25% shortfall.
- The FBI has a 13% shortfall.

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*(continued from page 13) Challenge*

board members, administrators, local and state legislators and your professional organizations, with the PTA, with businesses in your area. The list is seemingly endless, but begin slowly and **COMMIT**.

What kinds of advocacy activities will help us convey our message? The first step is to identify the persons in decision-making positions. These include elected officials, appointed officials, and community leaders. Write letters and make phone calls and send e-mails to decision-makers. Prepare fact sheets and distribute them to the appropriate deci-

In the area of applied language skills,

- The Army has a 25% shortfall in Korean and Mandarin Chinese.
- They also have a 13% shortfall in human intelligence collectors in five of the six critical languages.
- The State Department did not identify a vacancy gap, but rather a proficiency gap in its 2,600 language-designated positions.

So we can see that what we do matters—for the long term. Should you be interested in this report, #GAO 02-375, it is available at their web site: [www.gao.gov](http://www.gao.gov).

The remainder of the day was spent in a media workshop, with break-out groups reporting back on Saturday morning. The conclusions were that, in order to be media-savvy, an organization must have a one to two year plan, establishing a rationale and an identity, with a set of themes and messages that represent its group. Ultimately, we realized that most of our organizations have neither the personnel nor the financial resources to mount professional media campaigns.

This assembly was a heavy barrage of material and issues. However, I feel it was essential that California teachers and CLTA be represented. For further information, take some time to check the JNCL web site at [www.languagepolicy.org](http://www.languagepolicy.org).

You could spend hours there, enlarging your knowledge of FLIP and FLAP and other proposed legislation, discovering what the multitude of acronyms represent, and learning more about JNCL activities on our behalf. Our annual contribution is a mere \$1,500.00—but the work they do on our behalf is worth far more than that. They are constantly in and out of legislators' offices, continually monitoring proposed legislation that might affect us. JNCL is our Lynch and Associates in Washington, DC. We need them both, because we are far too busy and distanced from the centers of power to lobby effectively ourselves.

sion-makers. Invite them to programs where our students can demonstrate their proficiency. Get media coverage in the form of guest editorials, letters to the editor, and invitations to reporters to visit your classrooms. Conduct joint meetings, for example, with Rotary Clubs that sponsor exchange programs.

Remember that we can only accomplish our goals if we work together, beginning with grass-roots efforts, and then broaden our efforts. So please, take some time to reflect on where we are as a profession, where we want to be, where we need to go to get there, and vow to **CHALLENGE, CHAMPION AND COMMIT**, for the good of our profession and for our students, whom we serve.

## Renato Martinez

Among the professional titles successfully acquired by Renato Martinez are those of an accomplished poet, writer, professor, painter, and veterinarian. In addition to these enviable accomplishments, Renato has a strong sense of egalitarianism evident in his published works and professional decisions.



Renato was born in Santiago de Chile, where he pursued and obtained a Veterinarian license in 1966. He worked in the Virology Department at the Bacteriology Institute of Chile, currently known as the Public Health Institute, until 1978. That same year, Renato would embark on a trip that would dramatically change the course of his study. Renato, along with his family, would travel to the United States and eventually settle in San Diego, California. Seizing the educational opportunities his new home provided, he studied Literature at UC San Diego, ultimately acquiring a Ph.D. in Spanish Literature in 1985. Renato's dissertation, *Para una relectura del boom: populismo y otredad*, was published in 1990 and was his first literary success. He has also authored several literary critiques in diverse magazines.

Continuing to progress academically was important to Renato and soon after his graduation from UC San Diego he moved to Iowa City in the midwest. He served as an Associate Spanish, Literature and Hispanic Culture Professor at Cornell College, which gave him the inspiration needed to create his first book of poetry entitled *Estaciones*. *Estaciones* earned him a *Consejo Nacional del Libro y la Lectura* award in 1996. According to some literary critics, Renato's poems marry language and thought in the most intimate of styles allowing the reader to comprehend his intention in the deepest of ways. The following poem is an example of his expressive prose:

### *Estaciones*

Yo vengo de una estación cambiante  
Donde la primavera excava  
La blanca tumba del invierno  
Descubriendo el estallido lento  
De los tulipanes  
Y el día saturado de prismas  
Humedas las voces del aire

Luego las horas se ponen confidentes

En el jardín  
El sol va desnudando a la azucena  
De su verde camión de virgen  
La luz de los gladiolos  
Entibia los dedos de la brisa  
Y los sarcillos miran risueños  
Por las ventanas

El estío pasa  
Agita las hojas en el parque  
Inunda los rincones  
De amarillo y grana.  
Apresurados pájaros huyen  
De la dialectica inevitable de las cosas.  
Y mientras sus formas viajeras  
Apuntan solamente al sur  
En mi alma se va perdiendo  
El fuego de las mismas nostalgias  
Y en el cielo se va encendiendo  
El frío de las mismas estrellas.

Conveying ideas through verse is his forte (as is clear by his previous piece) and pursuing his dream a pleasant circumstance of his character. Coming from Chile to the United States as well as shifting his line of work from the scientific to the humanities must have been difficult changes to undergo, but for Renato these changes have marked the beginning of a highly regarded career and a fortunate life.

## Ideas to Celebrate Languages and Cultures

- Hand out the MLA “Knowing Other Languages Brings Opportunities” brochure and have students discuss the key points to share with their parents.
- Give students ribbons/flags for the language they are studying.
- Hold a department wide “Talent Show” where students perform skits, fashion shows, sing, dance and basically show off all of their skills
- Have a “Language Bowl.” Teams of teachers and students compete against each other answering questions about languages and cultures.
- On the announcements play world music.
- Hold a “Mystery Language Contest” using foreign exchange students or students from your school. Each day have a different language spoken and the class that gets the most correct guesses wins a donut party. Sneak in clever languages like Old English, Pig Latin and English from different countries.
- Give a daily language fact that alerts students to the importance of learning languages.
- Have guest speakers who use language in their daily jobs come to the school to discuss the importance of knowing other languages.
- Hold a poetry reading contest.
- Have a pronunciation contest with native speakers being the judges. Prizes could be CDs in the language.
- Have a school wide Internet “scavenger hunt” in which teachers and students compete to find information about different languages.
- Put up posters with quotes and facts about languages.
- Hold an “International Say What Karaoke Contest” in which students lip sync to world music.
- Host International Lunches in which different language clubs host a culture specific lunch.
- Put up flags of different countries throughout the campus.
- Have a “Mystery Country Contest” where students are given clues about a country and have to identify the country and locate it on a world map.

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## Talking Points on Crucial Needs for Foreign Language and International Studies

### **Protect National Security Interests:**

Of more than 500,000 American troops deployed to the Persian Gulf, the Department of Defense was able to identify just 45 United States military personnel with any Iraqi language background, and only 5 of these were trained in intelligence operations.

—Foreign Language Economic Enhancement Act

The success of our officers overseas depends to a very large extent on intangible psychological and human factors, on feelings of trust and confidence, and on personal rapport. Speaking the other person’s language plays a critical role in this chemistry. —Adm. Bobby R. Inman, Deputy Director of the CIA

### **Enhance American Economic Competitiveness:**

Languages give kids an edge in the job market. You can’t do business around the world without understanding the client.  
—*Better Homes and Gardens*

Language and area studies education creates jobs in America and reduces the U.S. trade deficit by providing the training and expertise that enables U.S. business to penetrate emerging international markets.

—HEA Title VI and Fulbright-Hays 102(b)(6)

It is estimated that between 50 and 60 per cent of U.S. corporations that do business abroad do not provide any preparation for expatriates. Consequently, the rate of failure (those who are sent home before their tour is up) is high among U.S. expatriates, ranging from 20% to 50%. That

costs approximately \$150,000 to \$200,000 per expatriate failure—more than \$2 billion per year.

—*Training and Development Journal*

More job opportunities exist globally than domestically, and hence there are more opportunities for persons with international education, experience, skills and mindsets. For example, businesspersons bilingual in Spanish and English have dozens of countries in which employment is possible, and are able to transact business with people in even more countries who speak either English or Spanish.

—International Society for Business Education Newsletter

#### **Enhance Cognitive Growth:**

Individuals who learn a foreign language gain certain linguistic, cognitive, and social-psychological advantages, including an increase in expressive capacity and an enhancement of their awareness of the subtleties of language.

— Sense of Congress Resolution

Students who study foreign languages score better on SATs than students without those skills. Experts think that's because these student learned more grammar and vocabulary in language classes.

—*Better Homes and Gardens*.

#### **Improve Global Communications:**

The Internet currently has nearly 30 million users, over half of whom are outside of the United States.

— Maxwell, David. NFLC

Now that trade agreements like GATT and NAFTA are in place, discriminatory trade practices are being eliminated, with the result that the principal obstacle to the export of American service around the world is simply the ability of the professional practitioners to communicate with ordinary people in different cultures.

—Brecht and Walton, NFLC

## **Governor Davis proclaims Languages and Cultures Month**

On April 8, 2002 Governor Gray Davis declared the month of May "Languages and Culture Month." The Governor's proclamation acknowledges that proficiency in more than one language enhances communication around the world and that California's students can gain understanding about world cultures through the study of more than one language. "Languages and Culture Month" will be celebrated throughout the state with local activities that will promote language study. To view the Governor's proclamation, please go to CLTA's web site [www.clta.net](http://www.clta.net)

We live in a world where knowing only English is no longer an advantage. After September 11, the need for multilingual and multicultural citizens was evident. California's students can gain the knowledge of different cultures through the study of foreign languages in school. Studies show that in addition to these global benefits, students who study foreign languages score better on standardized tests, like the SAT and ACT than students who do not study other languages.

Throughout "Languages and Culture Month", language teachers will be promoting language education and educating students, parents, administrators and communities about the need for and benefit of multilingual citizens.



The color brochure "Why learn another Language" is again available free of charge from the Modern Language Association. Packets of twenty may be obtained by writing to either [flbrochure@mla.org](mailto:flbrochure@mla.org), or the Office of Foreign Language Programs, MLA, 26 Broadway, New York, NY 10004-1789. Requests of up to 300 copies will be honored. The brochure is also available for downloading in PDF and HTML files at [www.adfl.org](http://www.adfl.org).

# A Visit to French Polynesia

Melisa Salvato

I'm very grateful to CLTA for the LangAbroD grant that helped me to travel to French Polynesia. It was an amazing two weeks, with ample opportunity to speak French and gather cultural information to share with my students. My original plan was to research Polynesian French literature, and with the help of a professor at the Université de la Polynésie française (located in Faa'a, by the airport, [www.upf.pf](http://www.upf.pf)) I was able to get a bibliography of Polynesian French authors. However, a key bookstore on the island of Tahiti was closed, and thus my research took a different tack. The pedagogical aim of my experience was then to produce a web lesson to be completed by my students, and used as a template for their end-of-year French-speaking country project.

My first stop was Papeete, the capital of French Polynesia on the island of Tahiti. Tahiti is an island in the Society Island Archipelago, one of the 5 archipelagoes/ 118 islands of French Polynesia. In Papeete I rented a car one day and toured the island (Tahiti and Tahiti-Iti), and the next day took the "Tahiti Safari Expedition," a fabulous inland trip with a very knowledgeable French guide, Roderigo. (tel. 689 – 42-14-15, fax 689 – 421-007). I also checked my email at Tikisoft cybercafé and got a cash advance on my credit card, because non-French ATM cards will not work in French Polynesia. The day after the inland trip, I took the ferry and traveled for 1/2 hour to the W-shaped island of Moorea, and stayed at Camping Nelson (Village Maruiti chez Nelson, tel. 56-15-18 c'ÛtÊôtér), bungalows/ campground on the beach. Most of the smaller islands have one main road circling the island and dividing it into "mountain side" and "beach side." Transportation was a challenge, and those who rented out kayaks did not want to rent them out past 5:00 PM. On Moorea there are opportunities to pet and feed the sting rays, go snorkeling, kayaking, and bicycling. Some people at Camping Nelson had brought their own kayaks or bikes.

After a few days on Moorea I bought an expensive plane ticket to Bora Bora, which would afterwards return me to Papeete for the flight back to L.A. Bora Bora certainly receives a lot of hype, but several individuals spoke to me about the way the island was before the influx of tourism and so much construction. There is a law in French Polynesia prohibiting the building of high-rises. The shore on Matira point where I stayed was littered with small, dead tropical fish: the lagoon water was not being sufficiently oxygenated because the water level was low and the waves were not making it over the coral barrier. The unusual amount of rain in December mixed a lot of rain water into the lagoon, and the weather was unusually hot, contributing to the demise of the fish. Construction also disrupts the sea life, because the coral is dug up, and waste is disposed into the sea. On Bora Bora I

borrowed a bike and took 3 1/2 hours (with stops) to cycle around the 36 K perimeter. I also took a lagoon cruise and got to see large manta rays while snorkeling in deep water; the host cooked a Polynesian lunch on the mote. I went SCUBA diving and was able to see even more large manta rays. The dance performances and wedding ceremonies at the 5-star hotels were interesting, too.

The trip to French Polynesia was worth it, even just to see the color of the water, a shimmering turquoise blue. Most tourists I talked to though said that Raiatea, Maupiti, Huahine, and Taa'ha were all prettier than Bora Bora, the islands I'll see on my next trip! *Mauruuru* (Thank you) so much to CLTA for this fantastic opportunity!

The following is a list of books I'd recommend to those who wish to travel in Polynesia. I read these before, during, and after my trip.

*Blue Horizons, Paradise Isles of the Pacific*  
National Geographic Society c. 1985  
Fisher, Ron, Christine Eckstrom Lee, Gene S. Stuart

*The Stolen Fire (Legend from Polynesia)*  
Random House c. 1974  
Baumann, Hans

*Let's Visit the Pacific Islands*  
Burke Publishing Co. Ltd., London c. 1984  
Lyle, Garry

*The Happy Isles of Oceania, Paddling the Pacific*  
G.P. Putnam's Sons, NY c. 1992  
Theroux, Paul

*On the Missionary Trail, A Journey Through Polynesia, Asia, and Africa with the London Missionary Society*  
Random House, London c. 2000  
Hiney, Tom

*Typee, A Peep at Polynesian Life*  
Melville, Herman

*Tahiti and French Polynesia*  
Lonely Planet Publication Pty Ltd. c. 2000

# La Polynésie Française

*Lesson created by Melisa Salvato*

In this activity we will be visiting web sites for the French Polynesian Islands in the South Pacific.

## A. Pre-reading – using prior knowledge

List below the information you already have about French Polynesia.

## B. Scanning

1. Go to the first web site below. If unavailable, you may use the others.

<http://www.outre-mer.gouv.fr/domtom/polynesie/index.htm>.

Click on “Polynésie”.

2. List (in French) the major subheadings on this page which are in bold green type.

Other sites:

<http://www.tahitiweb.com>

[www.tahiti1.com](http://www.tahiti1.com)

[www.tahiti-tourisme.com](http://www.tahiti-tourisme.com)

[www.voyagetahiti.com](http://www.voyagetahiti.com)

3. List five (5) French words that you don't understand but that you'd like to learn.
4. List the four other links where you could find more information.

## C. Reading for understanding

1. How many island and archipelagoes are there in French Polynesia?
2. What is the climate like?
3. What is the temperature (centigrade) in each of the 2 seasons?
4. In what year did French Polynesia become a TOM? (Territoire d'Outre Mer)
5. What is “coprah” and how is it prepared and used?

## D. Extension

1. Plan a two-week trip to French Polynesia. Say what airline you will take and from where, the cost of your trip, and what your daily itinerary will be. Be sure to include the names of the hotels where you'll be staying (or other accommodations) and prices, as well as approximate costs of meals, and day time excursions (SCUBA diving or snorkeling, etc.). If you rent a car you must specify all the details as well.



# CONFERENCE PROPOSAL FORM

## Theme: OUT OF THE BOX

**24 - 27, April 2003**  
**The Sheraton Grand Sacramento**

**Please print or type all information**

Mr. / Ms. / Dr. (circle)

Full name: \_\_\_\_\_

Position/Title: \_\_\_\_\_

**Please give both addresses and check your preferred mailing address:**

School Name: \_\_\_\_\_

School address & zip:

Home address & zip

E-mail: \_\_\_\_\_

**Phone:**

school: (     ) \_\_\_\_\_ - \_\_\_\_\_ home: (     ) \_\_\_\_\_ - \_\_\_\_\_

**Co-presenter(s):** If you have co-presenters, please provide the following :

Co-presenter # 1 \_\_\_\_\_

School and title \_\_\_\_\_

Co-presenter # 2 \_\_\_\_\_

School and title \_\_\_\_\_

**Title of your presentation:**

**Check type of session:**

Half-day Workshop  Full-day Workshop

Interest Session  Two-day Workshop

Double Interest Session  Publishers session

**On the reverse side** of this form, please write an abstract of your presentation and a description that identifies the content, procedures and materials.

**Appropriate Level(s):**

- General
- Elementary/FLES
- Jr. High / Middle School
- High School
- Community College
- College/University
- Other \_\_\_\_\_

**Language Focus:**

- All languages
- Specific language(s):
- 
- 

**Examples/materials in the following languages:**

**Session conducted in:**

- English
- Other \_\_\_\_\_

**Major focus:**

- Assessment
- Authentic materials
- Bilingual/ESL
- Culture
- Curriculum/Articulation
- Early Learning / FLES
- Literature
- Methods
- Technology
- Other \_\_\_\_\_

**Audio-visual equipment needed: (check no more than 3)**

- Overhead projector
  - Audio cassette player
  - Audio CD player
  - Video recorder / Monitor
  - LCD projector
- (no computer provided)

Send **two** copies of the completed application and any relevant supplemental information to:

**Paula Hirsch, Conference Coordinator**  
**5334 Emporia Avenue, Culver City, CA 90230**  
**HirschCC@aol.com**

Postmark deadline: September 1<sup>st</sup>, 2002  
Acceptance notification: December 15<sup>th</sup>, 2002



# Conference Proposal Form

---

Theme: **OUT OF THE BOX**

**Presentation Title:** \_\_\_\_\_

## **Program Abstract**

Please write a 2 to 3 sentence abstract of your presentation. This will appear in the conference program.

## **Presentation Description**

Presentation description identifying content, procedures and materials.

### **For Workshops only:**

1. Do you need a specific set-up for the room?
2. Is there a maximum number of participants for this workshop? \_\_\_\_\_ If yes, how many participants can you accommodate? \_\_\_\_\_

Workshops for the 2003 conference will be selected from proposals submitted.  
CLTA reserves the right to cancel workshops and sessions with insufficient enrollment.

*The California Foreign Language Project  
and  
The California Language Teachers Association*

*Present*

The 19<sup>th</sup> Annual Summer Seminar for Language Teachers

*"Reading the Word and the World: Languages and Literacy to Build  
an Economically Sound and Culturally Competent California"*

*University of California*

*Santa Barbara*

July 27-August 2, 2002

**For Further Information, Please Contact:**

**Lorraine D'Ambruso, Executive Director  
California Language Teachers Association**  
Phone: (408) 264-6996  
Email: lorda@ix.netcom.com

**Arianna Harris, Seminar Registrar  
California Foreign Language Project**  
Phone: (650) 849-7956  
Email: artemis@stanford.edu

**Duarte M. Silva, Executive Director  
California Foreign Language Project**  
Phone: (650) 849-7955  
Email: duarte.silva@stanford.edu

*Check-in for the Seminar:  
Saturday, July 27<sup>th</sup> from 1:00PM to 5:00PM*

***Registration Deadline: Postmarked by June 30, 2002***

A registration form for the Seminar can be downloaded as a PDF file from  
**<http://csmf.ucop.edu/cflp>**

**The 19th Annual Summer Seminar for Language Teachers**  
**Sponsored by the California Foreign Language Project and the California Language Teachers Association**  
**July 27 - August 2, 2002 ♦ University of California, Santa Barbara**  
**“Reading the Word and the World: Languages and Literacy to Build an Economically**  
**Sound and Culturally Competent California.”**

**REGISTRATION FORM**

*Please provide the information requested in the blanks below. Please Print.*

Name \_\_\_\_\_

Address \_\_\_\_\_  
Street City State Zip

Will you be at a different address during the summer? No  Yes  If yes, from which dates? \_\_\_\_\_

If yes, summer address \_\_\_\_\_  
Street City State Zip

Phone (h) \_\_\_\_\_ Phone (w) \_\_\_\_\_ Social Security # \_\_\_\_\_

Email \_\_\_\_\_ Male  Female  Smoker? No  Yes

Language(s) Taught \_\_\_\_\_

Name of School \_\_\_\_\_ Name of District \_\_\_\_\_

CFLP Regional Site Affiliation (if applicable) \_\_\_\_\_

**Strands**

*Please check only one box to indicate the strand of your choice. To be implemented, a strand must have at least 15 participants.*

- Early Language Education, Program Models, and Best Practices in Curriculum and Instruction
- "Erlesene Landeskunde:" Teaching Cross-Cultural Awareness Through Literature
- Framework/Standards-Based Japanese Language Instruction
- Making Communication Come Alive in Your Language Classroom
- Pursuing Accomplished Teaching
- Le Québec Profond et Cajoleur
- Reading the Word and the World: Literacy Development in the Foreign/Heritage Language Classroom
- Reading the Word and the World on the World-Wide-Web: Internet and Web-Based Language Lessons
- Spanish Literature Advanced Placement
- Viaje Literario por el Español

**Registration, Lodging and Meals Fee**

- Double Occupancy (\$650) Preferred roommate (optional) \_\_\_\_\_
- Single Occupancy (\$800) Special lodging requests \_\_\_\_\_

**Payment Method and Mailing Location**

*Please check the appropriate box(es) below and include the check, payable to "CLTA."*

- My school/school district will pay \$\_\_\_\_\_ toward my registration fee.
  - A check in this amount from my school/school district is enclosed.
  - My check for the remaining amount is enclosed.
- I am paying the entire cost of my registration and my check is enclosed.  
**Please mail this registration form with the check(s) by June 30, 2002**  
**to: Arianna Harris, California Foreign Language Project, CERAS 207, Stanford, CA 94305-3084.**
- I will be sponsored by the following CFLP site \_\_\_\_\_  
**Please mail this form directly to your Site Director by June 22, 2002.**

# Summer Institutes for Language Teachers 2002

Center for Advanced Research on Language Acquisition (CARLA)

University of Minnesota

Registration has begun for CARLA's seventh annual series of summer institutes at the University of Minnesota. This series of professional development opportunities reflects the center's commitment to connecting research with practice and our mission to share what we've learned with teachers and their second language learners. Each of the institutes is a highly interactive blend of theory and practical application and engages participants in discussion, networking, theory-building and hands-on activities that relate to the topic of the day.

The institutes offered during Summer 2002 are:

## *Developing Materials for Less Commonly Taught Languages (LCTLs)*

*July 29-August 2, 2002*

This summer institute will provide LCTL teachers with practical tools and hands-on experience in designing a wide range of materials that will improve their students' abilities to use the language for communicative purposes.

## *Proficiency-Oriented Language Instruction & Assessments (POLIA)*

*July 29-August 2, 2002*

Participating teachers of foreign languages will develop practical skills to create and adapt curriculum materials and assessment tools that are proficiency-oriented and linked to the National Standards.

## *Basics of Second Language Acquisition for Teachers - NEW!*

*July 29-August 2, 2002*

Participants in this new institute will use basic understandings provided by second language acquisition research to examine learner language, and together consider the language teaching implications of insights gained in this examination.

## *A Practical Course in Styles- and Strategies-Based Instruction*

*August 5-9, 2002*

This seventh annual summer institute is designed to help language teachers maximize students' ability to learn a foreign/second language through Styles- and Strategies-Based Instruction.

## *Developing Assessments for the Second Language Classroom*

*August 5-9, 2002*

After a solid overview of the fundamentals of assessment development, participants will work together to create new assessments or modify existing instruments to fit their own classroom needs.

## *Meeting the Challenges of Immersion Education:*

### *Focus on Reading*

*August 5-9, 2002*

This highly popular institute will take a close look the research and resources for reading in a second language. A must for veteran immersion teachers and curriculum coordinators!

## *Culture as the Core in the Second Language Classroom*

*August 12-16, 2002*

Weaving together theory and practice, this interactive institute will help teachers develop instructional strategies and practical tools for integrating culture into an established language curriculum.

## *Immersion 101: An Introduction to Immersion Teaching*

*August 12-16, 2002*

This institute provides novice immersion teachers with the tools and information they need to survive and thrive in the immersion classroom. The institute also includes a two-day session for administrators of immersion education programs.

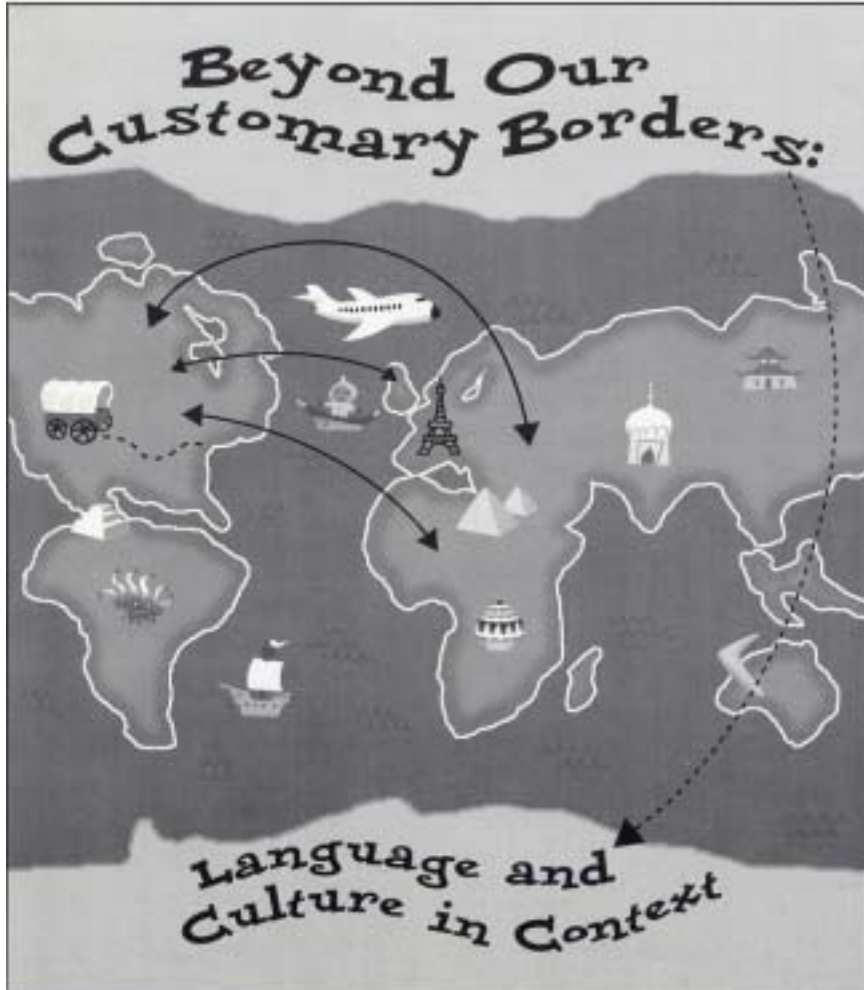
## *Technology in the Second Language Classroom*

*August 12-16, 2002*

Participants in this institute will learn how to use a wide range of technology resources and evaluate their role in enhancing language instruction. This year we will offer two of ability/comfort with technology.

NOTE: Special scholarships are available to teachers of German and teachers of European Less Commonly Taught Languages.

*(continued on page 25)*



# ACTFL 2002

**36th Annual Meeting  
and Exposition**

**November 22-24, 2002**

**Salt Lake City, Utah**

**American Council on the Teaching of  
Foreign Languages**

*Presented with*  
**AATG/CLTA/NCJLT/UFLA**

**Please Register Early for Discounted Fees:**

- "Summer Special" Deadline: June 28
- Early Bird Deadline: August 26
- Preregistration Deadline: October 11

**ACTFL**

6 Executive Plaza • Yonkers, New York 10701  
914.963.8830 • FAX 914.963.1275  
headquarters@actfl.org • www.actfl.org

*(continued from page 24) CARLA Summer Institutes*

Participants at the CARLA summer institutes have come from all over the world and have included ESL and foreign language teachers at all levels of instruction, program administrators, and curriculum specialists. All the CARLA summer institutes have been very popular, so we encourage early registration!

For detailed information about the CARLA summer institutes and available scholarships see:  
<http://carla.acad.umn.edu/summerinst.html>.

Phone: (612) 626-8600  
E-mail: [carla@tc.umn.edu](mailto:carla@tc.umn.edu)

**Do your administrators and parents know that recent studies show that “foreign language study leads to heightened creativity, as well as to increased problem-solving and verbal skills”?**

## Dues increase for 2003

Yes, indeed, something else other than gas is going up! The Board of Directors in 2000 voted to increase CLTA dues five dollars in each category for the 2001 membership year and an additional five dollars in the 2003 membership year.

Membership rates for 2003 will be:

- \$40 for standard membership
- \$35 for discounted membership (concurrent membership in a regional affiliate)
- \$30 for retirees/students (“students” refers to those members who are not yet teaching full-time).

A revised membership application will appear in the fall issue of the *CLTA News*.

**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](mailto: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

<b>CCCFLC</b>	California Community College Foreign Language Council	\$15 full /\$10 part time
<b>CCALP</b>	Central Coast Association of Language Professionals	\$15
<b>CVFLA</b>	Central Valley Foreign Language Association	\$15/\$10 retired/student
<b>FLACC</b>	Foreign Language Council of Central California	\$10
<b>FLAGS</b>	Foreign Language Association of Greater Sacramento	\$15 full/\$10 stu/\$5 retired
<b>FLAMCO</b>	Foreign Language Association of Monterey County	\$10
<b>FLANC</b>	Foreign Language Association of Northern California	\$20 regular \$12 retired/student/stu tchr
<b>FLAOC</b>	Foreign Language Association of Orange County	\$15
<b>FLARE</b>	Forum of Language Advocates of the Redwood Empire	\$10
<b>FLASCC</b>	Foreign Language Association of Santa Clara County	\$20
<b>FLASH</b>	Foreign Language Association of Sierra Highlands	\$10 until 12/31/01 \$15 after 12/31/01 (students: no charge)
<b>FLC-CSU</b>	Foreign Language Council of the California State University	dues not collected by CLTA
<b>FLCSD</b>	Foreign Language Council of San Diego	\$15 \$5 retired/student
<b>IEFLA</b>	Inland Empire Foreign Language Association	\$15
<b>KCLTA</b>	Kern County Language Teachers Association	\$10
<b>MSLTA</b>	Marin-Sonoma Language Teachers Association <i>(dues are not being collected for MSLTA for 2002)</i>	on temporary inactive status
<b>MCLASC</b>	Modern and Classical Language Association of Southern California	\$10
<b>TRICOFLA</b>	Tri-Counties Foreign Language Association <i>(dues are not being collected for TRICOFLA for 2002)</i>	on temporary inactive status
<b>VALT</b>	Valley Association of Language Teachers (Stockton area):	\$12

## Splash Page Winner

Have you been to the CLTA web site since the conference to view the recently launched splash page? Go to [clta.net](http://clta.net). This first thing that you will see is the splash page created by three eighth grade girls from Computech Middle School in Fresno. They are Spanish students of Judith Snyder and Zochil Fuentes. Tiffany Wong, Alisha Gerard, and Danielle Wood are sharing the \$100 prize for creating the winning entry. Second and third place winners were awarded \$50 and \$25.

After enjoying the beautiful welcome page, enter the CLTA site for information regarding membership, the conference, CFLP, the newsletter, summer seminar, etc. with links to the foreign language community.

Begin early in the next school year to interest your students in this competition. They too may have the opportunity to display their design for the following year.

Congratulations to Tiffany, Alisha, and Danielle!

**In his 87th year, Michelangelo (1475–1564) was quoted as saying *Ancora imparo*—I am still learning. His achievements by then included the Sistine Chapel, David, the Pieta, and St. Peter’s Cathedral in Rome, to name just a few.**

### CLTA NEWS

1545 Pleasant  
Valley Road  
Aptos, CA  
95003

Nonprofit Org.  
U.S. Postage PAID  
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Service, Inc.

**View the new splash page  
online at [www.clta.net](http://www.clta.net)**