

## Foreign Languages Are Core Subjects!

The No Child Left Behind Act of 2001 (Reauthorization of the Elementary & Secondary Education Act of 1994) states, in Title IX General Provisions, Part A, Definitions, Number 11:

**CORE ACADEMIC SUBJECTS**—The term core academic subjects means English, reading or language arts, mathematics, science, *foreign languages*, civics and government, economics, arts, history, and geography. See the U.S. Department of Education's web site, <http://www.ed.gov/policy/elsec/leg/esea02/index.html> for the complete text of NCLB.



## Year of Languages takes hold in California

by Nicole Naditz, Chair, CLTA Year of Languages Working Committee

It can't be denied—the Year of Languages is here *and* people are hearing about it! The national honorary committee includes renowned author Maya Angelou. Our state blue ribbon committee includes former U.S. Teacher of the Year Chauncey Veatch, as well as many notable figures in state and county education. Governors across the country have proclaimed 2005 the Year of Languages in their states, and in February, the United States Senate passed Senate Resolution 28 recognizing 2005 as the U.S. Year of Languages. The United States House of Representatives followed suit in March.

In California, we've been very, very busy getting the word out to anyone and everyone. In an effort to reach the broader student population, CLTA hosted a YOL poster contest open to all K-6 students and an essay contest open to all 7-12 students. Both contests asked students to communicate the importance of learning languages. The students came through with flying colors—literally in the case of the posters! Matthew Toner, from Discovery School of the Arts in Victorville, won the poster contest with his beautiful interpretation of the Year of Languages and the importance of languages in society. In second place, Lanet Lasic from Amelia Earhart Elementary School in Indio submitted a stunning, colorful poster. Our third place winner, Vania Barajas, is also from the Discovery School of the Arts in Victorville. Congratulations to these exceptional youngsters and their teachers for nominating them.

In the essay contest, Lydia Tomkiw, a junior at Bella Vista High School in Fair Oaks took first place for her essay submitted by English teacher Amber Simas. Amber is a first-year teacher who is now looking forward to traveling to London in January, 2006, thanks to a generous donation by ACIS. Our second place essay contest winner is Zack Daniel Garza of Placer High School in Auburn and in third place, we were pleased to recognize Rosary Abot of Loretto High School in Sacramento.

On another front, CLTA members and their students have been hitting the streets to get the word out about YOL. The first Language Ambush on the west coast took place in Sacramento on March 22. In the course of just over one hour, more than 930 Sacramentans were asked questions in nine different languages. This may be the largest Language Ambush thus far in the country! Teachers, students, and CFLP Executive Director Duarte Silva conducted the ambush, armed with clip boards, tally sheets and YOL balloons. The ambush achieved its goal of getting the word out about YOL: three TV stations, a radio station and the major local newspaper all covered the event. San Diego is preparing a language ambush of their own, modeled after those that have been held across the country, including Sacramento.

Also in honor of YOL, a model reading program kicked off in Sacramento in May. This program, Read Around the World is the first of its kind in the country because it is a partnership between language teachers, students and the public library. As a result of this partnership, high school and college students take their language skills out of the classroom and into the



## CLTA News

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**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 2005-2006 schedule is: October 8, 2005; December 10, 2005; February 25, 2006.

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My Dear Colleagues and Friends,

Thank you for all the hard work you have done this year for our language students in California! Whether you are a public, private or independent teacher, administrator, or working in another support capacity, consider doing something nice for yourself in honor of the accomplishments of your profession, your students and yourself. We have in our own way contributed to the success of Year of Languages in California and in our nation. Of course we are not finished yet: June will focus on adult learning (world travel for language practice, anyone?), and July on Language Communities. California will specifically spotlight the August theme, which highlights the role parents play in providing language opportunities for their children. You can go to the ACTFL website to find more information about Year of Languages.

What a wonderful Conference we had in Ontario! Hats off to Lewie Johnson and his IEFLA crew who outdid themselves in hosting this professional family reunion! For those of you who were there, you *know* what I'm talking about! For those who were not able to attend this year, I hope you are making plans to be a part of the festivities next March in Fresno. As you know, next year's Conference date has been moved up just a bit to allow more of you in public schools to avoid that pesky testing window that we must consider. Also, March allows California public school teachers to ask for federal funds in October before they are gone, and then access them when they become available, in December! It's a good thing we WLOE teachers are also Math whizzes and good at planning! Remember to ask for No Child Left Behind Funds as appropriate, especially since many of the workshops and interest sessions are specifically designed to address those issues.



Have you received a brochure yet for CLTA/CFLP Summer Seminar in Santa Barbara? For more information, the CLTA and CFLP websites have a list of strands, and the registration form. Even though our Summer Seminar *feels* like Summer CAMP for WLOEs, it is truly a life-changing event for your professional growth and development. I always come away wondering how in the world I was able to function without that year's information and experience.

As most of us leave our students for all or part of the summer, we may want to borrow for reflection January's double face, one face looking back and one looking forward. As we look back, did we continually seek that balance necessary to do everything we could have done for our students, while still leaving time and energy for our own RE – CREATION? And as most of us answer, *no*, I did not leave enough time and energy for myself, what will we do as we look forward to look for that perfect balance? I share with you my personal plan for next year. 1) spend quality time reflecting on my role models to see how I can learn from them, 2) plan, plan, plan (well, *there's* a "Never-Ending Story!"), and most of all, 3) embrace every moment by remembering that all experiences have at least two sides. Finally, next year as this year, I hope to drink in the fellowship that has sustained me, the fellowship I have enjoyed from you all, my friends and colleagues.

Thank you. Now go RE-CREATE!

*Larya*

## A Different Perspective on Language

By Lorraine D'Ambruoso

I always look forward to the speakers who share their wit and wisdom with us at CLTA's annual conferences. It is one of the aspects of planning the conference that results in the most stress. The worries are the same from one year to the next. Will we be able to find good speakers? How will our conference attendees react to these speakers? This year, in Ontario, those who remained for the Sunday Brunch were most fortunate. Thanks to Eric Liu, they were able to look at language from a very different perspective than that of the foreign language teacher.

Eric, a former speechwriter for Bill Clinton, is the author of two books. The first, *The Accidental Asian*, is the account of his learning Chinese so as to be able to better understand his grandfather. In it, he speaks of heritage language speakers and of the various aspects of culture, not just Chinese culture, but the many cultures that make the USA such a rich tapestry against which to live our lives. His second work, *Guiding Lights: the People Who Lead us to Our Purpose in Life*, is about teachers and mentors and how they can change lives. In Ontario, challenging us to think about who has transformed us and how we pass this on, Eric took the themes of his two books and blended them into an inspiring message which was able to send us all back to our everyday lives on Monday with a richer understanding of the importance of what we do in our professional and personal lives.

As language educators, we tend to view language from our own personal perspective, as a means of communication. But Eric views language differently. While we see the different languages as Arabic, Chinese, French, German, Spanish, etcetera, and while we view them as means of communicating through listening, speaking, reading, and writing, Eric sees three types of language: the languages of purpose, surprise and possibility.

The language of purpose has little to do with curriculum; it is not really about "how to do, but about how to be." This is the language that shows us the deeper lessons of how to be and why, and in these lessons, both the master / mentor and the apprentice / mentee are transformed and re woven into the web of human life.

As teachers, although it is difficult, we need to be open to moments where we are not in charge. Sometimes we need to follow rather than to lead; we need to be spontaneous. This is the language of surprise, and, as Eric told us, we never know where it might lead us and what we might learn about life, simply by relinquishing control.

The third aspect of language, according to Eric, is the language of possibility. As teachers, we continually plant seeds, seeds of possibility. We never know when those seeds will sprout; it might be years later, and we may never know



Eric Liu, Brunch Speaker, CLTA 2005

the effect of those seeds that we planted. A wonderful example that Eric cited is Judy Baca, who was involved in the creation of the mural

*The Great Wall of Los Angeles*. While involved in this project, she planted a seed in a young man named Jorge. This seed did not sprout immediately. It lay dormant, only to be reawakened years later, after he had become a father. But the message here is that every one of us has an influence on all of those around us, in the here and now, and there is always the possibility that those seeds will become productive.

According to Fr Greg Boyle, one of the mentors profiled by Eric in his book, we are all subject to burnout. When that happens, then we must turn on a flashlight and wait for the child to take his own step. To quote Eric, in this era of almost non-stop testing, we educators are doomed to suffer continual "pseudo-scientific attempts to quantify the unquantifiable." But what we must remember is that it is so much more than content that we are teaching to our students, that we are also their role models and mentors, and that we must remain open to possibility, surprise and purpose. This is how we can change lives.

## CLTA Awards Its Members

*By Judith Snyder, Past President*

What part of the CLTA Conference is the most awaited? It surely must be the presentation of awards!

In Ontario, the air was filled with anticipation the night of the Friday Banquet. Which of our colleagues would be receiving government grants to study abroad? As Lorraine D'Ambruoso began to name the recipients, we were reminded that we teachers are always students and that some of our fellow students were being given the opportunity to study in France, Italy, Quebec, Spain, and Mexico. Unfortunately, there were no applicants for the German and Japanese grants.

Kristina Jakubcanin and Joan Fox will be traveling to France. Frauke Ramin and Kristine Snodgrass are going to Quebec. Jerrica Brown is headed for Spain and Lora Stonebraker will spend three weeks in Cuernavaca, Mexico. Adriana Benvenuto and Paulo Delazari are receiving study grants to Italy. CLTA thanks the governments for their support of world language teachers in Callifornia.

The Saturday Luncheon featured the winners of the Outstanding Teacher Awards. Judith Snyder, awards chair, gave each of the winners a new name in order to prolong unveiling the actual identity of the winner. It was a happy occasion for the five teachers who were honored by their colleagues. Many were surprised by the presence of family and friends.

There were many excellent Outstanding Teacher nominees this year. It was a difficult task to make the selection. The CLTA Outstanding Teachers of 2005 are as follows: Connie Chrysler-Anderson, Susan Geery, Christine Lanphere, Carla Peck, and Ursula Rovell. The Glencoe/McGraw Hill Outstanding Teacher Leader Award was presented to Ursula Weaver by representatives of the publishing company. Congratulations to these lovely ladies!

The President's Award was presented to Hal and Eileen Wingard for many years of dedicated service and generosity to CLTA. Their support of the Student Strand at this year's CLTA/CFLP Summer Seminar was recognized.



*Lora Stonebraker and Julio Ramos of the Mexican Consulate*



*Marc Boucher of the Quebec Government and Frauke Ramin*



*Anabel Sanchez Salmeron of the Spanish Consulate and Jerrica Brown*



*Sylvie Christophe of the French Consulate*

# CLTA Advocacy Goes to Washington

*By Bethany Thompson*

As the CLTA Advocacy Chair, I attended my first Joint National Committee for Languages (JNCL) Legislative Day/ Delegate Assembly in Washington, D.C. in May. The proceedings were both exhilarating and overwhelming. Members of JNCL meet once a year in Washington to storm Capitol Hill and fight for language education.

This year the conference unofficially opened on Wednesday evening with a reception on Capitol Hill, but the real work began the following morning when we were debriefed on the major developments in language policy. Senator Daniel Akaka (D-HI) announced the introduction of the S. 1089—The National Language Coordination Act of 2005. The Act would create the position of a National Language Director and a National Foreign Language Coordination Council to develop and oversee the implementation of a foreign language strategy for the federal government. The proposed Council, chaired by the National Language Director, would identify crucial priorities, increase public awareness of the need for foreign language skills, advocate maximum use of resources, coordinate cross-sector efforts, and monitor the foreign language activities of the federal government. We were also briefed on what we should emphasize in meetings with our local representatives. This year the focus was continual funding for the FLAP grant and the Higher Education Act.

The afternoon was filled with visits to legislators' offices. Our legislative visits were scheduled right in the middle of

the filibuster controversy and many of the legislators were called out of offices "to the floor" to participate. Lorraine D'Ambruso and I met with representative Jerry Lewis, who came back "from the floor" specifically to meet us. In all of the office visits we stressed the critical need for language education and funding for language education at all levels. In addition, we left Year of Languages pencils and buttons in all of the offices.

Friday and Saturday mornings were filled with meetings and other debriefings on the different subjects. There was a short session on the Year of Languages (needless to say California has that under control!). Gail Mc Ginn, Deputy Under Secretary Department of Defense, Policy and Planning, spoke about what the DoD is doing to recruit and maintain adequate levels of translators and interpreters in critical need languages. Michael Hill, Deputy Executive Director, National Association of State Board Educators, presented the report "The Complete Curriculum: Ensuring A Place For The Arts And Foreign Language In America's Schools."

Meeting people from other states and hearing how they had dealt with and managed to promote language education in their states was another important facet of our experience. In the end, I left with fresh ideas to bring back to California to continue to promote language education here.

For more information about JNCL, visit [www.languagepolicy.org](http://www.languagepolicy.org)

## Tafoya challenges CLTA to reflect

*By Judith Snyder, Past President*



As the world noted the 35<sup>th</sup> anniversary of Earth Day in April, I was reminded of the words of Dr. Terry Tafoya, the plenary speaker at the conference in Ontario. This Native American of the Taos Pueblo and Warm Springs Nation reminded us that, "if every morning you have to go to the river, you will never pollute the river." We CLTA members who were present at the session were indeed challenged to reflect not only on our relationship with our planet, but with our fellowman.

He spoke about story telling as a type of medicine. Dr. Tafoya said that it takes as long to get ready to tell a story, as to tell the story. That reminds me of giving instructions in a language class. Often we spend more time preparing the students to do an activity, than on doing the activity.

How fortunate we were to have Terry Tafoya, who is recognized worldwide, as our Saturday morning speaker. He made us face up to some our own prejudices. He suggested that we "don't see things as they are, but as we are."

I was particularly touched when he said, "what you fear the most, will give you the most insight."

# A CLTA Update from the Executive Director

By Lorraine D'Ambruoso

This has been a very busy year for us. Before I attempt to summarize, I would like to take this opportunity to thank the members of the Board, who have helped us work our way through the many problems afflicting us. I think we have found solutions to our most pressing issues, and this was the work of a group of dedicated professionals. Special thanks go to President Tanya Zaccone, Awards Chair Judith Snyder, Newsletter Editor Karen McDowell, Secretary Sue Korsinen, Management Committee Chair Carol Moir, Advocacy Chair Bethany Thompson and Conference Coordinator Paula Hirsch. These magnificent women teach full time, and devote what little time remains to CLTA. Also, deep appreciation goes to CLTA Treasurer, Conference Registrar, Conference Treasurer and Summer Seminar Treasurer Sue McKee (She does wear a few hats, and all of them well!), Membership Chair Marge Sotomayor, Exhibits Chair Carol Sparks and President-Elect and Web Master Lewie Johnson. They may be retirees, but they are as busy as ever; CLTA seems to be their retirement, and for that, we are most grateful.

## The Financial Picture

We began last year with a budget that was most worrisome (like that of most school districts these days). Thanks to putting the newsletter on line and to some severe belt-tightening in every area of the budget, we are once again fiscally sound. That does not mean that we are wealthy—CLTA has never been and will never be in a position where finances will not be an issue. As you look at our financial statement, please remember that we are the fiscal agent for the Summer Seminar, the Sidney Gorman Scholarship Fund, the Jean Schroeder Scholarship Fund, and the Transatlantic Soccer Bridge. That means that none of these funds can be used for general operating expenses. Although it may seem that we have lots of funds, most of them are limited to a specific use and are not at our disposal.

## CLTA News On Line

Many of our members have been dismayed by the *CLTA News* now being on line instead of sent in hard copy to their homes. This move has resulted in financial stability for the association. I know it would be easier to take the newsletter in hand and read it. But times are changing, and costs do nothing but rise. Be assured that CLTA is not the only association to take this step. *The Journal of the Northeast Conference* has just announced that it is also going to publish its newsletter on line beginning in September. The reason? The costs—of paper, of printing and of postage. So please, take the time to read the *CLTA News* on line. Lewie has done a wonderful job

in offering us two different formats, and in making it easy to download Adobe Acrobat for those who need it, so there should be no reason to avoid reading our news simply because the newsletter is on line.

## Looking to the Future

One of the long term projects that began this year, the result of the apparent “graying of the association,” is the Futures Committee, chaired by Carol Moir. This group of individuals is looking at ways to develop new leadership for both the association and the affiliates. It is also looking at how we function as an organization, with an eye to making us more cost effective and to making CLTA a better resource to our members.

## Advocacy: Sacramento and Washington, DC

Our Advocacy Committee is now in the midst of the new two-year legislative session, guided by Katherine Lynch, our Legislative Advocate in Sacramento. We are currently supporting several bills proceeding through the legislative process. We are also monitoring others, to see if they might impact foreign language instruction. CLTA will also send two members to the Joint Commission in Languages (JNCL) Lobbying Workshop in Washington, DC. There, we will bring our agenda to legislators when we meet with them to discuss educational funding.

## California Celebrates 2005: the Year of Languages

We are several months into our celebration of 2005: the Year of Languages in the US. Under the guidance of Nicole Naditz, YOL Committee Chair, we have many activities of which CLTA members can be proud. Nicole's team held a Language Ambush on the streets near the Capitol last month. It received much coverage in print, on TV and even a 15 minute live interview on Public Radio where Nicole and Duarte Silva (Executive Director of CFLP) spoke about YOL. Read Around the World is another program that Nicole created, a program in which students (secondary and university) go to libraries and read stories of other cultures and in other languages to children who often do not speak English. This summer will see exhibits of work by foreign language students at the state and at county fairs. Finally, CLTA's affiliate representatives are hosting a variety of activities in their regions throughout the state to celebrate the importance of knowing other languages and cultures. CLTA has only one regret for YOL, and that is that even with the intercession of Kathy Lynch in Sacramento, we have been unable to obtain a Proclamation for YOL.

### The 22<sup>nd</sup> Annual Summer Seminar

The 22<sup>nd</sup> Annual Summer Seminar for Foreign Language Teachers will once again take place at UC Santa Barbara. This annual activity is co-sponsored by CLTA and CFLP, with the enthusiasm and energy of our great colleague Duarte Silva. Yes, the cost has gone up. But this year's registration fee reflects the actual cost that we pay to UC Conference Services. With our financial situation, neither CLTA nor CFLP has the resources to subsidize the registration fee. We will make no profit but we will be happy to break even for offering this unique opportunity for professional growth. Check the brochure in your registration packet to see if there is something there for you.

As you can see, this has been a very busy year for us, especially for IEFLA, the host of this conference. Please take the time to thank Lewie and his team for all of their great work in making this year's conference such a success. CLTA needs many worker bees to make it successful. We have them, but many of them are reaching retirement age. As we look forward to next year, would you consider joining the team?



*IEFLA in action!*

## Dues Increase

*By Marge Sotomayer, Membership Chair*

At the CLTA Board meeting on March 5<sup>th</sup>, the board members voted to increase CLTA dues beginning with the 2006 membership year. This action was taken reluctantly, as the board members strive very hard to keep down costs for all members. Dues have been at their current level for four years. However, increasing costs of everything from gasoline to postage during that time period made this move necessary.

Dues will increase \$10 in each category as of January 1, 2006. Members who also belong to one of our regional affiliates will pay \$45; non-affiliated members will pay \$50; and students and retirees will pay \$40.

Notice that the dues increase takes place on January 1, 2006. That means that those of you who renew for 2006 prior to January 1, 2006, can pay on the old rates! When you get your renewal notice next fall, don't just file it away to be paid later; save yourself \$10 and renew right away before the increase takes effect. In fact, members will be encouraged to pay for both 2006 and 2007 at that time, thus saving double, or \$20 total.

## CLTA Conference 2005 Scrapbook



*Marvelous entertainment was organized for conference attendees*



*Lorraine D'Ambruso and Betsy Palubski*



*Dr. Terry Tafoya with Tanya Zaccone*

# Affiliate News

## Christine Lanphere Named Region 3 CLHS Educator of the Year for 2005

By Tanya Zaccane, CLTA President

From among ten highly qualified and dedicated finalists, CLTA and FLAGS member Christine Lanphere has been chosen to represent Region 3 in the state competition for California League of High Schools Educator of the Year. Christine was declared the winner at the Educator of the Year Awards Dinner April 22, a premiere Sacramento area event, which drew 300 professionals, family and well wishers of the Region 3 nominees.

Still walking on air from having been named a CLTA Outstanding Teacher at the Ontario Conference held the previous weekend, Christine said she was “at least four feet above the ground.” Christine is a French teacher at Natomas High School in Sacramento, where she teaches all levels. She is Department Chair, a

BTSA mentor, Mock Trial Coach and a WASC Chair. Her education has taken her to Whitman College, including a year at the Institute of European Studies in Paris, Monterey Institute of International Studies, California State University San Jose, and most recently to Quebec City under a Quebec Government Grant to study at the Université Laval. She is currently a lead teacher in the Capital Foreign Language Project and was recently a member of the Subject Matter Advisory Panel for the California Commission on Teacher Credentialing, advising for French and then acting in a consultant capacity for the creation of the credential in American Sign Language.

Christine was nominated by Tanya Zaccane, who sits on the CLHS Board as CLTA President. In that capacity, Nicole Naditz was nominated for EOY Region 3 in 2004, and was named one of the Top Ten Finalists for that year. WLOE teachers from Region 3 are making a splash in CLHS! For more information about CLHS and how you can nominate someone from your region, contact Tanya at [tzaccane@surewest.net](mailto:tzaccane@surewest.net).

Congratulations, Christine!

FLA-OC extends congratulations and a huge round of applause to our newest CLTA Outstanding Teachers, Ursula Rovell and Susan Wilkins Geery. Ursula teaches German 1-4 AP/IB at Walnut High School where she is the advisor for the Klub-Deutsch and the National Honor Society. The National Honor Society meets monthly and is responsible for campus beautification. She is also the treasurer of FLA-OC. Susan teaches Spanish 3, 4 Honors and 5AP at Tustin High School where she is the AFS Club advisor and Department Chair of World Languages. She is also a member of COACH and Past President of FLA-OC. We are very excited for both of you and proud to have you represent us.

We would also like to congratulate Karen Donner, French teacher at Western High School, who was selected Outstanding Veteran Teacher, 2005 for FLA-OC. Eva L. Goodwin-Noriega, Dianne McGinnis and Penelope Walsh Sloane nominated Karen. Congratulations to José Martínez, Spanish teacher at Los Alamitos High School, who was selected Outstanding Novice Teacher, 2005. His Department Chair, Shari Kaulig, nominated José. Muchas gracias to Dr. Omar Ezzeldine, Tustin High School Assistant Principal, who was selected Outstanding Administrator, 2005 because he is so supportive of language study and regularly speaks Spanish to teachers and students in the hallways, on the phone and in the classrooms. Spanish teacher Maribel Herrera nominated him. These three outstanding educators were honored at the annual FLA-OC Share Fair at the Knott's Berry Farm Resort Hotel on Monday evening, May 23.

This spring many of our members and their students had a great time at our weekend language immersion camps at Big Bear. The German Camp theme was the Middle Ages. German students enjoyed a castle building contest, re-enacted medieval traditions, learned old folk dances and participated in fencing and jousting. French Camp celebrated “Fun in the Sun on the Côte d’Azur” with 140 participants from over 17 high schools. We applaud all the teachers who spent many hours planning and participating in camps. It is a very worthwhile experience for all involved and besides, it is a lot of fun.

We’ve enjoyed celebrating Year of the Languages 2005 in Orange County and would like to congratulate our county essay winner, Michelle Lew, a student of Elisabeth Kaulard from Esperanza High School. In addition to a lovely certificate, Michelle received a gift card to Borders. We appreciate the participation of Haley Lobitz, student of Mrs. Burgess from Hewes Middle School, Elisa Nagan, student of Mr. Isselnane from Utt Middle School, Janette Derby, student of Mrs. Marshall from Esperanza HS, Jennifer Hong, student of Mrs. Matic from Oxford Academy, Brian Baker, student of

Miss Villalba from Troy HS, Janet Aranda, student of Mrs. Graham from Tustin HS, Rebecca Lee, student of Mrs. Levine from Tustin HS and Alejandro Muñiz, student of Mrs. Geery at Tustin HS.

If March is for madness then FLASCC certainly did its part. The first three weekends were filled with activities. On Saturday, March 5<sup>th</sup> the association's Spanish teachers held an Immersion Day. To the chagrin of the Board and the Spanish Camp Director, Kevin Duffy, there just was not enough interest to warrant a full weekend of Spanish Camp this year. Kevin put forth a valiant effort to rally a group for his one-day program and hopes that next year will see a resurgence of interest.

The second weekend of March brought out many FLASCC members who rallied to the tune of "Sing a Song of Sharing" at the annual Spring Conference held at the Senior Center in Cupertino. Here we shared songs and ideas to liven up our lessons. It was especially exciting to have the "young blood" amongst us get up and share their repertoires with everyone!

The third weekend of March broke wet and windy but this did not dampen the spirits of the French students and teachers, who took off to our Immersion Camp site in Saratoga for a Parisian weekend, complete with some not so youthful cancan dancers! It is surprising what teachers will do for their students!

FLASCC put in quite a good showing at the CLTA conference that was such a successful event. It is a pity that not every Foreign Language teacher was able to participate! To compensate those who did not go or could not get to all the sessions they wanted to attend, FLASCC put on a "Share the Wealth" workshop on May 4<sup>th</sup>. Here conference attendees were able to share ideas and handouts from the sessions they attended or presented. We are proud to see how well the affiliate was represented in the Presenter category.

On May 13<sup>th</sup> the Board held its year-end dinner and enjoyed a delicious Chinese meal thanks to the contacts and wonderful organizational skills of Helene Chan. The food was wonderful but ever mindful of its duties the Board left time to ponder on future events. We are now working to find a speaker and venue for our Fall Conference, to be held October 22, 2005.

For the State and many local school districts this has been a year fraught with difficulties and challenges. The support and camaraderie that we get from CLTA and our affiliates help us to face the obstacles and greet our students each morning with an ever-renewed "bag of tricks." If only everyone could see it and join our association!

As this school year closes, may the summer sun warm and refresh us as we prepare for that day that is always just over the horizon—yet another school year!

In March **FLAGS** celebrated heartily at the Teacher Awards Banquet. For the first time the awards were diversified. **FLAGS** honored three "Outstanding" professionals: *Outstanding Teacher*, Japanese Professor Kazue Masuyama from CSUS; *Outstanding New Teacher*, German teacher Inga Templeton of Mira Loma High School; and a *Friend of the Profession*, Principal Ann Walkup from the Elk Grove Unified School District. Congratulations to all the recipients.

March also brought the *YOL Language Ambush*, conducted on the K Street Mall by teachers and students from around the region. It was great fun, but by the results (Sacramento received a D-) it was clear that bringing language study to the public's attention is still very necessary!

April was also packed with fun things to do. CLTA Conference in Ontario was fabulous - lots to do and wonderful sessions. The icing on the cake: seeing two **FLAGS** teachers receive awards. Christine Lanphere from Natomas HS was chosen as a *CLTA Outstanding Teacher*, and Elk Grove HS's Ursula Weaver was selected to receive the Glencoe-McGraw Hill *Outstanding Teacher Leader of 2005*. We were hoarse from all the cheering!

Next, it was on to the California League of High Schools (CLHS) Educator of the Year banquet for Region Three. What an exciting night! Christine Lanphere was among the ten teachers being honored. When the final decision was announced, **FLAGS** had one more reason to be proud. It was a night of cheers and tears (happy ones!) as Christine took to the podium and received full honors (and a lot of nifty stuff) as Region Three's new EOY. In January, 2006, she will compete against other regional winners at the annual CLHS Conference in Monterey.

April closed with another successful *World Language Day* at CSU, Sacramento. If you have never attended this all-day event, consider doing so next year. It is a wonderful multicultural experience for the whole community. **FLAGS** is just one of the many groups that participate, and **MANY** languages are represented in sessions, entertainment, workshops and demonstrations. Next year's date is already set, so mark your calendars for Saturday, April 29, 2006!

**The Central Coast Association of Language Professionals** held its fall meeting the first week of November. The crowd was small but the speaker incredible. Brandon Zaslow ventured up to the "wilds" of northern Santa Barbara County to bring his energy and passion for the framework to our select group at the new high school in Santa Maria, Pioneer Valley High School. After his enthusiastic presentation three of our members participated in strands at the LA STARS site of the California Foreign Language Project during the winter. We hope to be able to bring him back next fall for further inspiration. Over the past year we have been slowly building our member base.

# FLAMCO and MBFLP Celebrate YOL in grand style

*By Lynn Kennedy, FLAMCO*

On April 1, MBFLP and FLAMCO transformed the Rodeo Room of the Salinas Sports Complex into an international festival with displays of students' language projects, music, games, and food.

Over 200 students, parents and guests were greeted at the door with raffle tickets and welcoming words in French, Japanese, and Spanish. Students shared their projects and their learning experiences with each other through their displays and by giving short talks as language ambassadors.



*Students share their language learning experiences at YOL celebration in Monterey County*

Co-chairs of the event were Joanna Hollis, President of the Foreign Language Association of Monterey County and Yo Azama, Team Member of the Monterey Bay Foreign Language Project. (pictured below)



Speakers came from Alisal, Alvarez, North Salinas, and Salina High Schools, Gavilan View Middle School, and the International School of Monterey. Local restaurants donated Mexican and Japanese dishes for the students to sample. Japanese drummers led by Irene Hashimoto entertained us while we enjoyed our food.



The popular flyswatter game was demonstrated as a language learning tool. Students moved from the left to the right side of the room to state their position on a true-false quiz containing language facts.

Superintendent of Schools Roger Anton praised the students for their hard work and dedication to learning new languages and new cultures.

Director of the Monterey Bay Foreign Language Project Yoshiko Saito-Abbott helped draw the winning ticket for the lucky participant, who won an Ipod.

# California Foreign Language Project (CFLP) General Update, CLTA Annual Conference

By Duarte Silva, CFLP Executive Director

## Reorganization of California Subject Matter Projects (CSMPs) and CFLP

During the course of this year, the California Subject Matter Projects (CSMPs), and thus the California Foreign Language Project (CFLP), have undergone a major reorganization to become effective on July 1, 2005, and the 2005-06 academic year will be a transition period to a new model of regional delivery of professional development programs. The CSMP/CFLP professional development services will be organized around 15 regions with priority given to participants from Program Improvement schools. Under this new reorganization and consolidation of services, CFLP will have fewer regional sites, but to the extent that resources are available, will continue to offer a variety of professional development programs to support foreign language instruction statewide, and support language teachers to meet the requirements of California HOUSSE Part 1 and 2 for being certified by their districts as "NCLB Highly Qualified Teachers." Some of the programs will only be available on a regional basis and are specifically designed to meet the identified professional development needs for language educators in their respective regions. For further information about the different program offerings, please consult the following URLs: [www.stanford.edu/group/CFLP](http://www.stanford.edu/group/CFLP), <http://tepd.ucop.edu/csmp/calendar>.

## National Board for Professional Teaching Standards (NBPTS) Certified World Language Teachers

Last November, we welcomed an additional 11 National Board for Professional Teaching Standards (NBPTS) Certified World Language Teachers for a total of 61 in California at this time. Our newly certified NBPTS colleagues and their school districts are: **Gabriela De Lasse** (San Juan Unified), **Celeste Dubois** (Oakland Unified), **Laura Escobar** (LAUSD), **Erik Garcia** (LAUSD), **Darcie Khanukayev** (Newport-Mesa Unified), **Toni Leinenweber** (Glendale Unified), **Lourdes Lizarraga** (LAUSD), **Tiffany Potter** (Mountain View/Los Altos Union High), **Alexandra Sanchez** (LAUSD), **Harriet Sasson** (LAUSD) and **Benjamin Schalit** (Tamalpais Union High). CFLP congratulates all of the new and formerly certified language teachers for attaining such a distinguished honor in our profession and challenges all languages teachers in the State to embark on this professional journey. These teachers, who are at the conference, are wearing special blue ribbons that designate them as NBPTS certified teachers. Please congratulate them and inquire about the certification process when

## Continued from page 1

libraries where they read children's stories from around the world (in the target languages) and prepare engaging, age-appropriate presentations and activities around those stories. Under the leadership of Norman Leonard, San Diego is preparing to start a similar program in the fall, and YOL coordinators in Wisconsin, Connecticut and Florida are hoping to start student-led multi-lingual reading programs in their states following our model.

Thanks to the tireless efforts of Carolyn Moir, CLTA had a striking YOL presence at the SWCOLT conference earlier this spring. Our display highlighted school and community activities that are planned or have already taken place, and showed that California is in the forefront when it comes to taking action for YOL! Our gratitude goes out to Carolyn for putting our display together.

After years of attending every county fair I could drive to and seeing hundreds of teachers from all grades and many subject areas submit their student work, the Sacramento County Fair featured foreign language student work as a judged category for the first time this May. Entering student work in the county fair is easy, and costs very little (Sacramento charges \$1 per piece of student work entered). As the summer fair season approaches, there may still be time to get your students' work into the fair. You have to collect and grade the work anyway—why not get parent permission and submit the most outstanding work for the whole community to see?

Our next major YOL activity will be in August, when California will play host to ACTFL's national YOL event! Plans are still being finalized for this event, but the theme for August is "parents" so we are preparing a parent forum to share information regarding the cognitive, social, economic benefits of language study. Of course, we are too fun a group to let it go at that, so we will definitely add something to that forum to spice it up.

I know you don't want to let this great year of positive public relations for foreign language education pass you by. If you have ideas for activities, want to help with the activities mentioned above, or want to duplicate some of these activities in your region and need help, please contact Nicole Naditz, YOL Working Committee Chair at [advocacy@flagsteacher.com](mailto:advocacy@flagsteacher.com). You can also visit CLTA's web site and the national YOL website (<http://www.yearoflanguages.org>) for ideas on how to celebrate YOL in your schools and communities.

Happy Year of Languages!

# The International and Foreign Language Studies Act of 2005

On Monday, May 23, Senator Christopher Dodd introduced the Dodd-Cochran International and Foreign Language Studies Act, S.1105, on behalf of himself, Senator Cochran and Senators Levin, Kennedy and Akaka. The bill and Senator Dodd's floor statement follow. This is significant legislation of utmost importance to the language and international studies communities. **Please contact your Senators, urging them to co-sponsor and support S1105.**

## Purpose:

To increase study abroad and foreign language study opportunities for undergraduate and graduate students.

## Findings:

- In recent years, foreign language needs have significantly increased throughout the Federal Government due to the presence of a wider range of security threats, the emergence of new nation states, and the globalization of the U.S. economy.
- American business increasingly needs internationally and multiculturally experienced employees to compete in the global economy and to manage a culturally diverse workforce.
- Currently, the U.S. government requires 34,000 employees with foreign language skills across more than 70 federal agencies.
- Federal agency officials have stated that, over the years, translator and interpreter shortfalls have adversely affected agency operations and hindered U.S. military, law enforcement, intelligence, counter-terrorism, and diplomatic efforts.
- In a 2002 GAO report, the United States Army reported that it was experiencing serious shortfalls of translators and interpreters in five of its six critical languages: Arabic, Korean, Mandarin Chinese, Persian-Farsi and Russian.
- The number of Foreign Language and Area Studies Fellowships awarded in 2003 was 30 percent less than the number awarded at its high point in 1967.
- In the 2000-2001 school year, the number of foreign language degrees conferred was 1 percent of the total undergraduate degrees conferred, less than .05 percent of the total masters degrees conferred, and 1 percent of the total doctoral degrees conferred.
- In the 2003 National Survey of Student Engagement, only 2/5 of undergraduates reported taking foreign

language coursework while only 1 in 5 reported having studied abroad.

- Only 1 percent of all United States undergraduates studied abroad in the 2001-2002 school year.
- In 2002, 79 percent of Americans agreed that students should have a study-abroad experience sometime during college.
- More than 40 percent of Americans said they were more likely to favor an increase in state funding for foreign language education at their local college or university since September 11.

## What The Act Does:

- Supports linkages with overseas institutions that promote research and training abroad for Americans.
- Reinstates and extends undergraduate eligibility for Foreign Language and Area Studies Fellowships.
- Strengthens relationships between National Language and Area Centers and Programs and state and local school districts.
- Increases undergraduate study abroad opportunities as they relate to programs designed to enhance foreign language proficiency and deepen cultural knowledge.
- Allows funding for Undergraduate International and Foreign Language Programs to be allowed to rise with demand rather than remain capped at a percentage of Part A funds.
- Encourages the Department of Education to engage in the collection, analysis and dissemination of data on international education and foreign language needs.

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- Strengthens and expands programs using electronic technologies to collect, organize, preserve and disseminate information from foreign sources on world regions and countries.
- Increases the amount authorized for Part A international education programs, graduate and undergraduate, from \$40 million to \$120 million.
- Increases the amount authorized for Centers for International Business Education from \$11 million to \$20 million.
- Increases the amount authorized for Business and International Education and Training Programs from \$7 million to \$10 million.
- Expands the breadth and scope of the Institute for International and Public Policy (IIPP) including the addition of scholarships to the package of assistance for IIPP fellows, and the provision of an “expert track” for Ph.D. students in critical areas, disciplines and languages.
- Allows discretionary funding for evaluation, national outreach, and information dissemination activities.

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you meet them. Although the Summer Seminar will not offer a strand specially designed to support candidates towards certification, CFLP, its regional sites and many of the certified teachers are very interested in supporting future candidates or can refer them to a Support Group in your area. For additional information about National Board or to identify a certified World Language colleague in your region, please consult, [www.nbpts.org](http://www.nbpts.org), or contact any CFLP site director or a member of the central office’s staff.

For further information about CFLP and its professional programs, please contact Duarte Silva, CFLP’s Executive Director, by either telephone, (650) 849-7955 or e-mail, [duarte.silva@stanford.edu](mailto:duarte.silva@stanford.edu).

## Springtime in Irving: SWCOLT

*By Carol Moir*

Upon learning of my successful election to the Board of Southwest Conference on Language Teaching in February, I began making plans for a truly busy two weeks in the spring. It was my privilege to represent California at the annual SWCOLT conference in Irving, Texas the week prior to our smashing conference in Ontario. It was a busy four days what with flying all the way to Texas and assembling our YOL display for starters. At the YOL reception early Friday evening, we made a great splash with all of our ongoing activities spearheaded by Nicole Naditz. I attended the SWCOLT Board Meeting on Saturday and Sunday, and I also attended some interesting sessions. I am very much looking forward to serving on the SWCOLT Board to improve two-way communication, to contribute what I can to the organization and to learn what I can to bring back. Our new collaborative effort should improve how both organizations operate. Knowledge always translates into improved practice.

For those interested, next year’s conference will be held in Phoenix, March 13-16, 2006.

The bluebonnets were blooming, but the weather was far from balmy. My four days were not as jam-packed as Anne Fountain’s who was also elected to the SWCOLT Board. She flew in from the East Coast on Friday, presented “The Best of California” session on Saturday and attended the Board Meeting on Sunday.

At the end of the four days, I was very grateful that I had booked my flights through LA rather than Denver, because the spring blizzard in Denver would have delayed me a whole day getting home.

Thank you CLTA for supporting me on the SWCOLT Board!

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### SAVE THE DATE! CLTA Southern California Fall Jamboree

Organized by FLAOC, FLCSD, IEFLA, and MCLASC

Saturday November 5, 2005  
8AM – 4PM

Eperanza High School  
1830 N. Kellogg Dr.  
Anaheim, CA 92807

\$25 for CLTA members (includes lunch)  
4 one-hour interest sessions (32 choices)

Registration materials to be mailed in August.

# The Way It Was

## Action and Vision for the State's Newly-Formed FL Organization

by Hal Wingard, CLTA Historian

*This is the third in a series.*

CLTA came into being in 1969 as an outgrowth of two major changes in its predecessor organization, the California Council of FL Teacher Associations (CCFLTA). Prior to 1969 the Council had been governed by representatives from two regional organizations, the FL Association of Northern California (FLANC) and the Modern and Classical Language Association of Southern California (MCLASC). The first change was to admit additional regional FL associations to the state organization; the second was to accept individuals rather than associations as members. These two paved the way in 1970 for changing the name of the state organization to California Foreign Language Teachers Association (CFLTA).

On November 9, 1969, 35 officers representing seven regional FL associations met at the San Francisco Hilton Inn to plan reorganization of CCFLTA. This was the second of two such meetings, both chaired by Yvette Fallandy, CCFLTA President.

One major agreement was that any regional FL association could qualify for representation on the CCFLTA board of directors, providing that 10% of its members or 10 members, whichever was greater, were also dues-paid CCFLTA members. Two regional associations, the FL Council of San Diego (FLCSD) and the Tri-Counties FL Association (TRICOFLA) had already recently joined the original two associations as members of the state organization, with the following representatives briefly on CCFLTA's board of directors.

FLANC	Yvette Fallandy, Carol Sparks
MCLASC	Robert Hirsch, Alba Moesser, Hal Wingard
FLCSD	Robert Landen, Adele Martinez
Tri-Counties	Gaby von Breyman

This arrangement lasted until adoption of a new constitution the following year.

A second major outcome of the November 9 meeting was to change the nature of membership in CCFLTA. Members would no longer be regional associations with entitlement of representation on the state board of directors. Rather, membership would be open to individual FL professionals.

In the December, 1969 issue of the CCFLTA Newsletter, Yvette Fallandy provides the following comment:

Only a few weeks ago CCFLTA consisted of no more than nine members, the nine-man board of directors appointed by the four regional associations that constitute the state Council. Today its membership

exceeds 200, with optimistic prospects that increasing numbers of teachers will join California's only state-wide FL professional organization.

The same issue includes the following articles:

### State-Wide Convention Of FL Teachers To Feature Controversial Speakers

S. I. Hayakawa, President of San Francisco State College and internationally renowned semanticist, will address the first statewide convention of FL teachers to be held at the San Francisco Hilton Hotel on Saturday and Sunday, April 25-26, 1970. Speaking before Saturday's general session at the CCFLTA-sponsored event, the controversial educator will focus on the problems of lingual communication in the contemporary academic scene. Following luncheon on the same day, the equally controversial Fulton Freeman, President of the Monterey Institute of Foreign Studies and until recently U. S. Ambassador to Mexico, will explain "The Challenge of Learning a Language." Mr. Freeman is well-known for his brilliant wit and outspoken assessment of FL instruction.

### Cflta Advocate Tools Up For Solons' Opening Session

"CCFLTA must embark on a building program! We've got to help build successful programs in our schools, build our image throughout the state, and build support among legislators in Sacramento." So says CCFLTA's newly appointed Legislative Representative, Robert Parr.

Parr is optimistic that CCFLTA can achieve its legislative goals. "We can gain support, both moral and financial," says Parr, "if we proceed slowly and win friends gradually." In terms of program, this means

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that CCFLTA's Legislative Representative will spend much time this year contacting the state's legislators, chatting with them, listening to their views on FL education, and trying to enlist their support of FL education in the state.

### **Commission To Consider State Adoption Of FL Texts**

Statewide adoption of FL texts for kindergarten through grade 8 is currently under consideration by the California State Curriculum Commission, the body which advises the State Board of Education on curricular matters. FLs, art, and physical education are the only subject areas for which the state does not now provide a basic text in the elementary school.

Dr. Mary DuFort, former President of FLANC, is a member of the Curriculum Commission and serves as chairman of the FL sub-committee.

Advocates of the adoption for FLs argue that elementary schools would be more likely to initiate programs if the state provided texts.

To provide the state with the legal basis for adopting more than one basic textbook for each subject at a given grade level, the voters will soon cast their ballot in a special election to approve legislation which currently carries the designation "Senate Bill 225."

"CCFLTA Turns the Corner," is the title of Yvette Fallandy's report that appears in the December, 1969, Newsletter. In it, the president answers some frequently asked questions during the transition period—questions which continue to be asked today.

*Why should I join still another FL organization?*

It is a fact that you have no organized voice today to represent you as a FL teacher before state and local government agencies and before state and local school administrators. You often do not even have the means for making yourself heard before the very public which you serve. Nor is there any solace forthcoming from CTA, CASSA, and the other powerful

educational groups. They give no evidence of wanting to plead your case for you.

*What effect will the new CCFLTA have on regional FL organizations?*

They will go right on performing their regional functions and contributing to CCFLTA policy and practice. But their coffers will not be bled white every time CCFLTA undertakes a project, because costs will be more equitably spread among the FL teachers. Regional organization will have more energy and resources for local problems.

*What will a \$7.00 charter membership buy for me?*

First, your dues will make you a shareholder in California's FL programs. You will have a vote in your profession's statewide affairs, and you will have a direct, two-way pipeline to where the action is. The statewide Newsletter which you are now reading—the first for Californians in many years—will keep you posted on what is going on in your profession.

As soon as possible, hopefully before the CCFLTA statewide convention in April, the Executive Board will be able to supplement its own transient, part-time leadership with the services of an executive secretary. CCFLTA sorely needs a sharp, competent, devoted executive secretary who can drum up membership, tackle the foundations, organize a speakers bureau and a placement office, grind out press releases, and keep you promptly informed of what is going on in the state.

Such is the future which CCFLTA charter members envision for their professional organization. The vision is already a-making. CCFLTA has turned the corner. FL teachers are well on their way to a powerful, articulate state-wide organization. Won't you please join in this important work. Be a CCFLTA charter member today!

The next article in this series will explore development of the state's FL organization one year after its birth.

# It's Your World!



Do Germans shake hands more often than the English?

In French high schools, do students expect to be critiqued by their teachers more than complimented?

## What is culture?

Because not every student will have the opportunity to study abroad, AFS developed "It's Your World," a multimedia intercultural classroom lesson presented by AFS Staff and Volunteers in schools.

"It's Your World" encourages young people to look at cultures in other countries, and to understand that cultural differences exist in their own school and community.

Call today to schedule a presentation in your classroom, and to receive information on how your students can study abroad or host an exchange student in their home.

**1-800-AFS-INFO**  
**[www.afs.org/usa](http://www.afs.org/usa)**

# California Department of Education Update

Arleen Burns, Foreign Language Consultant

There has been a flurry of activity in foreign languages at the California Department of Education. This activity principally centers on the adoption of instructional materials for foreign languages. The primary adoption took place in 2003; currently, the 2005 Follow-Up Adoption of Instructional Materials is underway.

Senate Bill 1058 (Torlakson) (Education Code Section 60227) established fee-based follow-up adoptions for K-8 instructional materials. In November of 2004, the State Board approved follow-up adoptions in the areas of Reading/Language Arts, English Language Development, and Foreign Language. The Foreign Language Follow-Up Adoption will be based on the evaluation criteria outlined in the *Foreign Language Framework*, adopted by the State Board in 2001.

In August and September, a publishers' survey was conducted to determine interest in participating in follow-up adoptions. In December a publishers' briefing was held to provide information on the adoptions and to answer publishers' questions.

For the 2005 Follow-Up Adoptions, publishers will be charged a fee. According to SB 1058, "The fee shall be payable by the publisher or manufacturer even if the publisher subsequently chooses to withdraw a program or reduce the number of grade levels covered." SB 1058 also provides for the reduction of fees for "small publishers" and "small manufacturers."

Publishers will also be charged a fee for Legal and Social Compliance Review. While content review panel members will note any legal and social compliance issues, the formal review will be conducted by panels from one of the three county offices of education that conduct the reviews for Out-Of-Cycle Legal and Social Compliance. The fees charged to publishers will be comparable to those for Out-Of-Cycle Legal and Social Compliance.

In March the State Board appointed Instructional Materials Advisory Panel members and Content Review Panel experts. Training for these individuals took place from March 16 through March 18. Publisher presentations were a part of this training.

During the months of March and April, materials will be on display at Learning Resource Display Centers throughout the state; forms for public comment are available at the centers. During April and May, contracted legal and social compliance will take place.

Deliberations will take place from June 13 through June 15. At this time, panelists, having already conducted independent reviews of the materials, will come to consensus with fellow panel members. They will then issue reports of findings. On July 15, the Curriculum Commission will hold two public hearings, one by the Foreign Language Subject Matter Committee and one by the entire Commission. The Commission will then take action and will recommend materials for adoption to the State Board.

During the month of August, the required 30-day public display of recommended resources for adoption will take place. Then, on September 7 and 8, the Curriculum Commission will present its recommendations to the State Board. Following a public hearing, the State Board will take action to adopt follow-up instructional materials in foreign languages.

Materials for the follow-up adoption were submitted only in the Spanish language and include the following: Wright Group, *¡Viva el Español!*, Grades K-8; EMC/Paradigm Publishing, *Navegando 1A and 1B*, Grades 7, 8; and Santillana USA, Inc., *Nuevo ¡Bravo, Bravo! System*, Grades K-5.

For more information on the follow-up adoption and other issues related to foreign language instruction, please contact:

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# The Five Hour Day

By Sally Mearns, FLASCC

There was another one of those letters in the paper last week. The writer claimed to have great respect for the profession but added that everyone would like to have a job where you really only worked five hours a day. She did admit that we have to spend some time on lesson planning, but of course we only work 9 1/2 months a year, and there are all those other vacations. As usual when I bump up against this attitude, the steam started floating above my head, and some most unlady-like language could have been heard in my vicinity. I'm not sure there is any way to combat this fallacy short of forcing them to follow in the footsteps of a real live teacher for a few days. As I doubt that the writer is really interested in this offer, I thought I would record my outside-of-class schedule on a typical day.

**Monday 5:00 A.M.** The alarm goes off. I could sleep a little longer, but I face the day much better if I have time for breakfast and sometimes even a second cup of coffee.

**6:30-7:10** I arrive at school. It's ridiculously early, but I teach what is strangely known as "0 period," and my first class starts at 7:10. I've spent four to five hours Sunday doing my weekly lesson plans, and I need to copy them before class starts. I also write the daily agenda on the board, set up a tape for a listening activity and set out all my materials for my first two classes.

**8:55-10:10** I've taught two classes, two different levels, two different languages, with 5 minutes in the middle to change gears. Now it's my "free" period. I head for the copy room to prepare materials for my third subject of the day. As happens once or twice a week, one of the copy machines is down, and there is a line. When I finally get everything copied, I return to my room to set up for the next class. My French students are struggling with object pronouns, so I look for some supplemental written and oral activities. There are some possibilities, but they need to be rewritten to address the points I want covered. I barely finish before the next class arrives.

**11:00-11:50** My second prep period. I decide to work in the Resource Center because I have tapes to copy for my AP class. I try to correct a few papers, but I don't get much done because I need to bounce up every few minutes to switch

tapes. Then I find a supplemental reading for my Spanish II class. It's just what I wanted, but I need to write some comprehension questions.

**11:50-12:45** Lunch. Today is one of my "open" days. I have five students in for make-up tests and two who need help with object pronouns. On Tuesdays at lunch we have department meetings. Wednesday I've kept free because it's my three-block day, but I usually end up preparing for my afternoon class. I'm also available for students again on Thursdays. Friday, if I'm lucky, I relax over my lunch.

**2:30-3:15** I've taught two more classes, fortunately repeats of the morning. I'm free to leave at 2:35, but I have attendance to submit, I need to put away all the materials I've finished with today, and I try to set up for tomorrow. I also have one email from a parent, one from a student, and one from another teacher which need to be answered.

**7:30-11:00 P.M.** I'm back to work. I spend about two hours correcting the papers I never can get to at school. Then I settle in at the computer to enter the grades. My goal is to post them every couple of weeks, but I always seem to be behind. Next I start looking for clip art to prepare flash cards for my next unit. This can be time-consuming, but I believe strongly in the value of visuals in learning language. At 11:00 I collapse into bed.

This was a long day. Some are easier; some even worse. And I haven't mentioned additional activities such as faculty meetings, adjunct duty, parent conferences, student recommendations, and so on. CLTA members know, too, that to be happy and productive in our profession we need to participate in professional activities. There go some of those weekends and vacations! The most recent statistics I've found say that American teachers work an average of 45 hours a week. And those are national figures where the average class size is well below what we see in California. I'm sure, too, that language teachers are doing well above the average.

I am, of course, preaching to the choir. You all know the truth. We do this job because we love it and because we believe it is important. All we ask is some respect and appreciation and maybe a completely free weekend now and then.

# Vocabulary Review Game

Abby Dealing, FLASCC

Create a grid of 16 squares. Each square will have a word written on each edge either in English or in the target language. The words in the touching squares should translate the words on the other side of the line. When making the grid, be sure that the words on the border are repeats of words from the inside. (This adds to the challenge.)

Cut up the squares and put into baggies. (Number the back of each square to correspond with the number on the baggie, or do each set on a different color paper. This makes it easier to keep the sets together.)

Put students in groups and have them put the pieces back into a 4x4 square.



## Continued from page 9

MCLASC affiliate members enjoyed two successful and extremely insightful half-day workshops this year. November 6, 2004, Darrell Nickolaison of LA STARS presented information and strategies for “Improving Literacy Through Foreign Language.” March 12, 2005 Beatrice Tseng of Irvine Valley College showed participants how to include “Internet Activities to Compliment and Enhance Language Learning.”

The second annual FL Teachers Immersion Day was held at Cal State Los Angeles on February 26, 2005. Teachers of French and Spanish were led in discussion on literary, linguistic† and contemporary topics.

Language colleagues enjoyed a dinner at Don Felix Peruvian restaurant near Hollywood on May 19, 2005.

**Mark your Calendars!**

**CLTA Conference 2006  
Take a Chance  
on Communication**

**March 23-26, 2006  
Fresno Convention Center  
and Radisson Hotel  
Fresno, California**

# DVD Solutions

*Sally Mearns, FLASCC*

How many of you have returned from Europe with a fabulous video tape, unavailable in the US, and discovered that it was utterly unplayable here? Because the different TV systems used around the world are incompatible, there was no way to play a French or German videos without expensive multi-format equipment. Otherwise it was necessary to have them professionally transferred, a process which could easily double the cost. With the advent of DVDs the system is further complicated by the addition of regional codes. These codes are not at all necessary technically, but are a method by which the media companies control distribution and pricing.

To give just a little background, there are three incompatible TV signal systems:

NTSC: North America, Japan, Korea, parts of South America

SECAM: France, Eastern Europe, Middle East (Eastern Europe seems to be switching to PAL)

PAL: The rest of Europe, China, some of South America

There are six regions or zones:

- Region 1: U.S.A, U.S. territories and Canada
- Region 2: Europe, Japan, the Middle East, Egypt, South Africa, Greenland
- Region 3: Taiwan, Korea, the Philippines, Indonesia, Hong Kong
- Region 4: Mexico, South & Central America, Australia, New Zealand, Pacific Islands, Caribbean
- Region 5: Russia, Eastern Europe, India, Africa excluding South Africa, North Korea, Mongolia
- Region 6: China

A few DVDs have no region and can be played anywhere in the world.

To play a DVD on our players and TVs, it should be labeled NTSC and Region 1. Because I was planning a trip to France

this summer, I did some research to see if there were DVD players which would play multiple regions and convert SECAM to NTSC. I found a number of solutions for PAL to NTSC but nothing for SECAM and consequently gave up on the idea. While in France, I was pleasantly surprised to discover that French DVDs are now done in PAL, and it seemed worth a try to buy a couple. After arriving home, I returned to a local Radio Shack (almost the only place where they knew what I was talking about earlier). They sell a player which will handle both NTSC and PAL, and though it is not mentioned anywhere in the documentation, it will switch regions. I bought a CyberHome Mini DVD Player, CH-DVD 300, and I was delighted to find I could play the DVDs I bought in France. And the wonderful news is that it only costs \$50! (There are others available which will do the same thing, but I do not have a list of models, prices, or outlets.) The Radio Shack employees kindly printed the directions for changing the player's region code. It was really quite simple.

- 1 Switch player on, making sure that there's no disc in the tray. If necessary, close tray.
- 2 Using the remote control, key in: MENU, 1, 9.
- 3 A menu will appear with the region option available.
- 4 Move the highlight to the region selection and choose the desired region.
- 5 Press the OPEN/CLOSE button.

Caveat #1:

The directions could be changed. It's worthwhile dealing with someone who knows how to help you and who will give you the current directions.

Caveat #2:

From what I have been told (I was afraid to test it.), you can only change the region a limited number of times. If you make this investment, you should keep a player exclusively for playing DVDs from a single zone, Zone 2 for example.



*Folkloric Dancers at the CLTA 2005 Conference, Ontario*

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