

## Dr. Ray Clifford To Speak At Sunday's Gala Brunch

CLTA is very fortunate to have Dr. Ray Clifford, Chancellor of the Defense Language Institute in Monterey, as our featured speaker on Sunday April 19 at CLTA's Gala Brunch. Dr. Clifford has been an active and vocal advocate at all levels of government for language study in the United States, and is continually invited to speak worldwide on the importance of language study. Do not miss this dynamic and articulate speaker.

## CLTA Needs Presiders for the 2004 Conference

Have you ever been a presenter and had some piece of equipment breakdown? Did you ever need help with passing things out to the participants? What would you do if you did not receive the handouts? To whom do you go? Presiders are very important people for

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## Jeanne Wakatsuki Houston to be Keynote speaker



Ms. Houston will be the Keynote speaker at the CLTA Annual Conference in Monterey and will have a book signing afterwards. Jeanne Wakatsuki Houston co-authored *Farewell to Manzanar*, the true story based upon her family's experience during and after the World War II internment. It is now a standard work in schools and colleges across the country. Her essays and short stories, first collected in *Beyond Manzanar: Views of Asian American Womanhood*, have been widely anthologized. Among her numerous honors are a U.S.-Japan Cultural Exchange Fellowship, an Arts American Traveling Lectureship in Asia, and a Rockefeller Foundation residency at Bellagio, Italy. *The Legend Of Fire Horse Woman* is her first novel. She lives in Santa Cruz, California.

## CFLP/CLTA Salutes California's Latest Crop of National Board Certified World Language Teachers

By Duarte M. Silva

The California Foreign Language Project (CFLP) and the California Language Teachers' Association (CLTA) are proud to recognize and congratulate California's newest National Board Certified Teachers (NBCT) for World Languages Other than English (WLOE). These teachers (whose names and districts are featured at the end of this article) are symbols of the dedication, cumulative knowledge and professional experience that exemplify the most accomplished of foreign language educators. They took it upon themselves to demonstrate their accomplished practice by participating in the National Board certification process, which requires them to demonstrate their practices via extensive portfolio entries and a comprehensive exam accounting for their content and pedagogical knowledge. The portfolio encompasses four entries that must elucidate the strategies the teacher employs to ensure that all the students in his or her classroom are attaining desirable levels of language proficiency. These teachers must also demonstrate their accomplishments outside of the classroom by documenting professional involvement that portray them both as leaders and life-long learners. Finally, these teacher must also exhibit how they engage in the communities in which they teach and how they interact with their students' families and community leaders to support student learning in their classrooms and schools. This entire journey is guided by an intense component of reflection that focuses on having teachers analyze their practices and continuously explore how their actions contribute to improved student learning.

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## CLTA Affiliates

CCFLC	California Community College FL Council
CCALP	Central Coast Assn. of Language Professionals
CVFLA	Central Valley FL Association
FLACC	FL Association of Central California
FLAGS	FL Association of Greater Sacramento
FLAMCO	FL Association of Monterey County
FLANC	FL Association of Northern California
FLA-OC	FL Association - Orange County
FLARE	Forum of Language Advocates of the Redwood Empire
FLASCC	FL Association of Santa Clara County
FLASH	FL Association of the Sierra Highlands
FLC-CSU	FL Council-California State University
FLCSD	FL Council of San Diego
IEFLA	Inland Empire FL Association
KCLTA	Kern County Language Teachers Association
MSLTA	Marin-Sonoma Language Teachers Association
MCLASC	Modern & Classical Languages Assn. of So. CA
TRICOFLA	Tri-Counties FL Association



## CLTA News

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**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.

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**Advertising:** Camera-ready, paid advertising is accepted in accordance with editorial policy. For information contact Janice Treadgold, Advertising Manager, *CLTA News*, 6335 Laguna Mirage Lane, Elk Grove, CA 95758, (916) 691-9725.

**Editorial Policy:** The *CLTA News* publishes information and articles of interest to the language profession. Materials which appear to be mainly for commercial purposes will be returned advising of the option of placing a paid advertisement in the newsletter. An editorial committee will advise the editor when questions arise regarding the appropriateness of a submission.

**To our readers:** All articles are the opinions of the authors. CLTA's policy is to allow free expression and invite comments and / or clarification.

**Board meetings:** The CLTA Board will meet two times during the academic year. The 2003-2004 schedule is: September 14 and January 31.

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# Affiliate News

FLCSD, SAILN and LARC at SDSU are collaborating, whenever possible, in an effort to pool diminishing resources.

On November 8 LARC offered a well-attended On-line Placement Testing workshop. Participants formed teams in Filipino, French, Japanese, Spanish and Vietnamese. Presenters included: Dr. Mary Ann Lyman-Hager, Dr. Wayne Stromberg of LARC and Robert Yae, a businessman whose software and hardware support make the hosting of the tests possible. Further sessions will be held January 10 and other dates to be announced.

On November 15 SAILN presented a workshop "Unwrapping the Framework" to 103 participants at the San Diego County Office of Education. Funding was provided by SAILN and FLCSD. This workshop will be repeated for those who were unable to attend. SAILN will offer a workshop entitled; "Writing Successful Prompts for the FL Classroom" at the SDCOE on March 27, 2004.

On February 11 FLCSD will organize a concert by Justo Lamas. On February 25 FLCSD will host a professional update on the implications of recent legislation on the world language teaching communities. Dr. Marjorie Tussing of CSU Fullerton will be the featured speaker. This workshop will be offered at Coronado Middle School.

LARC is helping to facilitate the beginnings of Arabic, Filipino, Persian and Vietnamese programs at SDSU and hopes to be able to assist to develop instructional materials for these languages. To date few materials that are age-appropriate and communication based exist in these less commonly taught languages. In addition, credentials are not currently offered in these languages. LARC is encouraging members, fel-

lows and others to participate in a series of summer workshops dealing with these and other issues:

Characteristics of Distinguished Level of Proficiency: Text Topology  
June 28-July2, 2004

Symposium on Models for the Preservation of Heritage Languages  
July 8-10, 2004

Digital Media Archive  
July 12-16, 2004

Instructional Materials Development for Less Commonly Taught Languages  
July 19-23, 2004

On-line Testing  
July 26-30, 2004

A highlight of our fall **FLA-OC** meeting was our guest speaker, Dr. Donato, a professor of French and Italian at Long Beach State University. Dr. Donato shared her vision that foreign language study should be K-16 and reminded us that language acquisition is an on-going process that includes reading as a key element. It was very interesting and validating to hear her describe, in detail, the variety of secondary language preparation she sees in her students. This explanation clarified how important it is to make assessment of language proficiency in speaking, listening, reading and writing an ongoing process in our high school classrooms.

Another special event this fall was the FLA-OC October workshop, held at The Orange County Department of Education in Costa Mesa with Lewis Johnson. This workshop was a huge success and was enjoyed by all who attended. Lewis, a "legend" in the foreign language field and recipient of the Hal Wingard Lifetime Achievement Award,

is a talented presenter with a great personality.

The content of the workshop was connected to the new state language framework and gave teachers many fine examples of how we can enhance our students' proficiency. It was motivating to experience language learning in the "shoes" of our students as Lewis led us through a Five Step Lesson immersed in Quechua. In addition to lots of positive reinforcement, which added to the fun, his handout was full of useful tips in addition to fabulous web sites. The refreshments, camaraderie, silent auction and language acquisition activities made for a very pleasant time. Kudos to Nadine Elwood-Miranda, who organized it all and many thanks to Lewis for so many useful teaching strategies. Also, "abrazos" to Flo Martin, who donated lots of wonderful realia for us to sell in the silent auction with proceeds benefiting our language camps.

One thing that makes FLA-OC unique is our Language Immersion Camps. Our French, German and Spanish teachers travel with approximately 100 students to each language camp. The camps are held on separate weekends at Big Bear, where the participants enjoy activities such as cooking, dancing, singing, sports, skits and crafts while they converse only in the target language. Many new friends are made and it is a great experience for teachers and students alike.

November 21-23, 2003 over 100 French teachers and their students took a "voyage to the Alps" with *La Suisse* as the theme of FLA-OC French Camp. Following are the dates for the spring language camps. Planning meetings will take place immediately after the January General Meeting.

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## Letter from the President

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Dear CLTA family,

I do hope that you all had a glorious holiday season. My family certainly enjoyed the family gatherings.

The week before Thanksgiving, Lorraine and I represented the CLTA family at the delegate assembly at the ACTFL conference in Philadelphia. We enjoyed beautiful weather whenever we stepped outside of the huge convention center. Most of our time there was spent participating in the delegate assembly, attending sessions and renewing friendships from all over the United States.

The highlight of the conference was the Plenary Session. We were privileged to hear three outstanding speakers. Secretary of Education Rod Paige assured us that the No Child Left Behind legislation provides for foreign language learning. It is the responsibility of the local districts to make it work.

Nann Annan the lovely wife of U.N. Secretary General Kofi Annan delighted us with stories of her U.N. travels. Her true love of languages was so evident.

The keynote speaker was Andrew Cuomo, son of former New York governor Mario Cuomo. He touched our hearts and souls. Cuomo is passionate about foreign language learning. His mother, Maria, is responsible for Advanced Placement courses in Italian being made available. It is heartening to know that there are politicians who do feel the importance of foreign language classes.

I am so looking forward to seeing all of you in Monterey in April. This is going to be a fantastic conference. What a lovely setting for our conference! Be sure to inform your colleagues about this conference. So many of you are planning to travel with your family to Monterey for a few days on the coast. There is so much to attract one to the location—golf, shopping, the Aquarium, restaurants, weather. Just save some time to attend the conference that we have planned.

Continue to provide for your students the best language learning experience that you can. Every student deserves the opportunity to know another culture.

See you in Monterey. You “otter” be there.



*Love,  
Judith*

German Camp - March 5-7, 2004

Spanish Camp - March 12-14, 2004

French Camp - March 26-28, 2004

Our next FLA-OC General Meeting will be held in the Board Room at the Orange County Department of Education on Thursday, January 22, 2004. We'll have refreshments and registration at 3:30 P.M. and the meeting will begin at 4:00 P.M. Language Camp Meetings will follow at 5:00 P.M. We hope to see YOU there. Please bring a new member with you.

Please send in those nominations for CLTA outstanding teachers. The nomination forms are in the ZEST newsletter and the deadline is December 15.

For current information on the dates, meetings and activities of FLA-OC, check [clta.net](http://clta.net) or <http://flaoc.tripod.com>

## Have You Paid Your 2004 Dues Yet?

January 1 marked the beginning of the CLTA 2004 membership year. All 2003 members have been mailed a renewal form; have you completed yours and mailed it back yet? Renewals this year were mailed using our non-profit postal status which resulted in a savings of hundreds of dollars!

Members renew either via their affiliates or directly to CLTA. Many 2003 members have already renewed for 2004 via their affiliates. If you send your affiliate dues to CLTA, those are forwarded to your affiliate.

Take a minute to check to see if you have renewed!! If you can't find your renewal form, you can download another at [www.clta.net](http://www.clta.net) or obtain another by contacting Marge Sotomayor at [mjsotomayor@aol.com](mailto:mjsotomayor@aol.com).

Many members also pay their renewal dues on their Conference registration form, enclosed in this issue. Make sure to indicate to which affiliate you belong or are paying dues so that your membership can be promptly processed.

Remember that all nominees for awards must be current 2004 members. If you are applying for one of our travel awards, make sure your dues are current prior to January 31, the awards deadline. If you are working on a colleague's nomination for outstanding teacher, check with Marge to make sure that your colleague is a 2004 member. If you need a verification of membership for any of the above, the quickest way to get that is to e-mail Marge Sotomayor at the address above and she will e-mail your verification to you.

2004 membership cards are being mailed out this month so watch for yours in the mail!

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As was the case last year, most of the teachers who attained National Board certification in 2003 participated in support groups to help them through the process. CFLP supported one such group by providing structured meetings from July 2002 to May 2003 and multiple individual consultations throughout the entire process. The participants in this group became a community of learners in that they learned to provide and receive constructive criticism on the entries that they were preparing for their portfolios as well as to collectively explore how to translate the concepts espoused in the National Board standards into active classroom practices. Equally important, the members of the group formed a strong bond among themselves that was critical in sustaining them while they faced not only professional, but personal challenges on their journey to certification. Many claim that as a result of working so closely together and “living” the National Board process for a year, they will never look at themselves, their colleagues, classrooms, students, and teaching in the same way again.

The CFLP support group was led by Elizabeth (Liz) Matchett, the Site Director for the Bay Area Foreign Language Program, and was assisted by NBCTs and Advanced Candidates from CFLP’s 2001-2002 support group. They skillfully guided each of this year’s participants through the process and in exploring various avenues for how they would demonstrate what they knew about foreign language instruction, their students and their communities. All of the participants credit Liz with being the “wind beneath their wings, who always pushed and prodded, but was also always positive and caring.” Christine Lindberg summarized the role that CFLP and Liz played for her and the group in the following manner: “The support from CFLP, especially Liz, was essential to me. Liz gave us confidence and encouragement all along the way, and kept us focused. The week at Santa Barbara gave us a chance to really get into the standards—and to bond as a group. It was an awesome experience, and worth every minute of frustration, doubt and frantic writing. I find that as I’ve internalized the reflective process I am constantly asking myself, ‘How does this contribute to student learning?’”

The twenty-six newly certified teachers join the first group who obtained certification last year for a total of fifty-two National Board certified World Language teachers in California. CFLP and CLTA congratulate all of the teachers who have attained certification this year, and acknowledge the invaluable role of those teachers who certified last year and availed themselves in mentoring and supporting Liz and CFLP in working with this year’s candidates. Congratulations and best wishes for continued accomplished teaching to all.

### California World Language Teachers who attained National Board certification in 2003:

Dawne Ashton	Sequoia Union HSD
Janice Biby	LAUSD
Abelardo Diaz	LAUSD
Donna Feci-Cavaille	San Lorenzo Valley USD
Maryann Fernandez	Vacaville USD
Raquel Frias	LAUSD
Gail Hetler	West Contra Costa USD
Marian Iten Chmielewski	Vacaville USD
Anne Jensen	Palo Alto USD
Melinda Jones	Walnut Valley USD
Brian Le Clair	LAUSD
Christine Lindberg	Vacaville USD
Eldiza McCammon	LAUSD
Carolyn Moir	Santa Maria Joint UHSD
Monica Mora	Santa Monica-Malibu USD
Milagros Morris	Grossmont UHSD
Nicole Naditz	San Juan USD
Victoria Neely	LAUSD
Leslie Ogden	Ojai USD
Mirna Orellana	LAUSD
Frauke Ramin	Moreno Valley USD
Mary Jo Renzi	Santa Rosa HSD
Terri Salsman De Rodriguez	Mountain View-Los Altos UHSD
Jane Slater	Sequoia UHSD
Janet Urbina	Palo Alto USD
Tanya Zaccone	Center Joint USD

## In Memoriam: Jean Schroeder

By Lorraine D'Ambruoso

CLTA recently lost a long time member, colleague and friend with the passing of Jean Schroeder. Jean was a long time CLTA member and teacher of German and International Relations at Napa Valley College. She was also a member of both the California Foreign Language Project (CFLP) and the California International Studies Project (CISP) advisory boards. For many years she served as advocate for the World Affairs Council, an activity that perfectly matched her interest in languages and cultures.

I remember Jean from past summer seminars, where conversations with her always conveyed a passion for the world around her, with all of its wonders and challenges. I feel privileged to have been able to work with her on the CFLP Advisory Board, where she was an ardent supporter of the work that the project does in furthering linguistic competence and cultural understanding.

Jean is survived by her husband Andy, who has expressed the desire to honor her memory by offering a scholarship in

Jean's name for a student to attend the student strand at Santa Barbara. She was such a strong supporter of this program that CLTA, in collaboration with her husband and CFLP and CISP colleagues, is establishing a scholarship fund in Jean's honor to support the participation of prospective teachers of language at future Summer Seminars. If



you wish to contribute to this fund honoring the memory of Jean Schroeder, please make your check payable to "CLTA Jean Schroeder Scholarship Fund" and forward it to:

Sue McKee, CLTA Treasurer  
2430 Avenita Alpera  
Tustin, CA 92782

We in the foreign language and international studies communities will miss Jean Schroeder's active contributions in support of language and international education.

## The Adele Martinez Book and Rose Award

*El que habla dos lenguas vale por dos.*

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

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

### The Essays

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

TITLE: How Language Study is Expanding My World  
LEVELS: Middle, high, and post-secondary students  
LANGUAGE: To be written in English  
❖ 75-100 words for middle school students  
❖ 100-250 words for high and post-secondary students  
❖ Typed, double-spaced, 12-point type

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

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

The selected essays will be printed in the *CLTA News*.

### Submission Guidelines

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

## Arts and Foreign Language at Risk!

By Lorraine D'Ambruoso

In a recent report, the National Association of State Boards of Education (NASBE) warned, "foreign language instruction has been marginalized and is increasingly at risk of being completely eliminated as part of the public schools' core curriculum. Despite the fact that foreign languages and cultures are as fundamental to a child's education as the traditional three "R's," our discipline is too often regarded as 'an educational luxury.'"

NASBE's report cited the substantial body of research highlighting the fact that students who study the arts and foreign languages do "substantially better than those who do not in almost every academic measure." However, the problem arises with the interpretation of the No Child Left Behind Act (NCLB). Although NCLB includes foreign language as a part of the core curriculum, the problem arises in the states' and policymakers' interpretation and application of NCLB.

At this time, the focus seems to be on the law's primary emphasis on reading, math, and sciences to the detriment of other curricular areas. These are the subject areas in which the states are demanding accountability by testing. A recent Phi Delta Kappa / Gallup poll found that "80% of Americans have ...concern that relying on testing for English and math only to judge a school's performance will mean less emphasis on arts...and other subjects"—including foreign languages.

The sub-title of NASBE's report is "In leaving no child behind, we must be careful that we don't leave half of the child's education behind."

NASBE Executive Director Brenda Welburn states, "Whether the label is a well-rounded education, a liberal arts education, or a comprehensive education, the goal is the same: to prepare students for the working world, for their roles and responsibilities as citizens in a democracy, and to prepare them for life in an increasingly interdependent and culturally diverse world. A student cannot be considered to be fully educated without learning about the arts and foreign language. It is vital to a child's intellectual and personal development, but also imperative for the nation's well-being."

This sentiment was echoed time and again by Rod Paige, Secretary of Education, when he addressed the ACTFL participants in Philadelphia. He stated emphatically, "foreign language should be a part of every child's education," adding that it must become "the bridge that crosses oceans and unites peoples," and that "foreign language is not an add-on, is not expendable, and is essential for our 21<sup>st</sup> century." In response to our concerns about the threat of foreign language program cuts at the local level, he stated that NCLB "opposes actions that support elimination of foreign language offerings."

So our challenge is clear. If *foreign language is a part of the core curriculum*, then foreign language classes cannot be eliminated to support the need for increased scores in math and reading. In fact, if we know that foreign language supports increased test scores—and we do—then we must speak out when administrators use NCLB to justify elimination of foreign language courses. Speak out for the right of our children to have a complete and rich education! No one will do it for us!

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## A Farewell from ERIC

As you may already be aware, the U.S. Department of Education has decided to discontinue the 16 subject-specific ERIC Clearinghouses. As a result of this decision, funding for the ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL), managed by the Center for Applied Linguistics (CAL), will end on December 31, 2003. For information about the new ERIC database, visit [www.eric.ed.gov](http://www.eric.ed.gov).

Over the years, ERIC/CLL has produced a number of quality publications including digests, online resource guides, print and Web-based newsletters, and books in the Language in Education and Professional Practice series. ERIC/CLL has also maintained a Web site and provided question answering services.

Although funding for ERIC/CLL will end, CAL remains committed to providing quality language education materials. To that end, CAL will continue to make free publications available in downloadable format from the CAL Web site, including those that were developed by ERIC/CLL. Examples of the information you'll find include:

### DIGESTS

Brief reports that highlight topics of current interest in bilingual, ESL, and foreign language education and linguistics.

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# Quebec Study Trip

By Clayton Ramsay

Oh, la, la... An opportunity to study French in a French-speaking country. After many years teaching mainly Spanish this was a great chance to improve my French. Yes, I had been chosen by the CLTA scholarship committee to receive the first study grant given to California from the Quebec government. Sure, I had been told that the Quebec-French accent was not the real French, but then is American English real English? After talking to Marc Boucher, the Quebec representative in California, I decided to enroll in the second summer session, July 6 to August 8, at L'Université Laval in Quebec City.

The French language program at Laval is well organized and provides ample opportunity to study, speak, and experience the French language as well as the Quebecois culture. The academic program is divided into beginning, intermediate, advanced and superior, each of which has A, B, C levels. The five-week course runs from 8:30 A.M. to 1:20 P.M. five days a week and is worth six semester credits. The credits are divided into three classes: *Langue orale et écrite* (grammar) 3 credits, *Expression Orale* 1 credit, and an elective course worth 2 credits. There were six electives in the advanced level, which varied from phonetics, Quebec history and literature, to *compréhension orale*. I thoroughly enjoyed the classes. The teachers were excellent and the students were interested in learning. The school also organized trips every weekend to visit the Quebec countryside, to go on whale sightseeing cruises, river rafting adventures, horseback riding and many historic island visits. Several evenings during the week there were cultural outings organized by the friendly *animateur* staff.

Summer in Quebec is fantastic both for its music festivals and numerous cultural activities. The "Festival d'été" held in the first half of July takes place throughout the beautiful old city on six outdoor and three indoor stages. For only \$15 Canadian one can go to all of the outdoor concerts and theatrical presentations. The range of performances really makes this a world music event. I attended an excellent Jacques Brel tribute, an African music and dance presentation, an American rock group a couple of Salsa dance bands and many of the best Quebec folk and rock group presentations. There was so much music. Even after the festival was over there were nightly outdoor concerts all over the city. I bought a bicycle at the flea market when I arrived and attended lots of great musical presentations. Quebec is a bicycle friendly city with marked bike lanes as well as real bike trails connecting many of the surrounding areas.

Quebec is a most beautiful city, situated overlooking the Saint Laurence waterway. Less than 20 minutes from the middle of the city one can find thick forests with abundant wildlife and picturesque landscapes. Ah, but the best quality of all in Quebec is the friendly, helpful and generous people of Quebec. I biked around the city, stopping to ask directions or just to chat and everyone I met was open and friendly with time to give the curious visitor. I had the precious opportunity to be taken in by a family (Christian Bourque, Immersion Tours) with whom I spent many an afternoon and evening speaking French, playing tennis, visiting the countryside and dining on the most wonderful meals. Oh la la... Quebec will always be with me and I believe I'll always have friends in Quebec.

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## Warning to all FL educators

By Robin Ubl

I was shocked this past month upon receiving my catalog from Continental Book Company. On the back cover was their offering for magazine subscriptions. My favorite Spanish magazine, *Vanidades*, was being offered for 24 issues at \$195.00. I have been subscribing to that magazine for years at around \$46.00 for 26 issues. In fact, for new subscribers there is a special for \$32.50. Is this how publishing companies inflate their prices??

Continental Book Company offers more magazines in Spanish, French and German, all at ridiculously inflated prices. Do they think foreign language teachers are not aware of the price of things?! Please call Continental Book Company at 303-289-1761 and let them know you do not appreciate their taking advantage of us by inflating prices. I do not plan to order anything out of their catalog, knowing how their prices are blown out of proportion.

## United Airlines Offers Special Discount Fares

*By Richard Anderson*

United Airlines has been designated as the 'Official Airline of CLTA 2004', and is offering special meeting fares for attendees of the California Language Teachers' Association who use the special Meeting Desk to book their reservations. Book early and take advantage of the promotional fares that give you the greatest savings! Earn a 5% discount off the lowest applicable fare, including First Class, or 10% off the mid-week coach fare. **By purchasing your ticket at least 30 days in advance of your scheduled travel, you will receive an additional 5% discount.** Simply call (or have your travel agent call) 1-800-521-4041, and refer to Meeting ID number 522AC. Mileage Plus members receive full credit for all miles flown to the meeting. These discounts are good for flights to/from the airports at Monterey, San Jose, and San Francisco between April 12 and April 21, so attendees can arrive three days before the conference and stay up to three days after in order to enjoy the Monterey Peninsula.

## Ground Transportation to Monterey Doubletree Hotel and Conference Center

*By Richard Anderson*

CLTA 2004 attendees flying into Monterey can usually find a taxi at the airport or call Carmel Taxi at (831) 624-3885. For those flying into San Jose or San Francisco: The Monterey-Salinas Airbus [831-883-2871] runs a shuttle between the Doubletree Hotel/Conference Center and both the San Jose Airport and the San Francisco Airport. The shuttle runs every 90 minutes beginning at 7:45 am for airport pick-up and 7:45 pm for airport drop off. Cost is about \$30.00 each way. Monterey-Salinas Airbus also can arrange for their Mini Coach to meet groups of up to 23 people arriving together. The cost for the Mini Coach is \$340.00 each way. If affiliates can arrange for their members to travel together by air, the Mini Coach would be reasonable. Rental cars can be reserved at the airports in Monterey, San Jose, and San Francisco. Groups of 2 – 5 people arriving in San Jose or San Francisco together would be wise to rent a car and drive to and from Monterey.

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## Culinary Delights at CLTA in Monterey

*By Leslie Long*

This year CLTA conference attendees who choose the Registration package will be treated to Monterey's fine cuisine at the Doubletree Hotel.

For our Friday Night Banquet we will start with Salinas Valley greens with bleu cheese crumbles, spiced walnuts, shaved fennel and a very flavorful port wine dressing. Our main course will be a sautéed chicken breast topped with marinara sauce, avocado and jack cheese. This will be accompanied with wild rice and fresh vegetables. Dessert turned out to be a hard choice, so we chose two desserts: one is a sour cream chocolate cake, the other a cappuccino mousse cake. These will be placed at alternate seats after dinner, giving us the opportunity to trade or share with our neighbor if we wish.

On Saturday morning, the traditional continental breakfast will be served before we head off for a busy morning of interest sessions.

The Saturday Awards Luncheon will start with a baby spinach salad topped with sliced mushrooms, chopped egg and spiced pecans. This will be served with the traditional honey mustard dressing with an additional choice of a pesto vinaigrette that we found most flavorful. For the main entree attendees will delight in a penne pasta accompanied by sliced forest mushrooms, pinenuts and a pesto cream sauce. This dish is then covered with an array of julienne vegetables. The lunch dessert selection will be a warm fruit cobbler topped with whipped cream.

At the Sunday Gala Brunch, choose from a selection of juices, an array of seasonal sliced fruits, a bountiful display of assorted muffins, bagels, doughnuts, danish and breakfast breads. The hot buffet will feature fluffy scrambled eggs with mushrooms and chives, chicken sausage links, apple stuffed pancakes yogurt and granola. Of course, coffee (regular & decaf) and a selection of herbal teas will be available.

This year's food offerings have been chosen to inspire your palate and make for a most pleasurable stay in Monterey! If you require vegetarian meals, please indicate that on your conference registration form.

## A Note From The Conference Registrar

By Sue McKee

You otter go global! It's time to register for the 2004 Conference! Follow the handy hints below and make it easier for you and me!

REGISTER NOW! Do not wait until the last minute. Early registrations are encouraged and appreciated. All registrations postmarked after March 15, 2004, will need to add a \$50 late fee. On-site registration at the conference will be charged a \$100 late fee. Confirmations will be mailed as soon as registrations are processed.

If you are applying through your district, send them a copy of your registration form. Also, send me a copy of your registration form with a note indicating a purchase order/check will follow. Districts are notorious for late payment and/or holding materials. If I have the form from you, your desired workshops and conference meals can be held until April 1, 2004.

All workshops are listed on the registration form. Remember to circle your workshop choice(s) and indicate alternate(s). The earlier you register, the more likely you are to be enrolled in your chosen workshop(s). Some workshops have limits on the number of participants.

Fees for Thursday/Friday workshops are *separate* from the conference registration package and fee.

The *Conference Registration Package* includes: Saturday and Sunday Conference Registration Fee, Friday Night Banquet, Saturday Breakfast, Saturday Awards Lunch, and Sunday Gala Brunch.

The *Conference Registration Fee* includes: Saturday and Sunday Conference Registration fee only. There are no meals included. The fee is required of all attending the conference.

Phone registrations will not be accepted. The form is needed to confirm registration.

If you register as a group from your school, please send a *separate form for each person*. Be sure to include addresses, phone numbers, plus workshop choices (if any) for each person

*Refund requests must be in writing.* A \$25 administrative fee will be charged for ALL refunds. *No refunds will be given after April 12, 2004.*

*Do not send any registrations after April 7, 2004.* Registration materials have to be shipped to Monterey one week before the conference.

Send your hotel reservations directly to the Monterey Doubletree Hotel with a separate check or purchase order.

If you have questions, I can be reached by e-mail: [suemckee@cox.net](mailto:suemckee@cox.net).

I look forward to processing your registrations soon. Sit down now, and register! Follow the hints, and you'll be smiling in Monterey! See you there!

# A Word about Baudelaire

By Joan Prebilich

This summer I spent a month in Paris as a member of a NEH seminar for high school teachers entitled, “The Paris of Balzac, Baudelaire, and Zola.” This seminar, conducted entirely in French, brought together 15 French teachers from across the United States to focus on the politics, art and literature of 19<sup>th</sup> century Paris. The transition from pre-industrial to industrial age, the affluence of a large rural population into an essentially medieval city created enormous economic, social and political problems that had to be dealt with. Brown University’s Professor Edward J. Ahearn was our eminent guide through this maze of 19<sup>th</sup> century transitional turbulence as he wove the political, artistic and literary movements into a comprehensible tapestry of Paris, called by Walter Benjamin, “the capitol of the 19<sup>th</sup> century.”

We received a reading list of works by Balzac, Baudelaire and Zola to be completed before the beginning of the first meeting in Paris on July 6. The only work that I was familiar with was *Père Goriot* by Balzac. Professor Ahearn started each day with a recapitulation of what had been discussed before in order to bridge into the new readings. He provided us with extensive historical background on each topic, which brought new clarity and understanding into our reading and discussion. It wasn’t too long before we were discussing the literary works among ourselves after class. Trips to the Louvre and to the Orsay Museum as well as walks around the city looking for the 19<sup>th</sup> century monuments and architecture drew us into the period as well.

Back in 21<sup>st</sup> Century Santa Cruz, I am now thinking about this extraordinary summer in Paris. The importance of the political, social and economic background of the literature to the understanding of the literature itself cannot be understated. I had to remember that the 19<sup>th</sup> century was the age of great social changes everywhere in Europe—that it was the age of

Dickens in England as well as of Balzac in France. And that Karl Marx read Balzac with great interest. Suddenly, links began to emerge, a synthesis evolved as 19<sup>th</sup> century politics, science, art and literature were studied and discussed in order to comprehend the larger perspective of the events that led to the formation of this dynamic era. Even though I thought myself well versed in the authors of this period, I discovered that my knowledge was fragmented and cursory when subjected to a “close textual study” as presented by Professor Ahearn.

My interest in applying for this seminar began with my preparation for teaching my first AP students in literature for the 2003 exam. The poet I had the most difficulty with was Baudelaire. Reading several biographies of his life did not improve my portrait of him, having the same affect upon me as when I learned that Rousseau had callously abandoned his 5 children to various orphanages after having written “*Emile*.” In our seminar we did not discuss Baudelaire the man, but Baudelaire the art critic and poet. In the course of the four weeks, Baudelaire’s works formed an important part of our study of the 19<sup>th</sup> century. I was impressed by his courageous defense of the impressionist artists who were unjustly excluded from the contemporary art world by a coalition of the elite traditionalists. Rereading and studying his poetry in this seminar gave me a new understanding of the poet and his era. While I reserve my feelings about the man, I must proclaim the genius of the poet!

Stepping into the world of scholarly study has been one of the most invigorating summers that I have spent in a long time. Thanks to this seminar in Paris, I am incorporating new ideas into the History of France course that I am teaching this year. As French teachers know, you don’t have to **make** French history interesting. It already is!

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## Continued from page 1

workshop and interest presenters as well as participants. They are our troubleshooters. Without them many things can go wrong at the conference. Presenters always heave a sigh of relief when one of us comes up to them and says, “I’m your presider. What can I do to help?”

For those of you who have never been a presider, the job entails introducing the presenter(s), helping the presenter(s) pass out materials, rounding up a member of the AV committee if a piece of equipment breaks, passing out evaluations for the session and attending a short presider meeting on Friday or Saturday morning. The whole job will

take no more than one and a half hours of your time for an interest session and three and a half hours for a workshop. Of course, the presider can be assured of receiving the handouts since he/she will be passing the materials!

This year FLAMCO has done a superb job of getting some of the best presenters in the state. The person in charge of the presidors is Paula Hirsch. If you are willing to give up one hour and do a small but significant job, please contact her either by phone at (310) 391-7127 X264 or by email at hirschincc@aol.com.

Digests synthesize current research, review the literature, describe teaching methods and program models, and offer practical ideas for teachers and others.

**BROCHURES**

The following brochures can be used to advocate for programs in your school or district:

Why, How, When Should My Child Learn a Second Language?

[Coming soon!]

Why Start and Maintain an SNS Program?

Working Together to Build a Multilingual Society

**FAQS/RESOURCE GUIDES**

These online guides provide answers to frequently asked questions and include links to relevant publications, Web sites, organizations, and conferences, such as:

Foreign Language Standards

Internet Resources for Foreign Language Teachers

**WEB-BASED DIRECTORIES**

Directory of K-12 Foreign Language Assessment Instruments and Resources

Directory of Foreign Language Immersion Programs in U.S. Schools

Directory of Resources for Foreign Language Programs

Directory of Two-Way Immersion Programs

National Directory of Early Foreign Language

For ten days this fall, I had the honor of representing California in the Goethe Institute's Transatlantic Dialogue on Language Learning. It was a marvelous experience, from every point of view. I came back to California with a greater understanding of the German school system, and a greater awareness of the plusses and minuses of both systems.

Our group was made up of nine teachers, all of them, except for me, state supervisors of foreign languages. Our home base was Düsseldorf, a delightful city which we explored, discovering the Rhine, the Old City, and the many Turkish neighborhoods. There were excursions to Cologne, Bonn and Berlin as well. The high points of the travel were the incredible and moving Museum of German History in Bonn, and vitality of Berlin. Since I hadn't been to that city since 1968, it was a real shock. Berlin is now the second largest Turkish city in the world and has more Turkish inhabitants than the city of Istanbul. It is a city that seems to be reinventing itself on an almost daily basis. Where there was once a wall, there is now construction—everywhere!

Each day, we had speakers who came to the Institute to share their knowledge with us. Thus, we learned about the Pisa Study, the most exhaustive study of education in recent years. The study aims to examine the results of education of 15 year olds in 32 industrialized countries, focusing on the knowledge and skills needed to succeed in modern society. It is the first attempt to analyze cross-curricular study. The first assessment contained 2 hours of testing covering a possible 5 levels of proficiency in reading and a 30-minute questionnaire. Some of the results were as expected. The homogeneous Scandinavian countries came out with the highest scores. The US was in eighth place overall, ranked with other countries with diverse immigrant populations. In general, females outperformed males in reading—they enjoy reading as a leisure activity. The gender gap is much smaller in math. There is no gender gap in science, but German males outperform females in physics and in chemistry. Overall, there is a distinct relationship between social background and school performance. If you are interested in further information on this fascinating study, the website is [www.pisastudy.org](http://www.pisastudy.org)

Other presentations that were equally interesting were an overview of primary and secondary education in Germany, the system of higher education, testing and grading foreign language in primary and secondary education, the European Language Portfolios, teacher preparation, and FL professional organizations.

We also had the opportunity to visit schools. We visited a *Gesamtschule*, the German version of the comprehensive high school, a *gymnasium*, and an international school. In all of

# ACTFL, 2004

By Lorraine D'Ambruoso

This year's ACTFL Conference took place in Philadelphia, in the City of Brotherly Love's Convention Center, a massive structure built over the city's former railroad station. Your President Judith Snyder and I represented CLTA at the conference's annual Delegate Assembly, a forum where presidents, executive directors and other representatives of the associations who are members of ACTFL share common concerns. This year's assembly was once again rich in shared knowledge. Here are some of the highlights.

**Executive Director:** The new Executive Director is Bret Lovejoy. One of his first responsibilities was a real move, that of changing the location of ACTFL from New York to Washington, DC. Why? Well, Bret was hired because of his history and experience in the lobbying arena. With ACTFL headquarters in the nation's capitol, the association will be better placed to get the entire national foreign language community involved in ACTFL, to get the association more involved in the legislative arena and to enable ACTFL to develop better position statements. Bret reported that this year's conference drew over 4,500 attendees to 450 sessions and workshops.

**JNCL:** In his annual briefing, J. David Edwards stated that we live in "a time of tremendous opportunity but also a time of tremendous challenge." In fact, he believes that foreign language is both a quality of education and a national security issue. Despite national policies that are often disjointed, he reported that foreign language is definitely viewed as a part of the national security effort. As a result, all budgets for the DLI (Defense Language Institute), the Foreign Service, and National Security Agency have been increased. However, there is still little if any connection to the educational community. If we are to meet the needs of the US for fluent speakers of languages other than English, said Edwards, we will need much hard work on "beginning early" so that students can reach high levels of proficiency.

David is known for his wit. One comment was that "Advocacy is two steps forward and one step backward. But he emphasized the need for advocacy at the local level, especially in light of NASBE's report on foreign language Education (see article elsewhere in this issue).

**FIPLV (Fédération Internationale des Langues Vivantes):** Despite our belief that the US is a part of the global community, the foreign language profession is not! The International Federation of Languages, "the only international multilingual association of teachers of living languages," founded in Paris in 1931, has non-governmental organization "operational status" with UNESCO and has representation as an NGO with the Council of Europe. When FIPLV held its most recent congress "Identity and Creativity in Language Use" in South Africa, the USA was the only country that was not a member.

In fact, only eight attendees represented the USA. (There were more representatives from Liechtenstein!) In an effort to collaborate more in the international arena, ACTFL sent a participant to this congress. Past President Christy Brown, who represented ACTFL, reported, "Languages are at the core of the curriculum in other countries." The result of Christy's participation is that ACTFL plans to become a member of FIPLV. For more information and for an overview of the entire congress, check the web sites [www.fiplv.org](http://www.fiplv.org), [www.askasia.org](http://www.askasia.org) and [www.internationalead.org](http://www.internationalead.org).

2005 Year of Languages: It's official. 2005 will be the:

Year of Languages  
Celebrating Our International Spirit  
Celebrate...Educate...Communicate...  
The Power of Language Learning!

Governor Schwarzenegger is an honorary member of the Year of Languages Council. This activity will link state organizations with ACTFL, promoting the belief that "every student should develop proficiency in English and at least one other language." ACTFL will be preparing kits for school districts and will establish a Y of L web site. More to come!

**European Language Portfolios:** The National Council of State Supervisors of Foreign Languages (NCSSFL) gave a report on the European Language Portfolios, developed by the Council of Europe. These are documents that mark an individual's progress and proficiency in language acquisition, whether it is through formal schooling, travel, family, etc. The individual creates his / her own Language Portfolio,

- evaluating language proficiency in clear and simple terms
- reflecting on language learning inside and outside of school
- reflecting on intercultural experiences
- setting personal language learning objectives and mapping out ways to achieve them.

ACTFL and member groups are creating Linguafolio USA, which will be modeled on the European Language Portfolios. The Linguafolio will contain three parts: a language passport, a language biography and a dossier (a portfolio). For further information on the European Portfolio, check its website Council of Europe: European Language

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Portfolio at <http://culture2.coe.int/portfolio>. To join with others interested in Linguafolio, the website is [www.ncssfl.org/](http://www.ncssfl.org/)

The highlight of the conference itself was the general session, with the appearances of Rod Paige, Secretary of Education, Nann Anan, wife of the United Nations' Koffi Anan, and Andrew Cuomo.

Secretary Paige emphasized the No Child Left Behind Act, stating that its intent is not to create situations where districts feel the need to eliminate language programs in favor of reading, math, and science.

Nann Anan is a most gracious woman, filled with genuine feeling for the poor of the world. She moved us with eloquent reminiscences of her multi-lingual and multi-cultural childhood, and I know that I had tears in my eyes as she spoke of the underprivileged that she has had the honor to meet in her travels with her husband.

Andrew Cuomo, the Keynote Speaker, entertained us with his wit, moved us with his insight, and endeared us to him with his reminiscences, not of his father, well-known politician, but of his mother, a teacher. He believes that we have two educational systems in this country: one for the wealthy and one for the poor, and that educa-

tion is determining the fate of our cities. Thus, education for foreign languages and cultures should be a national priority.

Cuomo believes that the greatest American issue is the question of defining our relationship to other people. In a world where diversity is a fact of life, he believes that we do not have the option of deferring our working out the problems with this issue, which in large part is communication and understanding. He stated that we foreign language teachers do it every day!



Cuomo emphasized the fact that, while 52% of Europeans are multi-lingual, only 9% of Americans are. But in a world that is a mosaic, we need to “Relish the differences!” Despite the fact that, since 9/11, we have pulled inward, we need to “heal the divide.”

ACTFL, 2003 was well attended by our CLTA colleagues, among them Anita Axt, Duarte Silva, Hyekyung Sung, Liz Matchett, Brandon Zaslow and Iman Hashem. Many of these individuals presented as well. It is in the opportunity to attend national conferences such as this one that I am reminded of the richness that our CLTA association possesses and shares with the educational community in our state.

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these, the study of English is mandatory. All primary 3<sup>rd</sup> graders have 2 hours of English per week—as a foreign language, not as an awareness program. This gradually increases to 5 hours per week for 2 years, then to 7 hours per week for 2 years and finally to 3 hours per week for 2 years.

Some impressions: One plus was that almost every German I met, except for the older ones, are most proficient in English. The German educators are succeeding admirably in their goal of assuring English communicative competence for their students—but for a select group of students, not those in the *hauptschule*. But I must also admit that I was saddened to see that there is not the access and equity to education as we have here in the US. 70% of Kurds and Turks will never go higher than the *hauptschule* and will never have a regular job. 30 to 40% of them will leave school without a certificate. Part of this is due to their poor German skills and to

their poor heritage language skills, as there is also an absence of heritage language classes. As Dr Rainer Peek stated, “Poor performers have a face: male, Turkish and from *Hauptschules*.”

The 10 days flew by as we learned a bit of German, immersed ourselves in the culture, and grew to love Düsseldorf and our hostess / leader, Angelika Groening and her aides Sabine and Claudia, who could not do enough to assure that we were spoiled as teachers would never be in the USA!

Many thanks also go to Gabriele Landwehr—whom many of CLTA’s teachers of German will remember fondly from her days here in California—who wrote the grant to fund this program. I thank CLTA and the Goethe Institute of Düsseldorf for giving me this opportunity to engage in dialogue with their language professionals and to immerse myself in their wonderful culture.

# Jeux d'écriture en classe de français: clin d'oeil au mouvement dada.

*Armelle Webster, Polytechnic School, Pasadena, CA.*

Cet article propose des exercices ludiques d'écriture créative en français, s'inspirant directement des activités du mouvement dadaïste. Il ne s'agit pas ici d'étudier le mouvement, mais de permettre aux élèves de français, même débutants au collège (Middle School), d'écrire en s'amusant avec les mots. Le but des activités suivantes est l'acte de création et l'expérience du plaisir de l'écriture, même dans une langue étrangère intimidante.

## 1: Les cadavres exquis

Avant même de commencer, le titre intriguera et attirera l'attention de tous. Le cadavre exquis est un jeu adopté en 1925 par les surréalistes. Il consiste à faire composer une phrase ou un dessin par plusieurs personnes, chacun ignorant ce que les autres ont écrit ou dessiné. Le nom du jeu provient de la première phrase obtenue par ce procédé par les surréalistes: "Le cadavre exquis boira le vin nouveau".

Une grande partie des jeux surréalistes s'appuie sur les mots et sur une pratique "en aveugle" de l'écriture. Ces jeux sont "un moyen infaillible de mettre l'esprit critique en vacance et de pleinement libérer l'activité métaphorique de l'esprit." (André Breton – Second Manifeste du Surréalisme, 1930).

En classe il est nécessaire de se mettre d'accord au préalable avec les élèves sur la composition grammaticale de la phrase finale. Ceci est une bonne occasion pour revoir la structure d'une phrase et le schéma suivant sera adapté selon le niveau des élèves. Une liste simple pourrait comporter:

- . un sujet (singulier ou pluriel)
- . un verbe (singulier ou pluriel) transitif (expliquer le besoin d'un complément d'objet direct) à un temps déterminé.
- . un complément d'objet direct (avec ou sans adjectif)
- . un complément de lieu
- . une indication de temps
- . un complément précédé de la préposition "avec"
- . une proposition précédée de "parce que"

Il suffit de faire circuler en classe un papier qui sera replié par chaque élève soigneusement au fur et à mesure de l'écriture de la phrase. On peut même faire circuler simultanément plusieurs papiers tout en gardant l'ordre des différents éléments de la phrase. Le dépliage se fera en commun et la phrase sera écrite au tableau et commentée.

Voici un exemple obtenu par une classe de huitième année: Mes parents aiment le chocolat blanc à la maison le dimanche avec le chien parce qu'il fait du soleil. Le résultat fantaisiste et parfois incongru nous a incités à réitérer l'expérience plusieurs fois. Les meilleures phrases ainsi créées en commun sont imprimées et affichées avec fierté dans la classe.

## 2: Recette de poème

Tristan Tzara est un poète français (1896-1963) qui a lancé son manifeste dada en 1918 et a participé à de nombreuses publications dada. Le poème suivant de Tzara nous donne une recette que nous allons nous donner pour but de suivre à la lettre en classe.

Il faut au préalable lire le poème, l'expliquer et clarifier la procédure à suivre. Vous devez vous munir de journaux ou de magazines de langue française à découper. Ici l'importance est donnée au hasard et à la spontanéité.

Pour Faire un Poème Dadaïste

Prenez un journal,

Prenez des ciseaux,

Choisissez dans ce journal un article ayant la longueur

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que vous comptez donner à votre poème..  
Découpez l'article.  
Découpez ensuite avec soin chacun des mots  
qui forment cet article  
et mettez-les dans un sac.  
Agitez doucement.  
Sortez ensuite chaque coupure l'une après  
l'autre.  
Copiez consciencieusement.  
Dans l'ordre où elles ont quitté le sac.  
Le poème vous ressemblera  
Et vous voilà un écrivain infiniment original  
et d'une sensibilité charmante  
Encore qu'incomprise du vulgaire.  
—Tristan Tzara

Un aspect original qui plaît aux élèves de  
Middle School est le côté "lettre anonyme"  
que donne le texte constitué de phrases  
découpées dans des journaux. Cette  
présentation du "nouveau" texte ajoute du  
piquant au résultat final de l'exercice.

Avec des élèves plus avancés, on peut  
pousser la discussion de la création littéraire  
en mettant en parallèle le poème Pour Faire  
le Portrait d'un Oiseau où Prévert donne en  
quelque sorte aussi une recette sur l'art et la  
recherche de l'inspiration.

### 3: Patchwork de poèmes

Le principe de cette activité est semblable au  
précédent avec l'avantage d'être plus adapté  
à des débutants. Il suffit de substituer aux  
journaux des textes familiers aux élèves, tels  
que des paroles de chansons, des poèmes ou  
tout autre texte déjà étudié en classe. De  
cette manière, le vocabulaire sera connu et  
permettra un jeu plus libre de la part de  
chaque élève. Il sera en mesure de créer sans  
l'angoisse de l'inconnu, à partir de poèmes  
étudiés et apprivoisés. Il ne devra pas  
"produire" les mots en français, mais se  
contenter de "recycler" des phrases déjà  
écrites, en leur donnant un contexte tout  
nouveau.

Chaque élève, sans égard pour ses  
capacités linguistiques et sa connaissance de  
la grammaire, est capable de réussir cette  
activité et d'y trouver du plaisir. Il pourra  
ainsi créer un texte tout à fait original, même  
souvent drôle, pour le plaisir du groupe lors

de la mise en commun finale. Après deux  
ans de français en fin de huitième année,  
mes élèves connaissent intimement un  
certain nombre de poèmes et de paroles de  
chansons. Dans cette activité, ils doivent  
utiliser cette matière première et créer un  
texte tout à fait nouveau et personnel.  
Chaque élève est fier de lire le résultat de  
son travail à la classe.

Dans les exemples suivants d'élèves de  
huitième année, vous reconnaîtrez sans  
doute des bribes de Prévert, de Desnos,  
d'Apollinaire, de chansons populaires  
françaises et de comptines.

### **Petits Poèmes fantaisistes:**

Sur le pont Mirabeau, la nuit coule face à  
face  
Un très beau soir d'automne.  
Tes yeux murmurent "Je t'aime" à mon  
oreille  
Et mon père est désolé  
Mon grand-père joue de la contrebasse et il  
pleut  
Tous les garçons et les filles sont partis sous  
la pluie  
Sans une parole dans les flaques d'eau.  
Cela peut durer pendant très longtemps  
Alors, mon père a mis le sucre dans le café  
au lait  
et il a joué de la trompette avec une pipe en  
bois  
Les histoires de cercueils et les couleurs de  
la vie  
C'est triste et c'est joli!

Eternuer mardi signifie embrasser un  
étranger  
Ma grand-mère joue du piano  
Ma mère, elle, fait du tricot  
Elle trouve ça tout naturel  
Mais voilà le soleil  
Le soleil qui leur dit  
J'aime les enfants heureux  
Et il fait rouge dans mon coeur  
C'est signe de chance!

### 4: Ceci n'est pas une pipe

Nous avons tous en tête le tableau de  
Magritte intitulé La trahison des images

(1928-1929 LA County Museum). Il s'agit sous-titre "Ceci n'est pas une pipe." Ce tableau est affiché dans ma classe et ne manque pas d'étonner les élèves en début d'année. Les questions posées amènent toujours une discussion intéressante. Il s'avère qu'en effet, cette pipe n'a que deux dimensions et ne peut servir à fumer. Il ne s'agit donc que de la représentation d'une pipe. Le texte paradoxal qui accompagne l'image est donc juste. L'image de la pipe n'est pas équivalente à l'objet qui est une pipe.

De la même manière, le tableau "La Clé des Rêves" (Magritte 1930) montre l'image de six objets reconnaissables comme étant un oeuf, une chaussure, un chapeau melon, une bougie, un verre et un marteau. Chaque objet est accompagné d'une étiquette qui au premier abord semble les identifier comme étant respectivement l'acacia, la lune, la neige, le plafond, l'orage et le désert. Le manque de logique d'une image si anodine est troublant et oblige à repenser le mot et sa valeur propre.

Mes élèves ont très bien compris le propos de Magritte et ont voulu à leur tour

de l'image réaliste d'une pipe ayant comme créer des images d'objets, tout en réfutant leur identité. Nous avons donc des images de chiens, de Tour Eiffel ou de croissants, niant leur identité de chien, de tour Eiffel ou de croissant, ou empruntant une toute autre identité, puisqu'ils ne sont que la représentation plate sur papier de l'objet en question.

Grâce à ces exercices vos élèves feront l'expérience du plaisir de l'écriture sans les carcans souvent associés à cette activité. Les mots d'ordre sont dorénavant la liberté de création, l'humour, la surprise des mots et l'acceptation de l'absurde. Le tout s'effectue dans une langue étrangère, qui est tout à coup moins étrangère aux élèves, puisqu'ils n'ont aucune crainte de la manipuler et de la réinventer pour le plaisir d'exprimer quelque chose d'étonnant et d'individuel. Ces activités de classe vous permettront de faire à votre tour de vos élèves de français débutants ou avancés, "des écrivains originaux et d'une sensibilité charmante encore qu'incomprise du vulgaire".

## FAMILY STAY AND TRAVEL PROGRAMS IN FRANCE

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# The 2004 National Foreign Language Week Poster National Foreign Language Week, March 1-7 2004.

**Alpha Mu Gamma**, the National Collegiate Foreign Language Honor Society and Official Sponsor of the Week, announces that the 2004 NFLW Poster will be available around the end of October. The Theme for this year's poster is:

“Spring Brings Hope, so does Understanding...  
Through Foreign Languages!”

Poster size is 26"x19". It is available with and without dates. Price: \$5 per poster, plus \$6 shipping & handling (1 to 5 posters). Shipping is *free* for orders over 30 posters. Please indicate whether poster ordered is to be with or without dates. The poster can be viewed on our Website. It can be ordered from.

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