



# Lingo

## Features

### ADVOCATE

Funding Opportunities	5
Advocacy & Professionalism	9
2006 Language Initiatives	11

### COMMUNICATE

Announcements	3
PNCFL Calendar	4
ACTFL 2005 Convention Reflection	6

### INSPIRE

ACTFL 2005 Teacher of the Year	7
Classroom Activity: Guess Who I Am	8
Students Enhance Area Schools' Curriculum	10
PNCFL Board Member Changes	12

## Alaskans for Language Acquisition Host PNCFL

*By Barbara Rupert, PNCFL President*

Each year, the PNCFL council has one meeting in which the group meets in person. This year, our annual meeting was held at the Alaskans for Language Acquisition (AFLA) fall conference in Wasilla, Alaska. AFLA members opened up their homes to PNCFL board members as a cost-saving measure. Having the opportunity to better know the people and the region was a special, added bonus.

At this year's board meeting, the council discussed several key issues. The board discussed reinstating *Selecta*, a refereed journal, as an online publication. While no decisions were made, the discussion will continue during conference calls. Recognizing that the PNCFL Web site is out-of-date, plans to update the site and register an organization domain (.org) were put in place. The council devised a strategy for the PNCFL Joint National Committee for Languages and the National Council for Languages & International Studies (JNCL-NCLIS) representative to visit the region's leaders at the national level during the JNCL-NCLIS Legislative Day. This ensures that each state will have a voice at the national level to advocate for the value of world languages. In addition, the board made plans to revitalize the Professional Assistance Workshops (PAWS) by updating the list of presenters and increasing the program's visibility. This rejuvenation will be a key goal in the upcoming year under PNCFL President-elect Robert Davis's leadership. The board also began to strategize for the ACTFL 2006 Teacher of the Year award.

Additionally, each state shared exciting news with the board. Alaska now has four immersion programs (two Spanish, one Japanese, and one Russian) that begin in kindergarten. The Japanese immersion program will graduate its fifth group this spring. Idaho has experienced pressure from parents to assist students in excelling academically. As a result, foreign language, art, and music have been qualified as a quality section and an enhancement to a basic education. The Montana Association of Language Teachers adopted a new constitution and will hold elections this spring. The Oregon Department of Education and the Confederation in Oregon for Language Teaching sponsored a K-16 poster contest in 2005 to celebrate the Year of Languages. The Washington Association for Language Teaching awarded mini-grants totaling \$5,500 to teachers across the state to improve

*Continued on page 2...*

## LINGO

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### Pacific Northwest Council for Languages

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### Mandy Lindgren

Executive Assistant & Editor

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. 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 Lindgren at pncfl@uoregon.edu or 541-346-5699.

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

*Special thanks to Eve Ryan*

## AFLA

*Continued from page 1...*

second language instruction. Wyoming's fall conference focused on thematic units and was a continuation of last year's K-16 articulation theme. Wyoming was proud of its nominee, Scott Underbrink, for the ACTFL 2005 Teacher of Year award.

The PNCFL board covered a lot of ground during its meeting. Thankfully, we were also able to enjoy the AFLA conference. On behalf of the PNCFL board, I want to extend our gratitude to the AFLA board for the wonderful conference and gracious hospitality. In addition to many excellent sessions, we were treated to wonderful performances by the Alutiiq Anguyiit Dancers, who shared Alutiiq traditions through singing, drumming, and dancing, and Pamyua, an Alaska founded group who performs traditional Yup'ik Inuit songs in innovative ways.

For me, hearing Rev. Dr. Michael Oleksa speak about Alaskan history, languages, and cultures highlighted the conference. With sometimes side-splitting delivery, Father Oleksa "seeks to foster better understanding across boundaries of race and culture." He talked about how our culture shapes our perceptions, and these variances can cause "slippage" as we communicate. The word "mother," he pointed

out, means something different even to biological siblings because of their unique experiences. He provided dozens of examples of how culture affects our language and perception from the words themselves to nonverbal communication. For example, we can't directly translate gender issues into Navajo because that language

has five pronouns for male/female along a continuum. The Yup'ik Inuit language, on the other hand, has no gender. Even names in that language are not gender specific.

Father Oleksa provided examples of how cultural variations in speaking tempo, politeness, volume, distance,

and even musical tones of a language affect communication. He commented, "you may sing the language in a different musical scale. You have to teach the music of language, not just the vocabulary and syntax, because if you sing the language wrong, it may change the message."

Father Oleksa's engaging storytelling kept us on the edge of our seats. His humorous and poignant messages speak to the universal issues of culture at the heart of language learning. If your language organization is looking for a keynote speaker, I heartily endorse Rev. Dr. Michael Oleksa.



Photo Credit: Greg Hopper-Moore. October 8, 2005



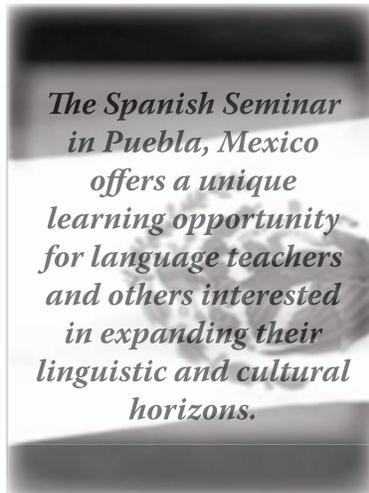
***The PNCFL board enjoyed the performances by the Alutiiq Anguyiit Dancers and Pamyua, shown here, at the AFLA conference in October.***



# Announcements

## *Spanish Seminar in Puebla, Mexico*

The Oregon International Council (OIC) and the Confederation in Oregon for Language Teaching (COFLT) will be hosting its 12th Spanish Seminar in Puebla, Mexico in 2006. The program is open to all Spanish teachers and offers a unique learning opportunity for language teachers and others interested in expanding their linguistic and cultural horizons. Spanish language classes in small groups, instruction in proficiency-oriented teaching methods, home stay accommodations, local field trips, and a three-day tour of Mexico City make this program a rich experience for everyone.



The four-week program provides 80 hours of language instruction and over 20 hours of teaching methodology, which is enhanced by living in a Mexican environment with home stay accommodations and many local field trips. The two-week option involves the same classes and activities for the first two weeks, totaling 40 hours of language instruction and over 10 hours in methodology. For more information or to request an application packet, visit <http://www.oregonoic.org/mexico.html>.

## *SCOLT Languages for Careers*

Why should students study foreign languages? We know that language remains an important tool for students wishing to teach, translate, or work in international business. However, as the world changes and new career paths open, we need new ideas to address tomorrow's needs. In response, the Southern Conference on Language Teaching (SCOLT) is launching a languages for careers project to inform and serve students, parents, counselors, administrators, the business community, and foreign language professionals.

SCOLT has undertaken the careers project to publicize information about careers and foreign languages. The committee has outlined six categories to develop. SCOLT seeks your input! If you know of useful materials, resources, Web sites, or other pertinent information, please contact the appropriate member of each committee.

### *Information for Counselors*

Jim Chesnut, [jchesnut@ngcsu.edu](mailto:jchesnut@ngcsu.edu)

### *Information for Parents*

Carol Wilkerson, [cwilkerson@cn.edu](mailto:cwilkerson@cn.edu)

### *Business & Foreign Language*

Sheri Spaine Long, [espanol@uab.edu](mailto:espanol@uab.edu)

### *Useful Web Sites & Online Resources*

Lynne McClendon, [lynnemcc@mindspring.com](mailto:lynnemcc@mindspring.com)

### *Student Job Opportunities, K-12 Lesson Plans*

Lynn Fulton-Archer, [lfulton@sctv.org](mailto:lfulton@sctv.org)

### *Professionals & Foreign Language*

Norah Jones, [fluency@direcway.com](mailto:fluency@direcway.com)



Many Languages, Many Cultures



**SWCOLT/AZLA**  
**JOINT CONFERENCE**  
**APRIL 6-8**  
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# PNCFL Calendar

January

2006

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Details

February

2006

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4 "Trilogy of Tragedy"
5	6	7	8	9	10	11
12	13	14	15	16 SCOLT Conference	17	18
19	20	21	22	23	24	25
26	27	28				

Details

4: "Trilogy of Tragedy" workshop; Pacific Lutheran University  
16-18: SCOLT Conference; Orlando, FL

March

2006

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4 COFLT
5	6	7	8	9 Central States Conference	10 PNCFL	11
12	13	14	15	16	17	18 WAFLT
19	20	21	22	23 Digital Stream Conference	24	25
26	27	28	29	30 NECTFL Conference	31	

Details

4: COFLT Spring Conference; Linfield College, McMinnville, OR  
9-11: Central States Conference; Chicago, IL  
10: PNCFL vice president nominations due  
10: PNCFL award nominations due  
18: WAFLT Spring Conference; Fairhaven Middle School, Bellingham, WA  
23-25: Digital Stream Conference; California State University  
30-April 2: NECTFL Conference; New York, NY

April

2006

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 NECTFL Conference
2 NECTFL Conference	3	4	5	6 SWCOLT/AZLA Conference	7	8
9	10	11	12	13	14	15 Lingo
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						MALT Conference

Details

6-8: SWCOLT/AZLA Conference; Pheonix, AZ  
15: Submission deadline for May Lingo  
28-29: MALT Spring Conference; Bozeman, MT

Graphic created by Monica Whitney



# Funding Opportunities

*While there is a big push for world languages at the national level, many local communities facing budget cuts must stretch their funding, which can leave many courses under funded. For this reason, it is important for language educators to be aware of other sources of financial support. The following are potential sources of funding to assist you in meeting your classroom needs and goals.*

## **Grants for Education & Professional Development**

Washington Mutual and the National Board for Professional Teaching Standards have created a grant to help teachers achieve their professional goals. This grant seeks to support and recognize teachers who pursue professional certification through the Board with scholarships and other support. Proposals should have a clearly measurable result and provide opportunities for teachers to grow professionally, learn from experience, and work with peers to improve performance. For more information on submitting a proposal, please visit <http://www.wamu.com/about/community> or call 1-800-258-0543.

## **Grants for Improving Education & Leadership**

The NEA Foundation provides \$2,000-\$5,000 grants to teachers, education support professionals, and higher education faculty and staff in public schools, colleges, and universities. These grants seek to create high-quality professional development and to implement innovative ideas for raising student achievement. Applications may be submitted at any time. For more information, visit <http://www.nfie.org/grants.htm> or call 202-822-7840.

## **Grants to Support Summer Seminars & Institutes**

The National Endowment for the Humanities grants support national faculty development in the humanities for school teachers. Summer seminars and institutes should extend and deepen knowledge, enhance the professional development of participants, promote effective links between teaching and research, or build a community of inquiry. The deadline for submitting proposals is March 6, 2006. For more information, please visit <http://www.neh.gov/grants/guidelines/seminars.html>.

## **WAFLT Grants**

The Washington Association for Language Teaching (WAFLT) encourages and supports the professional development of its members by offering grants in the areas

of technology, curriculum development, career development, and professional growth. Applicants must be WAFLT members for at least three years. The submission deadline is April 20, 2006, and grantees will be officially recognized at the WAFLT fall conference. For more information, visit <http://www.waflt.net>.

## **COFLT Mini-grants**

The Confederation in Oregon for Language Teaching (COFLT) awards grants to COFLT members in order to encourage teachers to develop new ideas and materials, promote professional growth, facilitate the sharing of effective teaching techniques, and assist in developing an appreciation for foreign languages and cultures within the local community. For more information, visit <http://www.coflt.org>. 

## **The Guatemala Experience:**

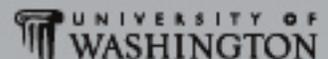
**Immersion in Spanish Language,  
Culture and History in Antigua**

**July 23-Aug. 9, 2006**

**Improve your Spanish language skills while working one-on-one with a native speaker of Spanish; learn about the culture and history of an important Latin American country; live with a Guatemalan family; and earn 6 credits of UW Spanish 493.**

- For Spanish teachers of all levels as well as teachers, counselors, therapists and evaluators who work with Hispanic students.
- Cost: \$1,899 excluding airfare, vaccinations and a few meals.

**[www.outreach.washington.edu/k12/spanish](http://www.outreach.washington.edu/k12/spanish)  
or contact [asadlier@extn.washington.edu](mailto:asadlier@extn.washington.edu)**



# Convention Reflection

## ***Two-way Spanish Immersion***

**J**anice Gullickson, Anchorage School District curriculum coordinator for world languages, and Laurel Derksen, world language resource teacher, presented at the 2005 ACTFL conference. This year was their first ACTFL pre-conference workshop on the two-way K-12 Spanish immersion program. The beauty of the two-way immersion model is the merging of the best of foreign language immersion education and the best of bilingual education, creating a first class program for native Spanish speakers needing to learn English and native English speakers desiring to learn Spanish. The interactive ACTFL workshop showcased the Anchorage 50/50 model by detailing how it works, discussing the assessments used, and explaining why it is successful.

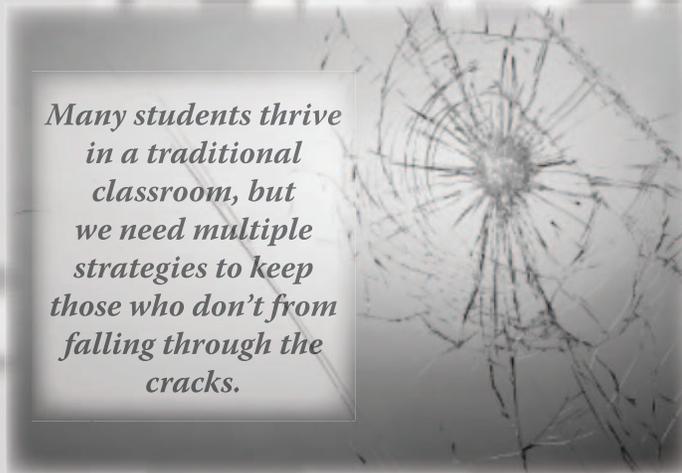
-Laurel Derksen, Alaska PNCFL Representative

## ***Activating Preferred Student Learning Styles***

**H**uman nature draws us to teach the way that we like to be taught, sometimes to the detriment of our students who learn differently. Many students thrive in traditional classrooms, but we need multiple strategies to keep those who do not from falling through the cracks. By discovering students' preferred learning styles and using strategies to activate them, we can help students be more successful. In addition

to increased engagement, we increase the likelihood of continued success by focusing on student success. Positive reinforcement has the most powerful effect on brain chemistry. This is important to keep in mind when giving students feedback, which often emphasizes errors.

Some people express concern that differentiating instruction is some how "dumbing down" curriculum or ex-



cusing students from the work of learning, but this is simply not the case. By presenting content in various formats, providing a range of processing strategies, and assessing students in multiple ways, student success and accountability are enhanced.

In my ACTFL session, I discussed many factors and learning preferences that impact student learning from environmental factors such as lighting, temperature, and time of day to specific learning styles. Then, I shared contexts and strategies to address those styles and help all students acquire more. With all of the demands placed on educators, teaching is more challenging than it has ever been, but the rewards of reaching more stu-

dents at deeper levels are an exciting payoff.

-Barbara Rupert, PNCFL President

## ***Conference Inspiration***

**S**tudents can be whatever they strive to be: that was the message of Nido Qubein at the opening ACTFL session. Although he originally arrived in the United States with \$50 and little knowledge of English, Mr. Qubein is now a successful entrepreneur, a philanthropist, and High Point University president. Some of the more inspirational statements from his address were:

- Educators need to be "change agents" and self-esteem builders.
- Education is what is leftover

after training is forgotten.

- Encourage students to spend time showing what they can do and not waste time telling what they cannot do.
- People should position themselves with their attitude.
- Meaningful change comes from within.

Ultimately, he suggests that we educators help students identify the obstacles confronting them and help them find ways to reach their goals.

-Michal Malouf, Montana PNCFL Representative



The opening plenary session of the ACTFL Convention held special significance for five teachers. Each of them were recognized for accomplishments and contributions to the profession, and one was recognized as the first ACTFL National Language Teacher of the Year. McDougal Littell sponsored the award, supporting the selection process and providing a \$2,000 stipend for the winner.



**Ken Stewart**, a Spanish teacher at Chapel Hill High School in Chapel Hill, NC, was awarded the 2005 ACTFL Teacher of the Year award. Ken represented the Southern Conference on Language Teaching (SCOLT) in this first nationwide competition for outstanding foreign language teachers. He says of the award, "I am extremely honored to be recognized by ACTFL and by my peers for the passion I share for language learning in the classroom on a daily basis. I owe a lot to my students and colleagues. There are so many who are working just as hard to improve and promote language instruction in K-12 classrooms and I will do my best to represent them." Ken has been teaching for almost 20 years, and he attained National Board Certification in 2003. He has worked extensively with the College Board as a table reader for the AP Spanish reading and as a consultant for Spanish AP workshops.

The other nominees include Stephanie Appel, Gisela Holmquist, Desiann Dawson, and Scott Underbrink.

**Stephanie Appel** teaches French in Fair Lawn



**Stephanie Appel** teaches French in Fair Lawn NJ. She was selected as the Northeast Conference on the Teaching of Foreign Language (NECTFL) regional teacher of the year winner. Stephanie has taught for six years in the elementary world languages program of her district where her interests in elementary standards-based thematic units have led her to present around the district and at the New Jersey foreign language teachers' conference. Her professional responsibilities extend to the Foreign Language Educators of New Jersey (FLENJ) where she is a board member and has served on the Year of Languages committee.



**Nina Holmquist** teaches Spanish at Nicolet High School in Glendale, WI. The Central States Conference on the Teaching of Foreign Language (CSCTFL) honored her as their regional winner. Though Nina teaches courses ranging from entry-level Spanish to Spanish AP Honors, she holds teaching certificates and master of arts degrees in three languages: Spanish, French, and German. Nina was the first teacher from the state of Wisconsin to achieve National Board Certification. She serves as the adviser to the high school chapter of Spanish National Honor Society and was awarded the Mario Fierros Award for Excellence as the most outstanding chapter sponsor. From 2002 to 2004, she was the president of the Wisconsin Chapter of the American Association of Teachers of Spanish and Portuguese.



**Desiann Dawson**, Spanish teacher at Del City High School in Del City, OK, was awarded the regional foreign language teacher of the year award by the Southwest Conference on Language Teaching (SWCOLT) and represented the region in the 2005 ACTFL Teacher of the Year competition. Desiann fell in love with Spanish in high school and has dedicated her life to teaching world languages ever since. She has been teaching at Del City High School for 30 years and is a doctoral candidate in foreign language curriculum and instruction at Oklahoma State University. Desiann is active in state, regional, and national foreign language teacher associations.



**Scott Underbrink**, teacher of French and Russian at Natrona County High School in Casper, WY, represented the Pacific Northwest Council for Languages (PNCFL) as the regional winner. Scott's love of languages extends beyond French and Russian; in the past, Scott has also taught German. Scott received his master's degree in French from the University of California in Santa Barbara. Scott served on both the Wyoming Foreign Language Teaching Association (WFLTA) and PNCFL executive councils. In 2001, Scott received the Ellbogen Award for Excellence in Teaching.





# Classroom Activity: Guess Who I Am

This activity is part of the Foreign Language Computer-mediated Activity Resource Library, a project directed by J. Scott Payne and Steven Thorne for the Center for Advanced Language Proficiency Education and Research (CALPER). In addition to its activity database, the resource library contains a user's guide to implementing the activities with a glossary of computer-mediated communication (CMC) terminology as well as a bibliography with links to external online resources. For more information or to search for additional activities, visit <http://calper.la.psu.edu/taflp/index.php>.

## Guess Who I Am: A Role Play Activity

**Language:** Any

**Activity Duration:** 5 to 20 minutes

**Primary Proficiency Level:** Intermediate-Low

**Primary CMC Tool:** Instant messenger (IM)

**Primary Group Size:** Pair

**Grammar Points:** Question formation, descriptive language

**Activity Objectives:** This is a fun activity that can be used with nearly any level of proficiency, although it may be less appropriate for very beginning or very advanced students.

**Grammatical Structures Targeted:** Adjectives, question formation

**Description:** Break the students into pairs and then give each student in the pair an index card. On the back of the first card is the picture of a famous person. On the back of the second card are instructions requiring the student to ask questions of their partner about the picture to find out who the famous person is. Students should IM for 5-10 minutes in pairs. When time is up, ask the guessers in each group to state who they think the person is on their partner's card. If they answer correctly, they win a prize (i.e. candy, bonus points). Then, switch roles.

### Student Instructions:

**CARD 1:** (Side 1 has the picture on it.) Side 2- Pretend that you saw the person on your card at the airport yesterday. You are excited to tell your partner about the experience, but you want to have fun with them and make them guess who it is. Answer any questions your partner asks about the famous person's identity - except do not tell them the person's name.

**CARD 2:** Your partner tells you that they saw someone famous at the airport yesterday, but they won't tell you who it is - you have to guess. However, your partner has agreed to answer questions about the identity of the person without giving you the name. Find out who the famous person is by asking your partner questions about the person they saw. 🧐



Gérard Depardieu  
French Actor

*Your partner tells you that they saw someone famous at the airport yesterday, but they won't tell you who it is - you have to guess.*

## Quick News from Alaska

In Anchorage, Alaska, the World Languages Program celebrated its second annual songfest and culmination of 2005: Year of Languages with an "International Holiday Songfest" on Thursday, December 15 in the Atwood Lobby of the Alaska Center for the Performing Arts, in the middle of Anchorage's Town Square. Teachers put together a song book, and students and teachers from around the district gathered to sing these holiday favorites in many languages. Thanks to the music department, they were accompanied by a brass quartet.



# Advocacy & Professionalism

By Susan Tanabe

PNCFL COFLT Representative



*Susan Tanabe was elected as the new PNCFL representative for the Confederation in Oregon for Language Teaching (COFLT). She is currently teaching Japanese at South Salem High School in Salem, OR.*

The majority of us are, as educators, incredibly busy planning, counseling, doing research, attending staff and parent meetings, writing, and - oh yes - teaching! Many feel that not enough time exists in each day and do not join or get involved in their professional organizations. Adding to this stress is the "alphabet soup" we must learn: IB, AP, ATJO, SEA, OEA, COFLT, NEA, PNCFL, NCJLT, ACTFL... just to name a few!

Although these organizations take time and add a bit of stress, be proud to be a member of each one. When you join, others see a commitment to our chosen profession. This commitment is noticed and appreciated by students, parents, administrators, and the community.

After serving on the founding board of the Association for Teachers of Japanese in Oregon (ATJO), serving on the Confederation in Oregon For Language Teaching (COFLT) board many times, and having been involved nationally to some extent (ACTFL and JALEX in particular), I was recently asked to serve Oregon as our representative to the Pacific Northwest

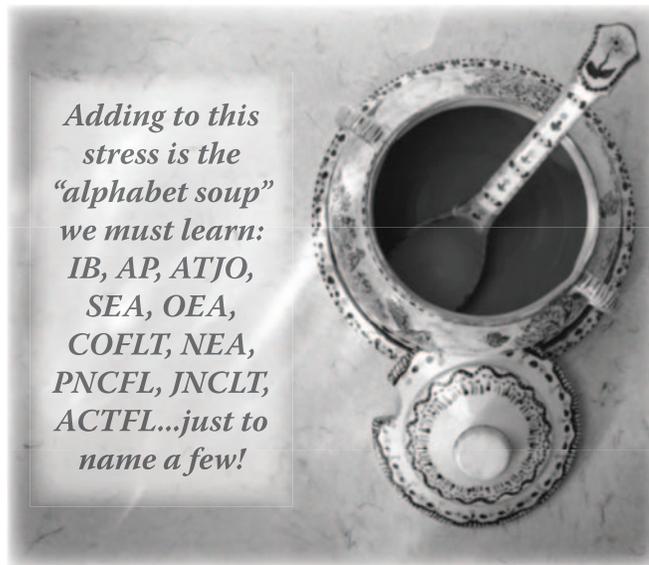
Council for Languages (PNCFL). Because I am the only teacher of Japanese on PNCFL board at this time, I feel I am representing all teachers of Japanese in the six-state region.

Our PNCFL board meeting was held October 8th in Wasilla, Alaska, in conjunction with the Alaskans for Language Acquisition (AFLA) conference. Of course, it was exciting to

standings. We must grow together, supporting each other as advocates for the study of languages. Some organizations, which in the past have made one language a priority, have now branched out and are serving a wider community. As interest in the study of some languages burns out, others are growing. To keep a variety of studies strong we must see ourselves as professionals and strive to be seen as professionals in the eyes of others. Joining and being active supporters of our professional organizations is an effective way to meet this goal.

As is true for many of us, I have more to do than time allows...with school, church, children's and parent's needs and activities. Still, this is a profession in which I am proud to serve. I encourage each of you to find pride in joining your state, area, and national organizations and

consider serving your colleagues in a variety of ways. See this as an essential part of your job. Find joy in it! See you at ACTFL 2006 in Nashville!



meet with the PNCFL board, but I was truly inspired by the AFLA members and their conference. These professionals are willing to travel many hours to meet. Networking is precious; they do not waste a moment. They are consistent and enthusiastic advocates for the study of their language in their relatively isolated areas.

Traveling to Alaska one weekend then working the COFLT conference the next did, of course, add stress to my life. It is so worthwhile, however, to meet friends and colleagues, and to gain new ideas, insights, and under-



# Students Enhance Area Schools' Curriculum

By Dorothee Ostmeier

Associate Professor, University of Oregon



*Dorothee Ostmeier is an associate professor at the University of Oregon who leads an internship program that places teacher interns in classrooms in Eugene, Oregon. The program enriches the classroom experience for young language learners while offering experience for the interns.*

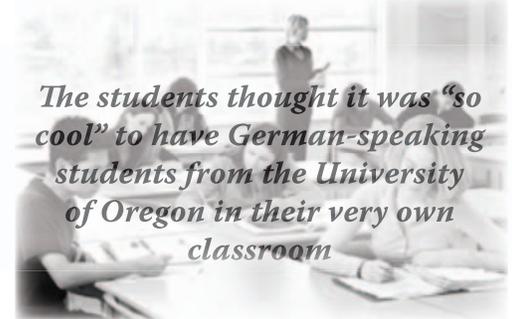
Interns from the University of Oregon's Germanic language program have successfully introduced Edison Elementary students to the wonderful world of German language and culture. The interns designed and implemented developmentally appropriate lessons for kindergarten through fifth grade students focusing on language, customs, dance, music, and food. Teachers appreciated the high level of professionalism as well as the preparation and thought that went into each lesson. The students thought it was "so cool" to have German-speaking students from the University of Oregon in their very own classroom.

According to Edison Elementary principal Tom Maloney, the school has been so pleased with the success of the program that it plans to meet with key members of the University of Oregon to explore the possibility of creating a partnership to develop a six-year international language and culture program at Edison.

All sixth graders at Spencer Butte Middle School rotate through four exploratory courses during the school year. "Explore languages and cultures" is one of these four. The course is nine weeks in length, during which time discussions are held concerning the use of nonverbal language and the differences, however subtle, that take place when using nonverbal communicators in various cultures. The students then "sample" five languages: Spanish, French, German, Russian, and Japanese.

The interns from the University of

Oregon Germanic Language program have been introducing the German language component to Spencer Butte Middle School students during the past three years. It has been very successful, and Spencer Butte Middle School certainly wishes to continue with this program.



*The students thought it was "so cool" to have German-speaking students from the University of Oregon in their very own classroom*

The interns have instilled an interest in the German language and have shared various cultural insights since many have taught, lived, or traveled in Germany. The dimension that these interns have added to the class has been tremendous in promoting the study of German.

As part of the training for the University of Oregon interns, Heidi Walz, language teacher at Montessori School in Portland, will offer her inspiring hands-on workshop "Fun with German" on February 3-4. This workshop is co-sponsored by the Goethe Institute. The participants will learn to meet the challenge of an outreach program through teaching principles and their applications, child development and pedagogical guidelines, and strategies and activities for successful foreign language instruction such as themes, songs, games, TPR, TPRS, and crafts. For more information, please contact Dorothee Ostmeier at [ostmeier@uoregon.edu](mailto:ostmeier@uoregon.edu). 

## Trilogy of Tragedy

"Trilogy of Tragedy" is a Washington State AATSP daylong workshop co-sponsored by WAFLT and the Center for Spanish Studies at the University of Washington. This workshop will be held on February 4, 2006, at Pacific Lutheran University in Tacoma. By exploring a unique moment in the history of Europe, a moment which produced Vichy France, Nazi Germany, and Spain under Franco, we hope as language teachers to promote greater understanding of the historical record; of how these totalitarian regimes manipulated language; of how writers and artists either collaborated or resisted; of what the consequences were for dissent among intellectuals as well as the general population; and what meaning this has for us as teachers and students of French, Spanish, and German. Please visit the Washington State AATSP Web site at <http://www.juandefucaatasp.org> for a schedule of events and registration information.



# 2006 Language Initiatives

*The American Council on the Teaching of Foreign Languages' Year of Languages campaign helped make 2005 an exciting year for world language education in the United States. The momentum continues into 2006 with the Year of Study Abroad and ACTFL's Discover Languages. The United States isn't the only nation with a focus on languages for the upcoming year. In the United Kingdom, the BBC will be launching a television series focusing on the importance of learning a language other than English.*

## **Year of Study Abroad**

On November 10, 2005, Senator Richard Durbin (D-IL) introduced Senate Resolution 308, which was approved by the U.S. Senate on the same day. The bill, which designated 2006 as the Year of Study Abroad, is co-sponsored by Senators Alexander (R-TN), Cochran (R-MS), Coleman (R-MN), Craig (R-ID), and Feingold (D-WI). By designating 2006 as the Year of Study Abroad, the bill encourages secondary schools, institutions of higher learning, businesses, and government programs to promote and expand study abroad opportunities. It also encourages people of the United States to support initiatives to promote and expand study abroad programs in addition to observing the Year of Study Abroad with appropriate ceremonies, programs, and other activities.

The timing of the bill could not be more pertinent. The economic strength and security of the United States depends largely upon globally competent citizens. Senator Durbin declared, "Now more than ever, America needs citizens who can understand and communicate with people all over the world" (School for International Training). S. Res 308 notes that while 79 percent of people in the United States agree that students should have a study abroad experience sometime during college, only 1 percent of students from the United States currently study abroad each year.

To read S. Res 308, please visit [http://www.worldlearning.org/news/2005/senate\\_2006\\_studyabroad\\_resolution.html/](http://www.worldlearning.org/news/2005/senate_2006_studyabroad_resolution.html/).

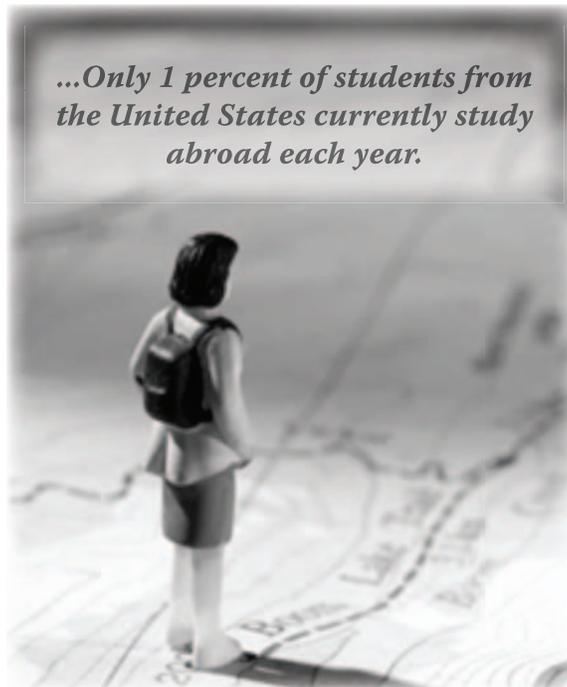
## **Discover Languages**

The American Council on the Teaching of Foreign Languages (ACTFL) launched a major nationwide language education initiative at its 39th Annual Conference and Exposition in Baltimore, Maryland, on November 18-20, 2005. Discover Languages will be a sustained campaign designed to heighten public awareness of the critical importance of language education and proficiency in the United States. Building on the momentum achieved during the Year of Languages, the initiative will consider an international component and will highlight careers that benefit from foreign language study. Suggestions for the Discover Languages initiative were solicited from organization members during the Delegate meeting. Visit ACTFL's Web site at <http://www.actfl.org/> to watch for the rollout of this exciting campaign!

## **BBC Language Campaign**

The BCC is beginning discussions with those in the language learning field to begin a television campaign in 2006 to raise awareness of languages other than English and inspire interest in other cultures. The series will begin with a focus on French, featuring a group of television celebrities learning French in an extensive language course in France and then coping with the challenges of using the language in everyday situations. The TV series campaign will be partnered with local events to encourage adults to study a second language. The series is expected to broadcast in early summer 2006. For more information, visit <http://www.schoolsnetwork.org.uk/Article.aspx?PageId=219762>. 

Works Referenced: "2006 is Year of Study Abroad." School for International Training. 14 Nov. 2005. 30 Nov. 2005 <[http://www.sit.edu/studyabroad/news/year\\_study\\_abroad.html](http://www.sit.edu/studyabroad/news/year_study_abroad.html)>.





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## PNCFL Board Member Changes

*In a bittersweet moment at the board meeting in October, PNCFL bid farewell to some council members and welcomed others.*



**Judy Tolbert** served as the PNCFL representative for Alaskans for Language Acquisition (AFLA) since 1998. She is a retired French teacher from North Star Borough School District in Alaska and is currently leading elementary teacher training classes

at the University of Alaska at Fairbanks.



**Stephen Flesher** teaches Spanish at Southridge High School in Eugene, Oregon. He served as the PNCFL representative for the Confederation in Oregon for Language Teaching (COFLT) since 2001. In addition, Stephen served as the ACTFL representative for PNCFL for four years. Bret Lovejoy, ACTFL executive director, comments that Stephen “represented PNCFL with exceptional dedication.”

The board would like to thank Stephen Flesher and Judy Tolbert for their service and dedication to the organization and to the second language profession. PNCFL is proud of both Judy and Stephen’s commitment and enthusiasm. Both brought a high

level of expertise and leadership to the PNCFL board. We know that they will continue to stay involved in their state and regional activities!



**Laurel Derkson** will succeed Judy as the PNCFL representative for AFLA. Laurel is a world languages resource teacher at Romig Middle School in Anchorage, Alaska. She can be reached at [derksen\\_laurel@asdk12.org](mailto:derksen_laurel@asdk12.org).



**Susan Tanabe**, a Japanese teacher at South Salem High School in Salem, Oregon, will succeed Stephen as the new PNCFL representative for COFLT. Susan can be contacted at [tanabe\\_susan@salkeiz.k12.or.us](mailto:tanabe_susan@salkeiz.k12.or.us).



**Barbara Rupert** will succeed Stephen as the ACTFL representative for PNCFL. Barb is the principal of Brookdale Elementary School in Tacoma, Washington, and the current PNCFL president. Barb can be contacted by email at [brupert@fp.k12.wa.us](mailto:brupert@fp.k12.wa.us).

