



CLTA to celebrate its 40th birthday in San Diego

Dear Long-time CLTA member,

This year marks the 40th anniversary of CLTA's service to the world language professionals of California. From its birth 40 years ago, as the California Foreign Language Teachers' Association, thanks to the efforts of a group led by long time Executive Director Hal Wingard, to its rebirth as CLTA, the California Language Teachers' Association, we have seen incredible growth in the level of our service to the world language and culture community of our state.

Do you remember the Pract-Inns, weekend language programs for those wishing to immerse themselves in the language they taught without traveling out of the country? Do you remember the Summer Seminar at UC Santa Barbara, a program that gave our colleagues a full week of professional development each summer for 22 years? Do you remember the National Standards Road Show, with Hal Wingard, Marjorie Tussing, Duarte Silva and Lorraine D'Ambruoso presenting awareness workshops so our colleagues could become acquainted with them? Have you ever eagerly anticipated the annual conference so you could recharge your professional batteries and reconnect with colleagues from around the state? Have you ever received a government grant that enabled you to study in a country where you could be immersed in the language and the culture for an extended period of time? Have you ever been recognized by your colleagues for your outstanding contributions to the profession? Do you look forward to the monthly newsletter wrapped around *Language Magazine*?

These are the more noticeable activities that CLTA has engaged in for the past 40 years. But there is also behind-the-scenes action that helps ensure the continued vitality of our association and support the need for world languages and cultures in our schools. Our Futures Academy works with members interested in developing their leadership capabilities for both the affiliates and the state association. Our Advocacy Committee works with our Legislative Advocate Kathryn Lynch to assure that our legislators are continually reminded of the importance of our discipline. We have had great success in this arena. Teachers of less-commonly-taught languages can now be certified in those languages. There is now an elementary school authorization for world languages. And most important, thanks to Senator Betty Karnette's support, we now have World Language Content Standards.

To celebrate this auspicious occasion, CLTA is planning a birthday party at this year's conference in San Diego. We would like to invite any member, past or present, to come help us celebrate. We plan an exhibit of realia, entertainment, food, a no-host bar and a birthday cake. If you would like to join us, the event will take place at the Town and Country Resort and Convention Center on Saturday, March 16 at 6 PM.

We hope to see you there.
CLTA Officers and Affiliate Representatives

San Diego: Islands of Activities

by Norman Léonard, FLC-SD Local Conference Chair

As we emerge from a winter season, perhaps you will hear Oscar Hammerstein's whisper:

*Bali Ha'i may call you,
Any night, any day,
In your heart, you'll hear it call you:
"Come away...Come away."
Bali Ha'i will whisper
In the wind of the sea:
"Here am I, your special island!
Come to me, come to me!"
Someday you'll see me floatin' in the sunshine,
My head stickin' out from a low fluin' cloud,
You'll hear me call you,
Singin' through the sunshine,
Sweet and clear as can be:
"Come to me, here am I, come to me."
If you try, you'll find me
Where the sky meets the sea.
"Here am I, your special island
Come to me, Come to me."*

*"Bali H'ai" from South Pacific, lyrics by Oscar Hammerstein

Come enjoy the sunshine and the many islands of adventure in San Diego. One special island will be the California Language Teachers' Association Conference. Come feast in a bounty of ideas shared by San Diego's native teacher island chiefs and many visiting dignitaries from distant islands. You won't want to miss any of the sessions *atoll*. Some of the feasts last all day, others merely an hour, but you won't *puu puu* the shared wisdom of elders and younger warriors.

San Diego has enjoyed a winter full of sunshine. Hear the whisper calling you to the conference. While you are here you will want to visit some of our not-so-distant cultural islands.

If your school is on a year-round schedule and allows you to extend your stay in San Diego with your family and/or friends, you may wish to visit Balboa Park (<http://www.balboapark.org/>). With a dozen or so museums, countless special events, the San Diego Zoological Gardens, and restaurants, your entire family will want to spend hours enjoying the many wonders of one of America's most beautiful city parks.

With its emphasis on early colonial California history, Old Town State Park (<http://www.oldtownsandiegoguide.com/>) may be the island that calls to you. With dozens of restaurants, you will surely wish to visit some of our favorites: El Indio, El Agave or Casa Guadalajara for Mexican

cuisine or Jack and Giulio's for Italian food and dozens of restaurants of other cuisines. Don't miss the haunted Whaley House or the Casa de Estudillo.

Another favorite weekend spot is Little Italy, with a lively Saturday farmers market, music and dozens of restaurants and cafes (<http://www.littleitalysd.com/splash/index.asp>).

If nightlife catches your fancy, you won't want to miss the Gaslamp District in downtown San Diego. With dozens of elegant and not-so-elegant restaurants, stage and movie theaters and shopping opportunities, you will find it difficult to leave this island with inhabitants from around the world. Hardly a world cuisine is unrepresented on this special island. From here you can walk a few blocks to catch a ferry to Coronado Island or visit another shopping area, Seaport Village, where travelers from around the world gather on Sunday afternoons

If the water calls to you, you can visit one of dozens of miles of beaches, but where? Mission Beach, La Jolla, Torrey Pines, Del Mar, Encinitas, Carlsbad? You can challenge the waves, snorkel and scuba dive, enjoy a picnic, watch the beautiful people as they parade the many boardwalks and seaside parks.

The FLCSD hospitality committee can provide you with even more local information. Transportation to all these attractions is easy, as a transit center is located immediately behind the conference hotel, the Town and Country Resort. Buy a visitor's pass (three-four days) or a daily pass for unlimited travel all day (\$5.00).

Come join us in San Diego this March. *"Here am I your special island. Come to me, Come to me."*

News from the National Capitol Language Resource Center

The Culture Club is an online environment where teachers of foreign languages can find materials and information to help them teach about the culture(s) of their target language(s). The Club has nine rooms each with a link to its Collection where you will find all the previously-featured materials.

http://nclrc.org/cultureclub/email_club.html

L'Île de Québec

By Renée Tyler

When the letter from CLTA said “You have received the Quebec Government Grant”, I had no idea what I had gotten myself into. What it turned out to be was three weeks of classes with French teachers from all over the Americas, excursions to new places, speaking not a word of English, constant rain, and living in the dorms sharing a bathroom with 30 other women. And, did I mention it was all free?

The province of Quebec is like an island of French in North America. I was amazed that I could be so close to home, and yet not see or speak anything but French. The Quebec government promotes its language, along with its history, culture, and land by graciously awarding French teachers with three weeks of study and living at the University of Laval, and visits in and around Quebec City. Every day we had class from approximately 8:30 a.m. until 4 p.m. The majority of the classes consisted of various aspects of the pedagogy of teaching French as a foreign language. Our professors, Marc and Lucia, were wonderfully enthusiastic and knowledgeable. Some of the best presentations were the “conférences” which were special lectures on Quebec literature, music, history, and language, given by specialists in their fields. We also had the opportunity to visit the Falls of Montmorency, the Quebec Museum of Art, the Museum of Quebec Civilization, and the Island of Orleans, as well as several other local sites. We had a fun-filled evening at a “Cabane à Sucre”, where they make maple syrup, serve a huge lumberjack meal, and everyone dances to local folk music.

In Quebec the people say that they don't speak French, they speak “Québécois”, and they are very proud and protective of their language. Of course their French is as different as “English” & “American,” so it took some getting used to. Our group consisted of 48 teachers, 14 Americans, and the rest from Brazil, Cuba, Mexico, Uruguay, and Argentina. So, we were challenged with understanding not only the Quebec accent, but also that of French speakers whose home languages

were English, Spanish, or Portuguese. It was wonderful to be surrounded by so many enthusiastic French teachers from many different countries. We even had an international dinner, where we shared traditional foods from our countries.

The campus of Laval University is beautiful, surrounded and dotted with woods, and flowers, not to mention the wildlife: fat black squirrels, noisy black ravens, and even big hairy marmots greeting students on the walking paths to and from class. Below the campus is a network of tunnels where one can get to any building on campus without having to face either the animals or the weather. The locals called it an unusual summer in Quebec, as it rained almost every day, which I preferred to the normally hot and humid weather. Returning to campus life was quite an experience for someone my age. My first conquest was when I made it safely out of the labyrinth of the building where I had to go to get my laptop set up for wi-fi. I felt like I was in an E.M. Escher painting, and had to have someone lead me out. The dorm rooms were, of course, very tiny, but cozy, and the cafeteria food left something to be desired. Fortunately there was a great grocery store, along with three shopping malls, within a 15 minute walk from campus. During our free time it was very easy to catch the bus on campus and explore the old city of Quebec, the local restaurants, the twice-weekly flea market, or take the ferry boat across the St. Lawrence. Since it was also the summer festival time, there were nightly outdoor performances of music, the Cirque du Soleil, and sound & image presentations.

I cannot express adequately my thanks to the government of Quebec and to CLTA for this unique opportunity and adventure. Stacks of papers and books and hundreds of pictures will bring me long-lasting memories. I will return to my classroom this year with lots of new materials and ideas, but, overall, with a new appreciation for the value of teaching French as a foreign language.

News from the Center for Applied Linguistics (calnews@cal.org)

Foreign Language Teaching in U.S. Schools: CAL has completed a comprehensive survey of elementary and secondary school foreign language programs nationwide, gathering data on how our schools are meeting the need for language instruction to prepare global citizens. This report provides detailed information about the survey results and includes recommendations for increasing language capacity in the United States. [Learn more](#) about the survey and download the executive summary.

Language by Video: An Overview of Foreign Language Instructional Videos for Children: This book describes how foreign language instructional videos are being used as a supplement or alternative to traditional language instruction for elementary school children.

Lessons Learned: Model Early Foreign Language Programs: This book describes seven successful language programs that start in preschool or the elementary grades and continue through high school.

You can also browse CAL's complete collection of publications.

CLTA News

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This is the second part in a series of reports on the Assembly of Delegates at the ACTFL Convention, held November 2009, in San Diego.

Foreign Language Teaching in U. S. Schools

Nancy Rhodes and Ingrid Pufahl of the Center for Applied Linguistics have published *Foreign Language Teaching in U. S. Schools*, the results of a national survey comparing foreign language enrollments for three years: 1987, 1997, and 2008.

Key Findings:

Amount of Instruction in FL

- High schools remained stable; M.S. and E.S. decreased
- Unequal access (lower enrollments) by rural and low socio-economic students
- Disparity: Students in private elementary schools have greater access than public elementary students.

NCLB has had a negative effect on FL Education.

There is a teacher shortage for world languages.

There is increased use of target language.

There is increased use of national and state standards.

85% of public elementary schools have no world language instruction; 6% have a language focus in the 4 skills; 7% have exploratory programs with culture emphasis; 2% immersion.

Recommendations

- Start world language instruction at the elementary level, focusing on proficiency and well-designed articulation.
- Offer programs with a wide range of world languages.
- Expand research base on world language instruction.
- Elevate the importance of language education and make teaching and learning foreign language a priority in the K-12 classroom.

You can order a copy of the full report online at <http://www.calstore.cal.org>.