



Who will prepare California's Future Language Teachers?

By Norman Léonard, Community Outreach and K-12 Credentialing Director for LARC, SDSU

California's education faces enormous challenges in this century. The world has changed and so have educational opportunities and expectations. The new economy is forcing our youth out of monolingualism to compete for employment with professionals from other countries who are well-educated, multilingual and can interact successfully with individuals from diverse cultural backgrounds.

At the same time, approved teacher credentialing programs in the California State University system that address the needs of prospective language teachers, especially teachers of less commonly taught languages, are rapidly diminishing. Most language teachers receive their teaching credentials from private colleges and universities. In fact, in the area of federally-identified critical languages, few to no subject matter preparation exist at this writing to prepare teachers to teach these languages to our students, and few to no teacher preparation programs have the capacity to address the needs of these candidates.

While the reduction and/or lack of teacher preparation programs for language teachers in the CSU system is disquieting, there may be a new avenue for addressing the

subject matter preparation of these teacher candidates. Recently, the California Commission on Teacher Credentialing under the leadership of Dr. Phyllis Jacobson addressed the needs of the Filipino community for language teachers. This process began in 2004, after much research and with the support of representatives of the Council for the Teaching of Filipino Language and Culture, the Filipino-American Educators' Association, CLTA, CFLP, and the Language Acquisition Resource Center at San Diego State University. Meetings were held with CTC representatives wherein the need for 'highly-qualified' Filipino and other 'less commonly taught' language teachers in California was effectively and successfully communicated to the Commission. Since universities have neither the financial resources nor the personnel to create new teaching majors for emerging language programs, CTC needed to innovate while maintaining the rigorous standards of teacher preparation we value.

The avenue that resulted from these meetings was the development of a new subject matter examination for Filipino language teachers. With the advice and assistance from members of the Filipino educational community,

the CTC and its examinations contractor, NCS Pearson, Inc., completed the examination in record time. This new CSET examination (<http://www.cset.nesinc.com>) took less than one year to develop, and was administered to candidates in November 2006 for the first time. Eighteen Filipino language teachers from San Diego who already held a credential but not in Filipino, took the exam after having formed a study group to review general and applied linguistics, linguistics of the Filipino language, literature and cultural contexts, and cultural analysis and comparisons. All eighteen passed the examination and are now deemed 'Highly-qualified.' Following the development of the Filipino examination, the CTC developed six other CSET language examinations (Arabic, Armenian, Cantonese, Farsi, Hmong and Khmer) and offered these examinations for the first time in November 2007. Three candidates took the Arabic examination; one each took the Cantonese and the Hmong examinations.

New teachers who do not have a prior credential need both subject matter preparation and preparation to teach K-12 students in California public school classrooms. While the

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CSET examinations ensure the content knowledge of the teachers who pass them, the critical question still remains of how we will ensure that they receive the appropriate teacher preparation. Because California has a two-tiered credentialing system in which beginning teachers with

a preliminary credential must complete two years of focused induction, it is also critical to address how these new language teachers will receive the focused and individualized support and mentoring they need and deserve both before and after they are hired. Surely this critical issue requires urgent and thoughtful consideration of our colleagues in the lan-

guage teaching profession. The task we face is not yet completed. Our colleagues in the CLTA and CFLP will continue to monitor the situation to ensure that the work continues and that these new colleagues in our profession receive the pedagogical support that they need to succeed in teaching these critical languages to California's students.

FLAOC Welcomes California Teachers to Irvine

By Karen Donner, Hospitality Chair

The Foreign Language Association of Orange County would like to extend a warm welcome to all of you. We look forward to making this annual conference a weekend experience for you and your families to enjoy. While you teachers cruise the communication highway, your spouses, children, or companions can take advantage of the many entertainment venues this lively county has to offer.

Being Foreign Language teachers, you probably enjoy many cuisines. Your dining curiosity will be well served in Orange County, as there are dozens of restaurants offering foods of many ethnicities near and around the city of Irvine.

Orange County is aptly named the Gold Coast of California with over 42 miles of coastline with spectacular vistas that have led many to proclaim it the 'California Riviera.' Orange County is home to some of the world's most popular attractions such as The Disney Resort and Knott's Berry Farm. In addition to the world famous theme parks, Orange County is also home to such attractions as the Fun Zone at Balboa Peninsula and Discovery Science Center.

Mission San Juan Capistrano is nearby, known as "The Jewel of the

Missions," the location for The Great Stone Church. Visit a cathedral ruin that has been named one of the world's 100 Most Endangered Sites. Nearby in Anaheim is the Crystal Cathedral, a 12 story glass and steel wonder, known for its Easter and Christmas Pageants.

Just one block away from our magnificent hotel with big fluffy new beds, is South Coast Plaza, a sprawling world renowned center for shopping and dining.

For the golf lovers, there are four at reasonable distances from the Marriott. We have many magnificent courses, from Pelican Hill Golf Club, one of the premier public golf clubs in the nation, to new courses like Aliso Viejo Golf Club. In all, there are some 30 golf courses in Orange County open to the public. For the museum enthusiasts there are three fairly close by.

For the very young, there is the Discovery Science Center offering hands-on experiences. Fun for the whole family can be found at locations such as Boomer's, the Honda Center—home of the Stanley Cup winning Mighty Ducks, Angels Stadium, the Orange County and Santa Ana Zoos.

To the North, Huntington Beach—or 'Surf City' as it is known—hosts a number of major surfing competitions including the US Open. Huntington Harbor, Newport Harbor and Dana Point Harbor light up winter nights with festive boat parades.

The Orange County Harbors, Beaches, and Parks Department oversees over two dozen parks which invite such activities as hiking, camping, fishing, bicycling, nature programs and just enjoying the beauty our parklands have to offer.

There will be much more information in the Hospitality packet. Our volunteers will be at your service to help you with questions and directions to the venues of your choice. We encourage you to take full advantage of your time in this vibrant and entertaining community.

Celebrate Language Teaching and Learning During National Discover Languages Month

By Nicole Naditz, CLTA Discover Languages Chair

As language teachers strive to open doors to the world for their students, is anyone stepping in for a peek? Yes, the students are in the room, but does anyone else know of the exciting learning taking place in language classrooms?

The United Nations has named 2008 the International Year of Languages and the American Council on the Teaching of Foreign Languages (ACTFL) has selected February the National Discover Languages Month. Both designations give language teachers a banner under which to highlight their programs, celebrate student successes, and educate other stakeholders (administration, parents, counselors, and community members) about the importance and benefits of language learning.

Teachers are encouraged to step beyond their classrooms at this time with simple (or elaborate) activities that involve other students, parents, and community members. Better still, teachers may want to have students be the voice of advocacy by letting the students design and implement activities, announcements, posters, contests, and celebrations for the school and community.

Need advocacy resources to support your efforts in educating others about language learning?

- Check out the CLTA advocacy page for talking points, sample letters, links to elected officials and more. <http://www.clta.net/advocacy/advocacy.html>
- Go to the Foreign Language Association of Greater Sacramento's advocacy page for additional research, and specific information regarding the benefits of Spanish, French, and German study. <http://www.flagteacher.com/why%20study%20language.htm>
- Peruse the Discover Languages research page for well organized links to research that provides correlation statements on the benefits of language learning. <http://www.discoverlanguages.org>. Scroll down to find the link "What the Research Says."

Need ideas to celebrate?

- Check out the FLTeach archive, which compiled numerous teachers' ideas for how to celebrate language and culture (for a week or a

month). You can access the archive at <http://www.cortland.edu/flteach/FAQ/FAQ-FL-Week.html>. Ideas range from very simple (virtually no extra time or materials needed from the teacher) to very complex.

- Read the ACTFL article on Discover languages month at http://www.actfl.org/files/public/TLEJan07_article.pdf.

Given so many resources, the key is to choose activities that suit your style and work well with your schedule and available resources. It could be as simple as taking activities you already do in February (for example, you may already host an event for Mardi Gras) and adding "Discover Languages, Discover the World" to any announcements about that activity. Forget about being shy or even unassuming. Now is the time to celebrate what you do in the classroom and what students accomplish as a result. Language education *is* an integral part of the core curriculum and a well-rounded education. What you do everyday *is* important. Let your work—and your students—shine during Discover Languages Month.

One carefully constructed study demonstrated that third graders who were taught Spanish for thirty minutes, three times per week showed statistically significant gains in their Metropolitan Achievement Test scores in the areas of math and language after only one semester of study. The results of this study are particularly interesting since one class of students in the experimental group had actually received one-and-one-half fewer hours of math instruction per week, yet still outperformed the students in the control classes in math (Armstrong and Rogers, 1997).

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