

## CLTA Student Splash Page Winners 2004!

by Tanya Zaccone

As you noticed when you checked out the web site recently, we have a new Splash Page, *Hola-California*, by our first place student winner for 2004, Nhat Minh Zhang, student of Aurora Torres, CVFLA. Congratulations on a great design! Second place goes to Jacquelyn "MJ" Truong, student of Nicole Naditz from FLAGS, for *Culture, Life, Timelessness. Dove of Peace* by Ruben Delgadillo, student of Vita Chiamenti of IEFLA, rounds out third place.

Thank you and congratulations to everyone who entered, and also to my Splash Page Evaluation Team: Norman Leonard, Lewie Johnson, and Liz Barth. This is the first year that this contest was held entirely on-line. Although there were some inevitable issues that came up for a maiden effort, thanks to Lewie Johnson and his technology expertise, everything came together well at the end.

Please begin thinking now about encouraging your

## Revisiting Monterey, 2004

By Lorraine D'Ambruoso

For those of you who were unable to attend this year's conference in Monterey, you missed a splendid array of offerings, from a spectacular location to sun by the sea, from sensational speakers to more sessions and workshops than one could possibly attend. FLAMCO may be a "small" affiliate and it may have just hosted its very first CLTA conference, but the members might well have been seasoned veterans to the participants who appreciated all of the work they put into making it first-rate.

The speakers alone were a veritable banquet. Attendees were welcomed on Friday evening by Senator Jeff Denham, who supported CLTA in our efforts to obtain passage of Senate Bill 5 for the creation of Foreign Language Standards. He announced that the Legislature had just passed the Senate Resolution proclaiming May 2004 as World Languages and Cultures Month in California. Senator Denham spoke to the importance of languages, showing pride in the fact that both he and his wife are able to speak more than one language and that their children are already learning another language. How fortunate we are to have Senator Denham as one of our supporters.

The keynote speaker at Saturday's Plenary was Jeanne Wakatsuki Huston, author of *Farewell to Manzanar* and *The Legend of Fire Horse Woman*. She recounted the path to each of her works, speaking softly, but with the strength of conviction. She addressed the diversity of our nation, stating that it is no new phenomenon, having begun in the 1600s when Spanish and Portuguese explorers arrived in New Spain. Her reminiscences brought tears to the eyes of all in the room. How fortunate for us that she was willing to share such important aspects of her life with us.

The Awards Luncheon is always the high point of the conference, and Connie Vargas and her committee did a magnificent job. The program was quite moving, as Outstanding Teachers were recognized and as Patricia Rice was named Glencoe-McGraw-Hill Teacher-Leader. But the award that I most enjoyed was the Hal Wingard Lifetime Achievement Award. I watched the recipient, Alan Svidal, as Hal and Connie Vargas went through his achievements and the accolades of his colleagues. Alan did not have a clue that they were speaking about him. What a wonderful surprise, and well-merited!

The Sunday brunch speaker was Dr. Ray Clifford, Chancellor of the Defense Language Institute in Monterey. He entertained us with examples of language that, lacking context, could lead to some astonishing and amusing interpretations. He also led us through the history of language learning in the US. Imagine the shock of those in the room who realized that we are still pretty much where we were when Sputnik was launched.

The workshops were a success, with special thanks to Lewie Johnson who conducted a 2-day workshop for 60 participants. The interest sessions ran the gamut, from pedagogy to language specific activities, presentations to informative sessions on the effort to write standards, and the planning of activities for the 2005 Year of Languages. It was truly a banquet!

I never cease to be amazed that our affiliate members can work as full time teachers (and

## CLTA News

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

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

**Board meetings:** The CLTA Board will meet two times during the academic year. The 2004-2005 schedule is: October 2, 2004 and January 29, 2005

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## Greetings from the CLTA President

by Tanya Zaccone

Dear Friends and Colleagues,

Our "mother," Judith Snyder, raised us well. As all good mothers do, she made sure we were secure in a well-organized and positive climate, with measured doses of challenges to our effort and spirit, and an occasional stern look or word, which made us want to do better next time. Now, as Past President of CLTA, Judith will continue her role as "mother" for the next two years as she prepares Awards for the deserving, making sure that our work is rewarded with recognition and praise. She follows the wonderful work of Connie Vargas who did an outstanding job (even though I don't think we can, or dare, consider Connie our "grandmother" just because she precedes Judith in the position).

So here is a tribute to our "mother," Judith, with a picture of how much our "home," CLTA, means to me.

**California**—The land of infinitive possibilities, you know, *California Dreamin'*. Even if at times the budgets, endless testing, focus on core subjects, and maybe even crotchety colleagues seem to make up a "winter's day," it is really just the beginning of Spring in disguise. For one, California and CLTA will be deeply involved in The Year of Language beginning this fall. And lest we forget, in the No Child Left Behind Act, world language *is* a core subject. We just made that point here in California last year when CLTA spearheaded the passage of Proposition 5, recognizing the need for standards for world languages.

**Language**—One way we all communicate our *dreams*, of all kinds, from the most technical and scientific to the most personal and mystic. The Year of Language will suggest that *all* Americans should have the opportunity to learn AT LEAST two languages in addition to English. THAT would be a *dream* come true for us all!

**Teachers**—*Dreamers* of the passing of the torch of knowledge and purpose to those who come after. *Dreamers* who collapse into their beds at night, only to awaken before the alarm clock with a great new idea for tomorrow. *Dreamers* who found their calling early or late, who know what they are doing affects the world of the future *for the better*.

**Association**—The recognition that we are all in this together. Despite hour after day after week after month after year, when barely a visitor may come to the classroom except to evaluate, the *dreamer* knows that we are all in this together. The *dreamer* offers the *association* to other *teachers* of *language* in *California*. The *dreamer* understands the power of numbers, of interconnectedness, of fellowship, and of stealing ideas.

So that's a snapshot, only one, in our Family Album at CLTA. Maybe it's fuzzy, a little out of focus, maybe it's got a funny angle, or the wrong lighting. There are probably even some parts cut off at the top and too much of something else at the bottom. But that's OK. When all the pictures of every single family member are put together, a true and honest real picture begins to emerge. Like the snapshot of the wildly successful Conference in Monterey this year, and the 2004 Santa Barbara experience yet to come. So thank you all for being a part of the CLTA family. Have a great summer. And, thanks, "Mom!"



# A Reflective Look at CLTA

by Lorraine D'Ambruoso

At its last meeting of the year, the CLTA Board, led by Duarte Silva, went through an exercise that enabled its members to assess the effectiveness of CLTA. Using *Building our Strength as an Organization: Overview of the Developmental Continuum* (an instrument and rubrics developed by ASCD), we tried to determine whether we were emerging, effective, or exemplary as an organization in two specific areas.

**1) Influence / Policy:** Excellent organizations know what they stand for and work for what they believe in. They are visible, respected, and sought after as a reliable and informed source of accurate information regarding quality teaching and learning. Excellent organizations anticipate issues and are proactive in shaping recommendations to improve education policy for the success of all learners.

We are emerging in all of our activities and in our impact and contributions to the World Languages Community. We are effective in all but our ability to retain and involve members and to attract new members. Of the points under the exemplary column, the most serious deficit is our lack of a process for addressing fast-breaking issues. Therefore, the Board determined that we are an effective organization.

**2) Communication and Publications:** Excellent organizations maintain a high profile with all stakeholders through creation and dissemination of a variety of high-quality print and electronic publications that are widely used by the membership, other practitioners, and policymakers.

In this domain, we are an effective organization. One of the items needed to be considered exemplary is that we “advance our vision and achieve our mission.” We determined that we do not do this. Since “vision without action is a daydream and action without vision is a nightmare,” Norman Léonard (FLCSD) has established a Yahoo discussion group which has been busily working to develop vision and mission statements for CLTA.

The next three items are of special concern, as they are the reason for our not being able to consider ourselves members of an *exemplary* organization.

## Membership

Membership is in a downward trend. Our strength is in our numbers, and decreasing membership frightens your Board. Membership Chair Marge Sotomayor reminded affiliate representatives that it is one of their responsibilities to recruit

new members, especially among those teachers just entering the profession. I would like to remind members that professionals should belong to their professional association from year to year – not just when the conference is in your area. Your membership helps fund our outreach activities, our scholarships, our advocacy activities and our web site, to cite just a few of our activities. Please make a resolution for the coming school year: Each one of us will recruit one new CLTA member.

## Advocacy

Thanks to a stellar effort of the Advocacy Committee under the leadership of our Legislative Advocate, Kathryn Lynch, we worked for passage of three bills during the last legislative session. All three passed! But our efforts this year have abated somewhat. Kathy Lynch still works to convey the importance of world languages and cultures in Sacramento. We are working to build alliances and coalitions with other educational associations, but we still need you, our members.

We would like to repeat our request that you become more active politically. Forge a personal acquaintance with your district legislators, by phoning, e-mailing, or visiting their offices. Let them know that you are interested, not just in what they do and what issues they support, but also in what they do not do and in the issues they do not support. Do this now, as an educator and a voter in your district, so that when we have issues that we ask legislators to support, they will know who you are and that you have been vocal in the past.

## Communications

**Web Site ([www.clta.net](http://www.clta.net))**—Lewie Johnson, our Webmaster, has determined that our jobs bulletin board receives about 600 visits per month; web lessons get 30,000 hits per month. We have already exceeded 2 million hits since its creation. Our web site is the one area in the ACSO rubric for communication / publications where CLTA is exemplary. Bravo, Lewie.

**CLTA News**—Newsletter Editor Karen McDowell has worked at making the on line newsletter a success. It is as professional as any of our sister associations' newsletters. Merci, Karen. But it is only successful if you, our members, read it. Please take the time to bookmark our site on your computer. Then, when your affiliate representative lets you know that the latest issue of the CLTA News is out, then all you have to do is click on “newsletter” and you will be able

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# Affiliate News

## Book & Rose Winning Essay How Language Study is Expanding My World

*This essay was written by Heather Manske, student of Evelyn Bejarano, Bella Vista High School in Fair Oaks. Evelyn is a member of the FLAGS affiliate.*



On the surface, it may not seem like the mere two years that I have studied a foreign language have impacted my life. Of course, I can now read the Spanish signs on the city bus, but knowing what “Para abrir la puerta” means isn’t really changing the way I move about in the world. Or is it?

I wish to garner more from learning a second language than simply being able to speak it and read bus signs. I want to know that it is something that *will* change my life for the better. And I believe that this is true. Even if I stop studying Spanish after high school, and never use it again in my life, I will know that it has helped me. Learning Spanish has opened my eyes to a new world: the world outside English-speaking communities. It sounds provincial, but it’s true. I now feel that I am ever more connected with a world beside my own, and lifestyles that I previously knew nothing about. And the bond doesn’t end with Spanish-speaking peoples (though with nearly 500 million of them across the world, that could be enough). Any new thing that I learn about any culture seems easier for my mind to accept and understand. I think that this sort of acceptance is valuable in today’s world, and it would be advantageous if everyone could learn to feel this way.

For me, learning a new language doesn’t begin and end with grammar and vocabulary. Learning Spanish is not just learning to speak the dialect. It is examining the culture, the people, and the thoughts that make Spanish speakers who they are. Learning to speak a new language means learning to realize the vastness of the world. It is a study of societies and events, lifestyles and traditions, the history and future of communities outside our own. And understanding these things allows us all to better understand others, and in turn, appreciate and understand ourselves.

I know that forever, my views of the world and other people have been affected by my learning a second language. I know that no matter what I do in life, these views will help me be a more understanding and accepting person, no matter what someone’s background or lifestyle. It’s hard to believe that simply learning to speak a different tongue can do all that, but it can. And for me, it is.

## J’avais un rêve...

*By Sue Z. Colombano,*

*Recipient of the French Government Grant, 2003*

...and it came true! With two sons in college, my dream of spending the summer in France seemed impossible, but when I was awarded a CLTA grant to study in France my dream became a reality.

I spent three weeks in July studying at the Campus International in Toulon along with many other high school French teachers from around the world. It was interesting to compare methodology and teaching experiences with them. The university organized guided bus excursions on Sundays to nearby hill towns and historical sites such as l’Ile de Porquerolles; Le Castellet et la Cadière d’Azur; Aix-en-Provence and Marseille. With a train station in Toulon, it was also very easy to hop on a train and visit many places independently during the free time. Toulon itself has a great Jazz festival in the summer and several museums and historical places to visit. It was fun to see all the Bastille Day celebrations in person for the first time.

The course, *Le français hors des frontières*, was taught by well-qualified professeurs and many optional afternoon sessions covered very interesting cultural topics pertinent to high school teachers. By combining my personal experiences, photos and the cultural sessions at the university, I was able to develop a cultural unit to supplement my TPRS Storytelling program. My students are very interested in the unit because they know their *professeur* personally visited these places and took the photos.

*Merci beaucoup* to both CLTA and the French Government for this educational dream come true!

## **Continued from page 3**

to access our latest happenings and issues. If you do not have Adobe Acrobat on your computer, simply click on that icon to download it, as it is needed in order to download the newsletter. If I can do it, anyone can! And obviously, if you are reading this, you can, too!

### **The Financial State of CLTA**

As a result of decreased revenues from both membership and the '03 conference, the association took stringent measures to lessen our expenditures. Among these were the following:

- We moved from four Board meetings per year to two.
- We placed our newsletter on line except for the conference issue.
- We reduced operating budgets for our Board as a whole and for officers serving the association.
- Affiliate representatives were asked to accept more responsibility for recruitment and retention of members.
- Greater efforts were made to solicit donations from members for the Memorial Scholarships and from the publishers to help with the conference.

Under the urging of Management Chair Carolyn Moir, the Conference Program and the Summer Seminar Program emphasize all sessions and strands that meet the goals of the NCLB (No Child Left Behind) Act. This will permit colleagues to request and receive funding to attend our conference and seminar.

However, with fewer members and lower conference attendance, revenues will continue to be a source of concern. We will continue in the "belt-tightening" mode, but it is obvious that we will have to address this issue again for the next fiscal year.

### **ACTFL Update: 2005 Year of Languages**

Under the aegis of ACTFL, 2005 will be the US Year of Languages. It will be a year-long effort to focus the country's attention on the importance of languages and cultures. Although this is still in the planning stages, there will be materials available through ACTFL for member organizations (We are a member!) and a web site ([www.actfl.org](http://www.actfl.org)), which will contain suggestions for activities. All of this will be conveyed to our members as soon as we receive the information from ACTFL. Affiliate representatives will be vital in disseminating the information on this long-needed activity.

### **US Foreign Language Teacher of the Year**

2005 will be the first time that this honor is awarded by ACTFL. Please see the CFLP update for Duarte's summary. By the way, he neglected to tell you that he is the Chair of the New Visions sub-committee on Teacher Recruitment and Retention, and that this award is the result of his committee's work. Our sincerest thanks and great admiration go to Tanya Zaccone, California's nominee for this award. She represented us with intelligence, grace and wit. We are proud to call her one of ours.

### **CFLP/CLTA 21<sup>st</sup> Annual Summer Seminar for Foreign Language Teachers**

The basic information is contained in the CFLP update. The programs are available in your packets and on line. CLTA has a special interest in the Student Strand, whose funding has become problematic with the ending of the FLAP grant. Many thanks to Hal Wingard, whose letter to retirees has resulted in donations to support this worthwhile program. A special thank you to all of our retired colleagues who have responded generously. A special thank you also to those who donated to the Jean Schroeder Memorial Scholarship, which will also help fund the student strand.

### **Anticipating the Future**

As we end the 2003-2004 year, CLTA would like to extend its warmest thanks to Judith Snyder, outgoing President, as well as to all of the officers and appointed Board members who toil ceaselessly for the members of our association. They do this because of their love commitment to the profession – certainly not because of the financial rewards!

Let us also take this opportunity to welcome incoming President Tanya Zaccone and President-Elect Lewie Johnson. We know that they will be up to the challenges that the new year will bring.

In conclusion, I would like to thank you for the privilege of helping to steer the course of CLTA. It is the opportunity to work with a group of the most dedicated foreign language professionals in existence.

# Dr. Ray Clifford speaking on “Foreign Language Teaching in the United States”

by Lorraine D’Ambruoso

CLTA conference participants who were fortunate enough to attend the Sunday Gala Brunch were treated to a wonderful address by Dr. Ray Clifford of the Defense Language Institute. Yes, he is a government employee, but his place of employment, despite its military orientation, is a college that is fully accredited by the Western Association of Schools and Colleges. Dr. Clifford reminded us of the challenges of our profession, entertained us with examples of language that proved the complexity of our discipline, and took us on a trip through the history of language education in the USA, a trip that was nostalgic for many of us.

According to Dr. Clifford, the challenge of our profession lies in the fact that it is “one of the most complex and valuable professional disciplines in academe.” How do we express ideas and concepts? We do this through language, which is the most complex of all human behaviors. We aim to enable our students to learn languages. Since language is “one of the least understood of human endeavors,” it thus follows that “language learning is a field worthy of recognition as a challenging and significant academic discipline.”

So much misunderstanding about language results from this complexity, and Dr. Clifford entertained us with examples. Among them were:

Iraqi Head Seeks Arms  
Drunk gets Nine Months in Violin Case  
Miners Refuse to Work After Death

A frequently asked question is “Should the teaching and learning of foreign language be of national concern?” Our society seems to pay attention only to communication in English. Yet, if we look at the Preamble to our Constitution, which states that our Union was formed to “insure domestic tranquility and provide for the common defense,” then we realize that the answer to that question is a resounding Yes! Dr. Clifford reminded us that “while tourists can buy in English, selling is done in the language of the customer.” He added “while those who pose threats to our national security may speak English, they do not when they are speaking to each other about us.” He reminded us “in today’s world, economic competitiveness and national security require capabilities in foreign languages.”

But the problem, as reported several years ago in a GAO report, is that our government lacks people with skills in other languages, and even when employees do have language capabilities, they usually lack the proficiency needed to enable them to work effectively.

Dr. Clifford then took us on a nostalgic tour of foreign language education from the beginning of our country’s history:

- During the first century of US history, language study was a means of training the intellect and the languages studied were Latin and Greek.
- During WW1, language study was curtailed, the result of a distrust of all things foreign.
- A 1940 study, *What the High Schools Ought to Teach*, recommended the elimination of foreign language study, due to the difficulty of the discipline and the time required to learn languages.
- October 4, 1957 arrived and the launching of Sputnik led to the NDEA to allow better preparation for foreign language teachers. Despite immediate improvement in the discipline, as funding waned, progress slowed.
- In 1979, we learned from the President’s Commission on Foreign Language and International Studies that “Americans’ incompetence in foreign languages is nothing short of scandalous and it is becoming worse.”
- In 1983, Dr. Clifford pointed out to the Commission on Excellence in Education that it “was inappropriate to discuss foreign language programs before a commission on excellence in education, as US foreign language study had yet to attain mediocrity.” The subsequent report, *A Nation at Risk*, recommended longer sequences of foreign language study.
- Recently, a senior Department of Defense official stated that “perhaps the greatest challenge we face is the general apathy in the US toward learning foreign languages.”
- Among his top ten priorities for the coming year, Secretary of Defense Rumsfeld has included improvement of language skills.
- And finally, according to Dr. Clifford, “today, all you have to do is turn on one of the news channels to see that with military troops in Iraq and Afghanistan, our lack of Pashto, Dari and Arabic language skills has caught us between Iraq and a hard place.”

Obviously, there are steps that can be implemented to remedy the problem. We can:

require demonstrated proficiency in foreign language for entrance to college, and demonstrated proficiency in a second language for graduation from college;

establish a federally funded National Language Foundation parallel to the National Science Foundation;

build on the few pockets of excellence that do exist; embrace linguistic diversity and build on the base of heritage language skills that is already available in this country; and

implement eight and ten year sequences of foreign language study in our public schools.

Dr. Clifford admits that this last step will be difficult. But he believes that:

we cannot have lasting peace without mutual understanding,

we cannot have mutual understanding without accurate communication, and

we cannot have accurate communication without knowing each other's language.

In closing, Dr. Clifford reminded us that our role is a crucial one, because "improving America's proficiency in the world's languages is a prerequisite for achieving lasting peace in the world."

## **Monterey, Continued from page 1**

we all know what that demands!) and yet spend a year working with Conference Coordinator Paula Hirsch to produce a conference as memorable as this. Bravo to everyone involved and thanks for a *tour de force*.

\* Note: As soon as I receive a copy of the Proclamation signed by the Governor, I will send color copies to each affiliate representative. Should you want to use it for a presentation, please contact your affiliate rep, or, if you do not have one, then contact me.

## **Splash Page, Continued from page 1**

students to enter next year. The more designs we have to choose from, the better our site will welcome the many visitors we get yearly. Who knows, *you* could be the proud teacher of the 2005 winner!

## **A New Resource for Teachers of Italian**

*By Lorraine D'Ambruoso*

At Friday night's banquet in Monterey, teachers of Italian were able to meet Maria Vittoria Cifone, the new Director of the Education Office at the Consulate General of Italy in Los Angeles. Vittoria spent all of her time at the booth in the exhibits area, meeting teachers of Italian and establishing contacts that will bear fruit in the coming years. As we bid each other farewell at the conclusion of the conference, Maria spoke to Judith Snyder's references to our CLTA family, stating that she had felt welcomed and valued for her presence in Monterey.

We do value her presence and her collaboration with both CLTA and CFLP. In fact, we hope that her Consulate will be able to offer a travel / study grant for a teacher of Italian at next year's conference and that we will be able to offer an Italian strand at the Santa Barbara seminar in the near future. Welcome, Maria Vittoria.

Should you need to reach her, her e-mail address is [cifone@iicusa.org](mailto:cifone@iicusa.org). I know she would be delighted to hear from any teachers of Italian seeking support and resources.

## CLTA Salutes our Outstanding Teachers of the Year!

FLAOC's nominee and CLTA's outstanding teacher of the year, **Cynthia Leathers**, is a longtime Jr. Hi/Hi school teacher who has served as a foreign language mentor for the last twenty years, and trained other language teachers in her school district. She's been a member of CFLP, presented workshops at CLTA, and is sought after by project sites and affiliates to lead their teacher training. The Team leader of the COACH for more than 10 years, Cynthia has published many of her original lessons in the three published COACH books.

Her colleagues say, "It is a learning experience observing in the classroom. Every eye is glued to her as she presents lessons that are well thought-out, packed with culture and presented entirely in the target language." "I cannot remember any other class in which I used the material taught to me in so many different ways," observed one of her students.

IEFLA's nominee and CLTA's outstanding teacher of the year, **Dr. Terri Nelson**, is a Cal State San Bernardino University Professor whose contribution to communicative activities is quite long. Dr. Nelson has made at least fifty presentations at the local, regional, and international levels and has received seven campus-based grants. One student attests: "This is the most communicative teacher I have ever had as a student of foreign languages."

Her department chair tells how she "authored a truly unique, award winning, interactive online French activity that motivates language learning and promotes both reading and writing communications. She has generously donated her proceeds from the publication to the CASLA, which she founded."

Dr. Nelson was the genesis behind a French summit, where hundreds of students and their teachers were hosted at the university for a day of activities resplendent in the language.

FLAG's nominee and CLTA's outstanding teacher of the year, **Nicole Naditz**, is eager to take on new challenges, even when it seems that there can be no additional time in her schedule. She teaches and manages her school's French program single-handedly, from French 1 through AP. Her classes are rigorous and her standards are high. At the same time, she creates a classroom atmosphere of friendliness and fun.

This passionate francophile sponsors a French conversation group that meets informally once a month. Through sheer determination, she convinced the Sacramento Bee to investigate the status of FL education in her region. The result was an impressive article, "An Abundance of Languages."

A colleague says that Nicole is "without a doubt one of the most dedicated and talented teachers with whom I have had the privilege to work." Nicole has served on the CFLP Board of directors, as department chair, and she has presented at CLTA conferences.



KCLTA's nominee and CLTA's outstanding teacher of the year, **Carole Stevens**, is known for doing assignments that extend learning beyond the classroom and into the community in which her students live. The students' enthusiasm shows by their participation in campus language and International clubs, as well as the KCLTA language festival held each spring. Yet, the best proof of the outstanding nature of this teacher is found in the product of her efforts—the students. They want to continue their study of Spanish as a result of all the love and care bestowed on them by this outstanding teacher.

Characterized by colleagues as the "Energizer Bunny," Carole's "unfailing upbeat attitude and smiling countenance have carried her—and us—successfully through years of classroom and extracurricular activities."

Ms. Stevens is part of the leadership team of CFLP. Carpe diem seems to be an appropriate motto for her, because if there is anything new to learn that might enhance her classroom activities, she dives right in and learns it.

## Fresno parent receives President's Award

*By Judith Synder*

When Duarte, Lorraine and the advocacy committee put out the word that we needed people to testify in Sacramento on behalf of our standards bill, SB5, little did they know that the perfect spokesperson was to be found at a middle school in Fresno. Her daughter was a Spanish student at my school.

I often observed this parent as she brought daughter Cassidy and her friends to school. She would get out of her van, help distribute backpacks and projects, and give each girl a hug. Before heading off to her work, she would often stop by the office or to a classroom to touch base on the many projects with which she was involved. There were many—including being the chair of our school site council. As the principal says, Stacy runs non-stop, and no matter where she goes, she influences the culture. She makes a difference. She includes everyone in her generosity. She truly anticipates what needs to be done.

When I asked for her help, she immediately agreed. The perfect parent to testify in Sacramento, right? Well, no. She was the perfect small business owner. To quote Duarte Silva, “Her powerful testimony was largely responsible for making the legislators in the Senate Education Committee understand that preparing students to successfully communicate in a variety of languages is critical to California’s economy at home and in maintaining the State’s leadership role in the world marketplace.” Stacy was able to point out that “the client base for her business (and other businesses in the community) expects and seeks out business establishments with employees that communicate in their primary languages, who understand

the intricacies of their cultures, and respect and appreciate them both as clients and as members of the community.”

Stacy Batrich-Smith made a substantial contribution to foreign language education. CLTA cannot thank her enough. She made the trip to testify in Sacramento, not once, but twice. She left her business two days to support foreign language learning. It is my pleasure to present the President’s Award to my friend and CLTA’s friend, Stacy Batrich-Smith



## Alan Svidal Receives the Hal Wingard Lifetime Achievement Award

*Excerpt from an article in the FLCSD Newsletter*

*By Gail Saucedo*

FLCSD was proud to nominate Alan Svidal, San Diego City Schools, for the 2004 Hal Wingard Lifetime Achievement Award. CLTA presents this award to recognize an individual’s dedication and commitment to the language teaching profession over an extended period. At the 2004 Annual Conference in Monterey, Alan received the award for leadership, outstanding teaching ability, and active promotion of language education during more than thirty years of service. Alan’s previous awards include the CLTA Outstanding Teacher Award and the FLCSD Outstanding Service Award.

Alan, we thank you for instilling in your students the joy of second language learning, scholastic achievement, and cultural competency, and for sharing with us—your colleagues—your experience, wisdom, creativity, time, talent, and boundless energy. Your students, their parents, and your colleagues respect your achievements and appreciate and esteem you for your dedication and friendship. Congratulations! *Félicitations!*

**Mark your calendars!**  
**The 21st annual CLTA Summer Seminar,**  
**sponsored by CFLP and CLTA,**  
**will be held July 31-August 6, 2004**  
**at the beautiful campus of UCSB.**  
**Registration info is available at [www.clta.net](http://www.clta.net)**

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