



# AZLA

news



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Arizona Language Association

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[www.asu.edu/clas/dll/azla/](http://www.asu.edu/clas/dll/azla/)

## September 11 and language teachers

*Language teachers need to promote foreign languages for both students and society as well as link foreign language to students' future careers*

By Miko Foard

The year 2001 was violent and turbulent. America has changed, and the whole world has changed. It seems like the era before September 11th was the

good old days, and after September 11th is the dark ages.

If we can't re-write the

history and just go back to our good old days, we must keep on living with September 11th, think about the meaning of it, and come up with ways to deal with it. Aside from the political issues, one thing that struck me about this event was the connection to our profession. After the attack, the FBI had to advertise their need for Arabic and Farsi interpreters. This clearly reveals that this nation's general attitude toward foreign languages is that there is no need to learn other languages, since English is the universal language. According to former senator Paul Simon, Chairman of the Board of the National Foreign Language Center at the University of Maryland, only 8 % of American college students study another language. Take ASU for example; do you know how many colleges or schools require foreign languages for graduation? My guess is less than a half. One of the astonishing facts is that even the College of Business does not require foreign language courses, unless the student is an International Business major.

It is easy to blame the government and universities for not promoting foreign language education properly. But

I wonder if we teachers are taking our share of responsibility to promote foreign languages. I do

not have the slightest doubt that we are trying very hard to teach well every day, but are we really trying to improve foreign language education in a broader sense? Are we really thinking about retaining students' interests in continuing their foreign language study from high school to university? Are we really trying to be a bridge between students and their future careers? On November 23, Paul Green of the *Tribune* noted in his article "Heal Nation's Linguistic Lesion" how little he could do with his skills in Russian when it came to finding a job. He stated that if language proficiency is not given encouragement and support, it will not last—if it is ever acquired at all.

I think it is time for teachers to change. We need to be more than just good teachers in our classrooms. We need to take the initiative in promoting foreign languages for our students and for society. We need to convince educators and administrators who deal with other disciplines, such as law, business, engineering, chemistry, and architecture, what crucial roles foreign language education could play in these areas.

This year, I had the opportunity to serve as a nomination committee member for the ACTFL Edwin Cudecki International Business Award. The recipient we chose was Dr. Stephen S. Melsheimer, Professor of Chemical Engineering at Clemson University in South Carolina. I was thrilled and excited to read the 22-page paper on his accomplish-

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# • Sept. 11 events show need for increased language learning

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ments. Dr. Melsheimer initiated a program called EPIC (Engineering Program for International Careers) with funds from SUCCEED, a national engineering coalition sponsored by the National Science Foundation. This program involves engineering students in paid internships, both in the United States and abroad, while they pursue foreign language studies. Before they are granted the paid internships, EPIC students are interviewed by the EPIC Advisory Board, which consists of representatives from international firms in South Carolina. Students take two semesters of foreign language study before obtaining the domestic internship. After completing the domestic internship, students

*In order to encourage and motivate students, we need to think of how to link students' foreign language skills to their future careers in a tangible way.*

enroll in an intensive language program that includes not only language training but also cultural and social activities outside of the classroom. After completing the intensive language program, students spend a paid internship semester abroad, and upon returning to their university, they are required to enroll in at least one upper level literature or culture course in their respective foreign languages, i.e. French, German, Japanese, or Spanish. What a wonderful link of business, engineering and language!

How can we start a program like this? Can we convince our department chairs to look around and start dialogues among business entities, administrators of International Programs Offices, and deans of other colleges to seek possibilities of establishing a program like EPIC? There are many existing exchange programs, but are there ones connected to future careers like this? In order to encourage and motivate students, we need to think of how to link their foreign language skills to their future careers in a tangible way. Linking foreign language education to students' futures is, I believe, one of the language teachers' responsibilities.

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## 2001 AZLA Award Winners

Congratulations to our 2001 AZLA Award Winners!

AZLA Service Award was presented to Anne Marie Quihui, Paradise Valley High School



Melissa Fitch presents the Outstanding College/University Educator to Mauricette May, Glendale Community College



**swolt and OFLTA**

present



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Connecting the World through Languages

March 7-9, 2002  
Westin Hotel  
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1348 Coachman Dr.  
Sparks, NV 89434  
[www.learnalanguage.org/swolt](http://www.learnalanguage.org/swolt)  
(775) 358-6943 FAX: (775)-358-1605  
E-mail: [CourniaAudrey@cs.com](mailto:CourniaAudrey@cs.com)

# An exciting Odyssey: AZLA Fall Conference 2001

By Jocelyn Raught

For those who made the trip to Wickenburg High School on September 21-22, The AZLA Annual Fall Conference 2001- A LANGUAGE ODYSSEY was really a worthwhile experience. The conference highlighted many of our state's exceptional educators sharing their experience and knowledge along with the key presenter Dr. Teresa J. Kennedy from the University of Idaho. The conference theme of the "odyssey" took us outside our normal realm of a hotel or a university campus to a more rural environment.

To start the odyssey, a townhall was held to discuss the future of our profession. The panel included Suzanne Hendrickson from ASU, Joyce Story from Glendale Community College, Susan Stucker from Window Rock High School, Timothy Vance from U of A. The topics covered included the future of the Less Commonly Taught Languages, the FL NAEP (National Assessment of Educational Progress) test being piloted in 2003, the Performance Assessment Units developed by ACTFL, the Nation Board Certification in World Languages Other than English, the new developments in the New Visions project and the need for more qualified teachers and appropriate compensation. Leading the discussion, Dr. Douglas Price, superintendent for the Wickenburg Unified School District added his concern and appreciation for the continued advancement of the learning of foreign languages.

The sessions available to the attendees included a wide variety, from technology, using PowerPoint or developing on-line delivery, or using film and drama to the session "Pop Culture Produces Life-Long Language Learners: Hooked on Spanish", presented by Liana Clarkson and Karen Graf of Mesa Public Schools which was chosen the BEST of ARIZONA. (They will be receiving a stipend to attend SWCOLT in Oklahoma in March!) The AAT's also had time to have meetings and along with having special presentations. The evaluation response to the eclectic nature of our many local presenters was very positive.

Our feature presenter was Dr. Teresa J. Kennedy, Adjunct Assistant Professor of Foreign Language/Bilingual Science and Math Education in the Division of Teacher Education at the University of Idaho. The participants experienced how utilizing other content area and materials can make learning and using the foreign language a more valuable experience. Dr. Kennedy demonstrated many of the materials and services available through NASA (for free!) along with another weather and atmosphere curriculum that allows teachers to develop content-based and multidisciplinary approaches to teaching languages. Dr. Kennedy also presented ideas for grants and funding to help develop such programs.

Included in the conference was a time to recognize our own by awarding Anne Marie Quihui, an outstanding educator and professional, with the AZLA Service Award. Her dedication to AZLA through serving her years on the Executive Board, as President, and also

through her presentations and continues commitment to the promotion of foreign languages make her a deserving recipient. The award for Outstanding Educator at the University/College Level was awarded to Mauricette May of Glendale Community College. Congratulations to both, along with our thanks for your dedication to our profession!

We were also able to recognize Outstanding Foreign Language students with scholarship awards. The winner at the Secondary Level was José Luis Guzman of Central High School, a student of Kerri McWenig. In second place was Christina Peacock from Desert Mountain High School, nominated by Jane Trull. The third place award was to Scot Collins, a student of Doni Nasr at Cactus Shadows High School. Congratulations to these excellent students!

On Saturday, we introduced our new officers. Rebecca Thomas became President as Guiomar Borrás took over as our new President-Elect. Joyce Story of Glendale Community College accepted the nomination of Recording Secretary and was elected. However, we also are disappointed that Miko Foard has completed her term as Past-President and thus will leave the Executive Board. Her dedication and perseverance, along with her precise organizational skills will be greatly missed! Thank you, Miko, for your many years of service and hard work.

A very special event was held on Friday night for those interested, a horseback ride along with a real western cookout! After taxing our brains all day, many traveled to a ranch to partake of some social time with our colleagues where we were served a delicious meal of barbecued brisket, beans, a variety of salads and peach cobbler! We also had to opportunity to view heavens through two very large telescopes with some help of very knowledgeable guides! This social odyssey was a great way to spend time reconnecting with friends and meeting new ones while enjoying our own Sonoran desert, away from the hustle and bustle of school and the city!

Thank you to all who participated and made the ODYSSEY a success! We hope that many more individuals will join our continued efforts to promote and improve foreign language education in the future!



*Dr. Teresa Kennedy, workshop presenter, at the AZLA Fall Conference 2001.*



*Those attending the fall workshop...*



*...had time to meet and learn new techniques...*



*...as well as have fun—like at this barbecue!*

# AZLA Spring Workshop: *Techniques, tips, and tricks to promote interactive language learning*

*Facilitators: Dr. Susana Rivera-Mills and Dr. Karen Schairer*

One of our biggest challenges as language teachers is finding student-centered activities that promote interactive learning within the context of Arizona's Language Standards. This year's AZLA's spring workshop will focus on activities that build students' abilities to better communicate by making

connections and developing critical thinking skills in the target language and culture. Workshop participants will take part in a series of hands-on classroom activities and an introduction to "WebQuest" activities.

The morning session (9-noon) begins with an introduction to WebQuest activities for use in the classroom. Participants need to have explored the following site: <http://www.WEBQUEST.HTML> prior to the workshop in

order to familiarize themselves with these types of activities. In-depth knowledge of computer technology is not required, but participants need basic word processing and entry level web-surfing skills. Participant teams will develop WebQuests that mesh with the needs of their program and students. Each participant should come prepared with a brief outline that includes an introduction and a specific task that they would like to develop as a WebQuest. For example:

**Introduction:** "While walking along the street on Saturday, you and your three friends look down and see a black wallet lying in the gutter. After

opening the wallet, you see that it belongs to the famous Spaniard Antonio Banderas! A phone call to Antonio reveals that he is ecstatic that you found his wallet and is offering you and your friends a huge reward. The reward is based on one condition!

**Task:** Antonio Banderas has given you and your three friends a trip to Spain to be taken two months from today. As a group, you will be given \$8000 US. Your stay will be a minimum of 6 days, and you can stay a maximum of one month. During your trip, you will have to visit at least three cities and stay in each one for two nights. Given this information, how long could you and your group stay in beautiful Spain?

Your journey will begin in either of the two largest cities in Spain: Madrid and Barcelona. From there, you will be visiting other cities, including Sevilla, Salamanca, Leon, Granada, Toledo, and Valencia. After completing daily travel logs of your journey, your group will create a final presentation to be shared with the class.

The second half of our workshop (1-3 p.m.) will provide a brief presentation of what is meant by communicative competence and pedagogically sound games in the classroom and continues with a hands-on game and activity session. Master copies of the activities for duplication will be provided. This session will conclude with a time for sharing, during which participants will share successful activities. Those who wish to contribute should include a one-page description of an activity they use successfully to promote interactive language learning. These activities will be photocopied by the facilitators and included in the workshop packet.

The spring workshop will take place at Northern Arizona University on Saturday, April 6 from 9:00-3:00 p.m. with an hour lunch break. Due to the nature of the workshop, a maximum of 25 participants will be accepted.

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## For additional information contact:

**Karen Schairer**  
[karen.schairer@nau.edu](mailto:karen.schairer@nau.edu)  
928-523-6285

**Susana Rivera-Mills**  
[susana.rivera-mills@nau.edu](mailto:susana.rivera-mills@nau.edu)  
928-523-8977

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## Introducing AZLA's new Recording Secretary, Joyce Story

Contact new  
recording  
secretary at  
[joyce.story@  
gcmail.  
maricopa.edu](mailto:joyce.story@gcmail.maricopa.edu)

Joyce Story has been teaching Russian and Spanish at Glendale Community College since 1990. She majored in French at Florida State University, and she was awarded the M.A. and Ph.D. degrees in Slavic Languages and Literatures from Indiana University. After moving to Arizona, she enrolled in Spanish classes. She has lived and studied in Spain and Costa Rica, as well as in Russia and Poland. She has served on the Arizona Language Articulation Task Force and is on the Executive Board of the Arizona Language Association (AZLA). She is also a member of the American Association of Teachers of Spanish and Portuguese (AATSP), the American

Association of Teachers of Slavic and East European Languages (AATSEEL), and the American Association for the Advancement of Slavic Studies (AAASS). Her hobbies include international folk dancing and storytelling.

*Dear colleagues,*

*I'm looking forward to working closely with you and to serving on the AZLA Executive Board. Please feel free to contact me about any ideas, suggestions, or concerns you have with regard to the study of foreign languages in our state. And please take notice of this wonderful opportunity for support for our students. — Joyce Story*

# ARIZONA LANGUAGE ASSOCIATION SPRING WORKSHOP REGISTRATION

**“TECHNIQUES, TIPS, AND TRICKS TO PROMOTE INTERACTIVE LANGUAGE LEARNING”**

*Saturday, April 6, 2002 - 9:00 am to 3:00 pm (Check-in at 8:30 am)*

## NORTHERN ARIZONA UNIVERSITY

Name:	School/Business:
Home Address:	School/Business Address:
City, State, Zip:	City, State, Zip:
Home Phone:	Work Phone:
e-mail address:	FAX Number:

I. AZLA Dues Per Academic Year: (please check appropriate category)

<input type="checkbox"/> renewal	<input type="checkbox"/> newmember		
<input type="checkbox"/> individual	\$20.00	<input type="checkbox"/> husband/wife	\$ 30.00
<input type="checkbox"/> student	\$10.00	<input type="checkbox"/> patron	\$ 100.00
<input type="checkbox"/> retired	\$10.00	<input type="checkbox"/> life member	\$200.00
			TOTAL _____

II. Workshop Registration Fee

<input type="checkbox"/> Non-members	_____ \$35.00
<input type="checkbox"/> Members	_____ \$25.00
<input type="checkbox"/> Students (full-time)	_____ \$15.00
TOTAL _____	

III. Total Enclosed

TOTAL \_\_\_\_\_

IV. General Information

For more information about registration, location, etc. please contact:

Karen Schairer	Susana Rivera-Mills
karen.schairer@nau.edu	susana.rivera-mills@nau.edu
928-523-6285	928-523-8977

Make checks payable to AZLA and send with registration form to:

Jocelyn Raught  
6832 W. Bloomfield Rd.  
Peoria, AZ 85381

**REGISTER EARLY — ONLY 25 SPOTS AVAILABLE!**

\*\*\*No refunds will be available if cancellation notice is not received seven (7) days before the workshop date.\*\*\*

# Uniting a World Through Language

*ASU's Fifth Annual Foreign Language Fair to be held Monday, February 25*

Come one, come all to the Fifth Annual Foreign Language Fair at ASU. The fair will be held February 25, 2002 from 8:30 to 2:00 pm at the Memorial Union on Arizona State University's Main Campus.

Last year's fair was a great success with more than 1700 high school students and their teachers participating. Students enjoyed a day of culture and language while learning how to dance salsa, meringue, flamenco, African drum and dance, and more. They also had the opportunity to learn some Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Navajo, Norwegian, Romanian, Spanish, Swedish, and Thai by attending one of the many mini-lessons given in each language. It's a Deaf, Deaf World gave students the opportunity to appreciate what it is like not to be able to talk using your voice, but with American Sign Language. Calligraphy booths were available to write students' names in Korean, Chinese, Japanese, and Hebrew calligraphy. There were also booths representing different languages and campus/professional organizations available for students to take advantage of, as well as an intercultural scavenger hunt. Each student had the opportunity to learn more about different cultures.

Students also participated actively by performing or competing. Competitions from last year were in French, German, Japanese, and Spanish. Competitions were held by level; novice, intermediate, and

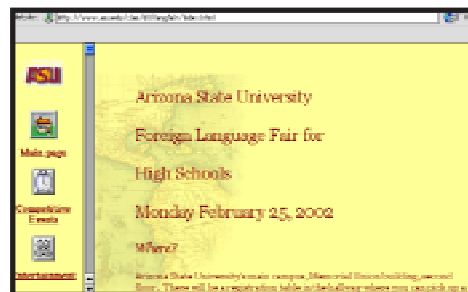
advanced/native, in the areas of recitation, prepared readings, and skits. This year the competitions will have the same categories but we are asking the help of the foreign language high school teachers to assist the language fair committee members with the selection of readings for all levels. Also continuing this year will be the Poster/Presentation contest. This year's topic will include "Traditional Holiday Celebrations" of a specific country or region. Heritage speakers may also create a poster based on any aspect of their heritage. We hope that all who come participate.

We are moving forward into the electronic age and ask you all to check out the Language Fair website at: <http://www.asu.edu/clas/dll/langfair/index.html>.

In the future we will be moving even more forward and will be contacting everyone via e-mail. Please make sure you include your e-mail address on all registration forms. If you are unable to come to this year's fair, but would like to receive information about the next year, please e-mail us with your name, school, and language.

For more information or if you have not received information about the fair, please contact either Shana Bell, Chair of the 2002 Language Fair at: [shana.bell@asu.edu](mailto:shana.bell@asu.edu) or Michelle Petersen, Chair of the 2000 and 2001 Language Fair at: [michelle.petersen@asu.edu](mailto:michelle.petersen@asu.edu).

We hope to see you there!



*Make plans to attend ASU's Language Fair — get additional information on web site!*

## Professional Organizations Support Teaching Efforts

*Our professional organizations work hard to promote foreign languages and effective teaching both in Arizona and throughout the United States. You may want to join one or more of these professional organizations*

Arizona Language Association (AZLA)  
Rebecca Thomas ..... 928-684-0533  
Arizona Association of Teachers of Chinese (AATC)  
Gary Tipton ..... 480-965-2520  
American Association of Teachers of French (AATF)  
Sue Hendrickson ..... 480-965-4668  
American Association of Teachers of German (AATG)  
Ingeborg Schmidt ..... 602-948-7552  
Arizona Association of Teachers of Japanese (AATJ)  
Miko Foard ..... 480-967-6982

American Association of Teachers of Spanish and Portuguese (AATSP)  
Dolores Durán-Cerda ..... 520-626-0613  
American Council on the Teaching of Foreign Languages (ACTFL) ..... 914-963-8830  
Southwest Conference on Language Teaching (SWCOLT)  
Audrey Cournia ..... 775-358-6943  
Past President/Newsletter Editor, (AZLA)  
Jocelyn Raught ..... 623-486-2648

# Less commonly taught languages: support for study abroad

*Note: Important information for both high school and college teachers.*

*By Joyce Story*

What a joy it is when our students show enthusiasm and talent for foreign language study! Our exhilaration results partly from knowing what exciting possibilities lie ahead for them. Here is a possibility that we may not all know about—the National Security Education Program (NSEP). The goal of the program is to encourage **college freshmen, sophomores, and juniors** to apply for study of **less commonly taught languages** as a stepping stone to **future academic and government employment**.

Established in the aftermath of the collapse of the Soviet Union, the NSEP offers financial support in the form of **fellowships** for undergraduate language and area **study abroad** in countries **other than Western Europe**. Students typically receive

**between \$9,000 and \$15,000** for one-semester or academic-year study abroad in university-accredited programs at overseas universities.

**High school teachers**, tell your college-bound students about this program so that they can prepare to apply for a fellowship during their freshman year. **College teachers**, make your committed sophomores and juniors, as well as your freshmen, aware of the NSEP so that they can benefit from it.

**Arizona students** enjoy a **distinct advantage** in the NSEP competition, thanks to the annual summer **Critical Languages Institute (CLI) at Arizona State University**. The CLI enables our students to study an Eastern European or Eurasian language before applying for a fellowship. **High school teachers, please note that high school seniors can enroll in the CLI immediately upon graduation and then apply for a fellowship during their freshman year at a community college or university**. During the summer of 2001, the CLI offered Macedonian, Serbian/Croatian, and Tatar. In the past, incidentally, tuition costs have been waived, and Tatar students have been eligible, on a competitive basis, for fellowship support. It is anticipated that the same situation will hold for future CLI sessions. Related ASU-sponsored programs for study abroad are now available for study in Armenia, Macedonia, Russia (both in Moscow and Kazan, Tatarstan), and Serbia. The UofA also offers study-abroad programs in Russia.

Let's encourage our students to investigate the NSEP, which is an underutilized opportunity for support in undergraduate language learning. For the academic-year 2001-02, approximately ninety NSEP undergraduate fellowships were awarded nationally in a competition for which fewer than 250 students applied. **Our students stand to benefit, and so does our nation**. The need has never been greater for training cadres of students in **underrepresented languages**.

Further information about the NSEP fellowship competition and about language and area-related study abroad in Eastern Europe or Eurasia can be obtained from the **ASU Russian and East European Studies Consortium** (<carol.withers@asu.edu>). The REESC website (<<http://www.asu.edu/ipo/reesc>>) also includes information on the 2002 Critical Languages Institute.

*The goal of the NSEP program is to encourage college freshmen, sophomores, and juniors to apply for study of less commonly taught languages as a stepping stone to future academic and government employment.*

## Arizona Foreign Language Association (AZLA)

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## Is your AZLA membership up-to-date?

Check your mailing label on this newsletter. The date below your address shows when your membership expires. This may be the last copy you receive if your membership has already expired!



# Outstanding Foreign Language Student Scholarship Application 2001-2002

Send form to: **Melissa Fitch, 5025 N. First Avenue, Apt. 906, Tucson, AZ 85718**  
Application must be received by **March 31, 2002**

## Who will be awarded?

A post-secondary student of any level who is enrolled in a foreign language, and graduating high school seniors who are currently enrolled in a foreign language and who will have successfully completed at least the third year level of the language by the end of the current school term. Winners will be notified by mail.

## What type of scholarships?

One scholarship (\$250) will be awarded to a post-secondary student and first (\$250), second (\$150), and third (\$100) place scholarships will be awarded to high school seniors.

## Who can nominate students?

Current AZLA members.

## What do you need to submit?

1. Letter of recommendation by nominating teacher, together with this form.
2. Candidate's grade transcript and cumulative grade point average.
3. A three-to-five paragraph essay by the candidate discussing why s/he has chosen to study a foreign language, meaningful experiences relating to that study, and what future plans the candidate has in relation to study and use of the language.

Nominating Teacher: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Number Street City State Zip

School: \_\_\_\_\_

Phone: (work) \_\_\_\_\_ (fax) \_\_\_\_\_ E-mail: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Number Street City State Zip

Candidate: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Number Street City State Zip

Social security number: \_\_\_\_\_ — \_\_\_\_\_ — \_\_\_\_\_ E-mail: \_\_\_\_\_

Language(s) studied: \_\_\_\_\_ Level(s) \_\_\_\_\_

(For high school students only)

College/University where candidate will (is) register(ed): \_\_\_\_\_

Its Address: \_\_\_\_\_

Number Street City State Zip

# *AVID method of teaching foreign language*

By Pat Barrett

The Advancement Via Individual Determination (AVID) Foreign Language strand presentation consisted of teaching us Russian via the methodology of which I will try to give examples. Sandra Scherf of the AVID training team conducted the four-morning world language strand of AVID training. AVID is a program from San Diego that has spread to many states and several foreign countries, and it reaches students who are underperforming and prepares them for college.

The focus of AVID is on writing, so that component gets a solid workout in FL, but the FL classes are taught entirely in the TL, so oral competence is assured.

DAY 1: Sandra started with map work. She then began talking about the nationalities of cars people drove. She used cognates and was very clever in the way she taught the Russian alphabet. Pictures of symbols of various countries allowed students to identify each country in the FL and say things like “she lives in France”. She shifted to pictures, having students ID people, do matching, preferences, etc.

DAY 2: The lesson started with a focus activity, using maps again, which got us writing right away and was visual; it was also something we had done the day before and so was nonthreatening but challenging. We did matching of pictures with printed words, animal pictures, a family album, Venn diagrams, etc. comparing ourselves with famous people, telling where what animals lived, etc. The spiraling was evident by day 2 and speaking was introduced by pair work. People were rather quickly comparing their pets, cars, houses, etc. in Russian. A/B pictures with slight differences were compared by the pairs. Games like baseball were played using first yes/no questions, then one-word responses, etc. to show the use of the games at various levels. Students stood in a group around a picture and said as many things as possible about it while one group member wrote down everything said; this reduced anxiety since one can remain silent without anyone noticing.

DAY 3: Quite a few writing techniques were covered today because we are moving up the ladder and students are now producing more language. “Rollos” or rolls of paper with illustrated stories were demonstrated along with poster poems and acrostics. Students respond to their readings in a variety of ways and keep a reading log and make story boards, tableaux and even videos. Reading involves the “discovery style” in approaching the text, highlighting active vocabulary, note taking (single word for novices), TL dictionaries, comprehension categories, summary sentences, sentence completion and creation, going from copying to composing, including T/F items for a test, and

combining sentences with connectors.

DAY 4: One activity which demonstrated advanced level work was with a short story. We did the activities in the language of the story, English. Review activities included pulling out words at random to make a “found poem”, sentence completion, vocabulary jigsaw where students comb text for specific words beginning with certain letters, note taking on reading, focused note taking (i.e. scanning the text for specific items), word association, the “talk-around” where each person contributes in turn, the stand-up game and many others found in the handouts that accompanied the training. We looked at a rubric for story writing that included the notion of text-to-picture ratio. A rebus was shown for beginning readers.

Cornell Notes have the student write notes on the right side of the paper and on the extra wide left margin, she then writes questions and summaries of her notes that evening as homework along with missed problems and explanations. Except at advanced levels, the students are not taking notes on the stream of TL words emitted by the teacher. The Cornell Note format was followed in the TL by drawing a picture on the right side of the paper and writing the TL word in the left margin. Another note taking method was the categories sheet, consisting of columns of blanks. At the top of each column the student writes a category such as nouns, adjectives or dairy, meat, vegetable, or France, Germany, Russia, and then writes words appropriate to that heading in that column.

However, there are some pointers and caveats. Make sure examples given are like the problems/ assignments in the homework. Set up goals and objectives for each lesson, clearly defined and most likely written in his notes by the student. The tutors have to be able to tutor without a knowledge of the subject! Review is forced by the student having to review notes that evening in order to make up questions as described above. The Cornell Notes force the student to focus and attend; the student can study from those notes; tutors use the notes to reinstruct the student; notes are used in open note test and quizzes. The teacher must model what the students are to learn, including the Cornell Notes. Therefore, the teacher must put everything in CN format, including instructions. This step-by-step, break-it-down approach is well suited to FL classes.

There are other materials which the AVID coordinator has like Mind Maps, Portfolios, etc. You will notice a lot of cooperative learning techniques in AVID, but unlike CL, AVID is aimed specifically at those students who are motivated but lack the cultural and class basis for success in the standard school environment.

*Pat Barrett of Mesa Public Schools attended training on the Advancement Via Individual Determination (AVID) technique used in FL and shares his experience*

## ***Several elements to the AVID program are:***

- *Students keep a notebook, a binder*
- *The inquiry method of instruction is used, modified, of course, for novice level in FL*
- *Students take notes in Cornell Note format, although Sandra modifies this for FL*
- *Students have an AVID class where all their work is monitored daily and they receive help and tutoring*
- *Students do a “What I Learned Log” which can be in the TL*

**If you would be interested in being a presenter at the AZLA Fall Conference, please fill this out.**  
**Arizona Language Association (AZLA) Annual Conference 2002**  
**Friday and Saturday, Sept. 20-21, 2002 • Thunderbird Graduate School of Management**  
**Glendale, AZ**

Name: Dr., Mr., Mrs., Ms \_\_\_\_\_

Position/Title: \_\_\_\_\_

School, School Address & Zip Code: \_\_\_\_\_

\_\_\_\_\_

Home Address & Zip Code: \_\_\_\_\_

\_\_\_\_\_

Work Phone (     ) \_\_\_\_\_ Home Phone (     ) \_\_\_\_\_

Summer Address and phone (if different) \_\_\_\_\_

\_\_\_\_\_

What is the title of your presentation? \_\_\_\_\_

\_\_\_\_\_

<p><b>Levels You Teach:</b></p> <p><input type="checkbox"/> Elementary School</p> <p><input type="checkbox"/> Mid/Jr. High School</p> <p><input type="checkbox"/> High School</p> <p><input type="checkbox"/> Community College</p> <p><input type="checkbox"/> College/University</p> <p><input type="checkbox"/> (Specify): _____</p>
---

<p><b>Intended Audience:</b></p> <p><input type="checkbox"/> Classroom Teachers</p> <p><input type="checkbox"/> Supervisors</p> <p><input type="checkbox"/> Teachers/Trainers</p>
---

What topic(s) will this session address? (check only one)

- Authentic Materials     Bilingual/ESL     Curriculum/Articulation     Culture  
 Early Learning/FLES     Literature     Methods/Strategies     Professional Concerns     Research  
 Teacher Prep     Technology/Video/CAI     Travel     Other \_\_\_\_\_

All sessions are one hour in length. Please specify if you wish to have two sessions:     Yes, I need two sessions

What is the main objective of your presentation? \_\_\_\_\_

\_\_\_\_\_

Will the session focus on a specific language? (Specify): \_\_\_\_\_

Please write a brief (2 or 3 sentences) abstract of your presentation as you would like it to appear in the conference program:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**You must be a member and submit early registration upon acceptance to present and appear in the program.**

Will your session include other presenters?                     Yes     No

If yes, please attach a separate sheet with the names, addresses, and phone numbers for all participants.

Have they been contacted?     Yes     No

Equipment needs: \_\_\_\_\_

(You may be asked to supply some of your own equipment. To be arranged.)

In one paragraph (about 75 words), on a separate sheet of paper, describe what will occur during the session. Describe both content and process. Participants' involvement is encouraged.

**DEADLINE FOR PROGRAM PROPOSALS: June 15, 2002**

*Please submit two copies of the proposal to the conference chairperson*

Guiomar Borrás. 2549 W. Monte Cristo Ave., Phoenix, AZ 85023

borrasg@t-bird.edu • Home: 602-862-9665 • Work: 602-978-7284

# News from Arizona AATs...

*AATJ met in December, AATSP introduces new web site, AATF learns about Lyon*

## AATJ

By Miko Foard  
AATJ President

I am happy to report that the restructuring of AATJ has been completed and our Bylaws have been amended accordingly. The Amended Bylaws were put out on our web site for members to review in August, and at the fall business meeting, they were approved unanimously. Therefore, it became official that the Board Members of AATJ are the President, Secretary/Treasurer, and Newsletter Editor. Each officer's term is three years, and they cannot serve consecutive terms. Current officers terms are as follows; Miko Foard, President (2000-2003), Lib Wong, Secretary/Treasurer (1999-2002), and Chieko Yamada, Newsletter Editor (2000-2003).

I am grateful to the current 47 members of AATJ for their understanding of the inclusion of AZLA membership in the AATJ membership in response to New Vision's mission. New Vision's mission includes avoidance of duplications and creation of channels of communication among organizations, in order to bring more foreign language teachers into professional organizations. The AATJ Board believes that this dual membership benefits AATJ members. Japanese is considered as a "less commonly taught language," which often misleads others. Basically, language teaching is the same no matter what language you teach, and we can learn from each other, even from teachers of "commonly taught language." In order to learn from each other, we need to interact and exchange ideas. In that sense, I am very proud of AATJ members who presented sessions at the 2001 AZLA Annual Fall Conference in Wickenburg. We had five sessions that were conducted by AATJ members, which is about 20 % of all the sessions.



*AATJ members enjoy a Share Day, Dec. 1, at Miko Foard's house.*



We had our first AATJ potluck get together on July 14. Fourteen adults and 4 children enjoyed swimming, conversation and good food. We even experienced a short blackout due to a severe thunderstorm later on that evening. It was quite a night. Our Articulation Committee is working its way slowly but surely. We have about 7 active members but we welcome more people, especially from the

secondary level. We had our second meeting on December 14, and we are planning to have our third meeting on December 29. Our annual Share Day was on December 1. Seven members attended and we had a lively discussion on oral exams and their assessment. This year's Share Day was stimulating and useful.

Our upcoming events are the Seventh Prof.

Tohsaku Workshop, the Third AATJ Technology Workshop by Keiko Schneider, and the Thirteenth Annual Arizona Japanese Speech Contest. We will have the Technology Workshop on Saturday and the Prof.

Tohsaku Workshop on Sunday of the same weekend in February at ASU. For more information contact Miko Foard at [miko.foard@asu.edu](mailto:miko.foard@asu.edu). The Thirteenth Annual Arizona Japanese Speech Contest will be held on April 14 from 1 p.m. at Mesa Community College at Red Mountain. For more information, contact the Speech Contest Chair, Emi Ochiai Ahn at [emi.ahn@mcmail.maricopa.edu](mailto:emi.ahn@mcmail.maricopa.edu).

**AATJ  
announces  
new officers  
and annual  
speech  
contest**

## Request for Newsletter Articles

The AZLA newsletter is accepting articles from AZLA members for future issues. If you would like to submit an article, follow this simple process:

1. Send a hard copy AND a disk (Mac or PC) that has your article on it. Please make a copy of the disk for yourself as the disk will not be returned.
2. Label the hard copy AND the disk with your name, address, **and the computer program that you used.**
3. Write your telephone number (home) and e-mail address on the hard copy.
4. Send all articles by March 1, 2002 to:

Jocelyn Raught, 6832 W. Bloomfield Rd., Peoria, Arizona 85381  
e-mail: [joc3@mindspring.com](mailto:joc3@mindspring.com)

By Suzanne Hendrickson

• The **AATF Fall Meeting** was held in conjunction with the AZLA Conference Sept. 21. The highlight of the meeting was "Lyon: a World Heritage City," presented by Professor Frédéric Canovas from the French Section at ASU. Professor Canovas illustrated his informative presentation on his native city with slides and gave a brief historical overview and explanation of why the city had been designated by UNESCO as a world heritage city. In a short business meeting President Suzanne Hendrickson gave a report on the Delegate Assembly session at the Denver Congress where the emphasis was on membership recruitment. AATF is creating a new 3-for-1 offer whereby any current member who recruits three new members to join the Association will receive his or her membership free. All three forms and payment must be submitted together with the sponsoring member's name clearly indicated. Please consult the AATF website for membership forms and further information. Other incentives for AATF membership are reduced subscription rates to the magazine *Le Français dans le monde*, which includes *fiches pédagogiques* in each issue, and to *TV5*. AZLA is also offering a membership fee reduction of 50% to all AAT members. Arizona Grand Concours Administrator Tanya Lown reminded members that it is time to begin planning for this year's contest. For information and details visit the websites at [www.coh.arizona.edu/pal/webmaterials/lown](http://www.coh.arizona.edu/pal/webmaterials/lown) or <http://aatf.utsa.edu/>; call or e-mail Tanya at 520/232-5600 and [tlownd@mindspring.com](mailto:tlownd@mindspring.com).

• **National French Week**, officially Nov. 7-13, was the focus of November with activities taking place around the state. Tucson hosted city-wide events highlighting Francophone culture, culminating in the *Francofolies* Nov. 17 on the UofA campus. During the week students at Pima Community College and at the UofA learned about French and francophone contributions to the world in the areas of cuisine, science and technology, sports, art, architecture, music and other areas. The *Francofolies* involved many schools and local French groups in a carnival, which featured such events as the French waiters' race, pétanque, a group of African dancers, Monopoly and Scrabble tournaments in French, and Impressionist painting among many other things. In Phoenix the AATF collaborated with the Alliance Française, the Institut Français d'Arizona, the Phoenix/Grenoble Sister Cities Committee, French Ambiance, La Madeleine, Vincent's on Camelback, and Arizona State University to sponsor almost two weeks of Francophone cultural events centered around lectures, films, social gatherings and meals. The Grenoble Committee hosted the opening reception to launch the celebration. The French Section at ASU sponsored *La Fête de la Francophonie* on campus. Michel Sarda of the Institut Français d'Arizona gave a lecture on André Malraux in recognition of the 100<sup>th</sup> anniversary of his birth. Professor William Hendrickson presented the film *Degas in New Orleans: A Creole Sojourn* about the period of time Degas spent living and painting in New Orleans. Movies shown included *Sierra de Teruel* (adapted by Malraux from his novel *L'Espoir*), *Notre-Dame de Paris* (the musical spectacle based on Hugo's novel created by Québécois Luc Plamondon), and *Les Palmes de Monsieur Schutz* (about Pierre and

Marie Curie), which was introduced by Professor Aleksandra Gruzinska. Linda Bedson and her French students at Explorer Middle School invited their families to a "French Week Family Night" highlighting French food, customs, crafts and music. They also attended a production by the National Theatre Company of *Cyrano de Bergerac*. Students in French classes in the Mesa District participated in the annual *Folies Françaises* (games, dinner, relay races, and entertainment for students in grades 7-12). Mesa Community College sponsored a social gathering and tasting of French desserts, followed by students' performances, and a film. Other films shown at MCC during the week included *La belle et la bête*, *La gloire de mon père*, *Le château de ma mère*, and *Astérix chez les Bretons*.

• Sophie Renoult is the **new Southeast Arizona Representative** for AATF/AZ. She will serve as liaison between members and teachers in that region. Sophie, who is from Normandie, is in her third year of teaching at Douglas High School. She received an MA in French from the University of Kansas and an MA in Pedagogy/Education from the University of Arizona. She taught in Kansas for two years and also at UA. An active member of the French Forum, she served as coordinator in 1998-99. We welcome her to her new position in AATF/AZ.

• The Executive Committee would like to find **representatives for the North, West, and Central regions** as well. If you would like to volunteer, please let one of the officers know. The chapter is also in need of a Newsletter editor, since former Editor Sue Arandjelovic has completed her term. Our Newsletter is an important link in keeping everyone in touch and informed, and we have received a small grant from AATF national to help with publication costs. Please consider serving in this important function or in sharing the job with someone else.

• Information and application forms for **Summer Scholarships offered by AATF National** are now available. There are two kinds of scholarships this year. One is for teachers to study during the summer at the University of Montréal (1 available), the University of Québec at Chicoutimi (1), in Belgium (2), and in France (15). The second scholarship is the Walter Jensen Scholarship for Study Abroad, a \$1500 scholarship awarded to a student enrolled in a teacher education program in French, for a semester or year-long program in a Francophone country of his/her choice. We would like applicants for these scholarships from our chapter. Consult the AATF website or contact Sue Hendrickson for information and forms.

• It is also time to **nominate outstanding teachers** for the Dorothy S. Ludwig Excellence in Teaching Award. If you would like to suggest someone for our chapter to nominate, please let a member of the Executive Committee know. Awards may be given at the FLES, Middle School, High School, and Post-Secondary levels.

• The **next AATF/AZ meeting** will be in conjunction with the AZLA Spring Workshop Saturday, April 6, 2002, at NAU. (See information on Page 4). The AATF Congress, in Boston from July 11 to 14, 2002, will be celebrating the 75<sup>th</sup> anniversary of AATF and the new millennium with the theme "Le français change, mais ne vieillit pas." Come participate in four days of meetings and a celebration of the French-speaking cultural heritage. Watch for updates on the Website: <http://aatf.utsa.edu/>

**Remember  
to check  
AATF's  
web site:  
<http://www.coh.arizona.edu/pal/aatfaz>**

**State and  
regional  
reps are  
needed**

# AATSP

By Dolores Durán-Cerda  
AATSP President

As we began the new millennium, the primary goal of the Arizona Chapter of AATSP has been to develop ways to strengthen the connection among members of the Spanish and Portuguese teaching community in the state of Arizona. Our AZ-AATSP officers decided to take steps in building on this connection by creating our very own web site. With the help of Dr. Chris Johnson from the University of Arizona's College of Humanities, John Urban (AZ-AATSP Southern Representative) and I worked on this website during the summer and fall. It is still a work in progress; however, the AATSP officers feel that it is a vital and significant step in pulling together Arizona's Spanish and Portuguese language educators from K-12, community colleges and the state universities. The AZ-AATSP web site provides the chapter and national membership forms, a calendar of state-wide and national teaching workshops and events, professional development scholarships, travel awards, the *Sociedad Honoraria Hispánica*, the National Spanish Exam, the Dolores Brown Award and links to ACTFL, AZLA, SWCOLT.

The concern about the importance of establishing connections and communication throughout the state was echoed at the AATSP national conference in San Francisco this past July. At the "Leadership Forum for Chapter Representatives and Officers," officers from all over the country highlighted this need and shared possible solutions such as the creation of web sites...so, happily we were already ahead of the game!

The AZ-AATSP officers have already had the pleasure of introducing and walking through our web site at the AATSP networking sessions at the 18<sup>th</sup> Annual Second Language Teachers Symposium at the University of Arizona on September 15, 2001 and at the AZLA Fall Conference in Wickenburg on September 21. Please visit the new AZ-AATSP web site at [www.coh.arizona.edu/pal/az-aatsp](http://www.coh.arizona.edu/pal/az-aatsp). We would appreciate and welcome your ideas and/or suggestions to improve our website in progress. Let us know what your language educator needs are and any announcements you would like for us to include in our Calendar of Events section. You may send this information to our officers' e-mails, which are accessible through the website.

The AZLA Fall Conference also provided for our AZ-AATSP family to grow even more. Michael Cottam from Rio Salado College was elected to be our Central Arizona Representative. We are looking forward to his ideas and commitment. Also at the AZLA Fall Conference John Urban from Sabino High School in Tucson, who is also an AATSP officer, was elected to be AZLA's Southern Arizona Representative. Congratulations to Michael and John!

As is the annual tradition, at the AZLA Fall Conference, the AZ-AATSP Chapter presents the Dolores Brown Award to an AATSP member who has exemplified service and dedication to our organization. This year the Dolores Brown Award was given to Brian Barabé, a loyal and contributing long-

time member of AATSP. Brian began teaching in 1967 in Coolidge High School, then taught at Westwood High School in Mesa until his retirement. He has been a board member of AZLA (secretary, president-elect, president, newsletter editor). In fact, he assisted in designing AZLA's newsletter logo. In addition, Brian was the point person for an annual school exchange between Westwood High School and Escuela Secundaria Técnica No. 30 of Guaymas, Sonora from 1984 to 2000. He has traveled extensively to Mexico and has helped to promote indigenous art and culture within professional organizations at conferences and in his own classroom. Brian also generously sponsors young artists from Mexico to further their chances of establishing themselves in the profession. The A Z - A A T S P Chapter truly extends a warm congratulations to a deserving educator, Brian Barabé!

Some changes are coming up at the National AATSP level. The new Executive Director of AATSP is now Carol E. Klein from Beaver College in Glenside, PA. With Carol comes a new interactive AATSP web site, [www.aatsp.org](http://www.aatsp.org),

coming in Q1, 2002. At this web site you will find information on scholarship opportunities for you to study in Spain and Mexico as well as specific conference information on next year's AATSP Annual Conference in Rio de Janeiro, Brazil, July 29 - August 2, 2002. Please encourage your Spanish and Portuguese teaching colleagues to join both, the National and State Chapter of AATSP, so that they can participate in these exciting new endeavors that await the AATSP family.

Lastly, I would like to thank the past and present AATSP officers for their commitment to this organization. Special thanks and gratitude go to Linda Landrum, Kathy Backalukas, Lucy Linder, John Urban, Carmen Vigo-Acosta and Susan Stucker for their guidance and support during my first year as President of AZ-AATSP Chapter.

Let's stay connected with AZ-AATSP! We are in the process of planning a Spring Fling AATSP Share Day. Please look for more information in the near future on our web site or contact me at (520) 626-0613 or [dolores@email.arizona.edu](mailto:dolores@email.arizona.edu).

*Gracias / Obrigada*

*Dolores Brown Award winner  
Brian Barabé*

## *New web site up and running and new officers chosen*



## *The following are future language events to look forward to:*

- ACTFL Annual Conference: November 16-18, 2001, Washington, D.C.
- Southern Arizona Language Fair: March 2, 2002, University of Arizona, Tucson, AZ.
- SWCOLT: March 7-9, 2002, Oklahoma City, OK.
- AATSP National Conference: July 29-August 2, 2002, Rio de Janeiro, Brazil.



Nominations must be received by: July 1, 2002



# 2002 Outstanding Language Teacher Award Nomination Form



Send form to:  
Melissa Fitch  
5025 N. First Ave., Apt. 906  
Tucson, AZ 85718  
mafitch@u.arizona.edu

**Candidate's Name:** \_\_\_\_\_  
(Candidate must be a current AZLA member)

**Home Address:** \_\_\_\_\_  
\_\_\_\_\_

**Home Phone:** \_\_\_\_\_ **E-mail** \_\_\_\_\_

**School:** \_\_\_\_\_ **School Phone:** \_\_\_\_\_

**Foreign Language Taught:** \_\_\_\_\_

**School Address:** \_\_\_\_\_

**Nominated By:** \_\_\_\_\_  
(Nominator must be a current AZLA member)

**Home Address:** \_\_\_\_\_  
\_\_\_\_\_

**Home Phone:** \_\_\_\_\_ **E-mail** \_\_\_\_\_

**School Address:** \_\_\_\_\_ **School Phone:** \_\_\_\_\_

- Check One: Nominated for the AZLA**
- Outstanding Teacher at Elementary Level
  - Outstanding Teacher at Secondary Level
  - Outstanding Teacher at University/College Level Award
  - Young Educator Award

## Note:

- Candidates for awards must be teaching currently at the level that they are nominated for.
- The Young Educator Award is for a person who is in their first three years in the profession.
- If you are not sure of your current membership status, or that of your nominee, please check with Linda Bedson, Executive Secretary/Treasurer of AZLA (602-493-1249 or Bedsonl@home.com).
- Please attach one page detailing the reasons for your nomination.

# Update on ACTFL and New Visions

## ACTFL Delegate Report

By Jocelyn Raught

The Delegate Assembly was held at the recent ACTFL conference in Washington, D.C. AZLA representatives were Miko Foard, Suzanne Hendrickson and Jocelyn Raught while SWCOLT was represented by one of our own, Serge Ainsa. The delegates were given updates on the many national developments in teacher preparation and certification.

The National Council for Accreditation of Teacher Education (NCATE) has prepared a draft of the program standards for Foreign Language Teacher Preparation. NCATE is the only accrediting body for the schools of education authorized by the US Department of Education. It determines which universities and colleges meet quality standards. There are 8 Unit Standards that are used to assess the entire teacher education program. However, there are program specific standards that in Foreign Language Teacher include these six: 1) Language, linguistic, comparisons; 2) Cultures, literatures, cross-disciplinary concepts; 3) Language acquisition theories and instructional practices; 4) Integration of standards into curriculum & instruction; 5) Assessment of languages and cultures; 5) professionalism. These standards are now performance based and will help encourage and promote quality teacher candidates entering our profession.

The next area of discussion was the draft of the Model Standards for Licensing Beginning Foreign Language Teachers developed by Interstate New Teachers Assessment and Support Consortium (INTASC). There are 10 generic core principles that have been developed and ACTFL approached INTASC to request the development of Foreign Language standards. There will be assessments in three different areas: professional knowledge, subject matter knowledge and the ability to perform via a portfolio. The complete draft should be ready for public comment in the spring.

The last area discussed was the National Board Certification for World Languages Other than English developed by the National Board for Professional Teaching Standards (NBPTS). This certificate was piloted last year and was made available starting December 2001. The candidate must complete four portfolio entries and six exercises of content knowledge – one oral proficiency and five written exercises. Currently, the assessments are limited to teachers of French, German and Spanish, with other languages being developed.

For more information on any of these:

NCATE and FL Teacher Preparation: special projects at [www.actfl.org](http://www.actfl.org)

INTASC and the Model Standards for Licensing Beginning FL Teachers at [www.ccsso.org/intasc](http://www.ccsso.org/intasc)

NBPTS and National Board Certification at [www.nbpts.org](http://www.nbpts.org), search: wloe.

## New Visions in Action

By Suzanne Hendrickson

New Visions in Foreign Language Education is now New Visions in Action. The new name reflects the next phase of the New Visions activities. The U.S. Department of Education has awarded a grant to the project to support activities in the major work areas of the New Visions agenda: Curriculum, Instruction, Assessment, and Articulation; Research; Professional Development; and Teacher Recruitment and Retention, and task forces are being formed to carry the action plans forward. Leaders of the Task Forces, who are also members of the New Visions Steering Committee, are CIAA—Paul Sandrock and Carl Falsgraf; Research—Richard Donato; Professional Development—Frank W. Medley, Jr.; Teacher Recruitment and Retention—Duarte M. Silva. Each of the task forces has identified specific issues or initiatives which working groups have begun addressing. CIAA is working on: 1) Assessment; 2) Learning Strategies; and 3) Curriculum and Program Models. Activities of the Research Task Force include: 1) Promoting school-based action research with teachers; 2) Organizing special editions and on-going feature sections of professional journals devoted to research reports and their implications for policy and practice; 3) Mentoring and supporting doctoral students and new faculty beginning a research program on foreign language learning; and 4) Examining the role and contribution of research in foreign language teacher education programs and professional development. The Teacher Recruitment and Retention Task Force is focusing on: 1) Identifying and disseminating effective recruitment and retention models; 2) Developing a public relations promotional campaign for foreign languages in general and for recruiting new and diverse members into the profession; and 3) Establishing a variety of products and resources for teachers currently in the profession. The Professional Development Task Force is creating a model and an agenda for pre-service teacher education and for professional development for in-service teachers. It is focusing on gathering data from 1) Current teacher preparation and professional development programs; 2) A needs assessment conducted in the field; 3) Studies of existing and proposed professional-development materials and frameworks; and 4) National teacher standards and accreditation initiatives.

If you would like to become involved in any of the work areas identified above, contact the Task Force leaders to express your interest and volunteer your services. Task Force Leaders can be reached at these e-mail addresses: Carl Falsgraf [falsgraf@oregon.uoregon.edu](mailto:falsgraf@oregon.uoregon.edu), Paul Sandrock [s.paul.sandrock@dpi.state.wi.us](mailto:s.paul.sandrock@dpi.state.wi.us), Richard Donato [donato+@pitt.edu](mailto:donato+@pitt.edu), Duarte M. Silva [duarte.silva@stanford.edu](mailto:duarte.silva@stanford.edu), Frank W. Medley, Jr. [fmedley@wvu.edu](mailto:fmedley@wvu.edu).

AZLA is also working on implementing a New Visions agenda which will enhance foreign language education within Arizona. At the Annual Conference in September, participants in a session on New Visions in Arizona suggested summer institutes for professional development, an International Foreign Language Week, outreach to new teachers/mentoring, recruiting student members, increasing professional association membership among teachers, better contact with school district administration, advocacy for a state foreign language coordinator, and improved collaboration among all foreign language educators in the state. A Task Force made up of Jocelyn Raught, Guiomar Borrás, Miko Foard and Sue Hendrickson (all of whom have been involved with the New Visions project at the national level) will begin developing action plans to implement these suggestions. We need your help and ideas in order to carry them forward. If you have suggestions or want to volunteer to work on a specific project, please let one of us know.

For more information, visit the website at [www.educ.iastate.edu/newvisions](http://www.educ.iastate.edu/newvisions).

# ARIZONA LANGUAGE ASSOCIATION MEMBERSHIP APPLICATION

I am not an AZLA member and want to join.

I am already an AZLA member and want to renew my membership.

*Check your mailing label on this newsletter — the date below your address shows when your membership expires.*

My membership is current, but I have changed my address or other information as indicated below.

Do you want to be in the AZLA directory?  Yes  No

Name: \_\_\_\_\_ School/Business \_\_\_\_\_

Home Address: \_\_\_\_\_ School/Business Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_ City, State, Zip: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

e-mail: \_\_\_\_\_ Fax Number: \_\_\_\_\_

## LEVEL OF WORK:

- |   |  |
|---|--|
| 1. <input type="checkbox"/> Elementary    | 5. <input type="checkbox"/> Adult Education  |
| 2. <input type="checkbox"/> Jr. High      | 6. <input type="checkbox"/> Administration   |
| 3. <input type="checkbox"/> Sr. High      | 7. <input type="checkbox"/> Publisher        |
| 4. <input type="checkbox"/> College/Univ. | 8. <input type="checkbox"/> Other (specify): |

TYPE OF SCHOOL  Public  Private

## LANGUAGE(S) TAUGHT:

- |                                      |  |
|--------------------------------------|--|
| 1. <input type="checkbox"/> French   | 5. <input type="checkbox"/> Russian          |
| 2. <input type="checkbox"/> German   | 6. <input type="checkbox"/> Spanish          |
| 3. <input type="checkbox"/> Japanese | 7. <input type="checkbox"/> Other (specify): |
| 4. <input type="checkbox"/> Latin    | _____  |

## AZLA Dues Per Academic Year

- |                                     |         |                                       |          |
|-------------------------------------|---------|---------------------------------------|----------|
| <input type="checkbox"/> Individual | \$20.00 | <input type="checkbox"/> Husband/Wife | \$30.00  |
| <input type="checkbox"/> Student    | \$10.00 | <input type="checkbox"/> Patron       | \$100.00 |
| <input type="checkbox"/> Retired    | \$10.00 | <input type="checkbox"/> Life Mbr     | \$200.00 |

Make checks or PO's payable to AZLA and send with the registration form to:

**Linda Bedson**  
**5428 E. St. John Road**  
**Scottsdale, AZ 85254**

ARIZONA LANGUAGE ASSOCIATION  
AZLA Newsletter  
5428 E. St. John Road  
Scottsdale, AZ 85254