

among the over 500 good sessions. Over 250 exhibitors were on hand to tell about their program or product. Among the exhibitors, I was surprised to see embassy representatives. The Embassy of Spain deserves special mention, as their extended exhibit space was truly inviting.



From left to right: Audrey Cournia, SWCOLT Executive Director; Bret Lovejoy, ACTFL Executive Director; Keith Cothrun, ACTFL President; Greg Hopper-Moore, PNCFL Executive Director

All too often, it is barely possible to keep your head afloat as a teacher. Each Monday seems like a sink-or-swim situation. But it is important to do more than just focus on the microcosm of the classroom. The ACTFL convention is a time to be rejuvenated and challenged by keeping the big picture in mind as well.

Where will you be on the third weekend of November (18-20) 2005? Consider how you might be able to attend the ACTFL Annual Convention and Expo in Baltimore, Maryland. You won't regret it if you do.

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PNCFL appreciates CASLS' generous support of our mission through sponsorship of our Executive Director and Executive Assistant. Thank you!

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Pacific Northwest Spring Conferences



“Connecting Languages to Other Areas”

When: March 5, 2005

Where: Clackamas Community College, Oregon City Campus

Contact: Irma Cristina Bjeree at irmab@clackamas.edu or visit <http://www.coflt.org>



WAFLT

When: March 12, 2005, 9:00am-3:00pm

Where: Western Washington University in Bellingham

Notes: On-site registration begins at 8:30am.

Contact: Walter Suess at walter.suess@wwu.edu, Lauren Kiolet at lkolet@earthlink.net, or visit <http://waflt.net>



When: April 29-30, 2005

Where: Great Falls

Notes: Jason Fritze of Norman High School in Oklahoma will discuss the TPRS method on Friday, and language-specific sections are scheduled on Saturday.

Contact: Mary Lou Soldano at mary_lou_soldano@gfps.k12.mt.us or visit <http://www.maltsite.org>

Odeen, Dva, Tri!

By Janice Gullickson

In addition to the new Russian program, the Anchorage School District has a Japanese Partial-Immersion (K-12) Program that graduated its fourth class, a Spanish Partial-Immersion (K-12) Program that graduated its first class, and a dual language Spanish Immersion Program (K-11) that graduate its first class in 2006.

While the majority of Anchorage School District's kindergarten students are learning numbers in English, the students in the Russian Partial-Immersion Program at Turnagain Elementary this year are learning the same skills, only in Russian! By October, they are counting to ten and singing songs about the colors, exclusively in Russian.



The partial-immersion model works for students who speak English or Russian. Both groups will develop high levels of proficiency in both languages.

In the fall of 2004, the district started the first elementary school Russian immersion program in the United States. Students in kindergarten and first grade are immersed for half the day in Russian. The two Russian teachers are native speakers from Tver and Vladimir,

cities near Moscow. Each has an English-speaking partner teacher so that, by mid-day, students switch classes and are instructed in English with a different teacher.

The partial-immersion model works for students who speak English or Russian. Both groups will develop high levels of proficiency in both languages. This is a win-win for ALL students. To date, there are six native Russian-speaking students in the Turnagain program.

Why do parents choose to enroll their children in a Russian language immersion program? Parent Alex Dirksen would like his son to be trilingual. At home, the Dirksens speak Spanish, because Nicolas's mother, Lorena, is from Mexico City. Another Turnagain parent says that learning a second language early enhances all learning. This gives his child an advantage that he didn't have growing up.

Students in the Russian immersion program are in for the long haul. For students to become both bilingual and literate in two languages, it takes time. The district plans are for this program to be K-12, as are the Japanese and Spanish programs. Students will leave Turnagain after sixth grade and continue Russian at Romig Middle School and West High School. In ten to twelve years, these students will be among the very few in the country prepared for Russian college prep courses such as the International Baccalaureate Program that also started at West High School this year. Now that is planning ahead! Ura! Do svidaniya!

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Pilot Foreign Language Program Launched

Wyoming Department of Education Press Release

Dr. Trent Blankenship

Cheyenne – In June 2004, State Superintendent of Public Instruction Dr. Trent Blankenship announced the launch of the Wyoming Elementary School Foreign Language Pilot Program and the list of participating schools.

The program was created by the Wyoming Legislature during the last session through House Enrolled Act 73. HEA 73, which was proposed by Rep. Jim Hageman, and established a five-year pilot program for elementary school foreign language instruction in Spanish.

The bill funded a K-6 language program in fifty volunteer elementary schools in the state. These schools will be named "Wyoming International Schools."

The bill allocated \$2 million for the first two years of the pilot program with an additional \$3 million for the last three years if the Legislature judges the first two years of the pilot to have been successful.

"Thank you to Rep. Hageman and the Wyoming Legislature for their support of this pilot program," Dr. Blankenship said. "Providing these tools to our students during their formative years will allow them multiple opportunities both academically and as they progress into the workforce."

A total of twenty-five elementary schools from eleven districts across the state will voluntarily participate in the

2004-05 school year, year one of the program.

Participating schools will receive, at no cost to them, all materials, staff training, and mentoring from the Wyoming Department of Education as funded by the Legislature. Each school will be reimbursed for the cost of a Spanish language proficient person to work with the regular classroom teachers.

As an indication of the status of Wyoming's hard work nationally, the U.S. Department of Defense

recently spotlighted Wyoming's efforts in elementary languages by inviting the Department's Content-Area

Specialist Ann Tollefson to present at their national symposium in Washington, D.C.

The symposium, "The National Language Conference: A Call to Action," was held June 22-24, 2004, and included government, business, and education leaders from around the nation. Wyoming was the only state recognized by the Department of Defense.

More information on the conference can be found on the National Language Conference Web site at <http://www.nlconference.org>.

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The bill funded a K-6 language program in fifty volunteer elementary schools in the state.



Two Years of WILL: A Retrospective

By Richard Winegar

Richard Winegar teaches Spanish at Emmett Junior High School in Emmett, Idaho. Richard is a participant of the Western Initiative for Language Leadership (WILL). Here, Richard explains his experience with action research.

When I started using Total Physical Response Storytelling or TPRS with my eighth grade students a couple of years ago, I was very impressed with their ability to reproduce the language. They could tell me a multitude of bizarre and funny stories using their limited vocabulary. I was so impressed, in fact, that I was gearing up to tell my counterpart at the high school that, “TPRS is the only way to go, so let’s drop this whole text book business and teach all our students by this method!”

Enter the WILL Program. Not only did the WILL program give me a wealth of teaching strategies, assessment tools, and resources, but it also taught me the basics of action research. I decided to research my own students’ language acquisition through both TPRS and a textbook-centered approach. I analyzed their language acquisition through weekly writing samples and the Internet-based Standards-based Measurement of Proficiency (STAMP) for reading and writing, developed by the Center for Applied Second Language Studies at the University of Oregon.

The results of my research helped me to realize that second language acquisition is more complicated than two different teaching strategies. Yes, my TPRS students held the edge on

the writing samples, but my textbook students were much better prepared for the reading assessment. I also found that my TPRS students were very capable of writing a lot of bizarre stories but had trouble when prompted to write a letter to a pen pal. These results have been invaluable to my understanding of language acquisition and will be instrumental in the changes to my teaching curriculum. Action research has also taught me to never just assume that a teaching method is a good strategy. It is important to either find the research to back it up or do some of your own.

Leadership cannot simply be given or obtained but must be earned.

The second phase of the WILL program has taught me much about how to be a leader and help others in my own situation. It has given me a strong backbone of support from many of the current leaders in our field and the desire to become a stronger teacher-leader in my district and state.

As part of my current leadership goal, I am seeking to better network our state’s world language teachers through the use of technology. I have found that leadership cannot simply be given or obtained but must be earned. I’m still working on earning the title of teacher-leader, but I’m learning valuable lessons along the way. I would encourage all teachers to talk with any of the WILL participants and see what they can do to help you in your classroom.

Announcements

Master of Arts in Teaching a Second Language (MATSL) Degree Offered at Bennington College



This low-residency program is designed for working K-12 teachers of French and Spanish with a new session beginning in July of each year. Become a better teacher by:

- Improving your language skills
- Deepening your cultural knowledge
- Developing your leadership abilities
- Cultivating your pedagogical knowledge and skills

Working teachers earn a MATSL degree in seven weeks of on-campus study: three weeks during the first two summers and one week during a third summer. During the two academic years between the residency periods, degree candidates complete online coursework.

For information about the program, contact the MATSL office at 802-440-4710 or matsl@bennington.edu or visit our Web site at <http://kaplan.bennington.edu/>.

ACTFL's February Focus



Since February's focus is "International Engagement," ACTFL is featuring a symposium on the importance of study abroad programs and using language beyond the classroom. The symposium's panel will consist of Fulbright Exchange participants and representatives from

other international programs. Visit <http://www.actfl.org> for more information.

New ERIC Web Site <http://www.eric.ed.gov>



The Education Resources Information Center (ERIC), sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education, produces the world's premier database of journal and non-journal education literature. The new ERIC online system, released in September 2004, provides the public with a centralized ERIC Web site for searching the ERIC bibliographic database of more than 1.1 million citations going back to 1966.

Effective October 1, 2004, more than 107,000 full-text non-journal documents (issued 1993-2004), previously available through fee-based services only, will be available for free.

German Summer Study Program



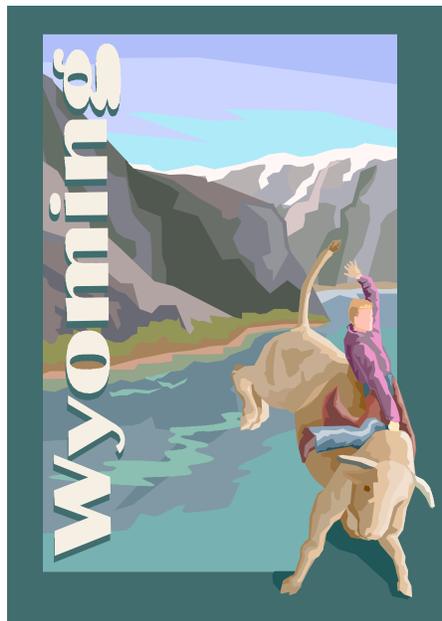
The German Summer Study program, sponsored by the American Association of Teachers of German (AATG), provides an excellent opportunity for German teachers who would like to become involved by sending their students to Germany. Teachers who are AATG group chaperones spend three weeks in Germany with all expenses paid. For more information, visit <http://www.aatg.org/>.

WFLTA Update: Fall Conference 2004

The Wyoming Foreign Language Teachers' Association joined the Wyoming Department of Education to provide a three-day articulation conference in Casper, October 21-23, for Wyoming foreign language teachers. Ninety-eight teachers participated (a record number!), representing teachers K-16. A summary of the days' activities follows.

Thursday, October 21

The State of Wyoming has mandated K-2 foreign language instruction and funded a K-6 pilot program for the next five years. An articulated K-16 program is a real possibility for Wyoming students. But will we be ready? Curriculum specialists Greg Duncan and Ann Tollefson led a discussion about what to consider as we begin to design this program. Greg and Ann introduced the two elementary programs in place throughout Wyoming, updated us on second language acquisition research, and reviewed novice and intermediate proficiency descriptors. As a group, we explored what proficiency level would be realistic for our students at the end of the K-12 program.



Friday, October 22

Karen Rowan worked with two groups during the day: Total Physical Response Storytelling or TPRS with an elementary classroom focus in the morning and a general application in the afternoon. The secondary and postsecondary teachers continued the discussion begun on Thursday and other articulation issues during the morning session.

Saturday, October 23

The morning began with updates from our Western Initiative for Language Leadership (WILL) participants, Brandee Mau and Ryan Beardall. They shared their action research projects. Brandee has invited everyone to participate in her project, and she had several willing takers. She will conduct the study group over the Wyoming Education Network (teleconferencing) this spring. Next, we were introduced to online teaching tools such as Blackboard before we broke into language specific groups. The Spanish teachers learned how to teach culture through dance with Gilberto Marin; German teachers learned how to teach grammar creatively with Ekehardt Sprenger; the French teachers learned about teaching culture through publicity with Ann Williams.

Pacific Northwest Council For Languages

5290 University of Oregon
Eugene, OR 97403-5290

Email:
pncfl@uoregon.edu

Telephone:
541-346-5699

Facsimile:
541-346-0322

Web site:
<http://babel.uoregon.edu/pncfl>

Editor's Message

Lingo, the PNCFL newsletter, is published three times a year at the Center for Applied Second Language Studies (CASLS) at the University of Oregon. The next issue of *Lingo* will be published in May 2005. Submissions received after April 15 will not be considered for the May issue. Submissions include, but are not limited to, short articles, descriptions of innovative courses, reviews of teaching materials and technology reports. Submissions can be sent by fax, mail, or email to:

Mandy Garman
PNCFL Editor
5290 University of Oregon
Eugene, OR 97403-5290
Fax: 541-346-0322
pncfl@uoregon.edu

Lingo is designed for PNCFL members and language professionals in the Pacific Northwest. PNCFL wants to publish articles that are focused on the needs of language educators. In order to increase the value of our services, 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 the types of articles 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 be apart of and know more about.

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