



The Crescent Newsletter

The Newsletter of the
South Carolina Foreign Language Teachers' Association

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Fall 2010

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From the President



Dear Colleagues and Friends,

The beginning of a school year is quite similar for most of us who teach. We return enthusiastically to our elementary, middle and high schools, our colleges and universities, our rested minds brimming with ideas of new and better ways to teach our students! We arrive to find that we have new recordkeeping software into which we must type a list of our student's names individually for each week of school due to a bug in the copy/paste command. We type it all in and then find that the program shuts down when we hit the "save all" icon. We meet and reflect, we make seating charts, we discuss specific student needs with guidance personnel, we reflect, we deal with e-mails from publishers who have just discovered that there is a backorder and our textbooks will not be delivered until early January. We write auto-biographies and essays on our philosophies of teaching. We are divided into groups where we discover that our colleagues, too, would like to have time to work on their rooms and to have time to work on their lesson plans (new format required). In other words...we are overwhelmed. Fortunately, as always, we complete all of the beginning of school tasks and now we are all in our classrooms doing what we love... teaching languages.

As we move forward in this new school year, many teachers are finding that their districts can no longer pay for teachers' professional development and that finding reasonably priced workshops has become difficult. I will mention two. On October 23, members of the AATF, AATSP, AATG, and NNELL are sponsoring their annual one day Fall Workshop at Cardinal Newman School in Columbia. This year's theme is "*World Languages in the 21st Century: Keeping It Real.*" What an excellent opportunity to mentor your school's new language teachers and to take them to workshops where they can speak the target language as they meet new colleagues from across the state. Some of the best teaching ideas... those which are tried and tested in the classroom... are those of our fellow teachers.

Begin to make plans now to attend the SCFLTA 2011 conference which will be held at the Brookland Center in Columbia the weekend of February 12. The theme is "*World Languages: Meeting new challenges.*" Please consider presenting a session at the conference. The high quality of our past and present conferences depends on our talented teachers and their sharing their expertise and talents with other teachers. We need your help! The session proposal deadline is November 1, 2010 and the submission process will be completed entirely online. Please visit <http://www.scflta.org/> where you will find session proposal forms as well as preliminary information on the conference.

Encourage your colleagues to join SCFLTA and bring them with you to the "Fall Workshop" in October and to the SCFLTA Conference 2011 Conference in February. I hope to see you then!

Fred Perry
SCFLTA President

The SCFLTA Executive Board

2010-2011

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SCFLTA is a
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News & Notes - French

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Bonjour chers collègues!

It is my pleasure to serve as President of the South Carolina chapter of the AATF during the 2010-11 academic year! I would like to thank Past-President, Denise Ciobanu, for all of her hard work and dedication during her tenure as President. Thank you, Denise, for your leadership and service to our organization!

We are fortunate to have a new officer come into the ranks this year. Dr. Bruce Byers, Professor of French at Bob Jones University, came on board with me in March of 2010 and has been and continues to be a great asset to our chapter. We have been working hard to come up with fresh ideas for our chapter and look forward to receiving your input as the year goes on.

In March, we will be electing an AATF member to serve as Vice President of our chapter. Please let us know if you are interested in running for the position. We would like to plan some fun activities for French educators in the various regions of the state, therefore, we would like to add new officer positions.

Please feel free to e-mail either one of us with questions, ideas, or anything else you have on your mind regarding French language learning in the state of South Carolina. You may also contact me via our brand new and exciting AATF South Carolina Facebook page. Just search the name and you'll find it. If you're not a Facebooker, no worries—you will continue to receive news and event notifications via e-mail. Please make sure that I have an e-mail address that accepts messages from Gmail, Google's e-mail service.

I look forward to seeing you soon.

Bonne rentrée! Bien à vous,

Cristy Vogel



PRESS RELEASE

Cristy Vogel, French teacher at Hammond School, Columbia, SC, recently attended the 83rd annual convention of the American Association of Teachers of French (AATF), held July 4-7, 2010 in Philadelphia, Pennsylvania. A teacher for 6 years overall and for 3 years at her current institution, Cristy was an active participant in this unique gathering of more than 450 French teachers from around the U.S. and from several other countries.

Many attendees took advantage of pre- and post-convention excursions, including a French-speaking trolley tour of Philadelphia, a trip to Longwood Gardens, an excursion to the Barnes Foundation, a visit to the Nemours mansion and gardens, and an excursion to New York City. The convention was filled with sessions, discussions, and animated conversations about techniques for teaching French and promoting the study of French language and the cultures where French is spoken. AATF members were treated to special events such as a *dictée*, and a reception to celebrate the opening of exhibits.

The 2011 convention will be in Montreal, Canada, July 6-9. The theme will be "*Le Québec: culture nord-américaine, langue française.*" We invite all French teachers to join us.

Cristy Vogel is pictured with AATF Past-President Marie-Christine Koop.



World Language Teachers - *What's up?* *¿Qué tal? Ca va? Wie geht's?*

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As we begin the new school year SCFLTA is focusing on the latest innovations in technology in keeping with the theme of 21st Century Learners for this year's conferences and workshops. We are asking teachers to submit ideas and practices they are implementing in their World Language classrooms.

You might include internet based lessons, webinars for students, podcasts, ways to use iPod touches and iPads, Promethean Board flip charts, Twitter communications, Photo Story projects, Skype and safe internet sites for students. You can email me a brief description and I'll submit it for a future *Crescent* newsletter.

We'd also like to present these ideas in a power point at the Fall workshop on Oct 23rd. If you make a CD, be sure to include your name, school and grade levels. These ideas might be set up and constantly running on a monitor (maybe near the break area). If you would like to have your idea included, please put it on CD and mail it to:

Margaret Young
120 Live Oak Lane
Barnwell, SC 29812

☺ Here's a safe website for kids for independent practice at home or school (and just plain fun). Check it out!

<http://pbskids.org/mayaandmiguel>

Editor's Note:

The purpose of *The Crescent* is to relay information to the SCFLTA membership. My dream is that it will be a newsletter that shows what we are all doing in our classrooms and how we are making a difference in our communities and in our field all over South Carolina. Please consider taking the time to contribute articles, comments, photos, news items, awards, new ideas on how to teach something, technology tips, or anything that you would like to share with your colleagues. This is *your* newsletter!

SPANISH TEACHERS

Algunas diferencias entre el español peninsular y el de Hispanoamérica

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En este artículo presentaremos un contraste entre el uso del español peninsular y el de Hispanoamérica. Hemos escogido algunos aspectos del léxico y de la estructura del idioma en este lado del Atlántico que no son solamente diferentes a la norma y al uso del español en la península, sino que son parte de la norma y el estándar de las regiones y países donde se emplean, tanto en el nivel coloquial como en el literario.

Creemos que, como profesores de español, es necesario que tengamos un concepto amplio de lo que es la norma o el estándar que enseñamos en nuestras aulas. Una lengua no puede reducirse ni a un libro de texto ni a lo que fue hace ochenta o cien años, como tampoco puede crearse en un laboratorio ni imponerse desde una oficina.

Las lenguas son entidades vivas. Los pueblos que las hablan son los que tienen la última palabra. Afortunadamente, hace ya algunos años que la Real Academia Española (RAE) comenzó a despertar de su largo sueño, para darse cuenta de que los hablantes de una lengua juegan un papel decisivo en cuanto a lo que constituye la norma de una región, un grupo dialectal o un país, pero, quizás, algunos de nosotros, profesores de Español, aún estamos profundamente dormidos.

El uso de la preposición **hasta** cambia en México, América Central, Colombia, partes de Ecuador y Venezuela. En estos lugares se omite la partícula “no” en algunas construcciones, por lo que **hasta** pierde su sentido de “término” para indicar “inicio”. **Las clases empiezan hasta el lunes a las ocho.** Esta oración significa que las clases no comenzarán hasta el lunes a las ocho. En España o Cuba, por ejemplo, se diría: **Las clases no empiezan hasta el lunes a las ocho.**

En el español peninsular no se usa el pronombre personal **tú** en preguntas, tales como:

¿Qué dices?, ¿Cómo te llamas? Sólo si se quiere enfatizar por algún motivo pudiera oírse. Sin embargo, en muchas regiones de Hispanoamérica es frecuente el uso, en oraciones interrogativas, del pronombre que funciona como sujeto entre el interrogativo y el verbo: **¿Qué tú dices?, ¿Cómo tú te llamas?**, etc.

En España se emplea el plural para los siguientes sustantivos: **paraguas, pantalones, tijeras, tenazas y gafas**, pero en algunas regiones de Hispanoamérica también se usan en singular, con excepción de **gafas** que, al igual que en España, sólo se emplea en plural. Es frecuente a este lado del Atlántico escuchar expresiones como las siguientes: **El pantalón rojo es muy caro, Pon la tijera sobre la mesa.**

El futuro perifrástico (ir + a + infinitivo) está muy extendido por toda Hispanoamérica. A decir verdad, se prefiere en lugar del futuro imperfecto, por lo que este último se emplea con muy poca frecuencia. Cuando un hispanoamericano desea expresar la idea de futuro dirá: **El lunes voy a hablar con José**, mientras que en España dirían: **El lunes hablaré con José.**

El futuro perifrástico ha suplantado prácticamente al futuro imperfecto en Hispanoamérica. No importa si la idea de futuro es inmediata o mediata. El futuro imperfecto se usa más en el lenguaje literario y culto.

Si en la clase de Español tenemos alumnos hispanoamericanos debemos de tener cuidado a la hora de abordar el uso del futuro, especialmente si queremos que usen el futuro imperfecto en algún ejercicio específico. Es necesario que los hagamos conscientes de estos dos tipos de futuro, porque decirles que escriban una oración en “**futuro**” o “**in the future**” y luego calificar de incorrecta la misma si contiene el futuro perifrástico (ir + a + infinitivo) es totalmente ilógico. Es necesario que aprendan a distinguir entre un futuro y el otro en cuanto al uso del español peninsular y del hispanoamericano. Decir **Iré al cine el domingo** tiene el mismo nivel de corrección que **Voy al cine el domingo**. En Hispanoamérica no existe ningún tipo de diferencia

entre ambas formas, sólo que los hablantes prefieren la segunda.

En muchas partes de Hispanoamérica se usa el verbo **estar + bueno** para expresar la calidad de un objeto inanimado mientras que en el español peninsular utilizan **estar + bien**.

- **¿Te gustó el espectáculo?**
- **Sí, estuvo bueno.**

Ya sabemos que en España dirían:

- **¿Te gustó el espectáculo?**
- **Sí, estuvo bien.**

Soler es un verbo de mucho uso en España, pero no ocurre así en Hispanoamérica, donde su uso está más bien reservado a un lenguaje culto y literario. La perífrasis **soler + infinitivo** en oraciones, tales como: **Cuando era niño solía pasear con mi abuela** queda reemplazada por el pretérito imperfecto en la mayor parte de los casos: **Cuando era niño paseaba con mi abuela**. Sin embargo, debemos señalar que en algunas regiones de Hispanoamérica se usa la perífrasis **saber + infinitivo**: **Cuando era niño sabía pasear con mi abuela**. Obsérvese que en este último ejemplo **sabía** significa exactamente lo mismo que **solía**.

La expresión **de modo que** ha encontrado una hermana en la conjunción **cosa que** cuyo uso está muy extendido por varias regiones de este continente. Las dos se usan para expresar finalidad o resultado: **Elena, regresa a casa a las seis, cosa que tengamos tiempo para poder cenar antes de ir al teatro**. Ya sabemos que en España usarían **de modo que**.

En cuanto a la fecha, es interesante notar que el primer día del mes es ordinal en nuestro continente, mientras que el resto de los días son cardinales. Así decimos: **Hoy es miércoles, 1º de setiembre de 2010**. Sin embargo, en España no ocurre así. Todos los días del mes son cardinales: **Hoy es miércoles, 1 (uno) de setiembre de 2010**. En cuanto a **setiembre** debemos recordar que el nombre de este mes puede escribirse con o sin **“p”**. De hecho, en varios países de América Latina prefieren la grafía **setiembre**. Hace muchos años que la Real Academia Española acepta ambas formas. En la fecha del diario El Correo de Perú (<http://www.correoperu.com.pe/correo/indice.php>) siempre aparece sin **“p”**

El uso del **objeto directo nulo** es muy interesante en el español de Hispanoamérica. En muchas zonas, existe el uso de **objetos directos nulos** para de esta manera evitar el empleo de dos pronombres juntos:

- **¿Te contó Mario lo que vio en la oficina?**
- **Sí, me contó.**
- **Pues, a mí no. Cuéntame**

Si la conversación ocurriera en cualquier sitio de España, seguramente que escucharíamos lo siguiente:

- **¿Te contó Mario lo que vio en la oficina?**
- **Sí, me lo contó.**
- **Pues, a mí no. Cuéntamelo.**

No podemos tener la falsa creencia de que un alumno (especialmente de origen hispanoamericano) debe contestar **Sí, me lo contó** o **No, no me lo contó**, cuando le hacemos la pregunta **¿Te contó Mario lo que vio en la oficina?**. Si el alumno no usa el artículo **“lo”** en este caso no significa necesariamente que no sepa usarlo. **¡NO!** Todo lo contrario, se ha expresado con el sabor auténtico del nativo que sabe manejar perfectamente su idioma. Sin embargo, si nuestro propósito es que el alumno estudie y “trabaje” los pronombres que usamos como complemento directo. Debemos lograr que éste sepa que hay variantes y formas del idioma que van más allá de lo que usa y maneja y, sobre todo, partir nosotros, como profesores de la aceptación en la amplitud de usos.

La palabra **cuando** tiene carácter de preposición al usarse en expresiones como: **cuando joven...**, **cuando niño...**, expresiones estas que son sinónimos de: **de joven...**, **de niño...**, etc. Estas frases son de uso frecuente en el español peninsular. Sin embargo, en la mayor parte de Hispanoamérica se prefiere usar **cuando era joven...**, **cuando era niño, etc.**

Congratulations!



Nalley, a Spanish teacher at Fork Shoals School in Greenville, was named South Carolina Teacher of the Year Wednesday night. State Superintendent of Education Jim Rex made the surprise announcement at a privately funded celebration at the Columbia Metropolitan Convention Center that honored the state's 83 district teachers of the year.

"Kelly is consummate overachiever – responsible, disciplined and driven to succeed," Rex said. "She goes beyond what is expected, always seeking ways to improve her students' educational experiences and always searching for ways to connect with them on a personal level. She'll make an excellent ambassador for our state and a great representative to the national program."

Nalley will represent South Carolina's 50,000 teachers as State Teacher of the Year for the 2010-11 school year, participating in a yearlong residency at the Center for Educator Recruitment, Retention and Advancement. She receives a \$25,000 cash award, a Dell laptop computer, a set of Michelin tires, a ring from Jostens and a BMW X6 Sports Activity Vehicle to use for a year. In addition, she will participate in Leadership South Carolina, attend Notre Dame's prestigious three-day Excellence in Teaching Symposium and receive a SMART board.

SCFLTA is so proud to have one of "our own" to be nominated and to achieve this wonderful honor!

MEMBER SUBMISSIONS

Hi! I'm David Coberly, the 2010-2011 Chair of the South Carolina Council on Languages. I'm looking forward to seeing everyone at the SCFLTA Workshops on October 23rd and getting some feedback from the membership on the state of articulation in South Carolina.

SCCOL generally meets on Saturday mornings before the SCFLTA Board Meetings on the USC campus in Columbia. We are aggressively seeking new members, not limited to but especially from the K-12 community. SCCOL is particularly interested in placement and articulation issues, and we would be better placed in our efforts if we had more K-12 membership to let us know what's being taught, and how, in the public schools. If your interests include articulation and placement, please consider joining us!

Last year SCCOL sponsored a highly successful and popular "Immersion Saturday", where language tables spent a morning immersed in their languages of interest. We would like to follow up on last year's success with another Immersion Saturday this academic year. Will you be thinking of when is the best time of year to head to Columbia for Immersion Saturday? We'll ask the SCFLTA members present on October 23rd to share their preferences with us then.

See you at the Workshops!

MEMBER SUBMISSIONS

Janis Morgan, Past President

Web Tips for World Language Teachers

Classroom Icebreakers

<http://www.kimskorner4teachertalk.com/classmanagement/icebreakers.html>

Technology Tips for Teachers

<http://www.edzone.net/~mwestern/tutorials.html> This site focuses on the basics. For example, it tells you how to create a bar chart in Excel, or how to insert a border around an entire page in Microsoft Word, or how to create your own background in PowerPoint, and so on.

Classtools <http://classtools.net> This is a new, FREE website designed for teachers and students to create interactive Flash diagrams, activities, and games. Use the samples already created or use the templates to create a tool that suits your students' needs.

PDF to Word www.pdfword.com, a quick, easy, and FREE website that converts PDFs to Word documents

Interactive Whiteboards

www.ettcnsc.org/Instructional_resources/other/interactive_whiteboard_links.htm#Language%20Arts The Educational Technology Center of the Georgia Department of Education's website provides links to whole-group instructional tools (grouped by subject and grade levels) for interactive whiteboards. From the virtual owl pellet dissection to "Mr. Picasso Head," you are sure to find something perfect for your classroom!

Educator's Reference Desk

<http://www.eduref.org/Virtual/Lessons/index.shtml> This site offers a forum for teachers to share lesson plans and other resources. It has a lot of content, and is extremely easy to navigate.

Wikiversity

(<http://en.wikiversity.org/wiki/Wikiversity:Browse>) - obviously an extension of the renowned Wikipedia, but it's specifically for teachers. You can find lessons, projects, resources, and just great information.

VUVOX www.vuvox.com This is a FREE online service, provides even more options for students to create digital products and share their voices.

Glogster <http://edu.glogster.com> This is a "digital outlet" designed for educators and their students. Students can demonstrate understanding by creating and sharing unique digital "posters." Registration is FREE and easy for you and your students.

Electronic Flashcards www.studystack.com
www.brainflips.com

While flashcards may seem to be a thing of the past, they are "time-tested learning tools." Check out these sites that give flashcards a 21st century facelift, allowing students to add images, audio, and video and to download sets to iPods and cells!

Songs that Teach The following sites have downloadable songs and CDs available for purchase. Most songs have a "listen to this song" available to sample.

<http://www.songsforteaching.com/spanishsongs.htm>
<http://www.songsforteaching.com/frenchsongs.htm>
<http://www.songsforteaching.com/germansongs.htm>

<http://www.zachary-jones.com/> This site has Spanish, French and ESOL tips, tricks and blogs, including popular songs and cloze activities.

The Spanish-speaking World <http://www.donquijote.org/> This site has a wealth of cultural information about the Spanish-speaking world, as well as travel advice and opportunity.

RAZA <http://cfbstaff.cfbisd.edu/stacyc/Raza.htm> This site details Hispanics in the United States.

This video in Italian is based on a poem by Jacques Prevert:

<http://www.stop-motion.org/Page-d-ecriture.html>

Student Engagement For more information on improving questioning techniques to increase student engagement and higher-order thinking, check out Quality Questioning: Research-Based Practice to Engage Every Learner (Walsh and Sattes), and Dare to Differentiate, a wiki created by World Language Resource teacher Leslie Grahn, at the links below.

Differentiating Learning

<http://daretodifferentiate.wikispaces.com/Questioning> A wealth of teacher tools from differentiating learning to Bloom's. Downloadable PDF and Word files for reference.

Teacher Resources www.corwinpress.com

http://www.gale.cengage.com/free_resources/ Gale®, part of Cengage Learning, is a world leader in e-research and educational publishing for libraries, schools and businesses. Best known for its accurate and authoritative reference content as well as its intelligent organization of full-text magazine and newspaper articles, the company creates and maintains more than 600 databases that are published online, in print, as eBooks and in microform.



World Languages in the 21st Century: Keeping It Real



October 23, 2010 World Language Workshops

sponsored by

AATSP, AATG, AATF, and NNELL

Cardinal Newman High School, 4701 Forest Drive, Columbia, SC 29206

8:30 a.m. – 9:00 a.m.	Registration and Continental Breakfast
9:15 a.m. – 9:45 a.m.	Discussion on the articulation of language expectations between schools. Speaker: David Coberly (Spanish Professor at USC-Upstate, President of South Carolina Council On Languages)
10:00 a.m. – 12:00 p.m.	Immersion Breakout Sessions
12:00 p.m. – 1:00 p.m.	Immersion Lunch with each AAT (Boxed lunches are available with pre-registration ONLY.)
1:00 p.m. – 3:00 p.m.	Workshops, hosted by each AAT

COST

\$25 and **verifiable membership** with your language specific AAT

\$35 Non-affiliate members – Please go to the appropriate AAT website and join.

~French: www.frenchteachers.org

~German: www.aatg.org

~Spanish & Portuguese: www.aatsp.org

~Elementary(NNELL): www.nnell.org

=====

AATSP Workshop: *Engage Them or Enrage Them*: Effective and Engaging Activities for Teaching Spanish Vocabulary. Presenters: June Carter and Sofia Early.

AATG Workshop: Caroline Oates, White Knoll High School German Teacher, will present on the Concordia Summer Language Camp for German.

AATF Workshop: Join us for a technology discussion with Dr. Lara Lomicka Anderson, USC French Professor and President of the AATF Technology Commission. We will also do a Swap Shop with a focus on technology tools and use in the classroom. Let's work together to prepare our students to be global citizens in the 21st century! (If you don't have any technology projects, ideas, etc. to share, bring any of your lesson ideas that you'd like to share.)

NNELL: Realia Revisited presented by Natalie Smith and Sandy Osborne. Think of all the wonderful items you have collected from your TL culture, but you can't quite decide how to use them in your classroom. Think about the lack of enthusiasm your students exhibit when you try to share your realia with them. Come, and experience an interactive session on ways to engage your students with realia! We will also do a Swap Shop--bring a song, an activity, or technology activity to share.

World Languages in the 21st Century: Keeping It Real



SCFLTA Fall World Language Workshop
 REGISTRATION FORM
 Saturday, October 23, 2010
 Cardinal Newman High School
 Columbia, SC



****Pre-registration must be postmarked no later than Sat, October 9, 2010.****

Name _____

Address _____

Phone _____

E-mail _____

School Name _____

I am a member of:

AATSP

AATG

AATF

NNELL

I am enclosing a check to SCFLTA for \$25

I am *not* a member of any of the above organizations, but I wish to attend the workshop sponsored by:

AATSP

AATG

AATF

NNELL

I am enclosing a check to SCFLTA for \$35.

I would like the following sandwich in my boxed lunch*:

roast beef

turkey

veggie

*Cold, bottled water will be provided.

Mail this form and your check(written to *SCFLTA*) to:

Cristy VOGEL
 Hammond School
 854 Galway Lane
 Columbia, SC 29209

2011 SCFLTA FOREIGN STUDY AWARD

APPLICATION FORM

The \$1000 award is available only to a current SCFLTA member with three years membership in SCFLTA and three years of teaching experience. Current SCFLTA Board members are not eligible. The recipient agrees to present a session or workshop at the SCFLTA Conference in the year following receipt of this award.

The following documents are required:

- this typed, completed application
- a letter of recommendation from your principal or supervisor
- a two-three page typed document in which you clearly articulate your proposed goals and objectives including specific information about how your experience will benefit students and improve your instruction
- printed material (web site printout, printed brochure) from sponsoring organization
(A self-designed program will be viewed less favorably than a program sponsored by an accredited institution.)

A letter of acceptance into the program will be required before the award funds are disbursed, but is not necessary for the application process. All nomination materials must be typewritten and **received by November 15, 2010.**

Name of Applicant: _____

Mailing Address: _____

Phone / E-mail: _____

Degree(s) and College(s) Attended: _____

Current Teaching Position (Title and Location): _____

Total Years of Teaching Experience: _____

Years Member of SCFLTA: _____

(The SCFLTA membership database will verify membership status)

Previous Study Abroad Experience (Location/Date/Duration): _____

Location and Title of your 2010 Study Abroad Plan: _____

Return materials to: June Carter
AATSP Rep. to SCFLTA
USC Upstate Department of Languages, Literature and Composition
HPAC 222 800 University Way
Spartanburg, SC 29303

DEADLINE FOR RECEIPT OF ALL APPLICATIONS IS November 15, 2010.

2011 SCFLTA FRIEND OF FOREIGN LANGUAGES

NOMINATION FORM

The recipient of this award will receive a plaque designating him/her as a SCFLTA Friend of Foreign Languages.

The recipient may be an individual or corporation, usually from outside of the teaching profession, who has shown an interest in and a dedication to the foreign language education community. This person or business may have, for example,

- sponsored foreign language organizations
- provided incentives for employees to learn another language
- participated in the development of community partnerships
- supported foreign language education through donations of time, money or materials

Please submit nomination on this form.

All nomination materials must be typewritten and **received by November 15, 2010.**

NOMINATOR INFORMATION:

Name: _____

Mailing Address: _____

Phone / E-mail: _____

Title/Position: _____

NOMINEE INFORMATION:

Name: _____

Mailing Address: _____

Title/Position: _____

Summary of support of foreign languages: (please list in bulleted form)

Return materials to: June Carter
AATSP Rep. to SCFLTA
USC Upstate Department of Languages, Literature and Composition
HPAC 222 800 University Way
Spartanburg, SC 29303

DEADLINE FOR RECEIPT OF ALL NOMINATIONS IS November 15, 2010.

2011 SCFLTA NEW-TO-TEACHING AWARD

NOMINATION FORM

The recipient of this award will receive reimbursement for the SCFLTA conference, a one-year SCFLTA membership, a one-year American Council on the Teaching Foreign Languages (ACTFL) membership, which includes a subscription to *Foreign Language Annals*, and a plaque. Nominees can be students in their final year of teacher training preparation or teachers in their first three years of teaching in South Carolina and should demonstrate all of the following criteria:

- demonstrates effective teaching
- commitment to the profession
- effective relationships with students, as demonstrated by accessibility, responsiveness to educational needs, concerns of students, etc.

Nominations must include the following:

- a letter of intent by the nominee (addressing the above criteria)
- one or more letters of recommendation
- one evaluation of teaching
- and a current CV

Nominations may come from educators or a student may nominate him/herself.

All nomination materials must be typewritten and **received by November 15, 2010.**

NOMINATOR INFORMATION:

Name: _____

Mailing Address 1: _____

Mailing Address 2: _____

Title/Position: _____

NOMINEE INFORMATION:

Name: _____

Mailing Address 1: _____

Mailing Address 2: _____

Degree(s) and College(s) Attended: _____

Current Teaching Position: (Title and Location) _____

Number of Years at Current Position: _____

Total Years of Teaching Experience: _____

Return materials to: June Carter
AATSP Rep. to SCFLTA
USC Upstate Department of Languages, Literature and Composition
HPAC 222 800 University Way
Spartanburg, SC 29303

DEADLINE FOR RECEIPT OF ALL NOMINATIONS IS November 15, 2010.

2011 SCFLTA OUTSTANDING FOREIGN LANGUAGE TEACHER OF THE YEAR

NOMINATION FORM

The recipient of this award will receive \$100 and a plaque. The recipient, when eligible, will also be nominated for the following year's SCOLT Outstanding Foreign Language Teaching Award. Current SCFLTA Board members are not eligible for this award. Nominees for this award must meet of the following criteria:

- SCFLTA member for five years, one of which must be the current year (to be verified by the SCFLTA database)
- foreign language teacher for minimum of five years
- dedication to the teaching of foreign language
- knowledge of current theory and practice, and implementation in the classroom
- evidence of promotion of foreign language teaching and learning
- leadership in or service to the foreign language profession in South Carolina

Nominations must include a copy of this completed form and one or more letters of recommendation. Each letter of recommendation should explain in as much detail as possible why the nominee is an outstanding member of the profession and how he/she meets the above criteria.

All nomination materials must be typewritten and **received by November 15, 2010.**

NOMINATOR INFORMATION:

Name: _____

Mailing Address 1: _____

Mailing Address 2: _____

Title/Position: _____

NOMINEE INFORMATION:

Name: _____

Mailing Address 1: _____

Mailing Address 2: _____

Degree(s) and College(s) Attended: _____

Current Teaching Position: Title _____

Location _____

Number of Years at Current Position: _____

Total Years of Teaching Experience: _____

Years Member of SCFLTA: _____

Return materials to: June Carter
AATSP Rep. to SCFLTA
USC Upstate Department of Languages, Literature and Composition
HPAC 222 800 University Way
Spartanburg, SC 29303

DEADLINE FOR RECEIPT OF ALL NOMINATIONS IS November 15, 2010.

2011 SCFLTA LIFETIME ACHIEVEMENT AWARD

NOMINATION FORM

The recipient of this award will receive a plaque designating him/her as a distinguished language educator or administrator.

Nominees must meet the following criteria:

- demonstrated excellence in, as well as a dedication and commitment to, teaching and leadership in foreign language education throughout his/her career
- experience in teaching or in foreign language administration for at least 15 years
- current member of SCFLTA
- member of SCFLTA for 5 consecutive years, and a total of 10 years membership in SCFLTA (not necessarily consecutive)

Nominations must include the following:

- a letter outlining candidate's contributions to the field of foreign languages noting evidence of service to the profession of foreign language education and organizations.

Nominator must be a current member of SCFLTA.

All nomination materials must be typewritten and **received by November 15, 2010.**

NOMINATOR INFORMATION:

Name: _____

Mailing Address 1: _____

Mailing Address 2: _____

Title / Position: _____

NOMINEE INFORMATION:

Name: _____

Mailing Address 1: _____

Mailing Address 2: _____

Degree(s) and College Attended: _____

Current Teaching or Administrative Position: _____

Number of Years in Foreign Language Teaching or Administration: _____

Years Member of SCFLTA: _____

Return materials to:

**June Carter
AATSP Rep. to SCFLTA
USC Upstate, Department of Languages, Literature and Composition
HPAC 222C
800 University Way
Spartanburg, SC 29303**



MEMBERSHIP FORM



SOUTH CAROLINA FOREIGN LANGUAGE TEACHERS' ASSOCIATION

Membership Type:	<input type="radio"/> New	<input type="radio"/> Renewal			For Office Use only:
Membership Category:	<input type="radio"/> (\$25) Regular	<input type="radio"/> (\$5) Retired	<input type="radio"/> (\$10) First year SCFLTA member	<input type="radio"/> (\$5) Students (w/ ID and faculty letter)	Date/Check # _____
Preferred mailing address:	<input type="radio"/> Home	<input type="radio"/> Work			Receipt # _____

Name: _____

Home address: _____

City: _____ State _____ Zip _____

Phone: _____ Email: _____

School /Work: _____ (institution name)

Address: _____

City: _____ State _____ Zip _____

Phone: _____ Email: _____

Please mark the appropriate spaces below:

Language(s)	Position	Level
<input type="radio"/> French	<input type="radio"/> Teacher	<input type="radio"/> elementary
<input type="radio"/> German	<input type="radio"/> Administrator	<input type="radio"/> middle school
<input type="radio"/> Japanese	<input type="radio"/> Dept. Chair	<input type="radio"/> secondary
<input type="radio"/> Latin	<input type="radio"/> Supervisor / Coordinator	<input type="radio"/> 2 year / Tech College
<input type="radio"/> Russian		<input type="radio"/> College / University
<input type="radio"/> Spanish		<input type="radio"/> _____
<input type="radio"/> _____		

Verification of student status: Professor Signature _____
Department _____
Institution _____

Dues are for the CALENDAR YEAR or any portion thereof: January 1 - December 31.

Your canceled check is your receipt.

If you require a written receipt, include a self-addressed, stamped envelope with your payment.

MAKE CHECK/MONEY ORDER PAYABLE TO: SCFLTA

Return completed form to: Margaret Young, Executive Director SCFLTA
Box 922
Barnwell, SC 29812

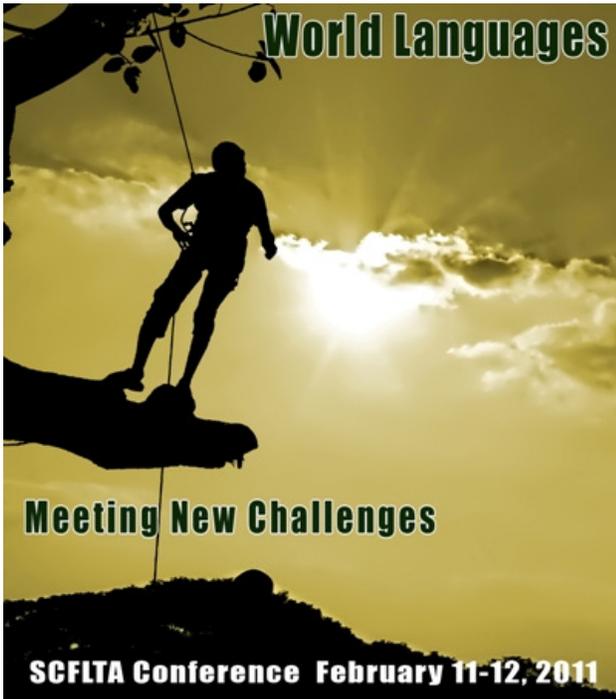
PLEASE SHARE THIS FORM WITH COLLEAGUES WHO ARE NOT SCFLTA MEMBERS!!

The Crescent is the official newsletter of the South Carolina Foreign Language Teachers' Association. It is a non-profit newsletter published semi-annually for the benefit of the foreign language teachers of South Carolina. The newsletter is available through membership in SCFLTA. Contributions to the newsletter are welcome. Original articles on the teaching of languages, literatures and cultures, announcements of meetings and reports of proceeding, news items of professional interest, reviews of books, materials and films, reports on student projects and professional growth experiences will be considered for publication. All submissions may be edited due to space limitations. ALL SUBMISSIONS MUST BE DONE VIA E-MAIL. TEXT FILES WITHOUT SPECIAL FORMATTING ARE PREFERRED. NO MAC FILES ACCEPTED.

Please submit items for the Fall 2010 issue to m422young@yahoo.com and jbagley@lexington1.net no later than

March 5th, 2011.

Mark Your Calendars!



SCFLTA Annual Conference

February 12, 2011

Brookland Conference Center
1066 Sunset Boulevard
West Columbia, SC

Visit www.scflta.org often for details on submitting proposals for workshops and sessions!

