



Pacific Northwest Council  
for Languages

# Lingo

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## Language Teachers, Generals, and Fat Cats: Strange Bedfellows?

*By Robert Davis, PNCFL President Elect*

In recent discussions on a listserv for foreign language program directors (FLASC-L), a participant objected to what she saw as a recent increase in connections between the language teaching profession and the government and business sectors. ACTFL, for example, opened the NASDAQ stock exchange on August 29 of this year, and it has recently (2003) moved its headquarters to the Washington, DC area, which the participant interpreted as bringing the organization closer to lobbyists and policy makers in the nation's capital. This discussant's comments should make reflective language professionals ask: where do we fit into potentially politicized debates on policy? How can our advocacy organizations (ACTFL, regional associations like PNCFL, and the state organizations) be most effective in shaping language policy in this country?

Our PNCFL region is made up of strikingly different populations; in terms of politics, we are "red" and "blue" and every shade of purple. Many of us in the profession believe that education in general, and learning other languages in particular, is a priority for our children and young adults, but our motivations are probably just as diverse as our political ideologies. Nonetheless, in an era of decreasing popular support for language education, it behooves us to understand why we think language learning is so important.

Halliday (1973) proposed a number of "functions" or uses of language that have been used to justify language study:

**instrumental:** using language to accomplish a specific goal (e.g. business, military intelligence, tourism)

**transformative:** using language to change one's world view (e.g. learning French to gain insights into one's own culture)

**imaginative:** using language to express human creativity (e.g. writing a poem)

**integrative:** using language to forge or maintain social bonds (e.g. learning Spanish to communicate with members of one's community)

The U.S. is often described as an "anti-intellectual" country; in the area of language learning, this tendency has manifested itself as a focus on the instrumental use

*Continued on page 2...*

## LINGO

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Lingo is published in January, May, and September by the Pacific Northwest Council for Languages and is mailed to current members. PNCFL welcomes short articles, descriptions of innovative courses, reviews of teaching materials, and other items of interest to language teaching professionals. Materials may be sent by mail to the address above or as email attachments to [pncfl@uoregon.edu](mailto:pncfl@uoregon.edu). Submission deadlines are December 15 for the January issue, April 15 for the May issue, and August 15 for the September issue.

To obtain advertising information, please contact Mandy Garman at [pncfl@uoregon.edu](mailto:pncfl@uoregon.edu) or 541-346-5699.

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### Bedfellows


*Continued from page 1...*

of language and ignored the other functions. The fact is that language learning in this country has a long history of connections with the business and military sectors. In this issue of *Lingo* (page 4), Dan Morris, PNCFL representative to JNCL-NCLIS, reported on the publication of a white paper from the National Language Conference held in June 2004. The paper cites the "Sputnik moment" of October 4, 1957, as the impetus for Congress to pass the National Defense Education Act, a move to counter the threat of Soviet technological superiority. This mid-century support for education - with a strong emphasis on language learning - has shaped the educational institutions of this country for half a century, creating an academic infrastructure based in large part on a government-supported research and development complex.

The National Language Conference brought together representatives from government, business, schools, and universities "to discuss strategic approaches to meeting the nation's language needs in the 21st century and to identify actions that could move the United States toward a language-competent nation." This collection of groups would seem to represent a broad spectrum of stake-holders in the field of second language learning, yet their executive summary begins with, "the terrorist attacks of September 11, the Global War on Terrorism, and the continued threat to our Homeland have defined the critical need to take action to improve the foreign language and cultural capabilities of the Nation," and no other motivation for language learning is mentioned. The rhetoric confirms the suspicions of many that intellectual life in the U.S. is not a priority except in areas where it has direct practical applications (i.e. government and business). Under this view, education is increasingly commercialized, becoming a consumer good (an "investment"). The inherent benefits of an educated, informed

citizenry are lost from the discussion.

The closing months of 2005 find our country embroiled in an unpopular war and recoiling from natural disasters; this conjunction of events has precipitated vibrant conversations among citizens regarding the proper role of government in both local and international affairs. As we explore options for our future, we must take into consideration that instrumental uses of language that were both legitimate and abhorrent have given us half a century of government support for language study and produced a system in which we can make progress towards educating our citizenry in second languages and cultures. Unfortunately, ACTFL and other advocates for language education have to struggle for visibility in policy circles with many dozens of other interest groups on the national scene, all in a current environment in which language study and international education represent a low priority for the public.

Am I arguing that the ends justify the means? Perhaps yes, as long as we are able to insist on an overall goal of international literacy, which crucially involves training in language skills as well as critical thinking and the study of the history and culture of our target language communities. We cannot ignore the instrumental function as one of many motivations for learning a language, but at the same time, we should not succumb to the rhetoric of fear or corporate power that privileges only the instrumental uses of language. It is not surprising that language educators feel ambivalent about government and corporate support for language learning, but our response should be to redouble our efforts to inform and convince the public of the value of all the uses of language, in times of war and peace. 

Halliday, M.A.K. (1973) *Explorations in the Functions of Language*. London: Edward Arnold.





# PNCFL Professional Development Awards

*The Pacific Northwest Council for Languages is proud to recognize the following PNCFL professional development award winners for their contribution to the world language field. All candidates will be recognized at a formal ceremony during the Confederation in Oregon for Language Teaching's fall conference, October 14-15 in Bend, OR.*



**Terri Carnes:**  
**Northwest K-12 Language  
Teacher of the Year**

Terri Carnes is a resident of Corvallis, Oregon, and received her master's degree in education from the University of Richmond in Richmond, Virginia. Currently, she teaches Spanish at Crescent Valley High School.

In her district, Terri is known for her collaborative nature. She has co-directed an intensive language program in Puebla, Mexico, for five summers and served as a co-leader on workshops instructing educators to teach towards proficiency. In Oregon, Terri has worked closely with the Oregon Department of Education for several years. She served on the 509J task force to write and establish benchmarks for second languages and was selected as a member of the statewide World Language Content Panel. Terri has also served on the Confederation in Oregon on Language Teaching (COFLT) Council, presenting at both COFLT and ACTFL conferences.



**Victoria Defferding:**  
**Ray Verzasconi Postsecondary  
Teacher of the Year**

Victoria (Viki) Defferding is a resident of Tigard, Oregon, and received her master's degree in Spanish from Portland State University. Currently, she is the Assistant Professor of Spanish at George Fox University.

Viki has received technology grants to research, acquire, and implement various types of technology in her classroom. At George Fox University, she initiated an art unit for her Spanish class, which provided the basis for conference presentations and articles. Viki is a frequent presenter at conferences hosted by the Rocky Mountain Modern Language Association and the North American Christian Foreign Language Association. She has extensively traveled abroad, spending time in Bolivia, Costa Rica, Honduras, Mexico, Nicaragua, Peru, Puerto Rico, and Spain.



**Suwako Watanabe:**  
**Outstanding Contribution  
to the Teaching of Foreign  
Languages**

Suwako Watanabe is a resident of Tigard, Oregon, and received her Ph.D. in linguistics from Georgetown University in Washington, D.C. Currently, she is the Associate Professor of Japanese at Portland State University.

Suwako has provided her expertise to several professional organizations, including the Confederation in Oregon for Language Teaching (COFLT), the Association of Teachers of Japanese (ATJ), PNCFL, and ACTFL. From 1999-2000, Suwako served as COFLT president and continues to occupy a space on the Council as Assessment Program Coordinator. She also served on the PNCFL Council, the ACTFL Council, and the ATJ Board of Directors, in addition to serving on the Foreign Language Annals Editorial Advisory Board. Suwako is certified as an ACTFL Oral Proficiency Tester and Tester Trainer of Japanese. In 1996, she served as the compiler of Japanese curriculum for NCATE. Suwako has published extensively on linguistics and Japanese language education and is a frequent presenter at the conferences of COFLT, ACTFL, and the Association for Asian Studies.



# Washington Still “Hot” on Languages

By Dr. Daniel R. Morris  
PNCFL JNCL-NCLIS Representative



*Dr. Daniel R. Morris is the professor of French at Southern Oregon University. Dr. Morris was elected to serve as the PNCFL representative to the Joint National Committee for Languages-National Council for Languages and International Studies Council (JNCL-NCLIS) in 2004.*

As the official representative from PNCFL, I attended the Annual Delegate Assembly of the Joint National Committee for Languages (JNCL) and its lobbying arm, the National Council for Languages and International Studies (NCLIS) held in Washington, D.C. May 19-21, 2005. As was the case last year, the mood in Washington regarding foreign language study is more positive than it has been since the days of Sputnik. Speaker after speaker at the convention, from government, business, and education, reiterated the increasing need for foreign language proficiency.

A key development on the national level this past year was the publication of the white paper resulting from the National Language Conference held in June 2004. The National Language Conference brought together federal and state government agencies, foreign language experts, business representatives, university and school leaders, and other foundations and associations that focus on language training to discuss strategic approaches to meeting the nation's language needs in the 21st century

and to identify actions that could move the United States toward a language-competent nation. In February, the white paper on the conference, *A Call to Action for National Foreign Language Capabilities* was published and served as the subject of much of the discussion at the Delegate Assembly. The Delegate Assembly issued its own policy statement in response to the *Call to Action* paper. Both of these documents can be found on the JNCL-NCLIS Web site at <http://www.languagepolicy.org/>.

*Speaker after speaker at the convention, from government, business, and education, reiterated the increasing need for foreign language proficiency.*



During the Delegate Assembly on May 19th, Senator Daniel Akaka (D-HI) announced the introduction of the S. 1089, The National Language Coordination Act of 2005. The purpose of this bill is to promote the development of national policy relative to foreign languages. The act would create the position of a National Language Director and a National Foreign Language Coordination Council to develop and oversee the implementation of a foreign language strategy for the federal government. The proposed council, chaired by the National Language Director, would identify crucial priorities, increase public awareness of the need for foreign language skills, advocate maximum use of resources, coordinate cross-sector efforts, and monitor the foreign language activi-

ties of the federal government.

Even more important to the language community was the introduction of the Dodd-Cochran International Foreign Language Studies Act, S. 1105 on Monday, May 23, 2005, by Senator Christopher Dodd on behalf of himself, Senator Cochran, and Senators Levin, Kennedy, and Akaka. This bill is a continuation and revision of Title VI, the international studies and foreign language education section of HEA. In his speech introducing the bill, Senator Dodd recognized the increasing foreign language needs in both government and business. In spite of this increased demand, only about one third of college students study a foreign language, and only about 11% have experience studying abroad. Among other things,

this bill would increase undergraduate study abroad opportunities. The bill would also increase the amount allowed for Part A of Title VI funds from \$40 million to \$120 million and reinstate and expand undergraduate eligibility for foreign language and area studies fellowships.

Two other significant bills introduced in Congress this year include Senator Joseph Lieberman's United States-China Cultural Engagement Act and Rush Holt's National Security Language Act. Senator Lieberman's bill would provide \$1.3 billion over the next five years to provide Chinese language instruction in American schools, increase American consular activity supporting American commercial activity in China and provide

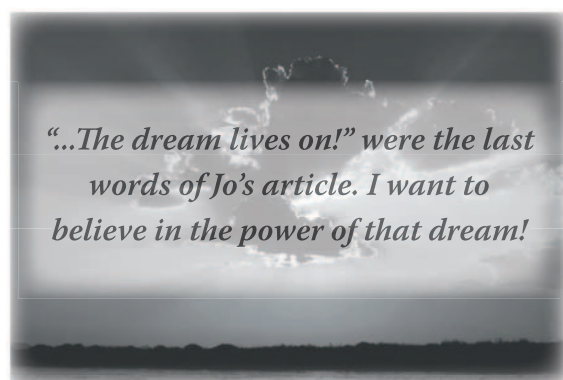
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# Letter to the Editor...

I am sorry. The number you have reached is not in service now..." I simply couldn't believe that the school Jo Sanders wrote about in *Death of a Dream* (Lingo, Volume 5, Number 3, 2005) was closed. What a shocking discovery!

Jo and I have never met in person; we only had a single phone conversation more than a year ago when I visited schools in Anchorage to introduce the International Academy foreign language and culture classes to their students. I remember being very impressed with what I learned about the Village Charter and its programs.



It doesn't even matter much why the school was closed. The fact is, regardless of the reasons, a beautiful opportunity of second language learning for so many young

Alaskans is not there. A sad, bitter fact, no matter what is behind it. "...The dream lives on!" were the last words of Jo's article. I want to believe in the power of that dream!

I cannot help but mentioning Barbara Rupert's *PNCFL: What You Gain for Pennies a Day* (Lingo, Volume 5, Number 3, 2005), in which she talks about the benefits of PNCFL membership. Isn't my response to Jo's story one of those benefits in action? This is what I think PNCFL membership is for - in addition to everything Barbara mentions - to lift each other up, to help cope with things we cannot change. And how about the privilege of having an audience of peers that actually listens to what you have to say? Having people waiting to hear from you? I mean, that alone beats all the other reasons of being a member of PNCFL combined, wouldn't you agree? How could we place a price tag on these?!

Barbara gives us a great and funny "price analysis" of PNCFL membership costing less than three cents a day. What a bargain, I say! Thank you for the opportunity, PNCFL pioneers!

Sincerely,

Svetlana Nuss

## Washington

*Continued from page 4...*

physical and virtual exchanges among a broad spectrum of individuals in the two nations. The bill would also authorize 10 new National Language Resource Centers.

The National Security Language Act is a broad act with the goal to provide support for language study similar to the National Defense Education Act of the post-Sputnik era. Among other things, the bill would provide support for early foreign language programs; encourage university programs that help students develop both foreign language proficiency and an understanding of science and technology; improve study abroad programs to help students in a broad range of disciplines to achieve advanced

language proficiencies; and forgive up to \$10,000 in student loans for foreign language majors who subsequently enter the teaching profession or work for the federal government.

As the above bills are still under discussion and have not yet been approved, this is an important time for language educators to get involved by writing members of Congress. As the above bills and activities indicate, we have an unprecedented interest in improving foreign language proficiency in the U.S. Dr. Robert A. Scott, President of Adelphi University, said in the *Call to Action*, "We have a critical national need to know other cultures and to be competent in communicating with other people...We

have made so little progress and have prepared so many globally illiterate [citizens] because universities, states, businesses, and the federal government have been inconsistent in their priorities...So it is past time for a renewed focus on our role as members of the world community. Last call; it is time for action." Let's take advantage of the last few months of the Year of Languages to write our congressmen regarding legislation to promote language study. If you want additional information about the bills or current happenings in Congress relative to foreign languages, visit the JNCL-NCLIS Web site at <http://www.languagepolicy.org/>. 🐸🐸🐸





# Articles of Clothing: A Classroom Activity

By Susana Epstein  
The Collegiate School

Susana Epstein is the Foreign Language Department Head at the Collegiate School in New York. This classroom activity was originally published in *Learning Languages*, the journal of the National Network for Early Language Learning (NNELL). NNELL promotes opportunities for all children to develop a high level of competence in at least one language in addition to their own. You can learn more about NNELL and its initiatives at <http://www.nnell.org/>.

## Articles of Clothing: A Fun Activity with Collaborative Assessment

**Level:** Spanish grades 5 and 6 (but can be done in any language)

### Targeted Standards:

Communication

1.1 Students communicate with their partners as they find pictures of the articles of clothing on their shopping list and as they prepare a poster of the clothing pictures.

1.2 Students understand and interpret the teacher's spoken directions.

1.3 Students present to their classmates a poster of the labeled clothing items.

**Context:** After teaching and reviewing articles of clothing, use this as an effective means of measuring students' learning in a collaborative setting.

**Objectives:** Working with a partner, students use clothing catalogs to find examples of clothing included on a teacher-developed shopping list. Students prepare a poster that creatively displays the labeled clothing.

**Materials:** Clothing catalogs, construction paper, scissors, glue

### Procedure:

1. Set up the classroom by preparing a supply table that holds clothing catalogs, poster-size sheets of colorful construction paper (one for each pair of students), and enough scissors and glue sticks for all.
2. Explain how the activity will be assessed (see below).
3. Divide students in pairs. An ideal pair would be a

weak student and a strong one.

4. Distribute a shopping list with different items listed on it to each pair (see below).

5. Supervise the activity and help students keep track of time.

6. Assess students' work.

7. Display the colorful clothing posters in your classroom to remind students of the key vocabulary they have studied.

**Extension:** Have students cut out illustrations of articles of clothing that are not on the shopping lists, such as accessories, especially jewelry. Put these cut-outs into a box and invite students to pick one each. Pairs can earn up to two extra points by including and correctly labeling on the poster the new clothing items.

### Assessment:

1. Find all of the 15 articles of clothing on the shopping list. (1 point/item = 15 points)

2. Label items accurately. (1 point)

3. Be neat. (1 point)

4. Be creative in the poster presentation. (1 point)

Total points: 18 points + extension (2 points) = 20 points

### Sample Shopping Lists:

#### Lista de Compras A

- 2 pares de pantalones
- 1 cartera/bolsa de mujer
- 1 traje de mujer
- 1 reloj de pulsera
- 2 pares de zapatos para caballero
- 2 pares de calcetines
- 2 camisetas
- 1 sombrero
- 2 corbatas
- 1 abrigo

#### Lista de Compras B

- 3 vestidos
- 1 pijama
- 1 par de botas
- 1 chaqueta
- 1 traje de baño
- 2 artículos diferentes de ropa interior
- 2 suéteres
- 1 falda
- 1 cinturón
- 2 blusas



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# Scott Underbrink: ACTFL National Language Teacher of the Year Nominee

When asked how he felt about being nominated for the ACTFL National Language Teacher of the Year Award, Scott Underbrink's reply was simply, "flattered and humbled." At first, he wasn't sure that he wanted to apply for an award at this level. In fact, it took a lot of encouragement from his colleagues to convince him to continue with the national application process after having been named the 2003 Wyoming Teacher of the Year and subsequently the 2004-2005 Northwest K-12 Language Teacher of the Year.

Scott teaches in a public school in Casper, Wyoming, one of two international baccalaureate schools in the state. He teaches third- and fifth-year French and three levels of Russian. He has also taught German in the past and is currently learning Spanish. Part of his Russian program is conducted via long distance with 12 students at another site. However, instead of complaining about the difficulties of such a program, Scott welcomes the chance to maintain a program that might otherwise face cuts due to lack of numbers.

As one of five regional candidates, Scott had to prepare a portfolio, which consisted of multiple letters of recommendation and a comprehensive curriculum vita. All candidates for this award are full-time educators at the K-12 level, meaning they don't have much time to spend on extra projects. Scott is no different, and the most difficult part of the application process for him was the requirement to videotape a 20-minute teaching session from a class. On one occasion, he was sure that his fifth year French lesson would be a hit, but his students were so shy of the camera that they would not participate. His advice for anyone wanting to capture normal student behavior on film: place a video camera at the back of the class in September, and use it often!

As the nominee for the ACTFL award, Scott will at-

tend a final interview at the 2005 Annual Meeting and Exposition in Baltimore, Maryland, in November. ACTFL will cover several expenses for Scott to attend the Annual Meeting, including airfare, lodging, and conference registration. The five regional winners will be honored during the ACTFL Convention at the Opening General Session. If selected as the Teacher of the Year, Scott will serve as a spokesman for foreign languages at various events throughout the year.



***Scott - along with his wife, Anne, and daughter, Elizabeth - pose as smiling subjects for Scott's son, Ben, serving as photographer.***

PNCFL is proud of Scott's accomplishments and wishes him the best in his final interviews in Baltimore. As one recommendation letter said of Scott, "Mr. Underbrink helps young people reach their highest potential and he does so, in my estimation, because he demands excellence of himself as an educator." We at PNCFL feel that Scott has certainly worked hard as a language educator and his recognition is well deserved. Good luck, Scott! 📷

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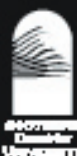
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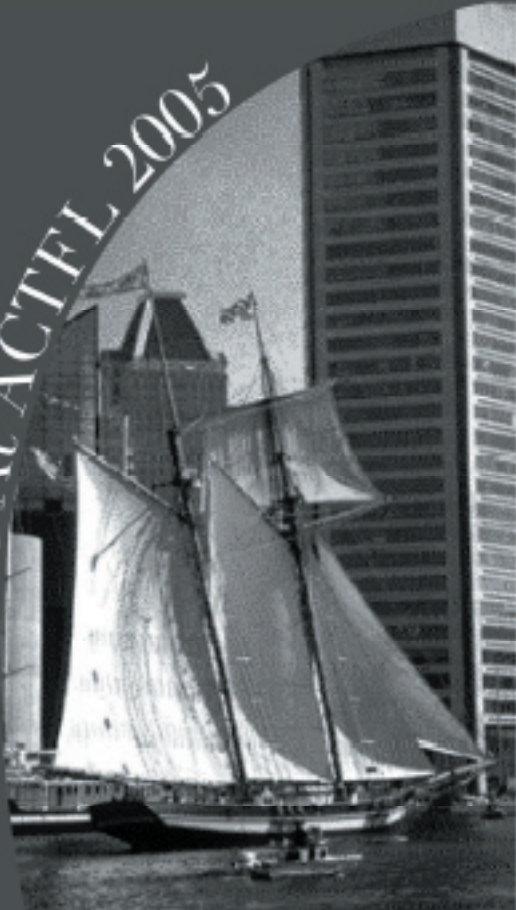
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# Job Security 101 for a Foreign Language Teacher

By Dr. Svetlana V. Nuss  
Foreign Language Consultant

Dr. Svetlana V. Nuss is the Foreign Language Consultant and Program Development Specialist at International Academy in Fairbanks, AK.

What would you think if I told you that it actually pays in the hard currency of job security for a foreign language teacher to promote the Year of Languages celebration?

And what would you say if I actually showed you step-by-step how you could become one of the “irreplaceable” elite, regardless of how long you worked in that school?

There is a very simple formula you can use to evaluate your own job situation right now: your personal enthusiasm + student/parent class demand, excitement, and desire = your job security.

What about all the formalities, you are tempted to rush into saying. There are evaluations of all kinds along with the standard procedures and guidelines, but things are really quite simple.

When all is said and done, there is one bottom line question every job-related decision maker asks: what is this professional’s *special* and *unique* contribution to the school district? Your job strictly depends on the answer.

The good news is true job security is always earned. It is based on your administration’s perception of the value you bring to your school and the school district as a whole person, not just how good of a teacher you are. A boss will always hold on to someone he/she perceives to be a great asset to the workplace. Such a person will al-

ways be the last to be let go.

It doesn’t take that much to make your boss feel you truly are irreplaceable! So what are the first steps to your true job security?

**Step one:** Make the decision to try and follow some of the suggestion of this article. Maybe, just maybe, it will work for you, too!



*There has never been a better time than now for teachers of a foreign language to get noticeable results.*

**Step two:** No matter what you do in your classroom, you must get noticed on the district level in order to become irreplaceable. What you need here is a big event or celebration that would immediately put you in the unique position as a contributor of tremendous value.

Right now all of us foreign language educators are favorably positioned to turn everything around us and shape our careers the way we need them to be! There has never been a better time than now for teachers of a foreign language to actually get noticeable results.

In traditional marketing, this kind of favorable situation is called a “tie in”

with the current happenings in the society. A good example of a timely tie-in is the events many retailers, not just the bookstores, do when the next Harry Potter book comes out.

Our happy fortune is playing along! We couldn’t possibly be better positioned with 1) all the attention ACTFL’s initiative for 2005 is getting all around the nation, and 2) the start of a new school year.

It doesn’t take a Ph. D to figure out that our time window for action is narrowing down! To take advantage of this unique positioning with all of the interest and excitement already generated in the society, WE MUST ACT NOW!

What if you don’t have anything special planned? Use the ideas of those who are willing to share! Feel free to send your email request to yol@intlacademy.us with the words “send me YOL event info” in the subject line. Our school will email you back (no charges involved) the information package you need for a successful event our school put together, including the step-by-step plan of an attention-grabbing, exciting, and educational event.

The event our school has planned is a very big one. It involves over 2,700 children that are not yet learning another language (think of a potential enrollment increase here!) and is conducted in three cities of Alaska. The population of the largest participating city is less than 300,000. If it works for us in Alaska, it certainly will work for where you live - for surely you *must* have more than one person per square

*Continued on page 13...*



# ACTFL Regional Report

By Stephen Flesher  
ACTFL Representative

The ACTFL Executive Council met at the Embassy Suites in Alexandria, Virginia, from May 20-22, 2005. Audrey Heining-Boynton, President, chaired the meeting. Past President Keith Cothrun led the discussion on the Strategic Plan. Paul Sandrock, President-elect, participated in the meeting along with the members of the Executive Council. The following is a summary of the principal topics discussed and the decisions reached.

• The Executive Council discussed the Strategic Plan at length. The vision statement was amended to read:

*Believing that language and communication are at the heart of the human experience, that the U.S. must nurture and develop indigenous, immigrant, and world language resources, and that the U.S. must educate students to be linguistically and culturally prepared to function as world citizens, ACTFL is uniquely positioned to lead this endeavor by:*

1. Meeting the needs of language professionals
2. Ensuring a dynamic and responsive organization
3. Working proactively through advocacy and outreach
4. Working to ensure that the language teaching profession reflects the racial, ethnic, and linguistic diversity of U.S. society
5. Promoting research that impacts the development of professional programs and enhances the quality of language teaching and learning.

• The Executive Council will continue discussions in No-

vember regarding a revision of the bylaws. The following points will be considered:

- The terms of the President and the Executive Council
- The categories of membership
- The role of special interest groups
- The constitution of the nominating committee and the nominating process
- Members of the steering committee
- Constituencies represented on the ACTFL Executive Council
- The use of terms in the bylaws for the Council and steering committee

• ACTFL is considering a number of new initiatives:

- A new periodical that will be of general interest to all language teachers
- Member needs assessment survey
- Email blasts and announcements

• For the annual convention, the following changes will be made:

- Add workshops and sessions from 5:00-6:00 p.m. on Thursday
- Move up awards ceremony and presidential reception to earlier in the day
- Change keywords in 2006 proposals
- Have more attractions for attendees at the Convention

• *Foreign Language Annals* received a first place rating nationally. Congratulations to Emily Spinelli and her

*Continued on page 14...*

## Job Security

*Continued from page 12...*

mile average population!

Your event size can easily be adjusted to meet your needs. It can be turned into a one classroom celebration as well as a much bigger event than the one we have. When you see how easy it is to carry out, you just might want to go for the mammoth event!

I hope you see the bigger picture, too! Year of Languages is an excellent oppor-

tunity to promote the value of education we give. It is not only limited to teachers of foreign languages but can also be used by educators in many other areas, especially teachers of English, ESL, and social studies. Can you see how you can create a mighty partnership with your peers?

Effectively creating an exciting and involving event can be one of the most important keys to your career security.

With little effort, you can tremendously raise the perception of how valuable you are.

Usually our job stability and promotions depend upon our administration's decisions. It is in your power to help them make good decisions about you! As mentioned earlier, there is no time like NOW for a teacher of foreign language to act! 📅📌

## ACTFL Report

Continued from page 13...

staff! Plans to further update the periodical are in process, including a return to the former size.

- The Teacher of the Year competition has resulted in a nomination from each region. The regional representatives reported on the process in their regions and met to discuss changes and clarifications for the future. The candidates for the 2005 award will be invited to the Convention in Baltimore. Their transportation and hotel accommodations will be provided. The members of the Selection Committee for the 2005 Teacher of the Year are Elizabeth Hoffman, Kathleen Riordan, Robert Terry, Lynn Sandstedt, and Ann Tollefson.

- Following the Year of Languages, ACTFL will sponsor Discover Languages, a sustained media campaign. Since the new campaign is designed to sustain the efforts begun under the Year of Languages, there will be more time to plan the roll-out. This will enable more input from ACTFL organizational members and create a more comprehensive approach to coordination among the members of the profession. At the Delegate Meeting, suggestions will be solicited from organizational members before final plans are put into place. The Web site will be continued with links to other associations. The campaign will also consider an international component and will highlight careers that benefit from foreign language study.



For the most current ACTFL news, visit their Web site at <http://www.actfl.org/>.

- Reports from other regions:

*Southwest Conference on Language Teaching (SWOLT)*: California has held many Year of Languages activities. Coloradans supported a bill to strengthen foreign language education in the state. Texas hosted the SWCOLT annual meeting along with its foreign language association meeting. Hawaii is the newest state to join SWCOLT.

*Central States Conference on the Teaching of Foreign Languages (CSCTFL)*: The spring conference was held in March in Columbus, Ohio. Fourteen sessions featured the Year of Languages. The *CSC Report: The Year of Languages: Challenges, Changes, and Choices* was co-edited by Paul Sandrock and Peggy Boyles.

*The Pacific Northwest Council for Languages (PNCFL)*: A number of the states have listed important initiatives. Among them, Alaska has reported the first elementary school partial immersion program in Russian in the U.S. Portland, Oregon, held a "pop quiz" to emphasize the importance of foreign language study. Cheyenne, Wyoming, will hold a statewide foreign language festival.

*Southern Conference on Language Teaching (SCOLT)*: SCOLT celebrated its 40th anniversary and the Year of Languages at its annual meeting in Charlotte, North Carolina, in February. Approximately 600 registrants participated in 110 workshops. They held a language ambush similar to the one in Chicago with many other Year of Languages activities. SCOLT published its annual conference proceedings volume, *Dimension*. The 2006 meeting will be held in Orlando, Florida. In June, SCOLT will hold its third annual Advocacy Camp.

*Northeast Conference on the Teaching of Foreign Languages (NECTFL)*: NECTFL held its annual meeting in New York City at the Marriott Marquis Hotel from March 31-April 2, 2005. The registrations in the workshops were high. Among the new initiatives of NECTFL are a greater involvement of the Advisory Board, work in the area of grants, and an evaluation of strategic planning. The 2006 Conference will also be held in the New York City Marriott Marquis, March 30-April 2. 📅



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## Become a PNCFL Member

### **CONNECT**

- Receive *Lingo*, the PNCFL newsletter, published three times a year
- Access to Professional Assistance Workshops (PAWS)
- Attend any regional state's conference at the membership rate

### **ADVOCATE**

- Representation in the ACTFL Delegate Assembly
- Representation in the Joint National Committee on Languages-National Council for Languages and International Studies (JNCL-NCLIS)

### **INSPIRE**

- Opportunity to participate in the Western Initiative for Language Leadership (WILL)
- Become eligible for professional development awards
- Access to juried presentations

*Learn more at <http://babel.uoregon.edu/pncfl/>*

### **PNCFL Membership Registration Form**

*Mail to PNCFL Treasurer, 1329 11th CT SW, Olympia WA 98502*

Name \_\_\_\_\_ Home Phone \_\_\_\_\_

Preferred Mailing Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_ Current Email \_\_\_\_\_

Employment (Title/Institution) \_\_\_\_\_ Language Speciality \_\_\_\_\_

District or Institution \_\_\_\_\_ Work Phone \_\_\_\_\_

Check here if you would *not* like to receive periodic email updates from PNCFL: \_\_\_\_\_

PNCFL does not sell member information to third parties.

PNCFL membership is \$10.00. Please make checks or money orders payable to Pacific Northwest Council for Languages and mail to the address above. We cannot accept credit cards or purchase orders at this time.