

Dialogue Journals

Review by Sonja G. Hokanson, Ph.D., PNCFL President Elect

How, exactly, would an instructor go about having their foreign language students write dialogue journals? Wouldn't the student efforts at genuine communication be loaded with awful errors? An article that I first reviewed for *Foreign Language Annals* as an anonymous draft was revised and published this spring in that journal (Vol. 37, No. 1). "Student and Teacher Strategies for Communicating through Dialogue Journals in Hebrew: A Teacher Research Project" lists some of the strategies used and some of their effects. I wish I had read this article before I tried having my students write dialogue journals for the first time! It would have saved me some difficulties and made the experience more productive for me as well as for my students.

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"I wish I had read this article before I tried having my students write dialogue journals for the first time!"

The author, David Schwarzer, Ph.D., is the assistant professor for foreign language education at the University of Texas in Austin, Texas. He uses dialogue journals for written conversation in the target language (L2) with his students and shares with us the six elements that helped create "a very clear sense of audience and purpose." His summary list of successful practices is paraphrased as follows:

- 1.) Summarize the information provided by the students in their entry with teacher notes in the margins of the students' paper. Use the L2 as much as possible.
- 2.) In the summary, model standard usage of the L2 by repeating the main information in the standard form.
- 3.) Sometimes use the students' native language when explaining complexities of the foreign language. Translation and switching back and forth from L1 to L2 may help ensure meaning.
- 4.) Use a basic and repetitive format for the teacher's responses in the L2. An example might be to always refer to mistakes in verb endings in Spanish by writing "agreement" after a verb with the wrong ending.
- 5.) Use students' themes and vocabulary in the teacher's responses.
- 6.) Comment on the content of the students' remarks whenever possible, minimizing grammar comments.

I heartily recommend reading the entire, short five-page article! While the examples are in Hebrew, the point of each example is clearly stated and translated into English with easy-to-follow steps.

PNCFL E-Notes

* Antonella Sorace and Bob Ladd of the Linguistic Society of America have created “Raising Bilingual Children,” an educational pamphlet that deflates common misconceptions regarding bilingual language acquisition and provides insight on raising bilingual children. The article also includes a bibliography of related materials for those interested in further reading. View the pdf version online at http://www.lsadc.org/pdf_files/Bilingual_Child.pdf.

“...Bilingual speakers may be better able to deal with distractions...”

* According to new research findings by a team at York University lead by Ellen Bialystok, bilingual speakers may be better able to deal with distractions in comparison to their monolingual peers. In addition, those who speak a second language fluently may also decrease their risk of age-related declines in mental performance. Read more about the research findings of Bialystok’s York University team at <http://www.washingtonpost.com/wp-dyn/articles/A39338-2004Jun13.html>.

Important Bookmarks

Stay connected to the language community with the help of these distinguished sites!

ACTFL
<http://actfl.org/>

COFLT
<http://www.coflt.org/>

ITALC
<http://www.iatlc.org/>

JNCL-NCLIS
<http://www.languagepolicy.org/>

Language Resource Centers
<http://nflrc.msu.edu>

MALT
<http://www.maltsite.org/>

PNCFL
<http://babel.uoregon.edu/pncfl>

WAFLT
<http://www.waflt.net/>

Year of Languages
<http://yearoflanguages.org>

Regional Report

*Reported by Stephen Flesher, ACTFL Representative
May 22-24, 2004*

The spring meeting of the ACTFL executive council was held in Alexandria, Virginia, on May 22-24 in the Embassy Suites Hotel.

President Keith Cothrun welcomed new Council members Audrey Heining-Boynton, president elect; Beverly Harris-Schenz, PA; Guadalupe Valdés, CA; and Maurice Cherry, SCOLT representative. Sister Mary Helen Kashuba, Northeast representative, joined the council and was welcomed on Sunday.



ACTFL President Keith Cothrun plans on attending the Oregon/Washington joint conference this fall.

President Keith Cothrun and Executive Director Bret Lovejoy attended regional conferences this spring and shared in discussions on the Year of Languages. Keith plans on attending the Oregon/Washington joint conference this fall for PNCFL.

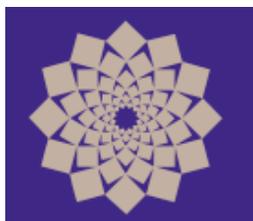
Discussion of having the American Sign Language Association

become an organizational member of ACTFL was had, and an invitation to them has been sent.

In discussions with New Visions, it was agreed that ACTFL would take on the implementation of the Teacher of the Year Award after the pilot testing was completed by SWCOLT. ACTFL will be providing the regional organizations with information about the process for implementing the Teacher of the Year Award at the regional and national level. ACTFL will recognize the first National Teacher of the Year in November 2005 at the convention in Baltimore, Maryland.

The “Best of” regional sessions will receive comp registration beginning at the Chicago conference.

The Year of Languages is everyone’s initiative. ACTFL is encouraging all language organizations to join them in planning a variety of activities that will provide Americans with a new and fresh perspective on the value of learning other languages. Though there will be a monthly focus from ACTFL headquarters, each state and community within the state need to spearhead their own activities. For more information, click on the Year of Languages (YOL) logo at <http://actfl.org> or visit <http://yearoflanguages.org>.



Future ACTFL Conference Dates

November 18-20, 2005 Baltimore, MD
 November 17-19, 2006 Nashville, TN
 November 16-18, 2007 San Antonio, TX

Regional Updates

Central States Conference on the Teaching of Foreign Languages held their conference, "Making Connections," this year in Dearborn, Michigan, on April 1-3. The 2005 CSC conference will be at the Hyatt Regency in Columbus, Ohio, March 10-12. Visit their website at <http://www.centralstates.cc>.

Northeast Conference on the Teaching of Foreign Languages celebrated their 51st conference in New York City. For more information on the 2005 conference at the Marriott Marquis in New York, visit <http://dickinson.edu/nectfl/>.

Pacific Northwest Council for Languages. Thirty-three second language teachers from the Pacific Northwest – Alaska, Idaho, Montana, Oregon, Washington, and Wyoming – are working and learning together to improve second language education throughout the region. WILL was created because most rural teachers are

isolated from colleagues and resources and lack opportunities to learn about new ideas and issues in the field. These teachers have been meeting since June 2003 on a regular basis and conduct action research in their classrooms. Each teacher will eventually publish his or her research through a state conference presentation and a written publication in *Lingo* or other professional newsletters and journals. For more information on PNCFL, go to <http://babel.uoregon.edu/pncfl>.

Southwest Conference on Language Teaching formed their Year of Language ad hoc committee at their leadership session in Albuquerque in March. The committee includes members from all states of the Southwest. Committee members receive periodical updates from the YOL working committee and then meet individually by state to plan the activities in their state. Desa Dawson, this year's pilot Teacher of the Year SWCOLT recipient, is organizing a SWCOLT regional activity for the 2005 conference. For more information on SWCOLT, go to <http://swcolt.org>.

Southern Conference on Language Teaching held its annual meeting in Mobile, Alabama. The 40th Anniversary of SCOLT will take place in Charlotte, North Carolina, on February 24-26 in conjunction with the Foreign Language Association of North Carolina (FLANC). Visit the SCOLT website at <http://www.valdosta.edu/scolt/>.

ACTFL 2004

The American Council on the Teaching of Foreign Languages (ACTFL) wants your help in celebrating the international spirit! ACTFL will hold its annual convention and official commencement for the Year of Languages in Chicago, Illinois, November 19-21 at the Hilton Chicago. Conference workshops commence a day before the conference on November 18.

The ACTFL Annual Meeting and Exposition attracts more than 5,000 students, teachers, administrators, and foreign language enthusiasts – making it the largest professional meeting of second language educators in the United States. In addition, over 400 educational sessions will be featured during the convention. Language aficionados can find topics ranging from assessment to professional development to standards and technology, along with much more! After all, ACTFL is the largest

exhibition of teaching materials for the foreign language profession. Moreover, the convention provides an avenue for networking and reconnecting with colleagues. Please visit <http://actfl.org> for registration information or to download the preliminary conference brochure.

To ensure that language teachers and professionals in the Pacific Northwest will be represented, PNCFL will lead the Regional Foreign Language Association Business Meeting. During this meeting, five regional language organizations will discuss national and regional issues. In addition, PNCFL will share booth space with the Center for Applied Second Language Studies, the Northwest Foreign Language Resource Center, to disseminate informational materials. For more information regarding PNCFL's activities at ACTFL, please contact President Barbara Rupert by email at brupert@fp.k12.wa.us.

<p><i>Celebrating Our International Spirit</i></p>		
 <p>ACTFL 2004</p>	<p><i>38th Annual Meeting and Exposition</i> November 19-21, 2004 CHICAGO, ILLINOIS</p> <p><i>Join the Kick-Off Celebration for 2005: The Year of Languages</i></p>  <p>Presented with: AATG/AATI/CLTA/NCJLT/ICTFL</p> <p>AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES 700 S. WASHINGTON STREET, SUITE 210, ALEXANDRIA, VA 22314 PHONE: 703-894-2900 FAX: 703-894-2905</p>	<p>Register Early for Discounts!</p> <p>Early Bird Deadline— August 27</p> <p>Pre-Registration Deadline— October 15</p>



Interpreting the Year of Languages

Abbe Spokane, from The National Capital Language Resource Center, has provided a fantastic resource that summarizes the activities associated to the Year of Languages. This resource, reprinted from the National Capital Language Resource Center's newsletter, The Language Resource, September, 2004 issue, can also be accessed on the NCLRC Web site at <http://www.nclrc.org> or directly at <http://www.nclrc.org/caidlr86.htm#no1>.

The United States Senate has officially declared 2005 to be the Year of Languages. Now what? What exactly does that mean, what sort of things will be going on, and how can you take advantage of this opportunity in your classroom and community?

For starters, the Year of Languages (YOL) was proposed and supported by the American Council for the Teaching of Foreign Languages (ACTFL) as a way to increase national, regional, and local visibility of language speakers, learners, and teachers, and to highlight their importance across the country. On the national level, ACTFL will sponsor press conferences, produce promotional materials, and offer guidance for regional and local organizations on how to involve their communities in promoting languages. The Year of Languages headquarters is housed on ACTFL's website at <http://www.yearoflanguages.org/>, where they offer a participant kit including sample press releases, an overview of the initiative, a list of focus points, an official logo, and a power point presentation to help smaller organizations or schools

spread the word and organize their efforts. Also included on the site is an article about the Year of Languages and its importance, a calendar of national events, a copy of the Senate resolution, and facts about the world's languages.

This all sounds great, but you might want to get started now, because once the school year starts, will you really be able to spend your day convincing your local media to cover the YOL? Luckily, you've got a few months until 2005, and now's the best time to start planning so that you and your students, parents, and other community members will be able to enjoy the fruits of your labor later in the year.

The Year of Languages is a great excuse to indulge in some fun projects while offering your students new opportunities to experience and experiment with languages:

- Contact the music and drama departments as soon as the school year starts and offer to **collaborate on a foreign-language chorus concert, opera, musical, or play.**

This is a great way to get a large number of students involved, including those who don't necessarily speak a foreign language. You or some of your advanced students could offer diction training or translation services so that the performers know what they're singing about.

- Ask the literary magazine advisor to consider publishing **student poetry and short stories** in foreign languages and then help your students write their submissions. Older students don't often get a chance to express their creativity in writing, especially in a foreign language. The project could actually involve a whole team of students for editing, artwork, and promotion.
- Ask the school paper to publish foreign **language crossword puzzles, lunch menus, word finds**, or other fun, quick features using common foreign words that everyone can enjoy. Have students translate the daily menus and develop the puzzles. This is a fun way to help students realize how many foreign words they can already understand.
- Contact your elementary school or local public library and offer your upper-level students as volunteers for **bilingual storytelling**. Students could read from their own stories or from books. Another option is to hold a drive for foreign language book donations, or ask for donations from local bookstores.
- Get your high school students to dress up in wacky costumes and put together a short skit on what it's like to learn a foreign language, and how you can use it. Take your troupe to elementary schools. They'll be a hit, and the younger

students get early encouragement to study language.



“The Year of Languages is a great excuse to indulge in some fun projects while offering your students new opportunities to experience and experiment with languages.”

- Start a **service learning project where students can volunteer in the community** using their language skills. One idea is to go to a senior citizen's center in a community with a non-English speaking population and have your students play games, present their songs, plays, poetry, or stories, or just talk with people in the foreign language about what it was like to grow up in another country.
- Have a short meeting with guidance counselors and language teachers to discuss how to **promote language careers** and show the importance of knowing another language in the job market and higher education. Often, students don't realize how speaking another language can help with more than just study abroad. Some may need to see concrete examples of people who use language in their careers, so try

to bring in speakers from the community.

If you're feeling more ambitious, this is where ACTFL can help. Take advantage of the materials in the participant kit to approach businesses and media and ask for their sponsorship. Find businesses to sponsor prizes for a poster contest, and then hang the entries around town. Have your students put together a short TV or radio spot to send to your local news or public stations to highlight events that the community may be interested in attending, like an international dinner, concert, or show.

Some states and other organizations are already making plans for the Year of Languages that you can get involved in. For example, the state of Virginia is developing a videotape that will feature language programs state-wide with an introduction by Governor Mark Warner outlining the importance of language learning for all children in the Commonwealth of Virginia. The video production, scheduled to be completed in February 2005, is funded by the Virginia Department of Education at the request of a member of the State Board of Education. For more information,

contact Faye Rollings-Carter at frolling@mail.vak12ed.edu.

Here are some other sites with YOL initiatives or postings:

- **Alabama** Association of Foreign Language Teachers:
<http://www.uab.edu/aaflt>
- Foreign Language Association of **Georgia**:
<http://www.flageorgia.org/YOL/yol.htm>
- **California** Language Teachers Association:
<http://www.clta.net/yol>
- **Colorado** Congress of Foreign Language Teachers:
<http://ccflt.org/yearoflang.htm>
- Foreign Language Association of **North Carolina**:
http://www.flanc.org/page.aspx?page_id=62

If you've already brainstormed about how you'll share your passion for languages this coming year, we'd love to include your ideas in upcoming reports on the Year of Languages. Please send us your plans, insights, and updates on ongoing activities at nclrc@gwu.edu.

Spectrum. Publication of the Confederation in Oregon for Language Teaching (COFLT).

FORUM. Publication of the Washington Association for Language Teaching (WAFLT).

CALL FOR SUBMISSIONS

We invite all PNCFL members to submit materials for consideration for publication in both Spectrum and FORUM. Membership in COFLT or WAFLT is **not** required.

A submission might be an article on the presentation you gave at a conference or a summary of a session you attended and found particularly worthwhile, a classroom unit you would like to share, a short teaching tip, a feature article on your summer travel/studies, or an opinion you have on a professional issue.

For consideration for publication in both publications, all submissions must be by email. Submit to only **one** of us (not both). We will exchange what we receive.

Lauren Kiolet, Editor, FORUM lkiolet@earthlink.net
As an attachment, submissions in MS Word. Otherwise, cut & paste into your email.

Ray Verzasconi, Editor, Spectrum rverzasconi@msn.com
As an attachment, submissions in WordPerfect, MS Word or pdf.format. Otherwise, cut & paste into your email.

Although both publications appear three times a year at about the same time, we have different press deadlines and different financial limitations so an article accepted for publication in both publications may not appear in the same general issue. Further, since we have slightly different publication criteria, an article accepted in one may not necessarily be accepted in the other. As editors, however, we want to give language teachers in the PNCFL region an opportunity to share their ideas with colleagues in both states.

Submission deadlines also vary, but submission deadlines apply only to time-dated material. If you want to submit time-dated material, e.g., an announcement of a forthcoming event, for:

<u>FORUM:</u>	December 15	for Winter issue
	April 15	for Spring/Summer issue
	August 5	for Fall issue
<u>Spectrum</u>	November 15	for January issue
	February 15	for April issue
	July 15	for September issue

Non-time dated materials are welcome at any time. If accepted for publication, they will be included in the next issue for which space is available.

Questions about maximum length of articles or publication criteria should be addressed to both of us.

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edu/pncfl](http://babel.uoregon.edu/pncfl)



Editor's Comment

Lingo, the PNCFL newsletter, is published twice a year at the Center for Applied Second Language Studies (CASLS) at the University of Oregon. Short articles, descriptions of innovative courses, reviews of teaching materials, technology reports, as well as other items of interest to members of the language teaching profession are highly welcomed by *Lingo* staff. Submissions can be sent by fax, mail, or email to:

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Lingo is designed for PNCFL members and language professionals in the Pacific Northwest. PNCFL wants to publish articles that are focused on your needs. In order to increase the value of our services to you, we would like to know what you find important. Perhaps you'd like to see more articles on assessment or professional development or workshops. Perhaps you'd like to read about new teaching materials or techniques. Let PNCFL know what you'd like to see in *Lingo* by contacting the editor at the above address, and we'll make sure *your* newsletter is comprised of information you'd like to know more about and be apart of.

The editor would like to thank Stephen Flesher, Sonja Hokanson, Teresa Kennedy, Lauren Kiolet, Daniel Morris, and Ray Verzasconi for their contributive efforts; Barbara Rupert and Trina Zimmer for their revision efforts; and Guy Lindgren and Robert Wilson for their graphic and layout efforts.