



Lingo

Pacific Northwest Council for Languages Newsletter

Summer 2004 Part I

Dear PNCFL Members –

As you know, the Pacific Northwest Council for Languages has undergone a process of renewal. We've set forth several initiatives which will make the organization more meaningful to members as well as increase our presence nationally. The reorganization has brought about some exciting new changes, one of which includes the PNCFL Web site. If you have not had a chance to browse around the site at <http://babel.uoregon.edu/pncfl>, we encourage you to do so. In fact, we invite you to bookmark it, visit it regularly, and share it with your friends and colleagues!

As these changes continue, you will begin to see a transformation in Lingo as well. In an attempt to make Lingo more reader-orientated, you will notice a new section entitled "In the Limelight." This column will highlight willing volunteers and randomly selected PNCFL members. This issue features teachers from Idaho and Montana. Upcoming issues will feature members of Alaska and Oregon, as well as Washington and Wyoming. We are currently looking for willing participants for this feature, and if you are interested please read the introduction paragraph of the "In the Limelight" column on page four. We hope that this new feature will create avenues for teachers to connect to each other to discuss the issues that are important to them – curriculum, teaching methods, and more!

In a further attempt to personalize Lingo and bring it closer to you, you will notice an update submitted by Michal Malouf from the Montana Association of Language Teachers. Sonja Hokanson, current Washington Association of Foreign Language Teachers President and up-coming PNCFL Vice President, has provided an exciting announcement regarding a \$15,000 grant to promote international education in Washington State. In addition, Teresa Kennedy, PNCFL President, has submitted an article regarding content-based activities. We hope that her article will spark new ideas in your classroom! We appreciate the time that these members have taken to submit interesting articles and encourage you to do the same. We've also included a photo taken by Robert Davis of the University of Oregon from his trip to Spain. He was also kind enough to provide us with a brief description of the photograph as well!

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And of course, you shouldn't change a good thing when you have it! You will still find information on conferences, workshops, institutes, and classroom materials. We will continue to keep you informed with important announcements regarding PNCFL.

The regional report by Stephen Flesher, our Oregon PNCFL Representative, contains valuable information as well. This edition of Lingo also provides you an opportunity to learn more about InterCom, a free subscription database designed with your needs in mind

We hope that you take advantage of every article and opportunity presented in this edition of Lingo. As always, we look forward to receiving your comments and suggestions. My address and email are listed below, so please don't be shy! I look forward to hearing from you. After all, PNCFL and Lingo are about you – the members, the readers, and foreign language professionals in the Pacific Northwest!

Sincerely,

Mandy Garman

PNCFL Editor

5290 University of Oregon

Eugene, OR 97403

(541) 346-5699

mgarman@gladstone.uoregon.edu



Santillana del Mar is a well-preserved medieval village on the northern coast of Spain, in the province of Cantabria. This region, called "la España verde" (green Spain), counters the stereotypes most people have of the better-known hot and dry regions of the country. Here one is more likely to hear a gaita (bagpipes) than a flamenco guitar, and they produce more milk and cheese than wine. This village in particular has a number of casas señoriales (houses of the minor nobility), and the Colegiata church (in view at the end of the street) has some of the best Romanesque sculpture in all of Europe.

Photo and description provided by Dr. Robert Davis, Spanish professor, of the University of Oregon

PNCFL Announcements

- **PNCFL Board Member Updates**

Dr. Sonja G. Hokanson of Washington State University in Pullman has been selected for the Vice President/President elect for PNCFL. Dr. Hokanson previously served as the WAFLT President.

Dr. Daniel Morris of Southern Oregon University in Ashland has been selected as the JNCL-NCLIS Representative. This is a three year position, and Dr. Morris attended the Delegate Assembly and Legislative Day this May. Look for this report which will be posted on the Web site soon!

Congratulations to both new PNCFL board members! More information about Dr. Hokanson and Dr. Morris as well, as their positions, are available on the PNCFL Web site at <<http://babel.uoregon.edu/pncfl>>.

- **Selecta Article Republished**

Gale Group, a publisher in Michigan, requested permission to reproduce an article that originally appeared in Selecta No. 15. The original citation of the article is as follows: Watson, P.W. (1994). "*Le monja: Enterting the Convent in Unamuno's Abel Sanchez and 'San Manuel Bueno, martir.'*" Selecta, 15, 63-66. The article will be reprinted for use in a short story criticism series published by the Gale Group. This series is marketed for public and school libraries as reference materials. The author was contacted and permission was granted for reprinting. Lingo wishes to extend heartfelt congratulations to Peggy Whitten Watson for a well-written article that has gained renewed interest!

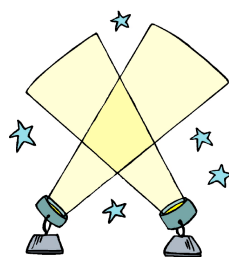
- **Change in Lingo Publication Dates**

Lingo will continue to be published twice a year, on March 15 and September 15. The content deadline for the March issue is February 15. The September issue of Lingo carries a content deadline of August 15. Please mark your calendars! As always, Lingo welcomes member input. The editor invites all comments, suggestions, and critiques. Submitted articles are vital to the publication and are immensely appreciated. Such texts can range from something you've read, something you've written, or simply something you wish to announce. Please send all entries and comments to Mandy Garman, Lingo Editor, 5290 University of Oregon, Eugene, OR 97403. Faxes are also welcome at (541) 346-0322.

- **English in Decline as World Language**

We all know and understand the increasing demand for a bilingual society. According to *National Geographic*, the languages that will be in demand for the future may not be what you'd expect. We suggest taking a closer look at this issue at the following Web site address:

<http://news.nationalgeographic.com/news/2004/02/0226_040226_language.html>



In the Limelight

Since PNCFL has undergone reconstruction in the past few years, we think Lingo needs a little perking up as well! In order to do this, Lingo will highlight PNCFL members from each of the Pacific Northwest States in upcoming issues. We hope that this will create an avenue for teachers to connect with each other. If you would like to participate in this program and submit a member profile, please contact Mandy Garman at mgarman@gladstone.uoregon.edu for a questionnaire. We hope you enjoy this new feature!

Ellen Albus

Idaho

Email: ellenalbus@boiseschools.org

Town: Boise

Subject Area: Spanish

Years of Teaching Experience: 20 years



What motivated you to enter the teaching field?

My motivation for teaching was my love for the language, culture, literature, art, and history of Spain. After studying in Spain, I knew I wanted to be able to use, on a regular basis, all that I had learned and had come to love. Teaching was the only job I could think of where I could incorporate not only the language but also all of the other aspects of the culture. Teaching was a way for me to stay connected to something I love and to remain a life long learner. I wanted to continue to learn more, including information about other Spanish-speaking countries and cultures and to share it with others in the hopes that they would come to love it as much as I do.

Which aspects of your work have you found most demanding? Most rewarding?

By far the most enjoyable part of teaching is being in the classroom, interacting with the students. I enjoy the creativity of teaching, in being able to find new ways to teach, new activities for practice. The most rewarding aspect of teaching is seeing the progress of my students. I often have my students for 3 years. When they give their final oral presentation before graduation, I am always moved by what they've accomplished, at how well they speak Spanish, knowing that only a few years before, they knew nothing at all. It has also been very rewarding to take students on trips to Spain or Mexico and see how much they grow, linguistically, in their self-confidence and in their view of the world and their place in it.

Demanding, to me, has a negative connotation, which brings immediately to mind the paperwork! Coupled with the lack of time, trying to keep up with grading,

planning, and the myriad of administrative tasks we must all do are my most difficult challenges. Sometimes I feel like I haven't learned a thing in that area over the last twenty years! In fact, more and more I feel like I'm getting worse instead of better at handling the inundation of paperwork and demands on my time. Any ideas for making those parts of the job easier?

Is there any particular teaching method that you have found consistently effective?

The most effective things I know are to be enthusiastic (it's contagious), to demand high standards, to let the students know you're interested in them as people, and to make the content relevant to their lives. I have found that students respond positively to a challenge; when I raise the expectations, they respond with greater effort. When I recognize in class the other things they're involved in (sports, volunteer activities, clubs, awards, hobbies), they respond better to the lesson. They seem to like knowing that their teacher takes an interest in them beyond the grades they get in Spanish. Also, it gives us a context for the language that is interesting to them. When we talk about THEIR interests and their lives, using whatever vocabulary or structures we're practicing, they participate much more and with more enthusiasm and remember better what we've practiced.

**Jennifer Harrison
Montana**

Email: jenmdse@midrivers.com

Town: Roy

Subject Area: German

Years of Teaching Experience: 13 years

Years of PNCFL Membership: 8 years



What does being a leader in the foreign language field mean to you? How could teachers become stronger leaders?

I prefer to be a worker, not a leader. As president of MALT, I tried to be as supportive of teachers as I could be. I think PNCFL and any teacher organization need to be support groups with valuable resources for their members. Once teachers realize they have support from their peers, they have the confidence and resources to be leaders.

How has being a PNCFL member impacted you or your career?

I have met some wonderful people in neighboring states. I have had the opportunities to attend some wonderful presentations as well. PNCFL is a great resource for all world language teachers.

How could PNCFL better assist you in reaching your personal or career goals?

I believe that PNCFL has done a tremendous job. I just wish I had used the resources available to me more than I had while I was MALT president. I would like to see PNCFL better coordinate with state organizations to create an Internet

network so that each state can better see what the other states are focusing on and to help create a presenter database which would help in organizing conferences. (Editor's Note: Check out the PNCFL Web site at <<http://babel.uoregon.edu/pncfl>> for information on Professional Assistance Workshops (PAWS), a program designed to showcase the talents of educators in the Pacific Northwest region and defray the costs of bringing in out-of-state presenters.)

Stop Receiving Junk Mail in Your Inbox – Start Receiving InterCom

InterCom, short for "intercultural communications," is a subscription database to help you receive the latest, customized information in your field on a weekly basis. This free service is provided by the Center for Applied Second Language Studies (CASLS), the National Foreign Language Resource Center at the University of Oregon.

InterCom allows you to:

- ***Specify the types of information you want to receive***

When you sign up with InterCom, you can specify your interests. InterCom sends only those articles that match your criteria. If you sign up to receive information about Spanish assessment, you won't be sent information about German curriculum.

- ***Get connected with relevant information***

All information in InterCom is researched and reviewed by a *real* person before being sent to subscribers. Therefore, it is highly qualified and pertinent.

Find out more:

- ***Subscribe to InterCom & Search InterCom Archives***

Visit our Web site at <<http://casls.uoregon.edu>> and click on the InterCom link to start receiving weekly newsletters from our database. Don't miss out on past articles either! Search the archives at that same location.

- ***Submit Information to InterCom***

If you would like to publish information about yourself or your organization through InterCom, please send your requests to Janne at langsub@darkwing.uoregon.edu. All requests will be reviewed before being published.

Northwest Indian Language Summer Institute
Hosted by the Department of Linguistics
University of Oregon
July 6–July 23, 2004

The Northwest Indian Language Institute (NILI) provides training in applied language teaching and in linguistics to Native American language teachers of the Northwest though its summer institute and on-site trainings throughout the year. NILI's mission is to create the opportunity for Native people to restore their languages of heritage to a central place in their communities and to create the opportunity for all people to learn their language of heritage when they are children.

NILI was created at the University of Oregon in 1997 as an answer to tribal requests for Native language teacher training. It is affiliated with the Department of Linguistics, the Center for Indigenous Studies, and the Center for Applied Second Language Studies. We also collaborate with the Superintendent of Education's Office at the Oregon Department of Education to create and strengthen Native language and education policies. Our purpose is to provide language support services to tribes, through teaching and community outreach, toward the common goal of preserving language and creating communities of speakers.

Courses:

- Language Instruction in Northwest Native Languages
 - Sahaptin
 - Chinuk Wawa
 - Northern Paiute
- Intro to Linguistics for Teachers and Students of Northwest Languages
- Advanced Linguistic Study in:
 - Klamath
 - Sahaptin
 - Chinuk Wawa
 - Northern Paiute
 - Wasco
- Immersion and bilingual language teaching methods
- Materials Development
- Evaluation: Creating a teacher evaluation form based on indigenous teaching and learning styles
- Technology: Practical use of the computer to make what you want and need

Special workshops:

- TPR Storytelling – adapted to Native Language teaching
- Songs – You will learn some secrets to create your own songs
- Basic English Grammar – Anon-stress approach to grammar
- Storytelling
- Grant writing

FUN:

We promise fun! Games, songs, stories, more!

For a detailed description of courses or other questions about NILI please contact:

Janne Underriner, Director
jlu@darkwing.uoregon.edu
<<http://babel.uoregon.edu/nili/>>

Regional Report from ACTFL
November 19 & 23
Philadelphia, PA

2003 Convention: Attendance at the Philadelphia convention was 5,200. Next year's convention will be in Chicago, IL, November 19-21. The theme of the 2004 conference is "Celebrating Our International Spirit." The kickoff for the Year of Languages will take place at that conference. More information on this exciting initiative will soon be available.

ACTFL received assurances from U.S. Secretary of Education Rod Paige that language education is considered a critical core subject by the Bush Administration. In his address at the opening general session in Philadelphia, Paige underscored the vital role that teachers must play in preparing American students to communicate and compete in today's global society. ACTFL President Marty Abbott says, "His support will lend credibility and momentum to our efforts to build America's ability to communicate internationally." Paige also applauded ACTFL's announcement that 2005 will be observed across the nation as the Year of Languages. A copy of Paige's address is available on ACTFL's Web site at <www.actfl.org>.

Attendees at the opening general session also heard remarks from Mrs. Kofi Annan, wife of the Secretary-General of the United Nations, and from former U.S. Secretary of Housing and Urban Development, Andrew Cuomo.

Headquarters Move to Alexandria: ACTFL has relocated its headquarters to the Washington D.C. area to position the association closer to the action of education policy and decision making. Executive Director Bret Lovejoy is making contacts in Washington concerning ACTFL and foreign languages. The deadline to complete the move is June 2004. Members will be sent a letter with information about the move after the conference. The new address is ACTFL 700 S. Washington St. Suite 210, Alexandria, VA 22314 (703-894-2900).

Update on National Initiatives: The new framework for the National Council for the Accreditation of Teacher Education (NCATE) calls for a performance-based system of candidate assessment. The new assessments focus on the collection of performance-based evidence for teacher candidates that demonstrates what those candidates do in the classroom. ACTFL is now training program reviewers to assist teacher education programs that are seeking NCATE accreditation. More information and link to the NCATE standards may be found on the ACTFL Web site.

The Council of Chief State School Officers (CCSSO) coordinates the Interstate New Teacher Assessment and Support Consortium (INTASC) program to offer states a set of standards that they may use to assess teachers with 2 or 3 years of experience in order to make decisions about granting them a continuing or permanent license. This effort is meant to bring consistency across states in the

licensing process for new teachers. Input to the teacher standards document is still being solicited, and you can find a link on the ACTFL Web site.

ACTFL and the Standards Collaborative Board have taken an active role in working with the National Board for Professional Teaching Standards (NBPTS) to continue to offer certifications to a wide number of teachers of various languages and levels in a cost-effective manner, making use of current technologies. The National Board Certification is a voluntary performance-based assessment process that is based on the national foreign language student standards.

The first National Assessment of Educational Progress (NAEP) exam in foreign language will be administered to seniors in fall 2004 to assess their proficiency in Spanish. Specifically, results from the 2004 assessment will report on how well representative samples of 12th grade students who have learned Spanish in a variety of ways and for different lengths of time can communicate in Spanish. The Center for Applied Linguistics (CAL), along with the American Institutes of Research (AIR), Educational Testing Service (ETS), and ACTFL have collaborated on the development and field testing of the exam.

Professional Development: Immediate Past President Christy Brown reported on her participation in the Federation Internationale des Professeurs de Langues Vivantes, (FIPLV) conference in Johannesburg, South Africa. She offered a presentation on foreign language education in the U.S. There were 8 people from the U.S. at the conference but none in an official capacity. This is the only international, multilingual association of teachers of living languages. FIPLV organizes a world congress every three years.

The National Association of State Boards of Education (NASBE) reports that arts and foreign language instruction have been marginalized and are increasingly at risk of being completely eliminated as part of the public schools' core curriculum. With most states emphasizing accountability in only a few academic subjects – primarily reading, math, and science – there is a growing fear that schools are narrowly focusing on those subjects at the expense of other important components of a comprehensive education, such as the arts and humanities. The report, *The Complete Curriculum: Ensuring a Place for the Arts and Foreign Language in America's School*, made several recommendations for state policymakers to promote arts and foreign language instruction. The report is available by calling (800) 220-5183.

In a report in the *Chronicle of Higher Education*, Alice Gomstyn gives an account that although more colleges are requiring foreign language courses in their undergraduate curriculum, most fail to provide their students with a sufficiently “internationalized” education. Gomstyn wrote that, “The major focus of international learning has to be internationalizing the curriculum.” The report, *Mapping Internationalization on U.S. Campuses*, can be purchased on the council's website at <<http://chronicle.com>>.

Foreign Language Annals: The 2003 winter issue is the first special issue of FLA on proficiency. In 2003, FLA received almost double the number of annual submissions. Reviewers are needed. All reviewing is done online. About 20% of the submissions come from abroad. The Editorial Board represents broad areas of expertise. It is imperative that there be representatives from all aspects of our constituents, including teachers from the elementary and secondary levels.

ACTFL Membership: Total ACTFL membership as of November 7, 2003, was 6,278 and the total number of new members was 1,532. As of November 7, 2003, the Member-Get-Member Campaign has generated 24 new members recruited by 13 ACTFL members. Staff will evaluate this program, the recruitment methods, and the cost associated with the program to determine if it should be continued for 2004 or how to revamp it.

ACTFL Awards: The 2003 ACTFL award winners were announced at the convention:

- Dr. Insil Chang, Dongguk University, South Korea: The Emma Marie Birkmaier Award for Doctoral Dissertation Research in Foreign Language Education
- Nancy Humbach, Miami (OH) University: The Nelson Brooks Award for Excellence in the Teaching of Culture
- Dr. James Pusak and Dr. Sue K. Otto, both of the University of Iowa: The ACTFL/FDP-Houghton Mifflin Award for Excellence in Foreign Language Instruction Using Technology with IALL
- Dr. Audrey Heining-Boyington University of North Carolina, Chapel Hill: The Anthony Papalia Award for Excellence in Teacher Education
- Dr. Junko Mori, University of Wisconsin: The Paul Pimsleur Award for Research in Foreign Language Education
- Martha Singer Semmer (CO), President of the National Network for Early Language Learning: The Florence Steiner Award for Leadership in Foreign Language Education, K-12
- Frank W. Medley, West Virginia University: The Florence Steiner Award for Leadership in Foreign Language Education, Postsecondary

There was no recipient of the ACTFL Edwin Cudecki Award for 2003.

Awards and nomination procedures are announced and candidates' names are solicited through announcements in ACTFL publications and through letters to ACTFL member organizations each year. The results of the selections are announced at the ACTFL Annual Meeting and in the first issue of *Foreign Language Annals* (Member News section) to appear after the Annual Meeting. The *ACTFL Handbook of Nominating Procedures* provides complete information on the nomination and selection process.

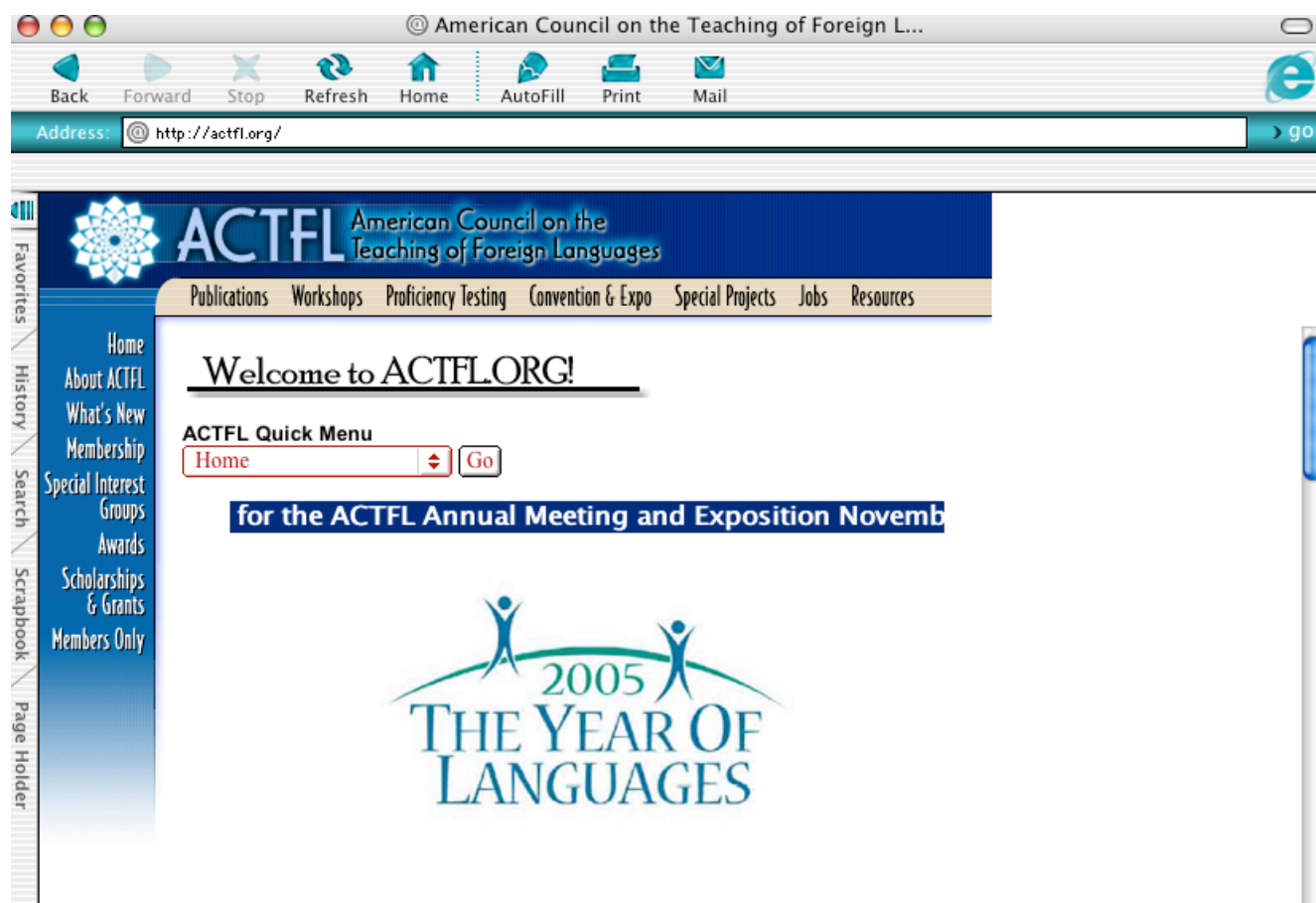
The Year of Languages: Sessions will be scheduled at each of the regionals to update members with the progress of this national initiative.

Comings and Goings: Executive Director Bret Lovejoy was welcomed as the new Executive Director of ACTFL. Keith Cothrun (Las Cruces, NM) is the 2004 President and Marty Abbott is now ACTFL Past President. Robert Terry, the Southern Conference on Language Teaching (SCOLT) representative on the Executive Council, and Carl Falsgraf (OR) and Rita Oleksak (MA), two at-large Council members, completed their terms.

Dr. Audrey Heining-Boyington, professor of foreign/second language education and professor of Spanish at the University of North Carolina at Chapel Hill was chosen President-Elect beginning January 2004. Maurice Cherry replaces Robert Terry as the SCOLT representative. Dr. Beverly Harris-Schenz from the University of Pittsburgh and Dr. Guadalupe Valdés from Stanford University are the two newly elected at-large members of the Executive Council. Their terms on the Council will begin in January.

Respectfully submitted,

Stephen J. Flesher



ACTFL Web site