The California Foreign Language Project
and
The California Language Teachers Association

Present

The 19th Annual Summer Seminar for Language Teachers

"Reading the Word and the World: Languages and Literacy to Build an Economically Sound and Culturally Competent California"

University of California
Santa Barbara
July 27-August 2, 2002

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Check-in for the Seminar:
Saturday, July 27th from 1:00 PM to 5:00 PM

Registration Deadline: Postmarked by June 30, 2002

A registration form for the Seminar can be downloaded as a PDF file from
http://csmp.ucop.edu/cflp
The 19th Annual Summer Seminar for Language Teachers

"Reading the Word and the World: Languages and Literacy to Build an Economically Sound and Culturally Competent California"

- The theme of this year's Seminar, Reading the Word and the World: Languages and Literacy to Build an Economically Sound and Culturally Competent California, focuses on engaging all participants in acquiring and/or further developing their strategies for enhancing overall student literacy in the foreign language classroom.

- Participants will focus on designing a foreign language curriculum that emphasizes success for English Language Learners (ELL) in acquiring a new language or in developing greater competency in their heritage language, as well as gaining fundamental linguistic skills that will strengthen their academic performance in English.

- During the course of the Seminar, additional emphasis will be placed on preparing members of the language teaching profession to more clearly understand and articulate the essential benefits of multilingualism in terms of addressing national and local security issues, economics, and intercultural understanding both at home and abroad.

Each day all participants will explore the overall theme of the Seminar in a General Session. Below are the program strands offered in this year's Seminar.

Early Language Education: Program Models and Best Practices in Curriculum and Instruction
Facilitator: Mimi Met

This strand will focus on exploring in depth the different program models, instructional practices, and assessment strategies and on having the participants develop a blueprint for how to either initiate or strengthen an elementary language program in their school community. In addition, the program will highlight how the elementary foreign language program can reinforce school-wide literacy initiatives for all students, including English Language Learners (ELL). Participants who are currently involved in implementing a language program are encouraged to bring samples of their curriculum to the Seminar, to share and receive feedback from the other participants as well as the strand’s facilitator.

“Erleseene Landeskunde”: Teaching Cross-Cultural Awareness Through Literature
Facilitator: Renate Saggau

This strand will focus on how literature may be used as an effective tool for teaching language, literacy, and cross-cultural competency. Participants will be introduced to samples of Framework/Standards-based instructional units developed around classic works of literature e.g. "Mein Jahrhundert" (G. Grass), children and youth literature e.g. "Neben mir ist noch Platz" (Ballhaus/Maar), as well as other examples of cultural texts—all highlighting various aspects of cross-cultural communication with cross-curricular relevance. In addition, the strand will engage participants in exploring the Framework’s Language Learning Continuum and developing language lessons that systematically move students through the various stages of second language acquisition. Special emphasis will be placed on developing effective reading strategies, and evaluation rubrics to assess student performance.
Framework/Standards-Based Japanese Language Instruction  
Facilitators: Yo Azama, Mio Nishimura, and Yoshiko Saito-Abbott

This strand will assist participants in addressing the concepts of the Japanese Language Teaching Standards within the context of the California Foreign Language Framework for Grades K-12 that was recently adopted by the State Board of Education. The strand facilitators will demonstrate model lessons and effective learning activities strategies using the computer as a resource bank and include the Japan Forum’s photo-based DEAI materials for teaching both Japanese language and culture. Participants will be able to enhance their teaching skills by learning a variety of useful web-based tools aimed at improving students’ communicative competence in Japanese language and culture. Issues such as implementing programs for native heritage speakers, multi-level classes, and classroom management will also be addressed throughout the week.

Making Communication Come Alive in Your Language Classroom  
Facilitators: Judith Snyder and Jim Torrance

This strand will focus on introducing participants to proficiency-oriented instruction and the organizing principles of the new Foreign Language Framework. In it, participants will observe demonstrations and practice activities and processes which can be used in the classroom, including 1) planning a highly communicative instructional sequence; 2) increasing the number of communication practice activities for your students; 3) presenting new content in a communicative way; 4) utilizing the textbook effectively to increase the amount of communication practice; 5) assessing communication activities, and 6) setting up an effective classroom management system to support proficiency-oriented instructional practices.

Pursuing Accomplished Teaching  
Facilitator: Liz Matchett, Marcela Griffin, and a Panel of Current Candidates for NBPTS Certification

Are you ready to take on the challenge of National Board Certification? This strand is designed to prepare you for the candidacy year. Our group will look in-depth at the World Languages Other Than English Standards and the Five Core Propositions. Writing strategies for successful portfolio entries will be emphasized, as well as classroom videotaping techniques and personal organization for preparation of your portfolio. Participants will do daily journaling exercises as preparation for the immense quantity of writing and self-reflection that is required of a National Board Candidate. Follow-up participation in local support groups will be required, and personalized support will be provided. Participants in this strand will have made the commitment to pursue National Board Certification during the 2002-2003 academic year.

Le Québec Profond et Cajoleur  
Facilitator: Vincent Morissette

Impossible d’aller en France ou dans un pays francophone cet été? Aucun problème! Donnez-vous un bain linguistique et culturel! CLTA vous propose une semaine d’immersion dans la culture québécoise: son histoire, sa vie politique, ses chansons, ses danses et ses contes folkloriques, sa cuisine, ses arts visuels, son cinéma et ses téléromans, ses progrès en science et en technologie, sa littérature (compris sa littérature émigrante). CLTA vous réserve des surprises pendant cette semaine d’immersion qui vous permettra à la fois de pratiquer votre français, de bien manger, et d’enrichir votre culture personnelle et professionnelle. Que peut-on demander de mieux! N’hésitez pas; inscrivez-vous au plus vite!
Reading the Word and the World:  Literacy Development in the Foreign/Heritage Language Classroom  
Facilitators:  To Be Announced  
This strand will focus on assisting participants in designing foreign/heritage language curriculum and implementing language lessons that emphasize the acquisitions of literacy skills both in the students' target language and in English. This strand will be a direct follow-up to the concepts that will be discussed in the seminar's daily general sessions in the area of strengthening students' literacy skills in the foreign language classroom. A variety of examples of how to put these concepts into practice will be shared with the participants. Special emphasis will be placed on designing language and culture lesson plans for students with low reading and literacy skills in English, including English Language Learners (ELL). In addition, the strand will address the development of literacy skills within the context of heritage language programs; and how these skills contribute to the development students' developing language acquisition strategies, and linguistic learning patterns that will benefit them not only in the language classroom, but across the curriculum.

Reading the Word and the World on the World-Wide-Web:  Internet and Web-Based Language Lessons  
Facilitators:  Chris Buccola and Lewis Johnson  
This hands-on strand will feature unique and different aspects of use of the Internet in enhancing the teaching of language and culture. First it will demonstrate how to mine the vast World Wide Web for those resources that are most relevant and pertinent to the language teaching curriculum, especially in the area of accessing authentic texts and contemporary events, and how to develop effective lessons which incorporate these resources. Second, it will explore different possibilities for taking students on a world tour, connecting and communicating with other cultures, while creating virtual spaces for inter and intra-classroom connections. In addition, time will be devoted to teaching participants how to use their computers and special software programs, such as PowerPoint, as tools to enhance educational presentations, and to make personal web-pages. To gain maximum benefit from this strand, participants need to be experienced in word-processing functions, e-mail applications, and accessing the World Wide Web.

Spanish Literature Advanced Placement  
Facilitators:  Librada Hernández and Ramon Lopez (These facilitators are College Board-endorsed presenters,and this is an official College Board AP institute.)  
This strand is designed for teachers of High School Spanish who are going to teach the new curriculum for the Advanced Placement (AP) Spanish and Spanish American Literature course for the 2002-2003 exam. It will focus on addressing the changes that the AP Spanish Test Development Committee has made to the literature course: 1) Teaching methodologies for the new curriculum, 2) the new reading list, 3) the new exam format, as well as 4) the resources and materials available will be discussed in depth. Participants will engage in a variety of interactive activities specifically designed to assist them in developing lesson plans and acquiring new teaching strategies for preparing students to succeed in reading, analyzing, and critiquing the works selected for the new exam.

Viaje Literario por el Español  
Facilitator:  Anabel Sánchez and Mariano Zaro  
Se hará un recorrido por las principales literarias en la lengua española a través de actividades que integran este importante vehículo cultural en la clase de español. Las actividades desarrollarán diversas estrategias de aproximación a la literatura en español por parte de los alumnos que aprenden este idioma. Dichas estrategias incluyen la crítica literaria, la creación de obras literarias, la adaptación de ellas a otro tipo de vehículos culturales, canciones, dramatización, etc. El “strand” tendrá un carácter eminentemente práctico en el que los participantes llevarán a cabo las actividades propuestas desde la perspectiva de un alumno que aprende español y gracias a ello, no sólo acabarán conociendo más sobre la literatura en esa lengua, sino que desarrollarán actividades que podrán realizar con sus alumnos o adaptarlas para tal uso. Las actividades que componen el "strand" podrán ser adaptadas a distintos niveles de enseñanza.