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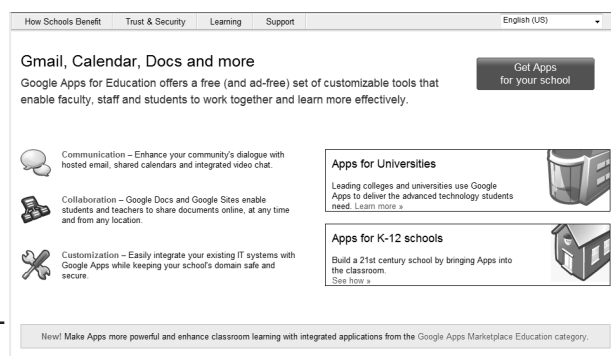
By Bridget Yaden, Pacific Lutheran University

In summer 2010, shortly after the debut of Apple's iPad, I taught a first-year Spanish intensive course using iPads, digital textbooks, and Google Apps. Although there are some limitations to these tools, they offer a wide variety of language learning capabilities.

The iPad (as well as iPhone and iPod Touch) has a growing number of applications through the Apple App Store that can be used as language learning tools. Many of these applications are free, and some are available for a small cost.

The HD Recorder App is available for \$0.99 and turns your iPad into a recording device. In our Spanish class, students regularly recorded group and pair conversations and then emailed the recordings directly from the app to their instructor.

There are many dictionary apps (from free to several dollars) that can be used in conjunction with communicative activities. Students in my class explored an authentic daily news website in the Spanish-speaking world on their iPad and used contextual cues to guess the meaning of at least five vocabulary words. Then, using the dictionary app, they confirmed their guesses by looking up the meaning of the word. In the dictionary app, students can listen to the pronunciation of the words and then repeat and



Teachers can use a variety of Google Apps to meet their learning objectives.

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LINGO

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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.

iPads & Google Apps

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record (in HD Recorder) the new words. Students can access Google Apps (see below) on their iPad, subscribe to podcasts of news in the target language, and explore target-language cities in the Map App.

The digital textbook used in our iPad pilot Spanish course was an online book accessed through the Safari browser. The online textbook offered a variety of multimedia resources and activities that a print textbook cannot offer, such as the ability to hear the pronunciation of new vocabulary and grammar by simply clicking the audio icon next to any item. There are many videos in the online textbook as well, but they are in Adobe Flash format which is currently not compatible with iPads. This was one major limitation that we anticipated before the pilot. Another limitation was that since the textbook was online (and not available for download into any digital reader or tablet computer), students needed to be connected to the Internet to access the course materials.

In addition to exploring the educational uses of the iPad and several iPad apps, I also experimented with Google Apps in the Spanish 101 pilot course. If you have a personal or institutional account with Google, there are many tools that meet a variety of learning objectives and help teachers administratively. Google Forms can be used for keeping attendance and participation records. There are options such as fill-in-the-blank and multiple

choice, which teachers can use to create quizzes and exercises. The information that students fill out drops into a spreadsheet (similar to Excel) that can be sorted by columns. Google Docs has collaborative capabilities that are wonderful for peer editing activities on student compositions.

Google Calendar is a tool that teachers can use to keep students organized and reminded of upcoming quizzes, assignments, and other important dates. In Google Reader, students (and teachers!) can subscribe to news and entertainment stories that provide authentic input and current events. For example, a free subscription to the top stories from People En Español provides interesting input that includes a variety of new vocabulary and slang. Many of these Google apps (and more) can be quickly shared with your class if you create a group in your Google Mail App.

The areas of tablet computers (such as the iPad) and Google Apps are changing almost daily. As language educators, we are often the first to try these new popular technologies in our classrooms. The pitfalls and limitations will always be there, but engaging students with technologies that they are most likely using for entertainment already can hopefully lead them to use technology for their life-long language and culture learning as well. 



Seattle, WA

Introduction to the AIM

...for teachers of French and Spanish as a Second Language

May 7-8, 2011

The **Accelerative Integrated Method (AIM)** is being used in 4,000 schools across Canada, and is also being implemented in Australia, the United States and Europe. Why has this program become so popular in such a short time?

- **Quick fluency development**
- **Multi-disciplinary approach**
- **Motivating for both students and teachers**

"If students could experience this type of learning success in every subject, we would bring education to an entirely different level for our kids! This is truly an incredible program!"

Angelle Rickard

Join us for a 2-day workshop at Seattle University to learn more about AIM and discover how you can put it to work in your classroom!

Day one

Learn how music, drama and gesture work synergistically to rapidly increase second language acquisition:

- learn the songs, dances and gestures of the first units of the program;
- act out plays designed for small-group work;
- learn about language-manipulation activities based on the plays;
- learn why a story-based approach is much more effective than a thematic approach.

Day two

Learn how to take AIM to the next level by covering the following topics:

- story-retelling and story-extension activities;
- teaching plural forms of verbs and double-verb constructions;
- teaching different verb tenses;
- correcting student work using error analysis as a way to refine grammar knowledge in context;
- learning grammar through raps.

Earn a graduate credit from Seattle University!

This AIM workshop is offered in affiliation with Seattle University's College of Education. Attend the full workshop, complete a course evaluation form and have the opportunity to earn one graduate credit (10 instructional hours).



Dates and Times

Saturday & Sunday May 7 & 8, 2011
9:00 a.m. – 4:00 p.m. & 9:00 a.m. – 3:00 p.m.
Continental breakfast at 8:30 a.m.

Location

Seattle University
Student Centre, Room 210
901 12th Avenue
Seattle, WA 98122
Tel: (206) 296-5760

Cost

Includes continental breakfast, parking pass, and one graduate credit from Seattle University
• \$250.00 *Price includes all taxes.*

Registration Options

Online under "workshops"
at www.aimlanguagelearning.com
Phone: 1-800-668-6288

Check AIM's website for special rates at Silver Cloud Hotel



My Journey as a Language Teacher

By Jessica Drew, West Yellowstone School

Every language teacher has a unique journey that has shaped his or her practices. My journey began when I was on the verge of graduating from the University of Montana with a degree in Psychology and Spanish. There was only one problem: I couldn't really speak Spanish. I had a difficult time learning Spanish from a textbook. I needed to immerse myself in the language. I found a semester-long study abroad program in Oaxaca, Mexico, which was the beginning of a five-year stay. I learned Spanish from being surrounded by the language and from having to use it in order to survive. Now as a language teacher, my mission is to provide my students in West Yellowstone with opportunities to learn and improve their language skills and cultural

awareness from authentic language experiences. I believe this must be accomplished through a creative and scientific mindset of teaching.

After living in Oaxaca, Mexico, for five years, I took the position of Spanish teacher in West Yellowstone, a small town in Montana on the border of our nation's first national park. I had taken an alternative route to teaching that did not require any student teaching. My first experience

in the classroom was the first day of classes. It has been a challenging experience and taking advantage of professional development opportunities has always been a priority. I have attended all of the fall and spring Montana Association of Language Teachers (MALT) conferences and the Western Initiative for Language Leadership (WILL) where I learned about action research. Action research encourages teachers to take a critical look at their own teaching environments and make changes to improve language instruction. Both action research and attending conventions such as MALT and ACTFL promote best language teaching practices.

In November, my journey led me to the 2010 ACTFL convention in Boston where I presented my current action research from West Yellowstone. I presented with two other teachers who were also chosen to represent WILL: Regina Coston McClintock from Vallejo, California, and Marny Clark from Kaysville, Utah. I attended WILL for the last two summers where I was able to collaborate and network with other teachers from similar teaching situations. I also learned how to conduct my own action research project. Action research allows educators to use their unique environments to develop practices that most benefit the language learners. Reflecting on my own language learning experiences, I focused my action research on providing students with authentic speaking opportunities with native Spanish speakers in an effort

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"My journey led me to the 2010 ACTFL convention in Boston..."

ACTFL Updates

By Bridget Yaden, Pacific Lutheran University

PNCFL members are proud that one of our own is currently the ACTFL President, Barb (Rupert) Mondloch, from Washington State! Barb is also a past president of PNCFL and of WAFLT. If you are a current ACTFL member, you have already seen Barb's first "President's Message" in *The Language Educator*. Barb's platform as president this year is collaboration, a year that will culminate with the fall ACTFL convention in Denver with a theme of "Empowering Language Educators Through Collaboration." We hope to have a record-breaking PNCFL presence at this convention, so mark your calendar for the week of November 18-21 and make your plans to travel to Denver. Bridget Yaden, your PNCFL representative to the ACTFL board, is the program chair and promises an excellent professional development experience!

During the fall 2010 convention in Boston (with a record-breaking attendance of over 7,000), PNCFL and our six states were represented during the delegate assembly. During this day-long meeting and discussion, important key areas of interest to PNCFL members were explored. Below is just a summary of the three topics that generated rich conversations.

ACTFL shared a draft of the World Languages 21st Century Skills Map. Attendees discussed how the world language teaching profession can use this map to align with the national 21st century skills initiatives to

improve language classroom practice and promote languages as a core subject matter. Visit <http://actfl21stcenturyskillsmap.wikispaces.com> for more information.

ACTFL shared drafts of three new position statements and solicited input from all assembly delegates. The three statements are entitled Alternative Teacher Certification and Add-on Certifications or Endorsements, the Role of Technology in Language Learning, and Distance and Technology-mediated Language Learning. The ACTFL board will use the feedback from delegates to update the statements, which should be released this spring. Remember that all of ACTFL's approved position statements are available at <http://www.actfl.org>. They are excellent advocacy resources for language educators.

2010 President Eileen Glisan gave an introduction to high leverage teaching practices, which was also the topic of a panel discussion during the convention. Looking to other content areas leading the way, such as mathematics, Dr. Glisan planted the idea that world language educators

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© Bridget Yaden

The Teacher of the Year candidates join the celebration of language learning at the ACTFL convention.



Chinese Language Learning in Montana

By Michal Malouf, Missoula County Public Schools & Otto Koester, University of Montana

What do you call someone who speaks three languages? Multilingual.

What do you call someone who speaks two languages? Bilingual.

What do you call someone who speaks one language? American.

A trend has been underway across the U.S. in the last decade to address the punch line of the above joke, which is heard often in European and Chinese high schools: More K-12 students and their parents are telling school administrators and teachers they want more foreign language instruction. Learning a foreign lan-

guage is now seen as necessary for becoming part of a growing global workforce. At the same time, surveys report that the percentage of students actually taking foreign languages before high school graduation has remained constant for the past thirty years. Interestingly, high school students are enrolling less in German and French courses and more in Spanish, Arabic, and Chinese.

These trends are also evident in Montana. In 2009, with many school districts facing budget cuts, the Maureen and Mike Mansfield Center at the University of Montana (UM) introduced instruction in Mandarin Chinese into

the state's public schools. Before then, no public school in the state offered Chinese. Because there are no certified teachers of Chinese in Montana, the decision was made to establish a Confucius Institute in collaboration with China's Southwest University of Politics and Law and the Chinese Ministry of Education. This arrangement resulted in the arrival of two teachers from China to develop new Mandarin courses for use at the high school level.

During the first year, approximately 150 Montana students enrolled in first-year Mandarin, about one third of them for dual high school-university credit. Instruction for

students in Billings, Bozeman, and Helena was online, but instruction was face-to-face in Missoula where UM is located.

The first-year pilot program was successful enough that second-year Mandarin instruction was added beginning in August 2010 by bringing two additional teachers from China to the Mansfield Center. By partnering with the newly created Montana Digital Academy, offering online instruction in both first- and second-year Chinese to students in Billings, Bozeman, Helena, and other school district in the state became possible. In addition, the courses were made available to all home-school students free of charge. Face-to-face instruction continues to be offered in the Missoula high schools for level-one classes with level-two classes available online.


Funded by the Montana legislature, the Montana Digital Academy helps meet the state's challenge of providing sufficient educational opportunities to students and families living in rural areas. A high-tech, Internet-based learning management system, the

Montana Digital Academy allows students and teachers of Chinese to logon twenty-four hours a day, seven days a week from any location. The Digital Academy's state-of-the-art technology facility includes a wealth of resources to enrich students' language learning experience. Simultaneous student/teacher interactions, simulations, flash animation, videos, podcasts, and audio not only provide an array of learning approaches, but also direct instructional feedback. The technology also provides visual tools for pronouncing Chinese words and their unique intonations as students learn how to write Chinese characters.

In addition to Chinese language courses, the Mansfield Center also organizes professional development workshops for teachers, Chinese language and cultural activities for elementary school children, and musical events for the general public. Over the past year and a half, teacher development workshops held in numerous Montana cities focused on Chinese history, geography, culture, family, youth, education, contemporary economics, and political issues.

In summer 2010, children and parents alike participated in folk craft workshops in Chinese calligraphy and learned how to make traditional stuffed tigers, Tibetan wrapped ornaments, and other traditional crafts. The CI plans to expand all these activities as it moves ahead.

Without question, China is becoming an ever more influential economic, political, and cultural force in its interactions with the U.S. and the rest of the world. By some estimates, Mandarin Chinese will become the second most important international language within thirty years, with English first and Spanish third.

It is important that our children have every opportunity to learn the languages and communication skills they will need to live and thrive in a world that includes China as a major player. It is certain that Mike Mansfield, a former professor of East Asian history before he became a senator, would agree. 

Students at Hellgate High School enjoy learning Chinese through face-to-face instruction and the Montana Digital Academy. (At left)

Teachers participate in the professional development workshops offered through the Mansfield Center. (Opposite page)



Credit for Proficiency in Washington

By Michele Anciaux Aoki, Washington Office of Superintendent of Public Instruction

The following article is reprinted from the Washington State School Directors' Association announcing the new model policy and procedure for awarding competency-based credits for world languages in Washington State.

I thought it would be interesting for you to read firsthand that our State Board of Education and the school directors are both working closely with me, as world languages program supervisor at the Office of Superintendent of Public Instruction, and other world

language educators in our state to make world languages the FIRST subject area for which a model policy and procedure for competency-based credits was developed. We're not used to being first, so this is an exciting opportunity.

I have already started to meet with districts interested in implementing the model policy and procedure. They need to have the local school board adopt the policy and then the district administrators adopt/adapt the model procedure for their district. For example, districts will need to decide how much

(and LinguaFolio Online offered through the Center for Applied Second Language Studies, the Northwest National Foreign Language Resource Center, at the University of Oregon) as part of the application process for students interested in earning credit for proficiency (competency-based credits). I feel that the students themselves should be aware of what they think they can do in the language before embarking on the proctored assessments. I've been putting together resources for districts which are available online at <https://sites.google.com/site/worldlanguageswashington/projects/credit-for-proficiency>.

to charge students for the tests (e.g., Standards-based Measurement of Proficiency or ACTFL Oral Proficiency Interview and Writing Proficiency Test) used to establish proficiency and when and how to offer assessment opportunities to students.

A few language teachers I've talked to have expressed concern that offering credit for proficiency might lead to fewer student enrollments in world language courses. I really doubt that will be the impact. First, I think that some students, especially heritage language students, will feel validated by being able to earn credits for skills they already possess. In other states, this empowerment has motivated students to continue their language study. For example, if a student could earn two to three credits based on current proficiency, they might consider enrolling in a third-, fourth-, or AP-level course in that language. Would students who might earn credits for languages not taught in school, such as Russian or Vietnamese, stop registering for languages that are (such as Spanish, French, German,

I am encouraging districts to consider using LinguaFolio

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or Japanese)? In my experience, second language learners are often eager to learn a third or even fourth language! The goal should be multilingualism, not monolingualism or even bilingualism.

Please let me know what you think of this initiative and ask your districts to contact me if they would like assistance in implementing the model policy and procedure. My email address is Michele.Aoki@k12.wa.us.

The State Board of Education's (SBE) definition of a high school credit includes, "Satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy" (WAC 180-51-050(1)(b)).

This provision allowing competency-based credit has existed for many years. However, very few districts implemented such a policy. Part of a district's challenge is determining the knowledge, skills, and abilities that demonstrate achievement and identifying the measurements necessary to determine if students meet the standard.

The SBE's interest in promoting competency-based approaches coincides with its education reform efforts, including support for the state's High School Proficiency Examination and increased high school graduation requirements.



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Virtually all academic subjects are candidates for competency credits. However, due to the challenges in developing appropriate measurements and the need for adequate support systems, the work group chose an incremental approach. The group also chose a manageable subject area, yet one that is crucial in the context of statewide educational goals. To that end, staff from the SBE, the Office of Superintendent of Public Instruction (OSPI), and the Washington State School Directors' Association (WSSDA) collaborated to develop a sample policy and procedure that will serve as a first step for districts in developing a comprehensive competency credit policy and procedure.

The initial content area selected was world languages. Several factors influenced this decision. World languages are skill-based and have widely available standardized assessments with national norms; consequently, the subject lends itself more readily to competency-based practices.

Providing a sample competency-based credit policy and procedure provides direction and encouragement for more districts to develop written processes for awarding credits for competency/proficiency. The goal is to provide scheduling flexibility for students, which will undoubtedly increase in importance as the state phases in new minimum credits for graduation.

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Credit for Proficiency in Washington

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Policy and Procedure

The procedure recommends that students demonstrate proficiency across a variety of language skills, including speaking, reading, and writing. It will not be enough for a student to only speak a language well. They must also develop proficiency across the language spectrum to earn credit.

This level of proficiency is the result of a review by the World Languages Advisory Group convened by the SBE. The advisory group provided guidance on: 1) the level of competency students must attain in order to earn credit, 2) the appropriate manner of assessment, and 3) the areas (speaking, reading, writing, and/or listening) in which competency might be expected. The group was comprised primarily of world language teachers and instructors from K-12 and higher education.

To add further validity to the work, the SBE also conducted an assessment to compare the proficiency of high school students with two years of language study to that of college students with two academic quarters of college study. The study found similarities between the Washington data and the national data. Based on the review by the work group and the assessment, districts can confidently rely on the model policy and procedure to provide the best practice in awarding competency credit for world languages.

The policy recognizes the multitude of opportunities that students have to develop language skills. This includes attendance at a language class in a school or the community, study with parents or family members, online learning, or student self-study. At the same time, the requirements of the policy make clear that in order to receive credit, a student must demonstrate proficiency across a range of skills.

How Will Students Demonstrate Proficiency?

The procedure recommends that districts use nationally available proficiency assessments as the basis for awarding credit for proficiency. This was considered the most fair, cost-effective, and consistent approach for districts to make decisions. The assessments are aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

An example of a nationally available standards-based assessment that is aligned with ACTFL is the Standards-based Measurement of Proficiency (STAMP) developed at the Center for Applied Second Language Studies (CASLS) at the University of Oregon and offered to schools and districts through Avant Assessment. The model procedure describes in detail how the district will assess the proficiency level and award academic credits.

The goal of the policy and procedure is to set a high-level standard without being unrealistic. The standard that is recommended was developed after examining actual proficiency data collected at the national level and in Washington State. Based on that data, a student earning credit for proficiency in a world language would be demonstrating a performance level similar to the top 15-45% of the students in a traditional high school world language class.

At the July SBE meeting, in recognition of this model competency-based credit policy and procedure, its members passed a resolution endorsing the documents and encouraging districts to adopt them as a first step in allowing students the opportunity to earn proficiency credits. 📜📖

Chinese Landscape: Pathways through Idaho

By Peggy Wenner, Idaho State Department of Education



***Idaho offers Chinese language and culture learning
for teachers and students.***

The Idaho State Department of Education recently received a STARTALK grant to fully fund a two-week Chinese language and culture institute for teachers and students. This article briefly outlines the goals of the institute. A more in-depth brochure and application form will follow on March 25.

Opportunities for Teachers August 7-13

Experienced teachers of Chinese will be instructed in pedagogy and language development by Dr. Ting Shen from the University of Florida. Opportunity to “walk and talk” will be provided every day so that teachers can take a walk in beautiful McCall and select a partner to expand their fluency in Chinese during their walk.

Teachers will be housed in a hotel in McCall and take their meals with students on the University of Idaho campus.

World language teachers with no Chinese background will have special introductory language classes and study with selected art teachers from around the state who are also interested in integrating Asian arts and language in their classrooms. We are hoping to increase the number of Chinese teachers in Idaho, a vital aspect of this program.

Evening events will include special speakers on Chinese culture and a Chinese puppetry group from Portland. Teachers will help students in week one design camp skits utilizing new vocabulary obtained that week.

Cultural and outdoor opportunities for all teachers and students will include daily morning and evening Tai Chi exercises by the lake. Art lessons in calligraphy and other traditional Chinese art forms will be provided daily, which will incorporate vocabulary related to each project.

Opportunities for Students August 7-20

Twenty students in grades 7-12 will be selected for the program. They will be instructed by Dr. Sharon Wei from Boise State University and Diana Steiner from the Meridian School District. Students will be selected based on the institute’s ability to form two basic levels, beginning and intermediate, and they must have a teacher recommendation to participate.

Students will be offered a \$500 scholarship to be used either to advance future learning in online Chinese or to save for Chinese study in college. The only cost to students is transportation to McCall on August 7 and home on August 20.

Contact Dr. Peggy Wenner for more information at pjwenner@sde.idaho.gov or by phone at 208-332-6949. ☎



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My Journey as a Language Teacher

Continued from page 4...

to increase language proficiency and cultural awareness.

It was an honor to present on behalf of WILL at ACTFL. My favorite part of presenting was telling the audience I was from West Yellowstone, Montana. Coming from such a remote area proves action research

can be done anywhere. I am thankful for programs such as WILL that promote professional development and networking in rural areas where language teachers often lack support. I encourage all language teachers to become active in promoting and improving language education.

Editor's Note: WILL has recently evolved to become the Global Language Education Network (GLEN), sponsored by the Center for Applied Second Language Studies (CASLS), a National Foreign Language Resource Center at the University of Oregon.



ACTFL Update

Continued from page 5...

could agree on a few, but extremely important, teaching practices that all language educators should have experience with and practice in the classroom. One of the research priorities that came out of ACTFL's research review call will provide a review of previous and current research in this important area.

These are just a few highlights from ACTFL, looking back at the

2010 convention as well as looking forward to the 2011 convention in Denver. PNCFL's strong connections across our six states and our representation at the national level with President Barb Mondloch's leadership give our region an excellent foundation for building upon her message of collaboration. If you have ideas, comments, or concerns that you would

like ACTFL to hear, please contact Bridget Yaden, PNCFL representative to the ACTFL board, before ACTFL's mid-May board meeting (byaden@plu.edu). See you in Denver this November! 