



Colorado Congress of Foreign Language Teachers

Volume 21/Issue 4

April 2002

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From the President ...

Dear Colleagues,

Wow, it's April already, the last quarter of the school year! Field trips are keeping us busier than usual. President-elect, Nancy Abbott and I have taken two trips. At the SWCOLT regional conference in Oklahoma City, Nancy and I were busy promoting the joint 2003 SWCOLT/CCFLT Spring Conference. We also had the opportunity to congratulate Kris Wells when she received the SWCOLT *Excellence in Teaching, Secondary*, Award and Rich Sayers who was elected to the SWCOLT Board of Directors. Mira Canion received the Embassy of Spain scholarship and Cynthia Baca received a scholarship to study in Cuernava, Mexico. Colorado was well represented. Nancy also spent time in meetings organizing the conference for next year. Since it will be a regional conference, we anticipate higher attendance with more workshops and sessions available for you. Don't forget that the session proposal forms are due by June 30, 2002. A copy of the form is included in this Newsletter and on the CCFLT web site.



At the Central States Conference in Kansas City I attended meetings regarding the grant CCFLT received to help improve English scores on the CSAP tests. We would like to begin implementing it within the next few months.

I hope everyone enjoyed the CCFLT Spring Conference. A big "Thank You" to all the session presenters for making this such a worthwhile conference. I heard many positive comments about the quality and variety of sessions. The few sessions I had the opportunity to sit in on were excellent. Some 200 educators attended the seven workshops. More than 500 foreign language educators attended the conference, many of them first time participants.

Unfortunately the term of office for six of our Board members has ended. They have done their job well. Lawrence Glatz will continue as the Webmaster and David Burrous, our current Past-President, will remain as the Newsletter Editor. In addition, Deena Tunnell will become our Executive Secretary, replacing Betsy Berwanger. We are happy to have them on our CCFLT Board. There are six new Board members and I anticipate they will fulfill their committee responsibilities well. Kate Blanas is excited about her new position as President-Elect.

Plans for Linguafest are already underway. Look for the information in this Newsletter. Nancy Abbott has the Fall Conference planned as well. It will be at the elegant Brown Palace hotel with CCFLT Past President, Jan Herrera as the speaker. I am already looking forward to Jan's stimulating presentation.

Best wishes for a safe and restful summer!

Judith Cale

The CCFLT Fall Conference 2002
will be held at the Brown Palace Hotel,
Saturday October 26, featuring the
inestimable Jan Herrera. Don't miss it!

ADVERTISING RATES AND POLICIES

You are invited to advertise in the *CCFLT Newsletter*. Commercial ads which support the mission of *CCFLT* and are of interest to the profession, including tour and book ads, are accepted at the following rates:

<i>Size of Ad</i>	<i>Charge</i>	<i>Size of Copy</i>
Full Page	\$250.00	7 ¼" X 9"
Half Page	\$125.00	7 ¼" X 4 ½"
Half Page	\$125.00	3 ½" X 9"
Quarter Page	\$75.00	3 ½" X 4 ½"

Price is for publication in the *CCFLT Newsletter* one time. If you have questions regarding appropriate software for ads, please contact the Editor. Advance payment is appreciated. Checks made out to *CCFLT* should be sent to the Executive Secretary.

The Newsletter of the Colorado Congress of Foreign Language Teachers

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CCFLT communication available on the Web

The CCFLT Website has a link to our ListServ, which is hosted at <http://lists.mscd.edu>. Just scroll down and click on ccflt. If you have a new email address, just join again using that email address. Invalid and deactivated email addresses are automatically deleted when email cannot be delivered. You can also change how you get the emails (as digest or individual emails) by logging in and resetting delivery. The system can even give you your password if you forget it! You can also leave the list in this manner.

All past emails are archived, so one can log in and then view email by choosing "Read Messages". Please remember to always send to the list with a reply email address for the readers. If you hit "reply" to send an email to the sender of an email, you are attempting to send an email to the entire list - 900 people! Such emails are rejected.

The ListServ had 850 members as of early July 2001. If you are not yet receiving email information by means of the CCFLT ListServ, either stop by the homepage for the CCFLT ListServ at <http://lists.mscd.edu> and click on "ccflt", or contact me at glatz@mscd.edu and I can add you directly to the ListServ.

For members who do not yet have an email address, I can also help you to obtain a free one accessible from any computer with Internet access. Feel free to phone me at 303-556-4268 for help! If you have questions about the CCFLT ListServ, please contact me: glatz@mscd.edu.

Lawrence F. Glatz, Webmaster

Clip this label for handy reference!

CCFLT Website:
<http://www.ccflt.org>
CCFLT ListServ Website:
<http://lists.mscd.edu>
CCFLT ListServ Email Address:
ccflt@lists.mscd.edu

CCFLT Special Recognition Awards 2001-02

Genevieve Overman Memorial Service

Toni Theisen, Loveland High School
Thompson School District

Excellence in Teaching

Sunny Kruschwitz, Ponderosa High School
Douglas County School District

Program Leadership

Carmen Grace, Department of French and Italian
University of Colorado, Boulder

Creativity

Pamela Centeno, Cheyenne Mountain High School
Cheyenne Mountain School District

Young Educator

Stacy Muenzenmayer, Westlake Middle School
Adams Twelve Five Star Schools

Friend of Foreign Languages

Edna Herring, Principal, Century Middle School
Adams Twelve Five Star Schools

Spring Conference Scholarships for First-year Teachers

Eamon Essex, Fountain Valley School
Kate Kithil, Loveland High School
Julie Ogden, Summit Middle School
Erin Paul, Eagleview Middle School

100% Membership Award Winners

Bennett High School
Calhan Public School
Castle Rock Middle School
Centennial High School
Century Middle School
Creighton Middle School
Eagleview Middle School
East Grand High School
East Middle School
Ellicot High School
Elizabeth High School
Englewood High School
Fountain Valley School
Henry Middle School
Hinkley High School

Kent Denver School
Lewis-Palmer High School
Liberty High School - Acad. Dist. 20
Liberty High School - Joes, CO
Limon Junior-Senior High School
Metropolitan State College of Denver
Pagosa Springs High School
Peyton High School
Pikes Peak Community College
Ponderosa High School
Pueblo South High School
Sierra Middle School
Widefield High School
Windsor High School
Yuma High School

The Nominations Committee would like to thank the 247 members who voted and is pleased to announce the results of this year's election:

President-Elect



Kate Blanas, Adams County Five Star Schools

Secondary Representatives



Kristina Rhoades, Century Middle School,



Kathy Sargent, Longs Peak Middle School

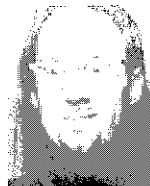


Betty Violette, Rangeview High School



and **Kristine VanDeraa**, Yuma High School

Post-Secondary Representative and At-Large Representative



Andy MacDonald, C.U., Boulder and



Robert Forns-Broggi, Metropolitan State College

Linguafest

What: *Linguafest* is a weekend for language teachers to brush up on their language skills, socialize with old and new friends, learn more about the language and culture you teach. In addition, you can treat yourself to a weekend in the beautiful Rocky Mountains away from your students.

All language groups will have native speakers present throughout the day to provide teachers with lots of *comprehensible input*. We will share foods from each culture and play games in the target languages.

When: Saturday and Sunday, September 7 and 8, 2002.

Where: Linguafest will be held at Camp Ponderosa. Owned and operated by a Baptist bible camp, we return again this year for its accessibility, gorgeous surroundings and very competitive rate. Directions: Take exit 163 from I-25 and go east on County Line Road for 2 miles. Then go north on Furrow Road for 1 mile. Look for the Ponderosa sign on the left.

Optional Activities: Horseback riding, hiking, hay rides and a ropes course.

Cost:	Current members	\$80
	Current student members	\$75
	Renewing/new members	\$110 (includes 1 year CCFLT membership)
	Renewing/new student members	\$85
	Optional CDE credit, more details available at camp.	

For more information

contact: Rudy Garcia (RULE17@HOME.COM) 303-326-0024 or
Nancy Abbott (NABBOTT@TRIPATH.COLOSYS.NET) 970-724-3733

Linguafest Registration Form

Name: _____

Address: _____

Home Phone: _____ (we must have this in case there are last minute details)

Language in which you want to participate: _____

Cost:	Current members	\$80
	Current student members	\$75
	Renewing/new members	\$110 (includes 1 year CCFLT membership)
	Renewing/new student members	\$85
	Total enclosed:	_____

**Please make your check out to CCFLT and send it to:
Rudy Garcia, 461 Chambers Way, Aurora, CO 80011**

The CCFLT Fall Conference

"Successful Strategies for Language Learners!"

Jan Herrera, featured workshop leader

Saturday, October 26,

Downtown Denver, at the famed Brown Palace Hotel!

Come experience compelling activities that will bring increased excitement and success to your classroom! Learn how to plan, implement and evaluate strategies that will enhance your language learning community!

CDE and Wyoming SDE credit available.

"With the best of this workshop," says Jan, "your classroom will come alive as a learning community. Throughout, you will surprise yourself with new confidence even as you learn to implement strategies that include *all* students and make them feel respected. In turn your students will feel connected with you, with each other and with the language they are learning. In fact you will sense an abundance of new, more positive attitudes in your classroom with these activities each and every one allowing for choice and personal relevance among your students. Through all, your students will find themselves challenged and engaged in meaningful lessons. So too will they demonstrate their new competence through varied assessments. How will this come about? You will learn how to plan, implement and evaluate these strategies through an approach tried and true... in experiencing these same strategies firsthand as a peer among your many colleagues sure to join you in this workshop!"

About the presenter

Jan Herrera teaches Spanish at Thornton High School and is a Staff Development Trainer for the Adams Twelve Five Star School District as well. An experienced presenter at state, regional and national conferences, Jan's sessions always offer practical strategies with creative touches that can be implemented by teachers of all languages and all levels. In fact, Jan has served the profession extensively through many leadership positions, gaining wide respect among world language professionals across the country. She is also a past-president of CCFLT.

Metropolitan State College offers two summer German courses for teachers.

GER 4410 *Advanced Translation Techniques*,
July 8-19,
MTWThF 8:00-12:00,
3 credits.

You may use this intensive German course for recertification or just for practice. The translation material is varied and up-to-date. A new area of concentration every day. Exercises in the Neue Rechtschreibung are included. Instructor:
Dr. Gudrun Clay. (2 weeks)

GER 2110 *German Reading and Conversation*,
first 5 weeks of summer semester,
MTW 17:30-20:10,
3 credits.

This course is a third semester course and would be of interest to advanced High School German students. Students will be very active in class and learn to speak on a paragraph level. Instructor:
Dr. Lawrence Glatz. (5 weeks)

CCFLT Fall Conference at the Brown Palace!

Saturday, October 26, 2002

321 17th Street, Denver (303) 297-3111

I-25, Exit 207A, north on Lincoln, left on 18th, stay in middle, follow sign to Tremont; hotel on left.
or I-25, Exit 210, east on Colfax, north on Lincoln....

Parking left on 18th between Lincoln and Broadway, across from hotel. \$10 a day.
Valet parking directly opposite the main hotel entrance on 17th Street.

Forward registration including check or copy of purchase order pending by October 16 to:

Deena Tunnell, CCFLT Fall Conference, 3050 S. Cornell Circle, Englewood, CO 80110

Registration

Both Colorado and Wyoming Department of Education credit available

New or renewing member*	R 1 \$ 105	_____	Members current through 2002-03	R 4 \$ 75	_____
New/renewing student member*	R 2 \$ 65	_____	Student members current, 2002-03	R 5 \$ 50	_____
First-year teachers*	R 3 \$ 90	_____	Late fee after October 16 or on site	R 6 \$ 10	_____

* Membership to June 2003 required of all participants

Membership for two years or more at reduced rate

Professional, one year	D 1 \$ 30	_____	Two years	D 2 \$ 50	_____	Three years	D 3 \$ 70	_____
Joint/one yr, one household	\$ 42	_____	Retired/one yr	\$ 15	_____	Professional, five years	D 5 \$ 100	_____

Amount enclosed, made payable to: CCFLT Fall Conference \$ _____

Questions? Contact Deena Tunnell at (303) 789-3216 or < pdtunnell@msn.com >

----- Registration / new member / renewal form -----

Name _____

Address _____

City _____ State _____ Zip code _____

School _____ Language(s) _____

E-mail _____

Home phone () _____ - _____ Work phone () _____ - _____

Kris Wells awarded SWCOLT's Excellence in Teaching Award

At the SWCOLT regional conference in Oklahoma City this spring, Kris Wells was honored with the prestigious *Excellence in Teaching, Secondary, Award*. Her acceptance speech follows:

It is a joy and privilege to celebrate with you today. Thank you for this great honor. I want to especially recognize my colleague Susan Gross. She is the best mentor and department chair in the world! Would you please give her a round of applause? Merci, Susie.

Sometimes we think students don't learn what we teach. On Valentine's Day I asked the class to tell me MY favorite verb. "Hay" said one girl very quickly. Well, I said, "I" is a subject, not a verb. I talk, I walk, I sing, I dance, I droned on and on. "No", she finally said when she could get a word in, "Hay un elefante en la clase." Sure hay is a verb. Our students do know the answers, even when we think they don't. Oh, my favorite verb? Besar - Me encanta besar a mi esposo pero me gustaría besar a Antonio Banderas.

All of us teach and impact thousands of students every day. I'm reminded of a story. Early one day, a young woman was busy tossing starfish back into the sea. She knew they would die if left in the morning sun. An old man told her there were too many starfish, and her effort couldn't make any difference. The woman looked at the one in her hand and said, "It makes a difference to this one."

Do your best teaching every day. Some time in another country, in another culture, in another language, somebody will thank his lucky stars that you were his or her world language teacher. The starfish - our students - need our guidance and wisdom before being tossed out into the ocean of the big wide world. Young people today deserve our best. Thank you for devoting yourselves to students everywhere. You do make a difference. I'm honored to be one of you.

How would you like to:

- Volunteer for committee work?
- Volunteer to be a session host at the Spring Conference?
- Run for the CCFLT Board of Directors?

If the answer is yes, please contact President Judy Cale at bobcale@fone.net!

The Workplace Wordplace: Interconnecting Careers and Foreign Language - By Barbara K. Meeker

Are you looking for ways to engage students more actively in foreign-language learning? Consider focusing on one of the facets of *career intelligence* as a means to personalize language learning for each of your students:

Career intelligence, as I have defined it, is the capacity to combine (1) self knowledge (abilities, intelligences, strengths) and (2) foreign-language expertise (communication appropriate for the cultural context) with (3) an *understanding of the workplace* (standards, behaviors, characteristics) in order to make wise career choices and compete successfully in a global market.

activity idea: Understanding the Workplace: Career-Related Journals
level: Intermediate to Advanced
foreign language standards: Writing (1.4) and Culture (2)
workplace standards: Thinking skills and Worker qualities

To help students better understand the workplace, ask students to keep career-related journals and to submit journal entries in the target language for each unit. To individualize journal-writing activities according to student strengths and interests, provide students with topic choices which align with the theme and content of each unit or invite students to propose topics. Arrange time for task completion (in or out of class) and set a deadline for submitting each journal entry.

Journal Topic Suggestions

1. Explore job trends in the U.S. and in any target-language country; compare numbers of employees in selected job fields, corresponding salaries, education requirements for specific positions, and primary locations. Summarize findings; incorporate graphs and charts.
2. Create a cartoon which reflects worker attitudes and behaviors of a selected country. Explain in paragraph form what your cartoon conveys.
3. Spend time with a person on the job in a selected career field. Describe his or her worker qualities, behaviors, responsibilities, and workplace setting; give your opinion of his or her effectiveness.

Consider using completed journal entries in follow-up activities to expand vocabulary and to improve reading comprehension.

Congratulation on your great work!!

Student Video "Commercial" Contest

By Yumiko Guajardo

The CCFLT sponsored a 90-second Video "Commercial" Contest again this year. On behalf of the entire CCFLT board, I would like to extend our special thanks to all of the students who participated (over 140 of them!) and who worked so hard to create such superb videos. I would also like to congratulate all the teachers who motivated their students to enter this event in the effort to make language learning an exciting, meaningful and relevant experience. This year's turnout was the largest ever in the history of the contest. We received more than 65 entries in four different language areas: Spanish, French, German and Japanese.

The winners of this year's contest in each of the nine categories are:

French Beginning Level

Erica Anderson & Karla Fleckenstein for "Les Haricots"
(Instructor: Jan St. John, Morey Middle School)

French Intermediate Level

Kate Noonan & Diana Feliciano for "L'Euro"
(Instructor: Toni Theisen, Loveland High School)

French Advanced Level

Megan Welch & Megan Glaser for "Covergirl"
(Instructor: Melissa Smith, Salida High School)

German Beginning Level

Josef Zook, Ashley Hendryx & Stephon Black for "Snow"
(Instructor: Nancy Null, Coronado High School)

German Intermediate Level

Graham Stansbery & Eric Jorgensen for "Helmet"
(Instructor: Nancy Null, Coronado High School)

Japanese Intermediate Level

Kayla Bridges & Tara Friend for "Hair-B-Glow"
(Instructor: Naomi Hashimoto Kraft, Montclair Academy)

Spanish Beginning Level

Mirela Omeragic & Alyssa Thompson for "El Ganador (Detergente)"
(Instructor: Jan St. John, Morey Middle School)

Spanish Intermediate Level

Jonathan Trujillo & Amber Canterburg for "Las Mascaras Espanoles Baratas"
(Instructor: Robin NeJame, Salida High School)

Spanish Advanced Level

David Perkins & Justin Perdue for "Programa para Aprender Ingles"
(Instructor: Pamela Centeno, Cheyenne Mountain High School)

We would also like to extend our gratitude to each of the judges who spent considerable time to review and evaluate all of the tapes. Our staff of judges consisted of Major Pedro C. Camarena of the Mexican Air Force; Lieutenant Colonel Evelyn Rogers, Ph.D., Chief of the Franco-German Language Division at the United States Air Force Academy; Lieutenant Colonel Oliver Schmelzer of the German Air Force; and Major Yoshinori Ozaki of the Japanese Air Self Defense Force.

Those of you who are interested in entering your students in the contest next year, please visit the following website: <http://www.ccflt.org/videocontest.htm> for detailed standards-based lesson plans and rubrics.

ISIS Barcelona:

Professional Development Program

In summer 2002, The Institute for Social and International Studies (ISIS) will be offering a Professional Development Program for Teachers of Spanish with experience at the secondary and/or community college levels. Program dates are July 4 - July 27, 2002 and the site is Barcelona, a magnificent historic and cultural center offering a chance to experience the meeting of traditional and regional cultures. Participants explore ideas and techniques that foster proficiency-based communicative language teaching and receive criteria and practical ideas for teaching and evaluating student performance in the four skills. A portfolio of teaching materials compiled around themes in contemporary Spanish culture forms an integral part of the course. Participants also refresh their Spanish as well as review some of the regional differences in the language. The ISIS program carries graduate credit in Spanish or Education through Portland State University in Portland, Oregon.

For more information, contact:

ISIS at Portland State University
International Education Services
PO Box 751, Portland, OR 97207-0751
1-800-547-8887 ext. 4029
isis@pdx.edu

9/11 brings U.S. defense language needs into focus

ERIC/CLL Language Link

An Online Newsletter From the ERIC Clearinghouse on Languages and Linguistics

The latest issue of "ERIC/CLL Language Link" has just been published at

<http://www.cal.org/ericell/langlink/current.html>.

The feature article, "**9/11 Brings U.S. Defense Language Needs Into Focus**," examines how the September 11 terrorists attacks have drawn attention to important language needs in U.S. defense and intelligence.

This issue of "ERIC/CLL Language Link" also profiles the journal "Language, Culture and Curriculum".

Each issue of "ERIC/CLL Language Link" offers the latest news from ERIC and from our colleagues, along with a conference calendar.

Please address comments and suggestions to:
linkeditor@cal.org

To subscribe to "ERIC/CLL Language Link", please send a message to join-langlink@caltalk.cal.org. Please leave the subject line and message field blank. To unsubscribe, send a message to leave-langlink@caltalk.cal.org

SEEKING EXECUTIVE DIRECTOR

Central States Conference

The Central States Conference on the Teaching of Foreign Languages seeks applications/nominations for the Executive Director. Central States promotes the study of foreign languages on all levels, serving a 17-state Midwestern region, principally through its annual conference.

Responsibilities of the Executive Director

- *Conference Planning
- *Publications and Mailings
- *Fiscal Planning and Management
- *Communications with all CSC Constituents

Letters of nomination, application or inquiry should be submitted to:

Patrick T. Raven, Chair, CSC Board of Directors
108 West Wells Street, #2A
Milwaukee, WI 53203
Telephone: 414-276-4645 FAX: 414-276-4650
e-mail: PTRaven@aol.com

Applicants should include a detailed letter describing their experience and qualifications as they relate to the position, a current Curriculum Vitae, and names and contacts for three professional references. All applications will be acknowledged and held in strict confidence. Review of applications will continue until the position is filled. Starting date will be July 1, 2002.

Culinary Corner

German Pancake

- Ingredients: 3 Tbs. butter, 3/4 cup flour, 3/4 cup milk, 3 eggs, 2 tsp. sugar.
- Divide butter between two 8-10" cast iron frying pans. Set in a 425° oven until butter melts.
- In a blender whirl flour, milk, eggs, & sugar until mixed.
- Pour batter into hot pans, bake 18-20 minutes. Accompany with sliced strawberries or peaches. Drizzle with strawberry sauce. Recipe below:
- In a blender purée 1 cup strawberries, 2 Tbs. sugar and 2 tsp. of lemon juice. (From: *Sunset Magazine*)

French Provençal Tapenade

- Ingredients: 4 oz. black olives, 3 Tbs. capers, 1 can (2 oz.) anchovies, drained; 1/2 clove garlic, 1 Tbs. lemon juice, 1 Tbs. brandy, 1/2 cup olive oil.
- Combine all ingredients except olive oil in a blender and process while slowly pouring in olive oil. Finished mixture should be a slightly grainy paste.
- Serve on toast or crusty French bread or as a topping for hard-boiled eggs. It keeps well in a jar in the refrigerator. (From: *Provençal Cookbook, Marilyn Bright, Chronicle Books, San Francisco.*)

NNELL Award for Outstanding Support of Early Foreign Language Learning

The NNELL Award for Outstanding Support of Early Foreign Language Learning will be given to an individual or individuals who have demonstrated outstanding support of early foreign language learning. Nominees may be actively involved in their efforts in a variety of ways including, but not limited to, the following: early foreign language specialist, classroom teacher, principal or other school administrator, district or state school superintendent, local or state foreign language coordinator or supervisor, parent, school board member, businessperson, civic leader, politician/elected representative.

The nomination for this award will be in the form of two letters of recommendation (a letter of nomination and a letter of support) from individuals who can attest to the nominee's work in the field of early language learning. The letter of nomination must come from a current NNELL member, and the letter of support should be written by another individual who is very familiar with the nominee's work for early language learning. The letters should include documentation that clearly demonstrates evidence of the ways in which the nominee supports early language learning. The letters may also include supporting evidence such as newspaper articles that recognize the nominee's work for early language learning, sample items created by the nominee that show advocacy work, etc. The two letters of nomination and up to five pages of sample documentation (newspaper articles, advocacy materials, etc.) should be mailed as one nomination submission by June 1, 2002 to: Mary Lynn Redmond, Chair, NNELL Award Committee. E-mail: redmond@wfu.edu

SOCALL 2002

The annual meeting of SOCALL (South Central Association for Language Learning Technology) will be held on April 13 and 14, 2002 at CU-Boulder. Please visit <http://www.tulane.edu/~socall/> to register. Early registrants (by March 20) will be entered to win a door prize—a Dell 15" Flat Panel Monitor. In addition to the 14 scheduled presentations, there will also be vendor exhibits from Apple Computers, McGraw-Hill Publishing Company, Tandberg, CALICO, IALL, World of Reading...etc. Preliminary schedule can be viewed at: <http://www.tulane.edu/~socall/2002preliminaryschedule.html>

For more information, contact:
Kuan-Yi Rose Chang
Email: changk@colorado.edu

Website: <http://www.ccflt.org>

Open Forum

An opportunity for members to share ideas, theories, research, and just plain thoughts about the issues facing members of our profession. All letters are subject to editing. The ideas put forth below represent those of the author(s). Their publication in the newsletter does not reflect an endorsement or agreement by CCFLT.

The arrival of TPRS may signal the end of Piaget-dominant thought in American foreign language classrooms. This is no small event. Piaget is hard to pin down but one can say that in Piaget's view cognition is achieved by observing, thinking, knocking an idea around *inside our head*, and then we are supposed to "get" it. *This is a visual activity.*

Thus in Piaget the role of speech and *direct verbal interaction with others* have little to do with acquisition of knowledge; they are merely vehicles to communicate inner thought. Piaget's research shows that by the age of twelve we can reason abstractly and so in middle and high school many of us foreign language teachers grab a book and begin to instruct to the abstract reasoning (read "visual") capacities of our students.

This might explain why there has been little room in our classrooms for kinesthetic and auditory learners. As one TPRS trainer, Susan Gross, stated, "We kinesthetic types get so smashed down by education that we become visual simply because that is how learning happens in the typical school." Thanks a bunch, Piaget.

Being under this visual "spell" has hurt teachers. Although teachers of language, we were indirectly trying to formulate lesson plans around the visual model. We were swimming in murky waters. It was a bad model, yet essentially the only one out there, reappearing in different "exciting" new forms each year. They weren't exciting. TPRS is exciting. TPRS offers us a model that honors our latent kinesthetic and auditory qualities, so necessary to our discipline in particular.

Lev Vygotsky's research, finally getting the attention it deserves, more accurately reflects the power of TPRS. To Vygotsky, speech and interaction with others represents the path through which knowledge is acquired. This means that we learn by *negotiating shared meaning*, and that *unless we interact* with another person, we can't really "get it". How true in foreign language. How un-Piaget.

Another relatively obscure idea in Vygotsky's though is the implication that the mind is not actually located entirely inside the head, that higher psychological functions are body as well as brain-based. This is a Jungian/Eastern

-continued on page 12

idea, that perception is not limited to the mind. It strongly implies that students need to be put in learning situations that *unconsciously and effortlessly open up their neural pathways to bring speech out of their brains and into their mouths and bodies*. Sounds like TPRS to me. In fact, in TPRS this process is called "comprehensible input." It is the key concept in TPRS. Comprehensible input occurs when the student is unconsciously *focused on the meaning of the message* (Vygotsky) rather than the *language itself* (Piaget). Thus TPRS supports all three identified learning styles, not just one.

The only similar model, also from a Soviet block country and thus inaccessible until only recently, is Georgi Lozanov's *Suggestopedia*.

Comprehensible input in TPRS thus becomes a talisman for *achieving shared meaning* (via gestures, acting, etc.) in our work in TPRS. We interact with our students. They learn because they are not trapped in their brains and in their desks. They use their bodies. They open up their mouths and play with the magical sounds of the words without having to worry about losing points for misspelling them. They're not bored, and neither is the teacher.

It has been said that some teachers, true champions, can address all modalities while teaching out of a book.

Give me TPRS. In TPRS I can express myself. I am no longer a "deliverer of instructional services" (Sizer). I am an artist. If someone had told me I could express my artistic side in a classroom 25 years ago, I would have asked "How? Tell me." But the response would not have been there. Those were the old days. Now we have the model to take us forward into the new century.

In the January issue of *Teacher Magazine* there is a nice article on this idea of the increasing role of self-expression in our classrooms. Written by Sharline Chiang, it is called "Days of Wine and Poems" and refers to the "sensual excitement of speaking and hearing words." What a great phrase. You mean we can do that now? The coast is clear? We can enjoy ourselves while earning a living? Cool. Would this be possible in a book/grammar-based classroom? Ask the kid in the back row. You'll probably get a "no".

Maybe the image of the teacher as a self-expressive artist encouraging self-expression in kids is an idea that just disappeared under the weight of the inadequate Western foreign language models of the 20th century. Many of us were buried under the pressure to produce test scores. But we were reaching only a small portion of the kids in the room. We focused heavily on those students whom we knew would score high and make us look good.

But TPRS amazes in its capacity to reach literally all the kids in the classroom. The kids gesture meaning. They act. They speak. They laugh. Cool. If they don't get something, a simple gesture usually clears it up and on goes the class.

I would ask critics of TPRS three questions: 1) "Have you done a two day training with a TPRS trainer?" 2) "Have you read a book on TPRS?" and 3) "Have you observed an experienced TPRS teacher in action?" If the answer is no, the person is probably not qualified to speak about TPRS.

Any interpretation of Piaget and Vygotsky is open to criticism - we all see what we want. I apologize for any misinterpretations. The closed and intensely mental nature of the writings of most education theorists of the past century, in my view, can do us all a favor by fading away fast. If we can't understand their "scientific jargon", then how can we use it? The new TPRS theorists (Blaine Ray, Susan Gross, Dale Crum, Joe Nielsen) walk the walk every day in the classroom, point repeatedly to the heart and the body, not just the mind. They make things simple and accessible. Cool.

Ben Slavic, Summit Ridge Middle School, Littleton, CO

Summer Institutes for Language Teachers 2002

Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota

Registration has begun for CARLA's seventh annual series of summer institutes at the University of Minnesota. This series of professional development opportunities reflects the center's commitment to connecting research with practice and our mission to share what we've learned with teachers and their second language learners. Each of the institutes is a highly interactive blend of theory and practical application and engages participants in discussion, networking, theory-building and hands-on activities that relate to the topic of the day.

NOTE: Special scholarships are available to teachers of German and teachers of European Less Commonly Taught Languages.

For detailed information about the CARLA summer institutes and available scholarships see: <http://carla.acad.umn.edu/summerinst.html>.

CARLA:
University of Minnesota
Phone: (612) 626-8600
E-mail: carla@tc.umn.edu
Web: <http://carla.acad.umn.edu>



CCFLT/SWCOLT joint conference in 2003

CCFLT will host a joint conference with the Southwest Conference on Language Teaching, March 13 – 16, 2003, at the Holiday Inn Southeast in Denver. This will replace the annual CCFLT Spring Conference held in February. The conference dates have been moved to March to match the month when SWCOLT holds its annual event. The conference theme is *A Peak Ahead, A Peek at the Past*, recognizing Colorado's wonderful mountains, and the twentieth anniversary of SWCOLT.

Session Proposal Form included in this newsletter.

Joint conferences provide attendees with more opportunities to learn what is current in language learning. This is the first joint conference since 1995, when the Central States Conference joined with SWCOLT and CCFLT to meet in Denver.

CCFLT needs members to work as committee chairs or to serve on the planning committees, which include AV equipment, entertainment, exhibits, workshop facilitators, food/decorations, graphics, hospitality, publicity, and registration. Working on a committee is fun, and a good way to meet new people and help the organization without a long-term commitment. Please contact local conference chair **Nancy Abbott**, nabbott@tripath.colosys.net or 970-724-3733 to help make this the best conference in years.

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"A Peak Ahead...A Peek at the Past"

Denver, Colorado
-2003 Proposal Form-

Please submit four (4) copies of this completed form and of Attachment E. **Print or type** all information. We regret that we are unable to pay presenters' expenses. We hope that being a presenter at the annual meeting will help you obtain assistance from your institution. You will be notified in October 2002 if your proposal has been accepted.

POSTMARK DEADLINE is June 30, 2002

Send to: SWCOLT 2003

Mara Sukholutskaya, Program Chair

424 Stadium Dr., #N-15, Ada, OK 74820

[Work Phone 580/310-5293 Home Phone 580/436-2451]

A. Information: Please Print or Type

Full Name: Dr./Mr./Ms. _____

Title and Institution _____

School Address and ZIP _____

Home Address and ZIP _____

Work Phone () _____ FAX () _____

Home Phone () _____ E-mail _____

For CO-PRESENTER(S): On your one-page description sheet (part E) please provide the information listed above for each co-presenter.

B. Title of your presentation: _____

C. Please indicate your AV needs. SWCOLT will only provide overhead projectors, screens, TV/VCRs, and audio equipment. Other equipment will be at the presenter's expense. _____

D. Two or three sentence ABSTRACT* of your presentation as you would like it to appear in the conference program:

*Abstracts longer than three sentences will be edited to meet requirements.

E. One page DESCRIPTION of your presentation, identifying content, procedures and materials to be used. Submit this form and your one-page description in four copies please. (Include information --part A - about co-presenters, if any.)

Circle type of presentation:

- Full-day workshop**
- Half-day workshop**
- Session (60-75 minutes)

Circle session conducted in:

- English
- Other: _____

Examples/materials in the following languages:

Circle appropriate levels:

- General
- Elementary/FLES
- Jr.High/Middle School
- High School
- Jr/Community College
- College/University
- Other: _____

Circle key words or topics: Circle no more than two.

- Authentic materials -- Bilingual/ESL--
- Curriculum/Articulation--Early Language/FLES--
- Methods/Strategies--Professional Concerns--
- Textbooks/Supplements--Technology/Video/CAI--
- Assessment--Culture--Literature--Research--Teacher Prep--
- Travel

Circle language focus:

- All languages
- Specific: _____

**Workshops will be selected from proposals submitted. A stipend of \$85 for a half-day and \$150 for a full day will be paid to the workshop director. Workshops with insufficient enrollment may be cancelled.

2003 Incentive Awards: Two incentive awards will be given to elementary or secondary teachers in the SWCOLT region selected to present at the 2003 SWCOLT/CCFLT Conference. Each award will consist of \$100 cash, plus one free conference registration. The recipients will be chosen from all eligible accepted presenters in November 2002.

Signature: _____ Date: _____

New member / Membership renewal / Change of address

Welcome to new and renewing CCFLT members!

CCFLT members are movers... But let us know! Even if it's just from one apartment to another in the same complex, Peals and the Newsletter as USPS third-class mail cannot follow you...

Name _____

Address _____

City _____ State _____ Zip code _____

School _____ Language(s) taught _____

Home phone () _____ - _____ Work phone () _____ - _____

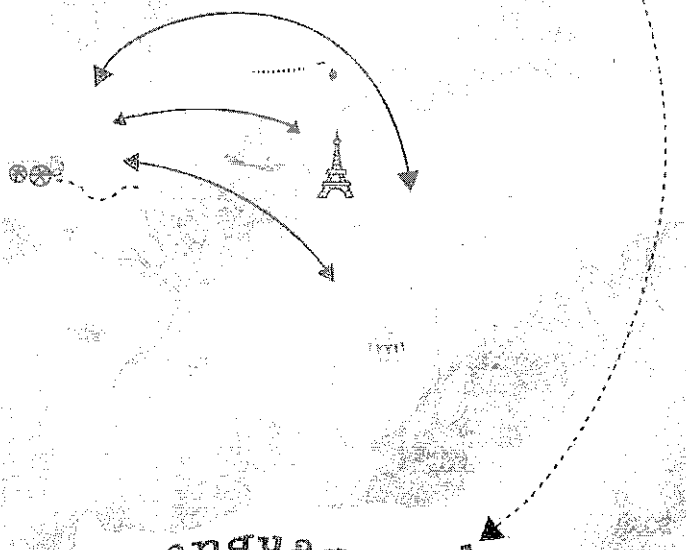
E-mail address _____

One year professional, \$ 30 / 2-year professional, \$ 50 / 3-year professional, \$ 70 / 5-year professional, \$ 100
1st-year teachers, \$ 15 / students, \$ 15 / two members in same household, \$42 / retired professionals, \$ 15

Questions? Contact Betsy Berwanger at (970) 484-6168 or bberwang@lamar.colostate.edu

Mail to: CCFLT Membership, PO Box 1722, Fort Collins, CO 80522-1722

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