

## **Intelligence/ National Security Reform and Authorization Bills Signed into Law**

Just before Congress closed the book on its 108th session, President Bush signed P.L. 108-796—The National Security Intelligence Reform Act of 2004—into law on December 17, 2004. This legislation strengthens the national intelligence programs based on the recommendations of the 9/11 Commission. Below are some of the programs that concern the language community. To read a complete copy of The National Security Intelligence Reform Act of 2004, please visit the JNCL-NCLIS website at [www.languagepolicy.org](http://www.languagepolicy.org)

The largest change to the intelligence community will be the establishment of a Director of National Intelligence. The primary duties of the National Intelligence Director (NID) will be to serve as the head of the intelligence community, advise the President and his staff on intelligence matters relating to homeland secu-

## **Destination Ontario: Getting the Money to Get There**

*By Carol Moir*

For many of us, being a “Highly Qualified Teacher” (HQT) for NCLB doesn’t make it easy to find money to go to conference. Despite the challenge, this is still very feasible. The first step I always take is to write a brief (2-3 paragraphs) about why my district should send me and one or two teachers from each of the other district high schools. This rationale accompanies the request for attending conference form. I also have already talked to the Director of Curriculum, or whoever else in the district controls NCLB funds. The key thing to remember is that we are part of the core for NCLB. Granted, it is easier in a district where you have personally established a relationship with the powers that control money.

NCLB is the main source of funds today, as many others have been combined or have disappeared altogether. Title I and Title II can also co-fund. I even spend a bit of department money and show them I am willing to spend my own money although a small amount, to encourage them to support my request. Personal relationships are essential to the success of your goal. If you have not started cultivating these key connections, it is not too late. To date, I have not been turned down for one of my requests yet, because of my willingness to find co-funding, the reasonableness of my requests, and the demonstrated connection to available funds. The cost-benefit analysis is key. It is easy and defensible for districts to fund conferences and activities that directly support teaching and learning in the classroom.

Now for you non-highly qualified teachers, it should be a slam-dunk as we are offering HOUSSE points for attendance. In addition to meeting some of your HQT requirements, I can guarantee you the experience of a lifetime professionally if you have never attended a CLTA event. We annually present an incredible program by real classroom teachers that meets the needs of our attendees.

So let’s all get out there and make those personal connections. See you in Ontario!

## 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 \$35 year with affiliate membership, \$40 without, and \$30/year for students or retirees. For information or change of address, contact Marge Sotomayor, P.O. Box 123, Ferndale, CA 95536.

**Deadlines:** All copy and advertising for 2004-2005 issues must reach the *CLTA News* editor at P.O. Box 2135, Aptos, CA 95001 or knicolaysen@cruzio.com by the following dates: September 10, 2004 (October issue); November 30, 2004 (January issue); February 7, 2005 (March issue); April 30, 2005 (June issue). Material received late cannot be included.

**Advertising:** Camera-ready, paid advertising is accepted in accordance with editorial policy. For information contact Nadine Elwood, Advertising Manager, *CLTA News*,

Dino718@aol.com or 714-392-5675.

**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 will meet three times during the academic year. The 2005 schedule is: March 5, 2005.

**Permission to copy:** Permission is granted to reproduce material in this publication, provided that credit is given to *CLTA News*.

### CLTA Does More with Less, Cuts the Fat, Kicks the Carbs, and Exercises More!

To my dear friends and colleagues in CLTA and its affiliates throughout California:

If these are lean times, then we're going to take advantage of our svelte new figure. Isn't it true that if you are overweight, and then you lose weight, you gain more energy? That's what's happening to CLTA. It's a good thing that another meaning for "challenge" is "opportunity," because we are challenged as never before, at least in my memory. And yet, I have never been so excited about the positive energy everyone around me is putting into the issues in California that need solutions. Later, there will be plenty of time to bemoan some of the losses to the profession that we are experiencing in these times of drastic change in state and national government. And I for one will miss colleagues who are being redirected due to restructuring, and I will miss certain comfortable habits that I have enjoyed in terms of professional development opportunities. Nonetheless, the future is bright, if only we look far enough.

Year of Languages is an astonishing development! Wait 'til you see the videos, PSAs, activities, and opportunities that your affiliate representative will tell you about. Can't wait? Then go to [www.nvta.gov/lotw](http://www.nvta.gov/lotw). Find out about the CLTA K-6 Student Poster Contest and the CLTA 7-14 Student Essay Contest on this very website. Nicole Naditz has secured Nevada County Fair for display of student work and is still working on other fairs. Can you help her? Go to [www.flagsteacher.net](http://www.flagsteacher.net). The Library Reading Program is a go in Sacramento! Look for it as a model program for the rest of the state. Share this information with your students! Share the information with your colleagues! Share the information with everybody who comes within two feet of you! If you don't have an affiliate in your region, contact [dino718@aol.com](mailto:dino718@aol.com). Nadine will help you!

CLTA also has a plan to rejuvenate, repopulate, and enhance the CLTA experience. There is more opportunity than ever at this very critical moment for everyone to join in helping to support and advance the cause of languages in our classrooms, our districts, our regions, state and nation. And I sincerely hope you and a cadre of buddies are planning to attend the CLTA

Conference in Ontario April 14-17. IEFLEA has planned an outstanding program that is not to be missed! The Inland Empire Strikes Back! I definitely have to see what that is all about. (If you have to pay your own way this year, try asking for No Child Left Behind funds early in the year for next year's Conference—it can't hurt to ask! There is a strand dedicated to NCLB at the Conference this year—tell your administrator. Also, there are opportunities to strengthen your teaching/learning scenario in literacy.) And NEVER, NEVER, NEVER forget! We ARE A CORE SUBJECT in No Child Left Behind!

So, have happy and safe holidays. Rest and recreate, refill your basket, ponder the imponderable, and glory in the season. Then restart your engine because this year is going to be a great ride.



# Affiliate News

## FLCSD News

Jan Treadgold, a vibrant CLTA workshop presenter, shared her creative activities at this year's FLCSD Annual December Conference, December 4 at the Double Tree Hotel in Mission Valley. Jan entitled her workshop "And Then Let Them Talk." At this event, we bestowed Astrid Ruhnke with the Outstanding Service Award in honor of her contributions to the revitalization of German programs in the region. We also bestowed an Outstanding Administrator Award on vice-principal Kathy Balakian for her world language advocacy at her school.

In addition, we unveiled the YEAR of LANGUAGES campaign for the region by announcing a tentative media event to be held on a yet-to-be-determined date in February at the Community Concourse in downtown San Diego from 4:00-6:00 P.M. ACTFL attendees saw the huge coverage the event received in Chicago and wish to repeat the event for our local communities. This February event will be the first of many local awareness efforts directed towards the community at large that seeks to inform the public of the benefits of multilingualism and multiculturalism.

On February 16, the Language Acquisition Resource Center (LARC) at SDSU hosts FLCSD members for a workshop on integrating technology into classroom instruction.

SAILN's Tier I workshop series have been well attended with many participants interested in signing up for Tier 2 summer workshops. Credit for the workshops is through SDSU's LARC.



LARC hosted a Heritage Languages Symposium January 6-8, "Research, Innovation and Policy in the Preservation of LCTLs in America" in Mission Valley at the Doubletree Hotel, San Diego. This symposium highlighted innovative research-based programs, and models and advocacy for less commonly taught languages program development. Topics such as language-specific research and materials development, professional development models, analysis of national and state educational policies and barriers to implementation of programs will inform a new approach to preservation of less commonly taught languages. The Keynote Speaker was Dr. Scott Mc Ginnis and Dr. Olga Kagan, Dr. Mimi Met and included various other plenary speakers.

LARC continues to work with less commonly taught languages in its collaboration with local teachers of Filipino and Arabic. We also help community groups to begin after-school language programs. In 2005 we will have three Arabic programs and one each program for Mixtec, Punjabi, Spanish and Vietnamese. The staff of LARC concentrates its support on teacher professional development, and development of age-appropriate standards-based and framework aligned instructional materials. Norman Léonard presented the model at the ACTFL conference in Chicago.

The summer offers teachers extraordinary opportunities in institutes for Digital Media, Distinguished Level Language Training, Testing, and another specializing in Asian Languages.

Details of LARC's efforts can be reviewed at: <http://larcnet.sdsu.edu/>. We hope you will consider spending some time with us here in sunny San Diego. If you have any questions, please feel free to contact us at [nlrcsd@mail.sdsu.edu](mailto:nlrcsd@mail.sdsu.edu).

## ACTFL Launches the Year of Languages

By Lorraine D'Ambruoso

The 2005 ACTFL (American Council on the Teaching of Foreign Languages) Conference was one of the most exciting conferences that I have ever attended. This was the official launching of the 2005 Year of Languages in the United States. Yes, an entire year dedicated to spreading the importance of learning languages and cultures to the nation at large. In anticipation of this year-long event, ACTFL contracted with an ad agency whose goal is to help us publicize YOL.

The initial event was what ACTFL termed a “language ambush.” The advertising agency contacted print and TV media, asking them to come out and rate Chicago’s “language proficiency.” On the day before the opening of the conference, the members of the ACTFL Board headed to the Water Tower on the Magnificent Mile. Armed with clipboards and wearing their YOL caps, they “ambushed” Chicagoans, asking them, in various languages, what time it was. The results of the ambush were quite comical, with blank stares instead of responses, with answers in languages quite different than those of the question, and with some of the most unexpected reactions. For example, one person responded to the French “*Quelle heure est-il*” with the response “I don’t speak Japanese!” Another young lady had to consult her palm pilot to find out what time it was before she could answer.

The Chicago Sun and NBC television both reported on the ambush in the evening news, announcing that Chicagoans had earned a C+ in language proficiency!

Prior to the conference, the ad agency had already created many tools available to us for use in our communities. These materials were presented to us at the Delegate Assembly. They emphasize working at the local level; and among the materials are three newspaper print ads, and two radio public service announcements, on diskette, and a 30-second video commercial, all focusing on why one should learn languages. Each CLTA affiliate representative has a copy of the video. Should you get agreement from your local TV station to air the ad,—and please try!— contact ACTFL for a Beta copy that will work for TV (the video is not good enough quality!) As for the diskettes, again contact Marty Abbott, YOL Chair, at ACTFL at [www.yearoflanguages.org](http://www.yearoflanguages.org). There is also a booklet that explains how to contact your local media, with scripts to help you pitch the ads. This will soon be available on the YOL website. Whatever you want to use, feel free to do so. CLTA is a member of ACTFL, and our members have the right to use any of the materials produced, including the YOL logo, for the YOL campaign (provided the activities are not seeking to profit financially).

The actual launching of the Year of Languages took place at the conference’s opening session, where we viewed the NBC news report on the language ambush and the publicity video created for our use. Then Keith Cothrun, ACTFL President, officially launched the year-long event.

I hope that you will try to organize something in your communities to call attention to this extraordinary event, a first for the USA. Tie it to something you already do, to minimize the work. But *do something*, because if we, the foreign language teaching professionals, do nothing, we will be missing the greatest opportunity that has ever come our way to speak for our beliefs.

## Learning a second language “boosts” brain-power, scientists believe.

Story from BBC NEWS: <http://news.bbc.co.uk/go/pr/fr/-/1/hi/health/3739690.stm>

© BBC MMIV

Researchers from University College London studied the brains of 105 people—80 of whom were bilingual. They found learning other languages altered grey matter—the area of the brain which processes information—in the same way exercise builds muscles. People who learned a second language at a younger age were also more likely to have more advanced grey

# ACTFL Delegate Assembly Works On Its Strategic Plan

*By Lorraine D'Ambruoso*

Your CLTA President Tanya Zacone and I participated in the Delegate Assembly at the recent ACTFL Conference in Chicago. We were interested to see that ACTFL is struggling with the same issue that CLTA began to face last year: creating vision and mission statements and deciding what our goals should be.

With the proviso that this is all still in flux, ACTFL's mission is to "provide vision, leadership and support for quality teaching and learning of languages." Its vision emphasizes that "since language and communication are at the heart of the human experience, the US must educate students to be linguistically and culturally prepared to function as world citizens." ACTFL envisions the following goals:

- (1) Research and Professional Programs:
  - a. Provide a national forum for language professionals to exchange information and ideas;
  - b. Promote standards-based, high quality curriculum, instruction and assessment and ongoing professional development throughout the preparation and careers of teachers of languages;
  - c. Develop leadership in and encourage service to language education;
  - d. Encourage research in language education and translation of research findings into practice;
  - e. Identify resources and useful professional support for language teachers at all levels;
  - f. Coordinate professional development with other organizations and institutions.
- (2) Member Services:
  - a. Provide a national forum and opportunities for language professionals to exchange information and ideas;
  - b. Recognize and encourage outstanding contributions to the field of language education;
  - c. Provide timely information to members on issues of importance;
  - d. Continually review and improve member benefits and services.
- (3) Advocacy and Outreach:
  - a. Serve as a national voice for language-related issues and raise public awareness of the benefits of language learning;
  - b. Promote student interest in the language teaching profession;
  - c. Engage in public and private partnerships and collaborations that build support for ACTFL's mission;
  - d. Develop legislative and professional agendas based on the needs of the language profession and be able to respond to pressing issues for the language profession in a timely fashion.
- (4) Governance and Operations:
  - a. Ensure the organizational and financial health of the organization;
  - b. Ensure a dynamic and responsive organizational structure.

The delegates were given the opportunity to react to the above, and we made many suggestions for consolidating and relocating items. But above all, the ACFL Board seems to have put much thought into this document. What the final version will be is not known, but it is comforting to know that the association is seriously considering what it does and what it needs to do—for us!

As Tanya and I went through our small group discussion, I was struck by the similarities between ACTFL and CLTA. CLTA conducts many professional programs, provides member services, and engages in advocacy and outreach. CLTA also has governance in its Management Committee. So even though we have a much smaller membership base than ACTFL, I am proud to be associated with a state association that is so close in its activities and goals to its national counterpart.

## The Way It Was CLTA's Formative Years

By Hal Wingard, CLTA Historian

This is the first in a series entitled THE WAY IT WAS  
to be published in future issues of this newsletter.

—Editor

CLTA as we know it today took shape essentially during the years 1967 through 1969. Prior to that time an organization known as the California Council of Foreign Language Teachers Association (CCFLTA) served to coordinate activities of two organizations, the FL Association of Northern California (FLANC) and the Modern Language Association of Southern California (MLASC, predecessor of MCLASC). Each represented FL teachers in the geographical region described by its name. Three of CCFLTA's objectives were to

- Provide coordination of the activities of FLANC and MLASC and any other multilingual association of the same type that may be formed in the State of California,
- Cooperate with the State Department of Education in fostering the study of FLs in the total educational program,
- Publicize and implement the findings and recommendations of the FL Program of the Modern Language Association of America.

In 1967 leaders of two additional FL organizations, the FL Council of San Diego (FLCSD) and the Tri-Counties FL Association (TRICOFLA), indicated that they wanted their organizations to be members of CCFLTA, just as FLANC and MLASC were.

Although the first objective of the statewide organization implied that additional regional groups could become CCFLTA members, not all FL leaders expressed approval of expanding the Council. A leading spokesperson for non-inclusion was John Dusel, then FL Coordinator for the California Department of Education. Key arguments were that additional members would weaken FLANC and MLASC, make administration too difficult, and generally undermine effective functioning of the Council.

Luckily, inclusionists prevailed. In an article appearing in the December, 1967 *FLANC Newsletter* (volume xvi, number 63), Editor Cecilia Ross speaks for the inclusionists:

It was heartening to hear that the CCFLTA, until now composed of three representatives from MLASC and three from FLANC, had welcomed to its bosom a representative from the Tri-Counties and the San Diego FL associations. This announcement, made at the end of the Fifth Biennial Statewide FL Conference in Los Angeles on November 5, meant not only that those regional associations had reached the number of members necessary to be admitted to the Council (150), but also that their performance in the FL field had commanded the approval and admiration of members of the Council. Our congratulations go to their respective presidents, Susan Flores and Clifford Baker, as well as to all their members who have contributed so efficiently to build strong associations. They—and the members of other flourishing FL groups not yet admitted to the CCFLTA—need to be congratulated, as they were unsparing indeed in their efforts toward the improvement of the teaching of FLs in California. May they never relent in their efforts!

Since November 1967, CCFLTA has broadened its scope, representing not two FL associations, as before, but four: FLANC, MLASC, FLCSD, and TRICOFLA. Undoubtedly other FL associations will affiliate with CCFLTA as they reach the membership required for representation. This means that CCFLTA has gained new stature, representing more fully than before all the FL teachers in our state. Beyond that, it means that its role has changed from that of coordinator to that of active spokesman for the constituent associations and all their members. It is a vital force for that unity of purpose, which has evolved among the constituent associations during the last several years, a unity of purpose, which was indicated last November by the joint appointment of a Legislative Chairman who, under the direction of CCFLTA, acts for all of us in matters of legislation affecting education in California.

In addition to the benefits, Dr. Knoll envisions some “new problems.” He wonders whether unlimited proliferation of organizations “might endanger the unity achieved by FL teachers in our state.” He suggests that rising expectations of constituent associations and teachers might tax the resources available to meet those expectations. He concludes with some sage advice.

The time has come for us to discuss the need for, and the means of, increasing the resources of CCFLTA to enable it to carry out its important function. Your delegates to CCFLTA are discussing these problems now. As they bring the consensus of our deliberation to the constituent associations, it will be up to you to decide how far CCFLTA can grow. Your decision will determine more than the professional effectiveness of CCFLTA; it will be a measure of our determination for further achievement.

Opening membership in CCFLTA to more than the original two associations was one of two major accomplishments during CLTLA’s formative years. The second was heralded with a screaming headline in the December, 1969 issue of the *CCFLTA Newsletter*:

### **CCFLTA Opens Membership To Individual FL Teachers**

Today FL teachers throughout the state, not just in the populous centers of San Francisco and Los Angeles, are actively interested in improving the role of FLs in the school curriculum. Increasing numbers of teachers are uniting to form regional associations; these associations and individual teachers throughout the state are demanding a voice in influencing school boards, school administrators, and legislators at all levels: local, regional, and state.

In response to these demands, CCFLTA is reorganizing to permit participation in the state association on an individual basis. For the first time this year, individual teachers may join CCFLTA. Membership fee has been set at \$7.00.

One year later the creation of the CLTA we know today was complete. An article in the November, 1970 *CFLTA Newsletter* proclaims:

### **A Rose By Any Other Name Smells As Sweet As CCFLTA**

Amid the mouthful of acronyms, which tax the tongues of the FL teaching profession, “CCFLTA” had through years of practice become one that California FL teachers enunciated with professional effortlessness. How inconsiderate, then, that

Amid the mouthful of acronyms, which tax the tongues of the FL teaching profession, “CCFLTA” had through years of practice become one that California FL teachers enunciated with professional effortlessness. How inconsiderate, then, that the membership voted overwhelmingly at the end of last year to cause facile linguists to stumble over a dropped “C.”

The California Council of Foreign Language Teachers Associations became the California Foreign Language Teachers Association, representing the FL profession throughout the state.

For those who join the great bard asking: “What’s in a name?” let it be known that this is no change for mere change’s sake. Not at all! Rather, the new name represents a major reorganization involving two aspects: firstly, the number of regional affiliates has expanded from the traditional two—FLANC and MCLASC—to six; and membership is now open to individual teachers, whether they belong to regional associations or not.

It is interesting to note that the newsletter issued in December, 1969 indicates that it is a CCFLTA publication; the issue in November, 1970 shows it to be a CFLTA document.

So, if we want to designate the date that today’s CLTA came into existence, that date is December, 1969, with implementation starting in the year 1970.

The next article in this series will introduce you to interesting events and members of the association, including CFLTA’s first President, Yvette Fallandy, then Professor of French at Sonoma State University.

Historian’s Note

I want to express my deep appreciation to the following colleagues who have contributed newsletters, minutes, and other documents to the CLTA Historical Archive: Sue Korsinen, Roy Madsen, Pat Nakashima, Marge Sotomayor, Carol Sparks, and especially Marilyn Imes, whose treasure trove of FLANC newsletters provides a rich historical resource for CLTA. —Hal

## **Continued from page 1**

ity and to oversee and direct the implementation of the national intelligence program.

Languages also play a large part in the reformation of the intelligence community. There are several provisions that call upon intelligence agencies such as the CIA and FBI to develop and maintain their language programs. In addition to agency specific improvements, this bill develops a plan for the Improvement of Education for the Intelligence Community. Finding that foreign language education is essential for the development of a highly skilled workforce for the intelligence community, this legislation requires the NID to undertake a thorough review of the linguistic requirements for the Office of the National Intelligence Director and to develop a plan to meet these requirements through the education, recruitment and training of linguists.

This bill establishes an Intelligence Community Scholarship Program, which will award scholarships to individuals and which is designed to recruit and prepare students for civilian careers in intelligence agencies. The recipient must be enrolled or accepted for enrollment as a full-time student at an institution of higher education to pursue undergraduate or graduate education in fields that are critical to national security, as determined by the NID. The list of these fields has not been released. A portion of the scholarship will be set aside for current employees of agencies to enhance their education in areas of critical need. As with other government scholarship programs, there is a service requirement. Recipients awarded this scholarship are obligated to serve as an employee of the agency for 24 months for each academic year for which the scholarship was awarded. The total amount service will not exceed eight years.

In addition to improving language education, this bill strengthens public diplomacy training. In the recruiting, training and assign-

ment of members of the Foreign Service, the Act calls for the Secretary of State to give special consideration to individuals with language experience in particular countries and regions. The Secretary of State is also charged with the duty to increase the number of Foreign Service Officers proficient in languages spoken in countries with predominantly Muslim populations.

One section of the 9/11 bill establishes various programs that will expand US scholarship and exchange programs in the Islamic world. Such programs will include youth exchange, young ambassadors, international visitors, academic and cultural exchange, American Corner, library programs, journalist exchange, sister-city, and other people-to-people diplomacy activities.

A pilot program that will be established through the Department of State will offer grants to American-sponsored schools in predominantly Muslim countries. These grants will provide full or partial merit-based scholarships to students from lower-income and middle-income families in predominantly Muslim countries to attend the American-sponsored elementary and secondary-level schools.

A third program established through this legislation is the International Youth Opportunity Fund. Through existing international organizations such as the United Nations Education, Science and Cultural Organization (UNESCO), this fund will provide financial assistance for the improvement of public education in the Middle East and other predominantly Muslim populations, implement education programs targeting women and girls and adult literacy, support the acquisition of basic education tools and establish trade and vocational schools.

In addition to the 9/11 Intelligence Reform Bill, Congress passed the Intelligence Authorization Act for Fiscal Year 2005 (P.L. 108-487). This act authorizes appropriations

for fiscal year 2005 for intelligence-related activities. Included within this bill are changes to the National Security Education Program (NSEP). Some of these modifications include an authorization to appropriate \$8 million to maintain the program and the establishment of a scholarship program within NSEP for English language studies for heritage community citizens of the US.

Along with increasing the educational opportunities for language learning, the Intelligence Authorization Act also looks to improve the foreign language skills in the intelligence community. This bill would establish a language proficiency requirement for employees in certain positions within the intelligence community and a language program to advance the foreign language skills critical to national security interests. A Civilian Linguistic Corps pilot program would be established and be comprised of people who are available to be called up to perform federal service in areas relating to their language expertise.

To read copy of the Intelligence Authorization Act, please visit:

[www.lanugagepolicy.org](http://www.lanugagepolicy.org)

## Ten Steps Away from Language Angst: My experience in an Intensive Language Course at the Goethe Institut in Hamburg, Germany

Angela Raines, German Teacher at Paradise High School

Language teachers have many opportunities to go abroad and practice their target language. These offers come in many forms, both as opportunities for us to take our students or go alone. Flyers are sent to our homes, thick envelopes pad our mailboxes at school and companies with exotic sounding names send us emails. For teachers of German, the Goethe Institute offers a yearly scholarship to pay for teacher's seminar and lodging at one of their 16 locations in Germany.

In addition to this, CLTA offers the LangAbroD Grant that helps cover the cost of airfare and travel expenses. With so many opportunities to travel abroad, why is it then that so few teachers actually do go abroad to participate in these language and/or travel programs? Until this year I had ten reasons for convincing myself these opportunities were not for me. These ten excuses would run though my head as I was tempted by the idea of taking a language class abroad in emails, flyers and ads:

1. You have attended CLTA's Summer Seminar language strand and were fully immersed for 5 days. Why travel abroad when you can just go to Santa Barbara?
2. Spending more time away from home on school-related activities goes against your New Year's resolution to stop spending so many hours on school, your classroom and lesson planning.
3. You have already attended the CLTA conference in spring and gotten lots of fresh ideas for the classroom, as well as *three whole* days of practicing your target language.
4. You can't get away from your significant other for that amount of time. Who would pay the bills, walk the dog, and run to the washing machine while you were away?
5. You have already been abroad recently (leading a group of your teenage students).
6. Language courses are for people who don't have contacts in other countries. You can always visit your "friends" abroad whenever you want to practice your target language.
7. You're a teacher; language courses are for people who don't know the language, and you might waste your time sitting in a class of beginners.
8. You have special needs (such as your own bedroom, a hot shower, cable television and quiet neighbors) that you will not be able to get while subjecting yourself to the whims of a language institute who is responsible for finding your accommodations.
9. You simply can't afford it now, anyway.
10. It is scary.

I finally asked myself "if these opportunities to travel abroad, especially the Goethe Institute scholarship and the LangAbroD Grant, are not for me then who are they for"? Why was I not applying? To answer this question, I will begin with my last reason: angst. Participating in a language course abroad can seem scary. There are so many factors that may impede your drive to go. Many questions cloud your motivation. You have signed up for a 2, 4 or

maybe even 6-week language course in the country of your choice. You may or may not have been to this city before. You may or may not have participated in a program such as this in the past, and if you have, you have learned that they are all different. You consider yourself a professional, what can they possibly teach you? How will they stimulate you from 9 A.M. until 2 P.M.? What will you learn that is new? How will your skills match up to the other participants in the class?

It is scary because you will be breaking out of your comfort zone. You will be in a new environment, seeing new things, meeting new people and trying new things. Breaking out of our comfort zones can be uncomfortable, but it is necessary for growth. After all, as teachers we are expecting our students to walk into our classrooms and leave their comfort zones at the door. We expect them to leave the comfort of their first language and to challenge themselves to understand, speak and become involved in another culture. We expect this from our students everyday, five days a week for the whole school year. As teachers we have to be reminded continuously what this is like, to be asked to break away from our comfort zone and immerse ourselves in the target language. In our students' case it is turning off their electronic devices, not talking to their friends in their first language and cooperating for one class period each day. In our case it is referring to the list above and convincing ourselves that despite all these reasons you can go abroad, that you should go abroad and you will be a better teacher, person, citizen of the world for doing so.

Those ten reasons for not traveling to Germany to practice my target language rattled around in my head for four years. As a German teacher I am fortunate to have the support of the German government and the Goethe Institute to offer many language learning opportunities and funding options. I applied for and was awarded a Goethe Institute scholarship to cover the cost of (any) language course I chose, accommodations, and a stipend for breakfast

for 10 days. This scholarship coupled with CLTA's LangAbroD Grant covered the majority of my expenses. Reason number 9 became ineffectual.

I was notified in fall of 2003 that I had been awarded these two scholarships and I would be going to Germany. At that time I committed myself to getting over my hang-ups about attending a language class abroad. In choosing a location for my language institute, I wanted to go somewhere new. I had already spent a year abroad in college in Tübingen, in southern Germany, and our school has an exchange program with a school in Heidenheim. I had spent little time in the north, so I chose Hamburg on the Northsee.

Hamburg also offered the largest variety of accommodations. I got to choose between a home-stay option, a shared apartment, private apartment or hotel. I chose a shared apartment so that I would be able to cook my own food, and it gave me a reason to visit one of my favorite places in Germany, the grocery store. My roommate was an American who is also a German teacher. We made a pact that we would only speak German together (we were 98% successful). Our apartment was located on the outskirts of Hamburg in a quiet residential neighborhood. The apartment turned out to be a second story flat of a family home. It impressed both of us by being light, airy, with two bedrooms (with a loft) and it was tastefully decorated. It was a 30-minute bus ride and a U-Bahn (subway) ride into the city each morning, but the quiet neighborhood and friendly neighbors made it worth it.

My roommate and I were in different classes at the Goethe Institute. However, we both had homework each night and we used the long trip back and forth to our apartment to do it. The Goethe Institute has an online placement test, as well as tests you can take at the institute and their teachers are willing and flexible to place and replace students in classes that best fit their ability levels. Their reputation rests on making sure that their students' time is well spent and each person

is appropriately placed. They did not waste my time.

The language class I was placed in was considered large, with eight students from different parts of the world. We had direct instruction, group work, and partner work. The teacher involved the class in making a plan for what we would learn in those two weeks. We chose to expand our vocabulary, improve our writing and work on pronunciation. I feel that I improved in all three of these areas; I never would have made such progress had I not been enrolled in an institute. My classmates and I had the luxury of a teacher all to ourselves who would correct and critique our written assignment each night, she would prompt conversations and help us to correct our mistakes and challenge us to expand our vocabulary and pronunciation. I could not have expected so much out of my “friends” in an extended stay at their houses or gotten so much out of a tour. This kind of help can only be found at a language institute.

As language teachers we often spend time abroad with students, helping students to experience the culture of our target languages. When I visit Germany with students, my focus is on them and enriching their language and culture skills. This time the trip was not about students, it was all about me! I learned an enormous amount of information because I was completely focused on my own learning. The Goethe Institute didn't just offer a language course, but a culture program as well. There were voluntary activities planned each afternoon that included a diverse array of opportunities. The scheduled events had something for every taste; sightseeing tours (walking and by bus), a canoe trip through the canals of Hamburg, museum visits, plays, excursions to surrounding cities, tours of historical districts in the city. They also included extra “tips” for fun things to do such as outdoor movie nights and suggested meeting times for restaurants or nightclubs. The staff leading these adventures was always fun, friendly and knowledgeable.

I sometimes felt guilty emailing and calling home to report that I was having

such a good time! Luckily my spouse embraced the challenge of managing the household by himself. And we both discovered that the old adage, “absence does make the heart grow fonder” is actually true.

Living in the target culture, if even for a few weeks, does not compare in the least to attending a workshop! I had been fooling myself into thinking that there was any comparison. I learn great things at the workshops and seminars sponsored by CLTA and I am grateful for the hours or few days spent using the target language. Still, English overtakes you the minute you leave the seminar room, it seeps into your ears and it won't let your target language take over. As language teachers we all know that to immerse yourself in the target language you must leave and go to a country that speaks that language. In doing so, the mind is freed from its struggle to win the battle with English; it can relax and bathe in the glory of its will to learn, to absorb the target language and to communicate effectively. Reading, speaking and thinking in the target language—free from distractions of students and home-life—expanded my vocabulary immensely.

Attending a seminar allowed me to get lots of ready-to-use lesson plans and new teaching ideas. In attending a language seminar abroad you have the opportunity to be a student, to try someone else's lesson plans out and if they work use them yourself! Information is presented to you in fresh, exciting ways and you get to try it and borrow the ideas for your own class. The teacher I had at the Goethe Institute was very generous in letting me borrow CDs and books to put together lessons while I was there. She also made extra copies of poems and other literature pieces that she thought might be of interest to my students.

The two weeks seemed to fly by. As the last day of my language seminar approached, I wondered why I had waited for four years to take part in such a program? I realized that my mental list of ten excuses was wrapped up in fear. Not the fear of travel or the fear of the language but the fear of the possibility that I would

discover I was not as proficient in the language as I thought I was. To my relief this trip had an opposite effect on me. My confidence was boosted when I was praised by my teacher and complimented by native speakers. On this trip I was both learning for myself and planning for my students. I had found a fine balance between the two that would not compromise my New Year's resolution. I was not only planning for my class, but also making a deposit in my German culture bank.

I had familiarized myself with the feeling of breaking out of my comfort zone and allowed myself to be reminded of what it is like to sit on the other side of the desk. I was rewarded in big and small ways that affected me both personally and professionally. Most memorable are the pleasures in buying fresh pretzels from the bakery, riding the subway, going to the fishmarket on Sunday morning, going to the movies and watching Spiegel TV and eating the whole bag of Haribo. I had conquered my own inhibitions and now I only want to encourage others to take advantage of the opportunities offered through our professional organizations for taking language classes abroad. After all, lists of ten reasons for NOT doing something are better left to Late Night TV.

## Are you contemplating applying for one of the grants made available by the French Government for summer study?

By Caroline Jones

If so, here are my two centimes-worth of wisdom on the subject, since I was one of the recipients of the grant in summer 2004.

I set sail for the University of Perpignan having only the title of the course to go by: *Nouvelles Technologies*. I had originally wanted to take the course which focused on linguistic improvement, but it was cancelled. Therefore, I was happy to find that this course turned out to be so much more than just technology. I had envisaged 3 weeks in a computer lab. I was prepared to suck it up, but as it transpired, classes were only held in the mornings, and the afternoons were given to excellent guided excursions in the region. One could also spend time wandering the medieval quarter of Perpignan, which was a real treat.

In the course of the excursions, our group was escorted to abbeys, cathedrals, fishing villages, vineyards and mountain-top châteaux, not forgetting the beaches of the Mediterranean. At the weekend, the excursions went further afield. We went to Barcelona, the Costa Brava and the medieval walled city of Carcassonne. Being Bastille Day, the latter was a particularly memorable visit. We stayed for a re-creation of the burning of the city, which was portrayed with the most amazing firework display. The organizers of our course really went out of their way to enable us to enjoy all of these wonderful outings.

Being on the spot was a perfect way to collect posters, books, magazines and all sorts of realia for the classroom. Many of these items have been put to good use in my curriculum already. To me, the things I collected were more than just souvenirs. They have become an exciting part of my students' world in the classroom.

The classes which constituted the course covered four main areas: literature, song, theatre and, of course, technology. The teachers were all well-informed and sympathetic to the needs of their pupils (teachers of French). Our group was only 17 strong, and comprised a Greek, a Spaniard, a Pole and a Canadian as well as the 13 of us from the US. The literature class included a segment on the Press, with useful insights into how to use a French newspaper in the class-

room. We also used various children's stories in a way that encouraged natural dialogue between students and higher-level thinking. The theatre class had us all out of our seats and improvising various skits. We very soon lost our reticence and all became enthusiastic about ways we could take what we had learned back to school.

The class with the least appeal was the technology class. Although the lab was very modern and had everything we needed on hand (except a functioning air-conditioner), many of us found we were re-learning basic computer information. We did access some interesting sites, but most of us felt we would have preferred more time to investigate some of these sites rather than learn how to set up an email account and send and receive mail. I have actually used some things I learned in this class since returning to the US, so it wasn't a complete waste of time. The organizers of the course seemed responsive to our constructive criticism, so I imagine in the future this aspect may improve.

Evening workshops were also offered in film and song. I was grateful for the chance to avail myself of information which filled some of the gaps in my knowledge in these areas. The workshops started at 9:00 P.M. and finished just before midnight, so not many people chose to attend!! Class started every day at 8:30 A.M.

The ample grant enabled us to enjoy meals in restaurants where we could savor the many specialties of the region. The accommodation in the halls of residence was sparse but adequate. There was a choice between studios or single rooms. Most of us were in studios which had en suite shower room and basic cooking facilities. My only major problem with organization was the lack of an adequate map of the campus, and as I mentioned earlier, I am sure that the organizers will have taken heed of our suggestions.

Since our group members spoke French to each other whenever possible/practical, I felt that I did improve my linguistic fluency even though that wasn't the title of the course. I made wonderful new friends from some of the colleagues I met and I know I will stay in touch with them. The exchange of pedagogical ideas has already proved invaluable to me.

Thumbs up for Perpignan!

# ¡Viva España! ¡Viva Costa Rica!

*By John Walker*

This year I won the Memorial Award Scholarship along with a LangAbroD. Originally I had planned to take some of my high school Spanish students to Spain with me; however, my students and their parents had a quick change of heart due to the unfortunate terrorist act in Madrid (our trip was in June). We just simply changed our destination to Costa Rica, which allowed me to take two trips this year, to Costa Rica and Spain.

My Foshay Learning colleague, Grace Conde, and I took six students to Costa Rica for a fun filled, educational experience. All the students were happy seniors, ecstatic about graduating and their summer trip to Costa Rica. All in all, things went well, although there were the usual problems associated with traveling with different personalities i.e., money worries, where to eat, homesickness, where to go etc. There were two senior boys and four senior girls, who managed to get along like quite well through out the whole trip. I must admit the two boys, who were Belizean-Americans, were more open minded when it came to experimenting with different local culinary tastes. However, all the students were great when it came to touring and enjoying the extracurricular activities available to us.

We took several trips to different areas in Costa Rica, San José, Tamarindo, Manuel Antonio, and Puerto Viejo where we went rafting in the Pecuari River, kayaking in the estuaries, surfing, visited a volcano with a turquoise body of water on top of it, and out dancing. We saw monkeys, crabs, tropical birds, and a sloth, all of this wildlife in one trip. I believe the rafting was the highlight of our trip, even though several of the girls could barely swim; they loved the rafting adventure that we went on. Only one of the girls fell from the boat, but was quickly pulled back in by the guide. It was nice to see the smiling faces of my students as we were thrown about the river by the currents. In fact, it was most satisfying to see the sense of accomplishment from my students knowing that they finished the rafting adventure without tipping their boats.

Now that I look back at my first travel experience with students, I realize what a great experience it all was, besides the screams at every sight of a crab or creepy crawler that the students saw, the trip was a success. I had my students stay in a couple of hostels so that they could meet other travelers, which they did. We invited an Argentine guy and an American girl, who lived in Panama, on our journey to Tamarindo. My female students were quite impressed by the American girl's adventurism due to the fact that she was traveling throughout Central America alone. The boys were extremely well behaved and ate anything that came their way. Of course, the boys were impressed by the Tica's charm and kindness. Everybody seemed to have a great time, except for one of the

students, who managed to catch a case of homesickness or "culture shock." But, you know the old saying: "What doesn't kill you will only make you stronger."

Although I am a seasoned traveler who tends to be very selective with whom I travel, I do look back at my trip with the students with a lot of fondness. I realize that there is no perfect trip when you're traveling with more than one person, due to the fact that most people are not peas in a pod. Therefore, I thank my lucky stars that the students considered the experience to be a positive one, and that several have mentioned their desire to travel again. Besides that, I learned that I must show more patience when traveling with students (and adults for that matter), keeping in mind that foreign travel is not for all people and that each will not react the same when it comes to being a good open-minded traveler. Fortunately, all my students came back safe, behaved pretty darn well, and enjoyed their experiences. My colleague and I came back with our sanity and some great stories to tell.

Now, let's get back to my Spanish trip, which I took immediately after returning six high school students to their parents. I went to Barcelona to study Spanish at Don Quijote. This was my second trip to Spain; I went in 1994 on my first trip abroad. This second trip was more than just about nostalgia, as I went to improve on my Spanish skills and to bring back some authentic materials to use in the classroom. Once again I would stay in hostels in order to save money and to make the experience more interesting.

Don Quijote is located three blocks from Las Ramblas, Barcelona's two-mile boulevard/boardwalk, which gave me plenty of time to find interesting materials to bring back. The Ramblas is a culinary dream where you can find Middle Eastern, Mediterranean, Japanese, Chinese, and Spanish cuisine. The school was a good experience. The classes were small and personable, which made it more friendly learning environment. In addition, both my "profesoras" were quite personable and interesting, engaging all the students in conversations and with interesting material. I met several people from other parts of Europe and South America, mainly from Brazil, which proved for lively conversation and strong opinions. Yes, my friends, the world does not look graciously at our present administration in power, and no way was I going to defend their aggressive policies.

I was received quite well from the director of the school, who offered his help to me in finding in materials that I could bring back with me to school. The school's methodology

---

**Continued on page 16**

## **Continued from page 15**

emphasized small learning environments with lots of conversation. Students were expected to do homework and to prepare for the next class, which I did faithfully. All students are expected to speak the target language while in the classroom; I was reprimanded a time or two for speaking Portuguese with my Brazilian classmate—my wife is Brazilian. The school was well organized and seemed concerned about pleasing the students. Therefore, I do recommend the school to my fellow Spanish teachers, or those of you who are interested in studying Spanish.

However, as we all now, most of your language learning happens outside of the classroom, so I spent plenty of time out carousing, looking for people to converse with in bars and other social scenes. I took plenty of pictures to bring back to model a project that I want my native Spanish-speaking students to begin. I snapped photos of foods, restaurants, cafes, the beaches, tourist areas, architecture, Gaudí, etc. My students will be instructed to present all the culinary, architectural, literary, historical, political, musical, geographical, and several famous personalities of a particular Latin American country or Spain, turning our classroom into an art exhibition of their chosen country.

My Barcelona trip was marvelous, as I wouldn't have it any other way. I believe that when you travel anywhere outside of your city that you must make the best of the experience. Furthermore, if you can't enjoy Barcelona, then you should probably not travel at all. Barcelona offers great architecture, beaches, good foods, quiet hideaways and much more. It's a great place to study Spanish, due to the friendly people and the numerous other foreigners studying Spanish. I saw as much of Barcelona as I could, and even though it was my third trip to Barcelona, I never become bored with the architecture of Barcelona and all its other offerings. There is always something new to discover in Barcelona, or any city like it, which keeps you interested in coming back for more.

I am very thankful for being chosen the Memorial Scholarship winner of 2005. I made the best out of my trip, traveling, studying, and meeting interesting people. Most importantly, I came back with some new ideas and some great material to share with my students. Thank you CLTA members and staff for giving the opportunity to study in Barcelona. Just remember three things when you go to Barcelona: watch your pockets and purses while in the bus, take plenty of pictures, and bring your MasterCard, as that Euro is eating up our weak dollar.

# National Board Certification for California Foreign Language Teachers

Eleven California foreign language teachers recently learned of their national certification by the National Board for Professional Teaching Standards:

De Lasse, Gabriela  
Dubois Flax, Celeste  
Escobar, Laura  
Garcia, Erick  
Khanukayev, Darcie  
Leinenweber, Maria  
Lizarraga, Lourdes  
Potter, Tiffany  
Sanchez, Alejandra  
Sasson, Harriet  
Schalit, Benjamin

National Board certification is the highest credential in the teaching profession. A state teaching license or credential allows one to begin a career in teaching, while national certification is recognition of accomplished teaching.

The National Board for Professional Teaching Standards offers two advanced certifications for foreign language teachers. The Early and Middle Childhood/World Languages Other Than English (EMC/WLOE) certificate is appropriate for teachers who teach students ages 3 – 12 and the Early Adolescence through Young Adulthood/World Languages Other Than English (EAYA/WLOE) certificate is appropriate for teachers who teach students ages 11 – 18. Both certificates are appropriate for teachers who teach Spanish, French, German, Japanese, or Latin and whose functional ability in the language they teach is at an advanced level.

Over approximately a six-month period, teachers seeking national certification must create a portfolio as a showcase of their practice. The 4-part portfolio includes written analyses of student work, two classroom videos, and evidence of candidates' involvement outside the classroom with both

their profession and the family and community of their students.

Candidates are also required to sit for six, 30-minute assessments on content. For WLOE certificates you must be able to demonstrate functional knowledge of a single target language in oral proficiency, interpreting aural texts, interpreting written texts, written communication, knowledge of language acquisition, and knowledge of how language works.

It can take up to three years to earn national certification. Approximately 40% of first-time candidates achieve National Board certification. Candidates receive ten scores (four portfolio and six assessment center) and may bank passing scores for two years while they retake entries. In general, candidates who are part of a support group have a higher achievement rate.

The application fee for national certification is \$2,300. The California Department of Education administers the federal Candidate Subsidy Program (CSP), which provides fee assistance to candidates. Additionally, many districts provide fee support for their teachers.

The state offers a \$20,000 incentive award to National Board Certified Teachers (NBCTs) who teach in high priority schools. For details about this award, the CSP, and information about how various school districts support National Board certification, please visit [www.cde.ca.gov/10373](http://www.cde.ca.gov/10373), the Web site for information about national certification in California. The award is subject to funding in the annual budget act.

California currently has 63 foreign language teachers who have earned National Board certification, all in EAYA/WLOE. You will find the names of the 3,088 NBCTs in California on the National Board Web site: [www.nbpts.org](http://www.nbpts.org).

If you would like additional information, please contact Kay Garcia, NBCT, at the State Department of Education. Kay may be reached at [kgarcia@cde.ca.gov](mailto:kgarcia@cde.ca.gov), or by calling (916) 323-5832.

# A 2005 Overview Of National Board Certification

The National Board for Professional Teaching Standards offers advanced certification in twenty-seven certificate areas based on student age range and subject matter taught. In response to specific prompts, teachers must create a portfolio of their teaching practice. The portfolio includes written analyses of student work and classroom videos as well as documentation of the teacher's involvement in a professional community and community outreach. The four-part portfolio is assembled over the course of several months of a school year. Candidates must also attend a one-day Assessment Center where they are asked to respond to six, 30-minute prompts on content knowledge for their certificate area. California currently has 3,088 National Board Certified Teachers (NBCTs). Many of them report that this is the most rewarding professional development experience of their careers.

## How Long Will It Take?

The process is designed to be completed during one school year, but candidates are allowed to "bank" passing scores and resubmit portions of the portfolio and retake assessment center exercises for two additional years. This means that candidates have a total of three years to successfully complete the process.

## How Much Does It Cost?

The assessment fee is \$2,300. (Don't stop reading!) Retakes are \$350 per entry.

## California Incentive Awards

California has a one-time incentive award of \$20,000 available to NBCTs who teach in schools with a statewide API ranking of 5 or below. This incentive is subject to funding in the annual Budget Act. The 2004 Budget Act provides \$7.5 million for this purpose.

## Candidate Subsidy Program (CSP)

Federally funded fee subsidies are available through the California Department of Education. Applications are available from February through October at [www.cde.ca.gov/10373](http://www.cde.ca.gov/10373)

The National Board also offers scholarships. For information about the National Board Scholarship Program call 1-888-908-FEES or visit [www.nbpts.org](http://www.nbpts.org).

In addition, many school districts offer teachers local fee subsidies, local incentives, increased salary, release time, and logistical support.

## More Information

The National Board For Professional Teaching Standards maintains a web site with detailed information about the process as well as online candidate resources. Please visit [www.nbpts.org](http://www.nbpts.org).

You may apply online or request a free application from the National Board that includes a useful guide about the process by calling 1-800-22TEACH.

The California Department of Education maintains a web site with specific information for California teachers seeking national certification. This includes information about a fee subsidy, the incentive award, candidate support, district support and university-based support, including the potential linking of a master's degree with the process of national certification. Please visit [www.cde.ca.gov/10373](http://www.cde.ca.gov/10373)

The California Department of Education has a National Board Certified Teacher on staff as a resource for candidates in California.

Kay Garcia  
(916) 323-5832  
[kgarcia@cde.ca.gov](mailto:kgarcia@cde.ca.gov)

The following information is available at [www.nbpts.org](http://www.nbpts.org):

- The NBPTS *Guide to National Board Certification*
- NBPTS Scholarship Program information and application
- Candidate application
- Portfolio directions
- Standards
- NBCT Directory

## National Board Resource Center – Stanford University

If you would like to receive periodic information via email from the National Board Resource Center (NBRC) at Stanford during your candidacy, please visit <http://nbrc.stanford.edu> and sign up for the NBRC ListServ.

## Tips from the “O.C.”

These are all written in English for everyone to enjoy. Of course, you would want to translate the concept into your TL!

- Tip #1 Yes, we are all as beautiful as the people on the popular TV show...especially the beautiful and handsome FLA-OCers!
- Tip #2 Write a word such as Happy New Year across a paper. Have the students fill in words below the each letter that begin with the same letters. For more advanced students you could use categories. For a “noisier” but fun activity, have the students divide into two or three groups at the boards with 4 or 5 players each. Write the phrase on the board and have the students write words to generate the “most” words on the board.

For a “quieter” version: the student in the first desk has a piece of paper. The teacher gives a category, such as “clothes.” The first student writes an article of clothing and then passes the paper back. The next student writes an article of clothing and passes back the paper, etc. The students don’t talk because they don’t want the other students to hear their responses.

- Tip # 3 From *Grammar Games* by Mario Rinvolucri. Copyright requirement is waived by Cambridge University Press)  
Extract 14 or so sentences from an essay with representative mistakes in them. Prepare and copy a sheet on which all the sentences are corrected and half are left as they were written. Mix the right and wrong sentences together. Do not correct the homework. In class:
  1. Tell the class that you are going to give them a dictation in which half the sentences are mistaken and half are right. The sentences are from their essay. Their task is to take down the correct sentences as they hear them and to correct the sentences they know to be wrong immediately.
  2. Give the dictation at a slow, steady, deliberate pace. Read the wrong sentences exactly the same as you read the correct ones.
  3. Allow the class time to work over the dictations in pairs. Circulate and listen but do not help at this stage.
  4. Give each pair the correct version you have prepared.
  5. Give back the essay and ask the students to mark each other’s. They may miss mistakes. This does not matter, since the main thing is to get students to really work on some of the mistakes.
- Tip #4 Quick Writes—an all time classic—the student writes for a designated amount of time, usually five minutes. The errors are not the focus, but rather the content. When the idea seems to run out, NEVER pick the pencil up from the paper; keep going!
- Tip # 5 What does everyone on *the O.C.* do? Spread rumors!  
In classroom rows the first student thinks of something to say. They whisper it to the person behind them and so forth. Last person says what they heard out loud. Then start the same process with the second student, send the “rumor” back and the first student says what s/he heard.

- Tip #6 Boiler Burst from *Take Me Along* by Vidon, McDuffie, and Stopper. Permission is granted to reproduce the materials in the book for noncommercial classroom use.  
Materials: Small slips of paper—one per student, pencil

Procedures:

1. Write a story fill-in (a “Madlib”) on each slip of paper.
2. (See example that follows)
3. Give each student a slip of paper that has a story fill-in written on it. (See sample that follows)
4. Tell the students to listen to the story. Explain that when you pause for a blank, each student in turn will say a story fill-in.
5. (Any word that they want to appropriately fill-in the blank)
6. Tell the class the key name (italicized in the example that follows) for the story that you will read. Explain that every time they hear the key name they are to change seats (*or not! J*)
7. Read the story. Pause for each blank so a student can say a story fill-in to fill the blank. The student pencil in the story fill-ins as they are given.
8. After the story blanks have been filled in, reread the story to the class without the seat-change action.

Sample:

Baseball Boiler

Key name: *Anaheim Angels* (from the OC, of course!)

It’s springtime! It’s the season for picnics, \_\_\_\_ and the *Anaheim Angels*! Last week in a huge stadium, several games of baseball were played. In one game the *Anaheim Angels* were playing the \_\_\_\_\_. The crowd was full of \_\_\_\_ and \_\_\_\_\_. They were as excited as nervous \_\_\_\_\_. The pitcher for the \_\_\_\_ threw the ball. He hit the \_\_\_\_ and then ran to the \_\_\_\_ in the stands. The crowd cheered and cheered at this unusual behavior. The mascot for the \_\_\_\_ was jumping wildly. He was even \_\_\_\_\_ing in the dugout of the \_\_\_\_\_. All the players in the outfield looked like \_\_\_\_ and played \_\_\_\_\_. Through all the commotion, the *Anaheim Angels* were awesome! (Etc.).

- Tip #7 Amazing Numbers (Cross-curricular too!)  
Have the students follow your oral directions and complete the computation on paper.

Read these directions: Counting the months by numbers, write the number of your birth month on your paper. Multiply that number by two. Add five to the product. Multiply that number by fifty. Now add your age. Subtract three hundred sixty-five. Add one hundred fifteen.

If the computations are correct, the final number will show the number of the month the student was born and the student’s age. Note this example of a sixteen-year old born in December.

December=12

$12 \times 2=24$

$24 + 5=29$

$29 \times 50=1450$

$1450 + 16=1466$

$1466 - 365=1101$

$1101 + 115=1216$

1216 show the number of the month of December (12) and the student’s age (16)!

Ahhh! Amazing!

- **Tip #8 Memory Game**  
Show the class representative objects from the vocabulary in the unit, one at a time. Let half of the class gather around the desk that the objects are on to memorized what they are. Students turn their backs on the objects. The teacher removes one object. The students open their eyes and write as many of the objects as they can remember on their papers.
- **Tip #9 Heads Up, Seven Up (Level one classes)**  
It's not as easy as it was in elementary school. The players are chosen to go up to the front of the room. Then the other students put their heads down, thumbs up. The seven in front of the room tap a sitting student *lightly* on their thumb. Then it's "heads up, seven up." The tapped students stand up and are asked who they think tapped them. The "advanced" game is to not just say the student's name, but rather describe what the person is wearing—from head to toe—with colors! So...I don't say, "I think it is Hal Wingard." I say, "I think it is the handsome man with the white shirt, brown coat, brown tie, and beige pants."
- **Tip # 10 Multi Cultural Scavenger Hunt**  
For Foreign Language Week...or any time! Nadine Elwood  
We have given this list to teachers schoolwide to play with their 3<sup>rd</sup> period class for example. If it is more appropriate, list all objects in the TL and make them culturally specific.

Try to collect as many of the articles as possible with your 3rd period class. The class that has the most authentic representations of the 40 articles wins! For example if we asked for a sombrero, one could make a sombrero out of paper, but a real sombrero would earn more points!

1. All items must be marked (student's name-your classroom number) and in one bag-in an orderly fashion.
  2. All items will be returned to your classroom.
  3. Items must be turned in by XXXXXXXX-to YYYYYY
  4. There are no restrictions as to where these items may be found...no teacher help!  
Or: The students must find these items on campus only. Good Luck!
1. A business card from a Hispanic restaurant
  2. Asian fan
  3. Peso coin
  4. Wooden shoes from Holland
  5. Chopsticks
  6. A carton from Chinese take-home food
  7. A piece of baklava
  8. A red French beret
  9. A flag from Madagascar
  10. A sugar cane
  11. A Salvador Dali picture
  12. A post card, post-marked from Europe
  13. A stamp from England
  14. A French franc
  15. A Canadian penny
  16. A bi-lingual pamphlet
  17. An advertisement from a foreign magazine
  18. Worry beads from Greece

19. A letter from a foreign pen-pal
20. A bratwurst
21. gummibarchen
22. Lederhosen
23. Tulip
24. What are the first two lines of the German National Anthem? (in German)
25. A foreign doll
26. A Swiss watch
27. A yarmulke
28. Maracas
29. An Olympic pin
30. Who composed the music (not the words) to the German National Anthem?
31. A piece of literature written in an Asian symbol language
32. Swiss cheese
33. A record from a foreign country
34. A picture (not a postcard) of a person by the Eiffel Tower
35. A ticket of admission to a foreign tourist attraction
36. An airplane ticket to a country outside of the USA
37. A t-shirt from a tourist attraction in a foreign country
38. A foreign cookbook published in a language other than English
39. A German-made toy
40. A foreign language children's book

- Tip #11 CD Mirrors (In the Target Language...of course!)  
Nadine Elwood-Esperanza High School

Multiple-Levels depending upon requirements  
(Adapted from Mrs. Riles at Bernardo Yorba Middle School)

*Design a CD cover that represents you by completing the following directions.  
(Just trace the size of a CD case on a paper from a real CD case.*

Outside front:

1. Use your real name as the artist
2. Select a title (something that would fit this CD about you; i.e., "The best of ..." or something using your nickname) and artistically design the cover. Be sure to use color and include your name and period in the lower right corner.

Inside left:

1. Choose a producer-your most influential family member. Add some notes about why you chose this person
2. Choose an agent: your most influential non-family member. Add notes for this person

Inside right:

*Select 6 song titles-actual or invented:*

1. One for your hobbies/interests
2. One that tells how you see yourself
3. One for the type of friend you are
4. One that tells where you feel most comfortable
5. One that tells what you would like to accomplish

6. One that tells what makes you feel good

Back:

1. Write one quote/proverb that guides you in your life.

All work must be word processed/glued or written in INK. Avoid the use of slang or anything that is not “G” rated. Covers should be neat and in color.

Points possible:

Date due:

- Tip #12 Country Reports  
Nadine Elwood-Esperanza High School  
Dino718@aol.com  
Adapted from Orange Glen HS

The greatest aspect of this project is that it is a group project WITHOUT the group having to fight about times and meeting places. The next best thing is that the person who does not do their work does not jeopardize the grade of the other students!

Groups of 4

Areas to be covered:      Must Include

Art                              Fact Sheet

Economy

Geography

History

Food

Poem

Materials:

- Foam Board for presentation—can be scored along back to fold or regular project board. I suggest you request half of the board in height or the small boards, or the project gets too large
- Lettering
- Colored backing for pictures and maps

Procedure:

1. Number students off to pick groups-groups pick a “leader” or “organizer”
2. Each group picks a country they want to study-no duplicates
3. Assign each student either Art, Economy, Geography or History
4. Assign EACH student to do a “fact sheet”\*\*
5. Each student also needs to bring 2 pictures each of their country. These can be scanned and enlarged\*\*
6. Each student needs to bring 1 map\*\*
7. Each student needs to bring 2 graphs\*\*
- 8.

\*\*Steps 4,5,6,7—the students pick the best fact sheet, pictures, map and graphs to be used on their board.

*These are due 5 days later...of course have the students use the Internet. The students do not need to work together, since each has an assigned area.*

9. Bring board and decorations to class. Assemble in class.
10. Add a poem from the country.
11. On the day of the presentation the group brings in a prepared SIMPLE food of that country—minor heating, simple bananas and ice cream, drinks in Dixie cups, napkins, etc.

Now the fun part.

Make passports for the students (I just copied mine—even the French! And I don't speak French!).

Each country brings his or her own stamp for the customs inspector.

Have 4 presentations a day. Divide the remaining students into 4 groups. The students rotate to each country with their passports. The “guides” talk about their country. (The “guides” get to practice 4 or 5 times that day!!)

For extra credit—music, dolls, coins, other memorabilia

Lower levels can do this in English. Upper levels in the TL.

As an extension students can keep track of current events in their country throughout the year by going on to the Internet.

- Tip #13 Family Feud  
Divide class in half. Students orally “list” response one at a time. Some type of bell for them to “tag” is ideal. In the “regular” game there are points for the “best possible answer”—in this game the continuation of as much vocabulary as possible is best.

Topics

Name an occupation that serves the public.

When you were a little kid. What was a lot of money?

Name a comfortable article of clothing

What's the first song you remember learning?

What do dogs learn to fetch?

Name something you paint.

Name a food you want at least once a week

Something you ask a waitress for

Name a famous painter

Name a popular color for a car.

Name what people love about the countryside.

Name something a police officer does every day.

Name an electrical appliance.

Name something you use only in the winter.

Name household chores.

What are children “Not Old Enough To Do.”?

Name a toy.

Name something connected with Halloween.

- Tip #14 Students at \_\_\_\_\_ speak these languages in their homes as well as English. Find the students and transcribe as many of the English Words as possible into the other languages listed above.

Bring this completed paper to the lunchtime activities for a treat!

	<i>Friend</i>	<i>Luck</i>	<i>Hope</i>	<i>Love</i>	<i>Under- standing</i>	<i>Source (person)</i>
<i>American Indian</i>						
<i>Arabic</i>						
<i>Chinese</i>						
<i>Czech</i>						
<i>Dutch</i>						
<i>Filipino</i>						
<i>Finnish</i>						
<i>French</i>						
<i>German</i>						
<i>Hungarian</i>						
<i>Italian</i>						
<i>Japanese</i>						
<i>Korean</i>						
<i>Persian</i>						
<i>Polish</i>						
<i>Portuguese</i>						
<i>Romanian</i>						
<i>Russian</i>						
<i>Spanish</i>						
<i>Taiwanese</i>						
<i>Vietnamese</i>						

- Tip #15 Surviving Any of the Holiday Activities

Is your energy zapped by the time it comes to the winter holidays or the spring carnival? Just when our students want to do “something fun?” I’ve come up with a plan that the students are completely responsible for...26 years late...*más vale tarde que nunca*.

I divide the class into the number of days that I want before the holiday. Each section is responsible for one complete day, all of the activities, all of the crafts or food for the day. Of course, a *comida* is the most desired; so all the students participate on that day. (Note-since food gets to be a little overwhelming each period, every day, have the food on a different day of the week for each period, not as much mess and you get lunch every day!) The different days have consisted of: singing, students put the words together in booklets, dancing, *piñatas*, *buñelos*—made in class. This is easy to do. All you need is an electric fry pan, oil, timbales, the dough mixture recommended with the timbales, and powdered sugar. Other activities are quiet day activities-crossword puzzles and word-search puzzles with holiday words. An excellent source of activities and stories of the holidays can be found in the *Teachers Discovery Catalogue*. We also cut out ornaments from felt and decorate them. Use the patterns from children’s coloring books. A beautiful project is an “advent calendar/wish tree.” Students cut out a large tree, usually out of foil and backed with construction paper. Under 24 “windows” a wish or something that the student is thankful for is written...in the TL of course!

- Tip#16 Take Care of Yourself!! Do fun things!

Open class by asking students “How have you changed since our last meeting?”

Occasionally sit in a circle and have each student share “new or good” news.

Let your students discuss class lecture/reading material in dyads.

Have students compliment one another after their “dyad” discussion

Let the students teach a class/lead a discussion

Show a movie in class

Bring your spouse or family to class

Host a class potluck

Take regular breaks during the school day.

Visit people you like during your breaks

Avoid people you don’t like

Go see an afternoon movie

Take yourself to a bookstore and an early dessert

Take a member of your department to lunch

Have your spouse meet you for lunch

Buy a piece of jewelry you’ve been wanting

Go to the campus library and look at magazines

Swim in the campus pool

Visit a museum after school

Dress formally (or casually) for a change

Bring in a couple dozen donuts for one of your classes for no reason

Sing

## **Continued from page 4**

matter than those who learned later, the team said.

Scientists already know the brain has the ability to change its structure as a result of stimulation—an effect known as plasticity—but this research demonstrates how learning languages develops it.

The team took scans of 25 Britons who did not speak a second language, 25 people who had learned another European language before the age of five and 33 bilinguals who had learned a second language between 10 and 15 years old. The scans revealed the density of the grey matter in the left inferior parietal cortex of the brain was greater in bilinguals than in those without a second language. The effect was particularly noticeable in the “early” bilinguals, the findings published in the journal *Nature* revealed.

The findings were also replicated in a study of 22 native Italian speakers who had learned English as a second language between the ages of two and 34. Lead researcher Andrea Mechelli, of the Institute of Neurology at UCL, said the


findings explained why younger people found it easier to learn second languages.

### **Impact**

“It means that older learners won’t be as fluent as people who learned earlier in life. They won’t be as good as early bilinguals who learned, for example, before the age of five or before the age of 10,” said Andrea Mechelli, of University College London

But CILT, the national centre for languages, cast doubt on whether learning languages was easier at a younger age. A spokeswoman said: “There are conflicting views about the comparative impact of language learning in different age groups, based both on findings and anecdotal evidence.” However, she said it was important to get young people learning languages in the UK.

Only one in 10 UK workers can speak a foreign language, a recent survey revealed. But by 2010 all primary schools will have to provide language lessons for children.



**It's time to request funding  
for the 2005 CLTA Conference!  
Prices are listed at [www.clta.net](http://www.clta.net).**