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New Leadership in PNCFL

7 hrough the support of the Center for Applied Second Language Studies (CASLS) at the University of Oregon, Greg Hopper-Moore served in a dual position as the center's professional development coordinator and as PNCFL executive director. PNCFL was fortunate to have had his leadership since 2004. The board wishes him well in his new position as a research associate at the Educational Policy Improvement Center.

Change is often difficult, but the PNCFL board sensed an opportunity to embrace the talent already within the organization by appointing Lauren Kiolet as the new PNCFL executive director. She will also continue to serve as treasurer.

"I'm glad to have Lauren as the 'go to person' with the institutional knowledge base. She will keep us right on track," Alaska representative Eva Parsons comments.

Lauren Kiolet is a retired German teacher who has served as PNCFL treasurer since 2002. She has been a member of the Washington Association for Language Teaching (WAFLT) and PNCFL since she started teaching in 1972. She was active in AATG for many years, serving as president of the Washington chapter.



PNCFL's New Executive Director Lauren Kiolet

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LINGO

Volume 12, Number 1
September 2011

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Editorial Advisory Board

The Pacific Northwest Council for Languages publishes *Lingo* in March and September. PNCFL welcomes short articles, descriptions of innovative courses, reviews of teaching materials, and other items of interest to language teaching professionals.

Members may send submissions to the editorial board by email attachment or postal mail to the addresses above. Submission deadlines are February 15 for the March issue and August 15 for the September issue.

To obtain advertising information, please contact Mandy Lindgren at mandyl@uoregon.edu or 541-346-1773.

Ideas and opinions expressed in *Lingo* are those of the respective authors and not necessarily those of the council.

New Leadership in PNCFL

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She has also served on the WAFLT board as executive director since 2002. In this capacity, she has provided continuity to the organization and served as a resource for the language community.

PNCFL representative to ACTFL Bridget Yaden agrees. "Lauren has the most amazing memory. I've seen her at the WAFLT registration table, greeting everyone by name and remembering if they ordered a vegetarian meal or paid for a workshop."

People usually remember Lauren for this type of institutional

knowledge and good nature. She is also an avid bridge player and fanatical figure skating spectator.

"PNCFL is fortunate to have Lauren as its new executive director," says publications director Mandy Lindgren, who has served on the board since 2003. "In addition to her knowledge of the world language field, she has an eye for detail and opportunity. I'm confident that Lauren will lead the organization through this transition."

Members can contact Lauren at pncfl@uoregon.edu. 

What Does the Executive Director Do?

The executive director serves as the chief executive officer of the PNCFL board. It is an appointed position that can vote on issues only in the case of a tie. The executive director also provides institutional knowledge and continuity among rotating board members.

Specific duties include:

- Collaborating with other regional foreign language organizations; meeting with regional executive directors at ACTFL
- Composing emails to board members regarding upcoming, important information and deadlines
- Composing broadcast emails to notify members of important information
- Receiving nomination forms for PNCFL awards; assembling judges for review panel and overseeing review process; ordering plaques for awards; arranging ceremonies awards at fall conferences; notifying winners
- Scheduling conference calls and meetings, collecting agenda items
- Contributing articles to *Lingo* on topics of interest to the profession
- Serving on *Lingo* editorial board
- Maintaining PNCFL's nonprofit status
- Assisting board members with travel
- Monitoring PNCFL email account and responding to inquiries



National Network for Early Language Learning (NNELL)

By Sally Hood, University of Portland

Do you want to support and advocate for early language learning?

Consider joining the National Network for Early Language Learning (NNELL). NNELL's mission is to provide leadership in support of successful early language learning and teaching. Since its founding in 1987, NNELL continues to be an invaluable resource for educators, parents, and policymakers advocating for K-8 programs of excellence in second language education.

Membership in NNELL is an opportunity to network with other language professionals. Individual membership costs \$30 for one academic year and includes the following benefits:

- Media advocacy resources
- Job postings
- Program building resources

- NNELL publications, including *Learning Languages Journal*, *National Networking Newsletter*, *The Home & School Connection*, and *Newsworthy*

NNELL's Core Beliefs

NNELL believes that all elementary school students should have access to high quality, ongoing, and systematic world language instruction. This belief is based on research that indicates:


- The period of early childhood is considered an optimal time to begin learning a second language, as the methods and materials used in early childhood classes are multi-modal and may facilitate second language acquisition and learning.
- Children in effective early second language programs show overall gains on standardized tests of basic skills and derive additional

cognitive, social, and affective benefits.

- The integration of content and language learning and the development of positive attitudes towards people who speak other languages occur more easily when long, articulated sequences of second language instruction begin in early childhood and become an integral part of school learning.

- Early second language learning may result in improved phonological and phonemic awareness, two building blocks of literacy in one's native language.

To join NNELL, visit the website at <http://www.nnell.org>.

If you have questions about NNELL or ideas for promoting the organization in Oregon, contact Sally Hood, the NNELL Oregon state representative, at hood@up.edu. 

Alaska Organizations Receive Governor's No

Governor Sean Parnell announced the five winners of the 2011 Governor's North Star Awards for International Excellence. Department of Commerce, Community, and Economic Development Commissioner Susan Bell presented the awards at the annual Export Alaska luncheon in Anchorage.

The recipients are:

- Teck Resources Limited for export and foreign investment
- PolyEarth Construction International for export of services
- HAI Shirokuma Tours, LLC for visitor industry promotion
- Affinity Films for cultural exchange
- Turnagain Elementary School Russian Immersion Program for education

important operations at the Red Dog Mine earned a Governor's North Star Award for Excellence in both trade and foreign investment.

An Alaska Native corporation and a Canadian company have built what has become the largest zinc mine in the world, which currently represents over 55% of the mining value in Alaska. This joint venture between Teck Resources Limited and NANA Native Corporation has created significant benefits to the Northwest Arctic Borough in revenue to the local governments, royalty payments to NANA, and more than five hundred year-round jobs – with special initiatives to maximize local hire, training, and education with NANA shareholders.

PolyEarth Construction International earned a Governor's North Star Award for International Excellence in export of services.

The company began with a construction project in Iraq in 2004. By 2007, PolyEarth had created a business model that would introduce Alaska construction technologies across the Middle East and Mediterranean countries. These Alaska construction professionals and tradesmen have now continued this pursuit in markets in Southeast Asia and North Africa. They have brought U.S. quality, project management, and safety standards to new international construction markets. And more



Superintendent Carol Comeau, Commissioner of Commerce Susan Bell, Turnagain Elementary Russian Immersion Teacher Marina Hunter, and World Languages Coordinator Janice Gullickson

“The North Star awards turn the spotlight on those who export services, who attract visitors, who prepare today's students for international opportunities tomorrow, and who understand the importance of one-to-one cultural exchange,” Governor Parnell said. “Alaskans know the importance of international connections and how to make those connections work for the benefit of our communities.” Teck Resources Limited and its

North Star Awards for International Excellence

importantly, PolyEarth has taken its work experience in rural Alaska and the North Slope to generate new training and mentoring in construction technology in new, often challenging environments.

HAI Shirokuma Tours, LLC earned a Governor's North Star Award for International Excellence in visitor industry promotion.

Founded fifteen years ago, the small but dynamic HAI Shirokuma Tours focused its efforts solely on the Japanese market. They provide customized and escorted small group tours to Alaska – from Barrow to Denali to Sitka. HAI Shirokuma Tours works with more than two hundred Alaska business, and twenty Japan tour wholesalers. Alaska benefits from packages that not only showcase the state in the summer, but also the beauty of the state's winter experience.

Affinity Films earned a Governor's North Star Award for International Excellence in cultural exchange.

Executive Director Mary Katzke is known for her many Alaska films. Partnering with her son, Corin, they conducted and captured on film a unique and innovative educational project that spans the globe. In the last eight months, Corin, age eleven, travelled to twenty-seven countries, reaching out to more than 250 families, one at a time. Corin gave up to six Alaska-

themed presentations in each of those countries. This unique person-to-person effort promoted cultural exchange, Alaska tourism, and education about the state and geography.

Turnagain Elementary School Russian Immersion Program earned a Governor's North Star Award for International Excellence in education.

Six years ago, Turnagain Elementary School became one of the first public elementary schools in the United States to teach a Russian language immersion program. Students begin language studies in kindergarten and first grade and continue to the sixth grade. Half of the school day is taught in Russian; the other half is in English. Students continue a modified program in middle school and high school. The program currently has 292 students with eight teachers native to Russia. The first class of Russian immersion students are currently in the seventh grade. With a new partnership with University of Alaska Anchorage, students can continue a specialized program into their postsecondary education. 🐻



“The North Star awards turn the spotlight on those...who prepare students for international opportunities.”

Monolingualism is Curable: JNCL-NCLIS Update

By Judy Tolbert, PNCFL Representative to JNCL-NCLIS



Since I began teaching French in 1966, I have always been an advocate of world languages education, and the opportunity to represent the region at the national level is an honor. As the PNCFL representative to the Joint National Committee for Languages-National Council for Languages and International Studies (JNCL-NCLIS), I attended their annual Delegate Assembly May 19-21, 2011, in Washington, D.C., to do just that.

On the first day, I sat next to Emily Spinelli, AATSP President and good friend of my predecessor, Ann Tollefson. As a first time delegate, I was grateful for her insight and guidance about the process. The future of JNCL-NCLIS was in question, and a successful Delegate Assembly would be the determining factor.

Legislative assistants of Rep. George Miller, D-CA, Ranking Member House Education and the Workforce Committee; Rep. Rush Holt, D-NJ; and Sen. Daniel Akaka, D-HI, Chair, Committee on Oversight of Government Management gave briefings. Their messages were bleak, yet there was some optimism. Senators Frank Lautenberg and Daniel Akaka along with Rep. Rush Holt introduced the Foreign Language Education Partnership Program (FFLEP), S-1015 and HR 1966, to Congress in May.

Although programs are threatened to be reduced or cut, world language education and international programs can be essential to the Departments of Commerce and Defense. The assistants encouraged us to tell our members of Congress what world language

teachers do every day and how we got into the profession. They quoted a study that indicated that foreign language was the number one subject people wished they had studied in high school, but hadn't.

After lunch, we all met with members of Congress. I began my visit at the Rayburn House Office Building to see Congressman Don Young. Unfortunately, he was in Alaska along with his aide in charge of educational issues, so I met with Legislative Assistant Paul Minotte from Virginia. These types of aides have great influence, as they write one-page summaries for their Congressional members. Paul apologized for not being current on foreign language issues, so I felt a huge responsibility for informing him about the importance of foreign language education and international programs. My thirty-

minute “lesson” emphasized that proficiency in another language is essential for educated Americans in a global economy.

I then walked over to the Russell Senate Office Building. Senator Mark Begich was unavailable and his educational aide had gone home sick, so I just left my materials with the receptionist who had taken Spanish at West Valley High School in Fairbanks. I knew from my colleague Janice Gullickson that Senator Begich has been a strong language advocate.

I continued on to the Hart Senate Office Building for an appointment with Senator Lisa Murkowski. I ended up speaking with Legislative Assistant Karen McCarthy, who was prepared for my visit. She was well informed of S-1015 and was hesitant to commit Senator Murkowski to co-sponsoring any bill that could not be implemented in every part of Alaska. We spoke about the importance of language study and confirmed that Senator Murkowski was a strong supporter of language education. Her children were in the immersion program in Anchorage, *Language Educator* interviewed her for an article, and she received the Friend of Education Award from AFLA in 2009.

The Delegate Assembly reconvened on the second day in Bethesda, Maryland, just three metro stops from where I stayed. JNCL-NCLIS President Dan Davidson welcomed us and provided an overview of the Delegate Assembly’s goals. Executive Director J. David Edwards spoke about the current state of policy, explaining that

our mission has always been and continues to be to encourage and facilitate Americans to learn other languages.

Jacque Van Houten, JNCL-NCLIS treasurer and chair of the Committee on the Future, summarized the results of a survey of the delegates. Based on the areas of concern the survey revealed, the assembly broke out into four separate sessions: 1) legislative policies and action plans, 2) organizational structure, 3) sustainability, and 4) communication and technology. Every delegate had the opportunity to participate in two different breakout sessions. Numerous suggestions and recommendations were discussed and reported.

- In response to delegates’ suggestions, the 2012 assembly will be held close to Capitol Hill near Dupont Circle and will be shifted to a Sunday through Tuesday schedule, allowing delegates a chance to be adequately prepared to lobby on Capitol Hill.

- The current structure with an executive director, a board of directors, and an executive committee will continue. The search for the next executive director will begin in January 2012 with the transition occurring within the next one to three years. Edwards will remain on staff as a consultant.

- The executive director’s report indicated that the language profession is experiencing considerable competition from other associations who have similar goals, ACTFL and MLA in particular. The political clout and influence it took JNCL-NCLIS thirty years to build

is severely diminished by this competitive behavior.

- Finances continue to be a troubling topic for JNCL-NCLIS. Some ideas to generate funds included: advertising to gain new members, updating the website, and creating a forum through social networking sites.

- The delegates supported a proactive approach to legislative policies and action plans. Cooperating with STEM allows for opportunities to piggyback on legislation. We must educate our leaders in Washington by making them aware of issues such as cost-benefit analysis (i.e., the cost of training foreign service officers vs. the cost of long-term educational immersion programs). Relevant data collection of global awareness facts and the gaps within the language education system (i.e., ESL, heritage languages, ASL) needs action. We also need to emphasize the big picture with specific steps towards long-term goals. Advocacy training so that constituents can be well informed and prepared is crucial. Information regarding the FY 2012 budget recommendations and the current state of Title VI on the JNCL-NCLIS website is needed.

On the final day, the Delegate Assembly again met in Bethesda. Presentations included updates on heritage languages, STARTALK, and the Foreign Language Assistance Program (FLAP). I left the assembly renewed and committed to promoting advocacy. For more information on legislation, visit the JNCL-NCLIS website at <http://www.languagepolicy.org>.



ACTFL Update

By Bridget Yaden, PNCFL Representative to ACTFL

ACTFL Annual and World Languages Expo

The ACTFL Annual Convention and World Languages Expo will be held in Denver, Colorado, from November 18-20, 2011. ACTFL President and PNCFL Past President Barbara (Rupert) Mondloch will preside over the gathering in the mile high city, which promises to be especially exciting as the theme “Empowering Language Educators through Collaboration” will provide the backdrop for this year’s program. Milton Chen, senior fellow and executive director of the George Lucas Educational Foundation, will be the keynote speaker.

Barb notes, “In my discussions with Milton, he seems energized by our collaboration theme and is prepared to offer his own suggestions about maximizing our initiatives to an even broader audience than just our own profession.” More information, including the entire program, can be found online at <http://www.actfl.org>.

ACTFL Headquarters

The search is underway for a new ACTFL executive director. The search committee, chaired by Barb Mondloch, hopes to have a new person in place before the annual convention in Denver.


Research Priorities

ACTFL has undertaken an initiative, under the direction of Immediate Past President Eileen

Glisan, to first look at the current status of research in our field regarding critical topics that can inform language learning and teaching. A task force identified the topics and then selected authors to review the research in the various areas and write a report of their findings. These papers will become a special issue of *Foreign Language Annals* edited by Eileen Glisan and Richard Donato, which will be published next spring and thus finalize phase two of the project. The recommendations made by each paper for further research will provide the basis for the next steps of the project.

Position Statements

The ACTFL board approved the position statement on the use of technology after incorporating input from ACTFL organizational members during the Assembly of Delegates at the November meeting in Boston and from the general membership. The position statement on alternative teacher certification and add-on certification or endorsements is still undergoing review and revision and should be finalized by November.



ACTFL
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Use of Technology Position Statement

The American Council on the Teaching of Foreign Languages (ACTFL) acknowledges and encourages using the potential of technology as a tool to support and enhance classroom-based language instruction. ACTFL also acknowledges the potential of well supervised and articulated distance learning programs to fill a need where classroom teachers are not available. However, because language is one of the most complex of all human activities and interactions, ACTFL also recognizes the pivotal role of a qualified language teacher to incorporate and manage the implementation

of technology so that it effectively supports the language learning experience.

The use of technology should never be the goal in and of itself, but rather one tool for helping language learners to use the target language in culturally appropriate ways to accomplish authentic tasks. Further, all language learning opportunities whether provided through technology or in a traditional classroom setting, should be standards-based and help develop students' proficiency in the target language through interactive, meaningful, and cognitively engaging learning experiences, facilitated by a qualified language teacher.

Therefore, ACTFL strongly advises school and university administrators to place the responsibility for language instruction in the hands of qualified language teachers rather than solely in technology programs. Cost-cutting measures such as replacing teachers with software or online programs for language learning or launching new language programs using language software or other technologies will disadvantage language learners if learners will have significantly fewer opportunities to develop language proficiency under the necessary conditions of a dynamic environment and interaction with and guidance from a qualified language teacher.

Legislative Update

ACTFL has been working to advance two issues with Congress: first, addressing the Title VI cuts to international and language programs (which includes

the National Foreign Language Resource Centers) and second, the reauthorization of the Elementary and Secondary Education Act (ESEA), formerly known as "No Child Left Behind." In regard to the Title VI cuts, ACTFL has signed a letter written by the Coalition for International Education. ACTFL also wrote its own letter supporting Title VI and has information on its website regarding how others can contact their congressional representatives to promote the restoration of funding.

ACTFL has supported Congressman Rush Holt and Paul Tonko's introduction of HR 1994, the "Excellence in Innovation in Language Learning Act." The bill provides American students with access to high-quality world language instruction starting in the early grades, creates state language councils to share best practices and to coordinate language programs across the state, and establishes a national coordinating body made up of leaders from different agencies to ensure that evolving national security and economic needs are met. Information about how members of our profession can contact their congressman to sign on to the bill is on the ACTFL website. ACTFL has also been working with members at the local level to contact their Senators about sponsoring a similar bill in the Senate. Please contact Marty Abbott if you are interested in reaching out to your Senators.

Modern Greek SIG Proposal

The ACTFL board approved the establishment of a new Special Interest Group (SIG) for Modern Greek. This is a conditional

approval pending the SIG meeting the conditions of a new SIG and having a successful business meeting at the annual convention in Denver.

21st Century Skills Map

ACTFL, in collaboration with the Partnership for 21st Century Skills, released the World Languages 21st Century Skills Map on March 29, 2011, in a press conference held on Capitol Hill. Among key spokespersons for the map launch were Tony Jackson from the Asia Society and Charles Kolb from the Committee on Economic Development. The highlight was the lesson demonstration by students from Mount Vernon Woods Elementary in Fairfax County, Virginia, from a Chinese FLES class focused on geography and math. The skills map can be downloaded from http://www.p21.org/documents/Skills%20Map/p21_worldlanguagesmap.pdf. A video of the entire program, including the elementary class, can be viewed on the ACTFL website.

New Technology Award for K-12

The ACTFL board approved a new award for excellence in the integration of technology into language instruction at the K-12 level. This new award was established to complement the existing similar award at the postsecondary level. The award will be given for the first time at the 2012 annual convention in Philadelphia.

Common Core Standards & Standards for Foreign Language Learning

With the task force on the impact of the National Standards for

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Piciryaramta Elicungcallra: Teaching Our Way of Life through Our Language

By Sabine Siekmann, University of Alaska-Fairbanks

Central Yup'ik is a highly endangered language spoken throughout Southwestern Alaska. In an effort to reverse language shift to English, a number of Yup'ik language immersion schools have been established in the region. However, the immersion and other Yup'ik-medium schools possess few materials rooted in traditional epistemology and cultural practices.

In 2009, the University of Alaska Fairbanks in partnership with the Lower Kuskokwim and Lower Yukon School Districts secured a U.S. Department of Education grant to create linguistically and culturally appropriate materials and to infuse technology into the materials to create opportunities for meaningful, authentic interaction.

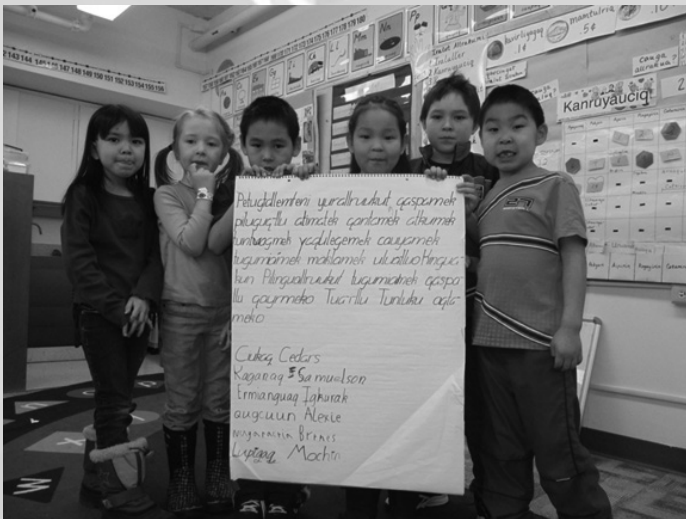
Working within the existing K-4 curriculum (Upingaurluta), teachers are developing materials for topics such as ceremonies and celebrations, traditional games and toys, and survival.

The Piciryaramta Elicungcallra grant emphasizes teaching the Yup'ik culture through the language while meeting state standards in reading, writing, social studies, and science. Teachers have been gathering traditional knowledge to share with their students. They have been talking to elders, local experts, and community members to gather stories and other cultural information that provide the foundation for the lesson plans.

Another major component of this effort is the integration of technol-

ogy to allow for interaction and collaboration between students as well as teachers. Students in participating classrooms have access to digital cameras and other technologies to create and exchange projects with each other, their parents, and the community. Recently, the local newspaper *Tundra Drums* published the following article written by two participating teachers (Arnaquulluk Westlake and Naniruar Oulton). It highlights the compositions of first grade Yup'ik immersion students:

In the month of February 2011, the first grade students of Ayaprun Elitnaurvik learned about Petugtaryaraq as part of LKSD's Yugtun Upingaurluta curriculum. This particular practice was chosen because it is something that is no longer practiced in our culture and was not taught in school due to the lack of resources and information.



"The students were excited and engaged when it came time for the Petugtaq lesson."

L to R: Ciukaq Cedars, Nugaralria Byrnes, Ququun Alexie, Lupigaq Mochin, Kaganaq Samuelson, and Ermianguaq Ikgurak



"Developing materials from scratch takes time, energy, and dedication."

L to R: Renee Green, Carol Oulton, Sally Samson, Barb Andrew, Veronica Winkelman and Dr. Theresa John

According to the elders Paul John, John Alirkar, Susie Angaiak and Ann Fienup-Riordan's book, *Boundaries and Passages: Rule and Ritual in Yup'ik Eskimo Oral Tradition*, Petugtaryaraq (Asking Festival) was practiced by our ancestors either in fall or winter as a form of asking and giving gifts. During this festival, replicas of the small gifts were tied onto heterogeneous sticks. The men chose someone from their group to take the stick home to house for the women to choose what they are able to make or provide. The women did the same to the men.

As part of the lesson, the first grade students drew and colored pictures on a 2 x 2 card. These pictures consisted of piluguq (mukluks), yaqulek (bird), akutaq (Eskimo ice cream), issran (grass bag), atkuk (parka), and various things that our ancestors used to ask for, which were tied onto a stick. As in the past, the students were separated heterogeneously into two groups. Each group had to choose one student to take the stick to the other group. First, the boys chose someone from their group to take the stick to the female side. When the stick was brought to their side, the girls took turns choosing what they were able to make. When all the girls took their cards, they performed the same routine to the boys.

As soon as all the students chose their cards, they drew a replica of the 2 x 2 card on an 11 x 18 paper (traditionally, the men/women would make or provide the real item).

As soon as everyone was done, the boys danced the picture of their requested item. The girls observed the motion and determined what was being asked. Next, the female students who drew the bigger picture stood up to hand the illustration they made for the male student. The girls also followed the same procedure as the boys.

When our ancestors practiced Petugtaq, no one knew who took their requested item until distribution. When the individuals took the requested items from

the stick, the individual would wishfully hope that they did not take what their mom/dad/husband/aunt/uncle had asked for because they lived in the same household and showed much respect to their close relatives. The individuals would much rather hope to wish to take something requested by their teasing cousin.

This was truly a unique lesson that the students whole-heartedly enjoyed. It was a learning experience for all of us. The students were excited and engaged when it came time for the Petugtaq lesson. They stayed within the content when we had them draw their requested item individually. Students were conversing in Yugtun as they were collaborating. As teachers, we were ecstatic that they were able to remember the vocabulary from the lesson, which are not everyday vocabularies. They took their acquired vocabulary and transferred them to their writings. (March 7, 2011)

The lesson plan for this activity will be shared with Yup'ik-medium teachers throughout the region alongside a children's storybook based on elders' teachings about the festival. The story has been recorded and written at a third-grade reading level by Rosalie Lincoln. However, adorned with appropriate pictures, the story is also suitable as a read-aloud introduction to first grade students. Future plans involve the integration of digital storytelling to integrate listening, speaking, reading, and writing in a project-based learning environment. Taken together, these activities put Yup'ik culture and language center stage while addressing specific state standards.

Developing materials from scratch takes time, energy, and dedication. Involving as many stakeholders as possible is important to make sure materials are appropriate, teach-

er-friendly, student-centered, research-based, and conform to school district goals and requirements.

The teachers and scholars participating in this particular effort are spread over an area roughly the size of Arizona. The time we have spent together during weekend and summer work sessions has been invigorating, creative, and productive. Knowing that we are all in it together with a common goal keeps us motivated. One of the most inspirational elements of this effort has been the collaboration among teachers from different schools, villages, and districts. Teachers work in grade-level teams to develop specific lesson plans and in multi-grade level groups to address articulation.

As we sometimes struggle to bridge Yup'ik culture and academic standards, we have found stories to be a great place to start. These stories embody cultural values through language. As we make sense of the stories through listening, reading, speaking, and writing, we create opportunities for meaningful exchanges.

Giving and receiving feedback has been essential in creating lesson plans. As we are heading into the second half of the three-year grant, we will make more time to share lesson plans with each other. As the teachers are implementing their new lesson plans and materials, we continue to share lessons learned with each other and continuously refine our materials.





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ACTFL Update

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Foreign Language Education wrapping up its work after a three-year grant and finalizing its report, the ACTFL board approved an effort to “refresh” the existing language standards based on the 21st Century Skills map and other innovations that have occurred since the release of the original standards in 1996.

In addition, this effort will include developing a companion document

to the Common Core standards for language arts and mathematics that will identify how the national standards for language education support and reinforce the concepts included in the Common Core. It is important to remember that the term “Common Core” refers to those subjects that will be tested at the federal level and does not refer to whether or not the subject area is a core subject. “Foreign languages” is listed in the legislation

as a core subject. However, similar to social studies, science, the arts, and other subjects, it is not tested at the federal level. The development of this document will assist language educators and administrators to promote the case for integrating language education into instructional programs K-16.

