



Pacific Northwest Council
for Languages

Lingo

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May 2006

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New Opportunities, New Learning: China and its Languages

By Marilyn S. Severson, Washington PNCFL Representative

Retirement has proved to be a wonderful chance for exploring opportunities. In November 2005, I signed up for a tour of China with three long-time friends. We were part of a sixteen-member traveling group. I had never particularly wanted to go to China, but this tour's focus appealed to me. There I was, getting a visa and shots, and taking a course in basic conversational Chinese. I started my Chinese adventure at North Seattle Community College, attending an eight-week class for a total of sixteen contact hours.

Chinese grammar is basically simple but oh, those tones! While my training in languages helped me quickly put together phrases and even sentences perhaps more quickly than others in the class, pronunciation was another matter. I wanted to make my older sister a younger sister as I found the word for "younger sister" much easier to pronounce!

Did an eight-week class give me any useable proficiency while traveling? Greetings came easily, as all members of our group were soon able to say *nihao* (hello) and *xièxie* (thank you). During the home stay, I was able to tell our hostess in Chinese about our families in order to explain the pictures my roommates and I were showing her. And I understood the time we were to get up and have breakfast before our hostess pointed to the hands of her watch.

The "experiential learning" started with flights to Vancouver, BC, and to Beijing. We found people everywhere friendly and willing to help, but the cocoon of our tour group sheltered us from logistical details and directed the majority of our contacts. For example, we had lunch in a private home located in one of the *hutongs* (alleyways) of Beijing. Our hostess served a delicious, multi-course meal that she cooked on two burners. We were able to ask all the questions we wanted about her life and that of her family but, of course, needed to rely on the interpretations of our guides.

Scrambling up an unrestored portion of the Great Wall was a highlight of our visit to Beijing. The portion of the Wall we visited is not that far away from the city and seeing it actually serpentine over the rugged hills is an impressive sight. I was glad for my trekking pole and the help of two stalwart young men as I negotiated the climb up broken or high steps and through loose stone and gravel.

After an overnight train trip, we arrived in Xi'an where we gained a better understanding of China's extensive history through visits to the Shaanxi History Museum and the Terra Cotta Warriors site. The Warriors are as impressive and fascinating as we had imagined.

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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. 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.

China

Continued from page 1...

A village outside Xi'an was the site of our overnight home stay. We stayed with individual families in groups of four. The village is new and modern, although central heating is not a fact of life. However, the warmth of the welcome overcame cold fingers and toes. Residents of this village have jobs, work their fields, and host tourists. One interesting aspect of their life took place after dinner: most of the village women gathered in a central area like a courtyard and danced to CDs; we were told the men stayed home to do the dishes! Naturally, the women of our tour group participated enthusiastically with our hostesses in the line dancing.

Chengdu was the next stop, and outside the city we were able to visit the Panda Sanctuary. The pandas cooperated by being outside in their enclosures eating bamboo, napping in the sun, and playing with the staff members. The setting is as natural as possible, and cameras were clicking constantly as we enjoyed watching pandas being pandas.

The next adventure was a three-day stay in Lhasa, Tibet. The twelve-thousand-foot elevation was a challenge, but no one in our group suffered from altitude sickness. We visited the Jokhang Buddhist temple and saw the faithful prostrating themselves outside and visiting the chapels inside.

Tibetans must learn Chinese; the Chinese living in Tibet do not, for the most part, learn Tibetan. Our Tibetan guide accepted the reality of the political situation and called the 1951 Chinese takeover a "peaceful liberation," saying it should be referred to as an "occupation."

In Lhasa, we also visited an orphanage,

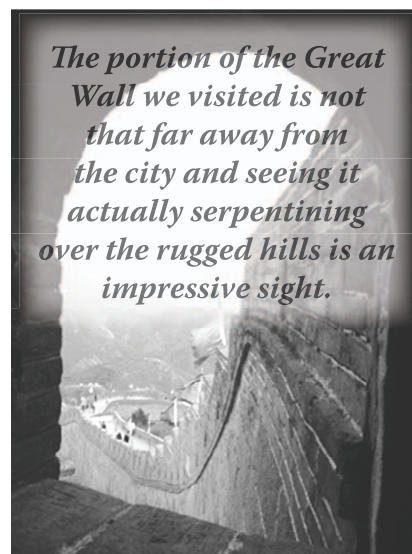
supported in part by the Grand Circle Foundation. It was a Saturday afternoon and the children were washing clothes and each other's hair. After singing to us in English, each child took a group member by the hand for a tour of the facilities. My ten-year-old guide spoke excellent English as she took me to the various rooms.

A three-day cruise on the Yangtze River followed the Tibet visit. Shore excursions during the cruise took us to the extensive and recently discovered Snow Jade Cave, the Three Gorges region, and the massive Three Gorges Dam. When asked about the relocation of the people displaced by the dam construction, one of our guides said it was very hard for the people of her

grandparents' generation to lose their homes of so many years, but her generation liked the new, modern apartments.

The three-week trip concluded in Hong Kong where I was surprised by the extensive green space in this bustling, almost frenetic city. I noticed a greater variety in people on the Hong Kong streets than I had in other cities, and I think I could hear the difference between Mandarin and Cantonese. Our excellent Chinese guide who accompanied us the entire time spoke Mandarin, and our Hong Kong local guide spoke Cantonese. They communicated with each other as well as with us in English.

Hopefully, these vignettes of a fantastic trip show China as a country on the move that appears to be making an attempt to preserve the best of the past as it surges toward the future. I learned and saw much that will remain with me and keep me reflecting for years to come.





The Bronze Screen

By Marilyn Kiss

Wagner College, NY

This article originally appeared in the NECTFL Review, Number 53, published by the Northeast Conference on the Teaching of Foreign Languages (NECTFL). NECTFL is a regional world language organization that promotes the study of word languages, literatures, and cultures. Learn more about NECTFL and access additional teaching material reviews at <http://www.dickinson.edu/nectfl/>.

An essential addition to any study of Latino culture is the lively and well-researched documentary *The Bronze Screen: 100 Years of the Latino Image in Hollywood* by Alberto Domínguez, Susan Racho, and Nancy de los Santos. Narrated by the actress Wanda de Jesús and including actors such as Edward James Olmos, Lupe Ontiveros, Rita Moreno, John Leguizamo, Rubén Blades, Elizabeth Peña, Henry Silva, and Ricardo Montalbán and directors such as Gregory Nava, Alfonso Arau, and Luis Valdéz, this narrative history chronicles the roles Latinos have played on the screen from the days of the silent movies through the “talkies” and the addition of color to the present day. Using clips from dozens of films, it shows how Hollywood created the stereotypes of the “greaser,” the “Latin lover,” the “spitfire,” the “urban gang leader,” “the drug dealer,” and the “non-English-speaking maid” in movie after movie.

The Bronze Screen: 100 Years of the Latino Image in Hollywood, produced in 2002, is a documentary film available in English and Spanish with English subtitles on VHS and DVD for \$24.98 through Questar, Inc. at www.questar1.com. The original version of the documentary is 120 minutes in duration, and the Cinemax version is 86 minutes in duration.

For example, during the Depression when Mexican Americans were being deported to save jobs for American workers, there was a tendency in such films as *Bordertown* (1935) to show Mexicans as “ruffians, brutal, and bad-tempered.” The film then shows how Latinos became empowered during the 1980s and 1990s by writing, directing, and starring in their own movies, thus giving a new view of the immigrant experience with such films as *El Norte*, *La Bamba*, *Born in East L.A.*, *Selena*, *Mi Familia*, and *The Milagro Beanfield War*. This documentary is a startling account of obstacles faced and overcome, of stereotypes portrayed and unmasked, and of successes in a sometimes hostile environment.

On the subject of movies as cultural products, Edward James Olmos states, “I think this is the strongest medium ever created in the history of the human species, bar none... I think it attacks the subconscious mind in a way that we have no idea what the impact is.” Rita Moreno adds that “Hollywood is very influential in placing in the minds of people images of what we Latinos are.” John Leguizamo continues by saying that “movies all of a sudden become what you’re represented as...we’ve been short-changed for the



This documentary is a startling account of obstacles faced and overcome...

most part...always at the bottom...as drug dealers, killers, murderers, or we’re maids or illegal aliens...always at the bottom of the food chain.” In discussing the importance of dealing with the stereotypes thus created, Esai Morales notes, “They become the subconscious images that the rest of the world will have.”

The Bronze Screen then proceeds to prove the truth of these statements with hundreds of examples from a long list of movies that, when considered together, form a history of the silver screen from silent films such as *Bronco Bill and the Grease* and *The Gaucho* and talkies such as *The Mexican Spitfire*, *Flying Down to Rio*, and César Romero’s *Cisco Kid* series through the musicals of the 1940s and Westerns and war movies of the 1950s. Rita Moreno receives special attention as the first Latina to win an Oscar for her supporting role as Anita in *West Side Story*, later adding a Tony, an Emmy, and a Grammy to her list of accomplishments. (Of course, the narrator points out that Natalie Wood, a non-Latina, was chosen to play the starring role of María.)

Continued on page 11...

PNCFL Vice President Election



The PNCFL executive council hereby puts before the membership an election for the position of the vice president/president-elect. Voting will be held by electronic ballot, and **each PNCFL member may cast one vote by sending an email to pncfl@uoregon.edu**. Members may vote for **one** of the candidates below or another of their choosing. Before submitting the name of another candidate, please be sure he or she is willing to hold office. **The deadline for casting votes is June 12.**



BRIDGET YADEN, Ph.D.
Nominated by the Washington Association for Language Teaching (WAFLT)

Employment

Assistant professor of Spanish, Pacific Lutheran University
Director, Language Resource Center, Pacific Lutheran University

Nomination Excerpt

Bridget is passionate about language teaching and supporting teachers at all levels. She is currently the president of WAFLT and has served on the board since 2002. She is also active on the Juan de Fuca AATSP board, serving as treasurer since 2002. Bridget is interested in technology for language learning and serves as the co-regional leader of NWALL, the Northwest organization affiliated with the International Association of Language Learning Technologies.

Bridget is currently working on a faculty-student research project on the indigenous languages and bilingual policies in Oaxaca, Mexico. Bridget has been teaching at the undergraduate level since 1992 but is very involved in early language learning programs. She began a before-school FLES program at her children's elementary school, which now has 53 students participating in Spanish and French classes. She also coordinates teacher trainings and workshops for Tacoma's only immersion program. WAFLT's nomination of Bridget remarks that "Dr. Yaden has proven herself as an enthusiastic and tireless proponent of foreign language education."



MICHAL MALOUF
Nominated by the Montana Association of Language Teachers (MALT)

Employment

Spanish teacher, Hellgate High School
Chair, World Language Department

Nomination Excerpt

In addition to her duties as Spanish teacher and chair of the World Language Department at Hellgate High School in Missoula, Michael serves as Montana's representative to the Delegate Assembly at ACTFL. Matt Lyng, president of MALT, writes that her "positive spirit, work ethic, experience, attendance, and leadership qualities make Michal a solid board member."

Michal has served on several committees, including Safe Schools, Smaller Learning Communities, Professional Development, and Technology and Gifted Education. Last spring, Michal facilitated a study circle in her district tasked with making recommendations to the school board about the future of high schools.

Michal is currently Montana's representative to PNCFL, a position which has been a rewarding experience for her. Her work with PNCFL has solidified her belief that the teaching community can only become stronger by being involved in professional organizations at all levels. Michal believes PNCFL's mission of uniting, serving, and supporting world language education is especially vital given the rural nature of most of the member states. 🇪🇺🇨🇪🇩🇪

Vice President Duties

Year 1: Vice President

- Works closely with council and president to ensure a smooth transition to presidency
- Assumes the duties of president if circumstances arise which prevent the president from performing his/her duties

Year 2: President

- Alerts council members of upcoming, important information and deadlines
- Composes broadcast emails to notify members of important information
- Corresponds with members to answer questions and receive suggestions
- Conducts and leads monthly conference calls
- Leads annual meeting
- Oversees final edits of *Lingo*
- Periodically contributes articles to *Lingo* on topics of interest to the profession

Year 3: Past President

- Provides history and past perspective on conference calls and email discussions



ACTFL Report

By Stephen Flesher

2001-05 PNCFL ACTFL Representative



This article is an edited version of the January 15, 2006, ACTFL report submitted to the PNCFL council by Stephen Flesher, 2001-05 PNCFL representative to the ACTFL Executive Council. Stephen currently teaches Spanish at Southridge High School in Beaverton, Oregon. He is succeeded as PNCFL ACTFL representative by Barbara Rupert, principal of Brookdale Elementary School in Tacoma, Washington.

Membership & Member Benefits

ACTFL membership at the end of October 2005 has increased 21% from October of 2004. Recruitment efforts have been successful, and memberships continue to come in from planned marketing mailings and interest in the Year of Languages and other ACTFL activities.

The student membership requirements were revised to clarify that students enrolled in a foreign language and/or a teacher training program may join as student members. No limit is placed on the maximum number of years for student membership. Students will need a letter from their foreign language advisor or professor stating that they are currently enrolled in a program.

A new teacher convention registration rate policy was also approved. New teachers who meet the guidelines may attend the conference at the discounted rate offered to one-day attendees for a maximum of two years.

ACTFL also instituted a scholarship process for first-time convention attendees. ACTFL will offer a \$200 scholarship to ACTFL members who have never attended an ACTFL conference. Scholarships will be offered on a first-come, first-served basis until funds that are available for the scholarship are exhausted. Funds for this program are provided from the interest earned from the professional development fund and donations that ACTFL will seek from sponsors.

The Year of Languages

One direct result of the Year of Languages Policy Summit held in January 2005 was the development and funding of a K-16 Chinese pipeline grant that has now been awarded to the Center for Applied Second Language Stud-

ies (CASLS), University of Oregon, and Portland Public Schools. You can learn more about the Flagship initiative by visiting <http://casls.uoregon.edu/ORflagship/>. ACTFL has also agreed to support the Linguafolio project undertaken by the National Council of State Supervisors for Languages (NCSSFL). The Web site for the project is <http://www.pen.k12.va.us/linguafolio/>.

Discover Languages

The Discover Languages, a follow-up campaign to the Year of Languages, is being launched. The trademark has been registered, and the URL <http://www.discoverlanguages.org> has been purchased. The Year of Languages site is still active, but individuals will soon be directed to the new Discover Languages site. Many of the resources at the YOL site will migrate to the new site. Three campaign cornerstones are proposed: 1) Public awareness, advocacy and policy, 2) Research and practice, and 3) Resources and collaboration. The delegate assembly was asked for input, and these comments and suggestions will help shape the plans for the initiative.

Foreign Language Annals

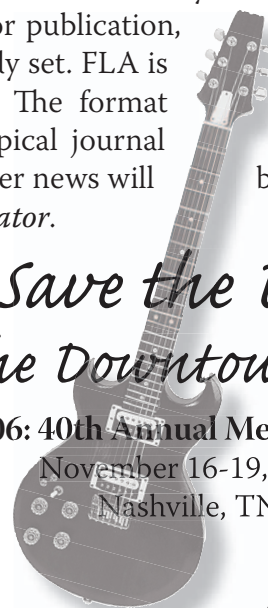
Emily Spinelli, editor of *Foreign Language Annals*, attended the board meeting to provide her annual report. She had earlier in the summer resigned as editor of FLA effective December 31, 2005, as a result of her appointment as executive director for AATSP. Emily reported that *Foreign Language Annals* continues to receive a large number of articles. Currently, there is a backlog of articles ready for publication, and the next two issues are already set. FLA is always looking for new reviewers. The format for FLA will return to the more typical journal size and format, and FLA member news will become part of *The Language Educator*.

*•Save the Date•
Catch the Downtown Rhythm...*

ACTFL 2006: 40th Annual Meeting & Exposition

November 16-19, 2006

Nashville, TN



Continued on page 11...

THE MONKEY AND THE FROG

By Christine
Senior Research Assistant

This activity is part of the lesson and activity database compiled by the National Capital Language Resource Center (NCLRC). NCLRC is one of fourteen National Foreign Language Resource Centers created to improve and strengthen the nation's capacity to teach and learn foreign languages. For more information on NCLRC's distinguished world language services or to search their lesson and activity database, visit <http://www.nclrc.org>.

Languages: French, German, Italian, Portuguese, Spanish

Level: Intermediate

Adaptation: This activity can be easily altered to suit any language and level.

Materials: A narrative story (a sample story is provided here), sheets of paper or index cards, scissors

Objectives: This activity helps students to meet the communication objective of the ACTFL standards and focuses primarily on listening and speaking.

Listening: Students must listen carefully to understand and interpret the sentences spoken by their fellow students. They must decide the correct sequence of the sentences by making inferences from

the content and by using selective attention to words that mark time or order (e.g. one day, the next day, again). (Standard 1.2)

Speaking: Students must engage in conversation in the target language to reach a conclusion as to the sequence of the strips. While doing so, they provide and obtain information as well as exchange opinions. (Standard 1.3)

Learning Strategy: This activity could be used to teach students two important learning strategies, using selective attention and making inferences.

Genre: Students will become familiar with the concept of genre and how knowledge of the conventions of a genre can aid comprehension.

Overview: Listening comprehension is one aspect of foreign language learning that is often left out of teaching. This is unfortunate, because listening is basic to language comprehension and to learning more of the language through experience and exposure to speech. The teaching of listening

comprehension is usually combined with teaching students listening comprehension strategies. In this lesson, you will see an example of how students can learn to make inferences about sequence from content and how they can use selective attention to key words (words that mark order) to infer

sequence.

Give each student a strip of paper. Each strip will contain a line from a story. The students will memorize their lines and then return their strips. Then, ask the students to narrate the story in the correct order. Students will need to pay close attention to the lines of their classmates, listening carefully to the content and the transitions. They will also need to pay close attention to their pronunciation of their individual lines so that the other students will understand them.

Preparation: Copy the sample story below.

For a large classes (more than 16 students), consider dividing the class into two or more groups.

More than 16 strips can become unwieldy. You have two options for copying the story:

* Type the story on a piece of paper, one line at a time, and then cut it into strips.

* Write each line on an index card. This option is preferable because the cards will last longer than the strips of paper.

Presentation and Practice:

1. Describe the activity and its objectives to the students. Explain that this activity will require alert listening and clear pronunciation.
2. Give each student a strip or a card with a line of the story. Tell the stu-

LOG: A CLASSROOM ACTIVITY

tine Meloni

Associate, NCLRC

dents to read their lines and memorize them.

3. When they have memorized their lines, collect all the strips or cards from the students. Ask the students what strategies they can use to put the lines of the story in the correct sequence.

4. After telling the students to put the story back together in the correct order, let the students take over. After some initial confusion, the students will develop a plan (speaking in the target language, of course). What usually happens is that a leader emerges who begins to ask the students to give their lines. They will listen carefully to each other and then gradually put the story together, hopefully

using inferences from content and attention to keywords. (Sometimes the leader will guide the students to line up in the correct order; at other times, the students will sit down and simply repeat their sentences in the correct order.)

5. When the students think that they have the lines in the correct order, have them narrate the story to double-check their accuracy.

Sample Story: The Monkey and the Frog, a Folktale from Ghana

This folktale can be easily translated into any language. Visit <http://www.nclrc.org/materials/lessons/monkey-frog.html> for translations in French, German, Italian, and Portuguese.

One day, Mr. Frog was very hungry, but he couldn't find anything to eat in the forest.

He noticed Mr. Monkey sitting in a banana tree.

He asked Mr. Monkey to throw him a banana.

The cruel monkey just laughed and said, "If you learn how to climb trees, you will be able to get your own bananas."

The hungry frog said, "If you give me just one banana, some day I will be able to help you, too."

The monkey laughed again, and this time the frog hopped sadly away.

The next day, there was a tropical storm in the jungle.

It rained and rained, and the river rose higher and higher.

The river flooded the land and all of the trees fell down.

The monkey held desperately to a branch of his tree.

But the water didn't bother the frog. He swam about happily eating his lunch.

The drowning monkey begged the frog to help him.

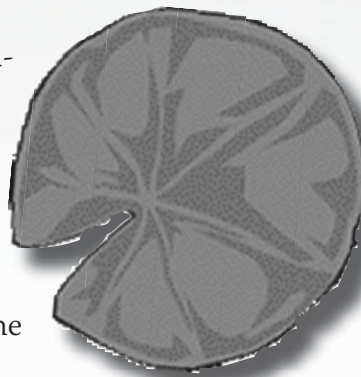
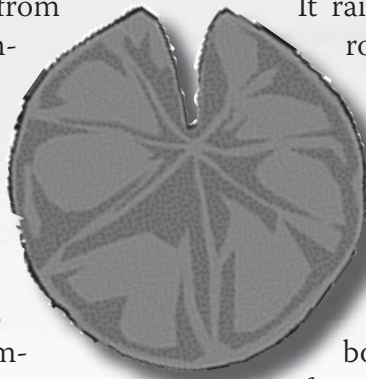
Mr. Frog answered, "If you learn how to swim, you will be able to save yourself."

Evaluation: Since this is a group activity, it may be useful to give the students a group grade. If they succeed, you can give them an "A." If they do not succeed, giving a grade is problematic.

Ask the students if the "make inferences" and "use selective attention" strategies were useful. Ask if they used any other strategies.

Expansion 1: Play a tape or read a story to the students that is slightly above their instructional level. Ask them to listen for the major events and to identify the sequence of the major events. Afterwards, ask the students to repeat the major events in order and to explain what strategies they used to comprehend the story.

Expansion 2: This activity can be converted to a reading exercise. Divide students into pairs. Give each pair a set of strips. Tell them to read the strips and decide together on the correct order.



A Tale of Two Cities



By Susan Tanabe

Oregon PNCFL Representative



Susan Tanabe is a Japanese teacher at South Salem High School in Salem, Oregon. She currently serves as the Oregon PNCFL representative.

Taizo Kaneko, the past president and founder of Tokyo International University (TIU) located in Kawagoe, was a frequent visitor to Oregon and the Northwest and was dedicated to the cause of international and language studies. The goal of the Kaneko Educational Foundation is to encourage open communication and opportunities between educators at the K-12 level. In addition to the travel award program in Japan, the Kaneko Educational Foundation initiated the Kaneko Educational Foundation for International Research and Education (K-FIRE). K-FIRE supports programs for the study of Japanese in Oregon. Annually, K-FIRE donates over \$10,000 in grants to public and private schools for their Japanese programs.

The annual visit of award-winning teachers from Japan to Oregon will take place this year during the first week of May. The 2006 Kaneko teachers will visit a private K-12 school, one public elementary school, and two public high schools as well as the Oregon Coast Aquarium. South Salem High School (SSHS) students in the Japanese IB class will guide the visitors through the campus. The teachers will also spend an evening with a member of the SSHS staff. One night away from a hotel is truly a high point for these teachers!

Being able to speak with an American teacher and learn of our joys and struggles firsthand is, after all, the goal of their visit.

Taizo Kaneko's sincere efforts live on in other ways. The cities of Kawagoe and Salem are this year celebrating twenty years of sisterhood in a very active and healthy sister city relationship. Students from South Salem and North Salem high schools regularly visit schools in Kawagoe, and a group of middle school students visit Salem from Kawagoe each summer. TIU students have the opportunity to live in Salem for eleven months through the Tokyo International University of America (TIUA), which is physically and academically connected to Willamette University. Reciprocally, Willamette University students can, of course, study at TIU every year. For my program at SSHS, the most visible and exciting connection is the partner program between SSHS Japanese 3 class and TIUA. From winter through summer, SSHS students visit the TIUA campus and TIUA students visit the high school, sharing and discussing modern and traditional culture, viewpoints, music, fashion, sports and games.



The cities of Kawagoe and Salem are celebrating twenty years of sisterhood in a very active and healthy sister city relationship.

Although most are not as strong, Salem has sister city relationships with municipalities in Russia, Korea, and India as well. Are you aware of sister cities now in existence in your

town? These are a potential wealth of information and social, educational, and perhaps even financial support for your world languages department. 🍱🍱🍱

Certificate in Teaching English as a Second Language

The Washington Academy of Languages and Pacific Lutheran University's Department of Languages and Literatures have partnered to establish an eight-week summer program leading to an internationally recognized Certificate in Teaching English as a Second Language. Pacific Lutheran University (PLU) awards two semester continuing education credits for each class. The courses run from June 26 through August 18. To learn more about the program, download a flyer, or find registration material, please visit <http://www.plu.edu/~lang/teaching-esl/home.html>.

Teacher-to-Teacher Initiative

www.ed.gov/teacherinitiative



Summer Workshops for Teachers in All Subject Areas

The U.S. Department of Education's Teacher-to-Teacher Initiative engages some of the nation's best teachers and administrators in sharing strategies for raising achievement and informing teachers of the latest promising research-based practices. At these free workshops, teachers and principals can share successful strategies for raising student achievement and closing the achievement gap.

U.S. Department of Education 2006 Opportunities Include:

Summer Workshops for Teachers:

- Denver, CO grades 6-12 (June 5-6)
- Atlanta, GA grades K-8 (June 12-13)
- St. Paul, MN grades K-8 (June 20-21)
- Pittsburgh, PA grades 6-12 (July 17-18)

Workshops Onsite at National Parks presented by National Park Service and U.S. Department of Education:

- Dayton Aviation Heritage National Historic Park, Dayton, OH grades K-8 Math/History (June 22-23)
- Lewis and Clark Bicentennial Celebration, Billings, MT grades K-12 Science/History (July 20-21)
- Edison National Historic Park, West Orange, NJ grades 6-12 Science (August 7-8)

Science and Math Workshops hosted by TechNet Partners with the U.S. Department of Education:

- National Semiconductor in Santa Clara, CA grades K-12 Science (July 10-11)
- EMC in Boston, MA grades K-12 Math/Science (July 12-13)
- Cisco in Raleigh, NC grades 8-12 Math/Science (August 1-2)
- Microsoft in Redmond, WA grades K-12, Math/Science (August 8-9)

Foreign Languages Workshops K-12 with a Special Emphasis on Mandarin Chinese:

- Los Angeles, CA (July 31-August 1)
- Washington, DC (August 3-4)

Reading & English as a Second Language (ESL) Workshop:

- Dearborn, MI (August 10-11)



Please visit www.ed.gov/teacherinitiative to learn more and to SIGN UP TODAY!!

Reflections on the Road



By Kerri Hiatt

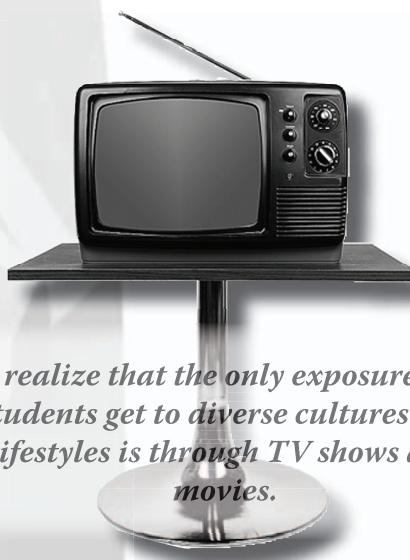
Spanish Teacher, Montana

Kerri Hiatt teaches at Highwood Schools and Belt Public Schools in Montana. She also coaches junior high and junior varsity volleyball in Highwood and will be an adjunct Spanish professor for the College of Technology. Kerri was a participant in the first group of teachers in the Western Initiative for Language Leadership (WILL).

As a rural foreign language teacher commuting between two school districts that are eighteen miles apart, I have twenty minutes of driving time to reflect on my duties as a teacher. In those twenty minutes, I mentally review lesson plans and schedules, decide how to spend my thirty-minute prep time before my next class begins, and, more importantly, search for new ideas to help my students be better prepared for their futures – futures that are going to require a knowledge of other cultures, lifestyles, and belief systems. This last task seems especially daunting.

I understand the importance of cultural diversity in today's society and the difficulties in communicating that importance to my students. In urban zones, diversity is clearly evident merely by looking around. In the two rural districts in Montana where I teach, students are hard-pressed to experience widespread diversity. I know that these concerns about culture are not unique to rural language teachers. Yet, I realize that the only exposure my students get to diverse cultures and lifestyles is through TV shows and movies. I shudder to think of what will happen when they "fly the coop" and venture out into the "real world."

Rural foreign language teachers, DO NOT DESPAIR! With the resources available to us, there are many opportunities for you and your students to experience the 5 Cs of world language outcomes. The Montana Association of Language Teachers (MALT) is a valuable resource to our state, and each PNCFL member state has an equally supportive association to assist you in attaining your goals of being the best teacher you can be.



I realize that the only exposure my students get to diverse cultures and lifestyles is through TV shows and movies.

In my own journey as rural language teacher, I will soon become the Montana representative to PNCFL. Although somewhat scary, this is something I look forward to. I'm anxious to not only learn more about PNCFL but also to learn more about our Montana members. I find it sad that many language teachers do not understand the benefits of belonging to their state, regional, and national organizations or that they shy away from state conferences because they do not feel comfortable or represented. These teachers miss out on so much valuable information and sharing of resources, which serves to improve their profes-

sional self-esteem and level of teaching.

I don't have all the answers, but I know there are a lot of questions. I am passionate about teaching, about the importance of other languages and cultures, and about broadening my students' minds. I'm sure that many share these same passions. We are all constantly seeking ways to improve our pedagogical skills in order to reach all of our students, and I hope you will not hesitate to utilize the resources designed to help you from your state language association, PNCFL, and ACTFL.

As I get ready to hop back into my traveling office, I look forward to the beautiful Montana scenery and the solitude to ponder what challenges the day will bring. Gracias for letting me share my thoughts with you all, and best wishes for a successful and enjoyable final quarter of your school year. 🍷🍷

Western Initiative for Language Leadership (WILL)

WILL is a program sponsored by the Center for Applied Second Language Studies (CASLS). This two-year professional development opportunity reaches out to novice language teachers in rural areas. For two summers, teachers participate in a week-long institute. Through the year, teachers use technology to remain in touch with each other, mentors, and CASLS staff. For more information on WILL, visit <http://casls.uoregon.edu/will.php>.

Bronze Screen

Continued from page 3...

In addition to drawing on archival footage from the movies themselves to show the importance of Latinos in the film industry, *The Bronze Screen* includes commentary by such noted film critics and film historians as Rosa Linda Fregoso, author of *The Bronze Screen: Chicana and Chicano Film Culture* (1993); Charles Ramírez-Berg, author of *Latino Images in Film: Stereotypes, Subversion and Resistance* (2002); Chon Noriega, author of *Shot in America: Television, the State and the Rise of Chicano Cinema* (2000); and George Hadley-García, author of *Hispanic Hollywood: The Latinos in Motion Pictures* (1990). The documentary also highlights the many

behind-the-scenes contributions of composers such as Lalo Schiffrin from Argentina, who created the memorable *Mission Impossible* theme, graphic designers, and prize-winning cinematographers such as Cuban-born Nestor Almendros, and the classic Gabriel Figueroa, known for his filtered “Figueroa skies.”

This valuable, informative, and fast-paced documentary ends on a positive note. With the new crop of Latino actors and directors from Jennifer Lopez, Selma Hayak, Benecio del Toro, and Jimmy Smits to Robert Rodríguez, Victor Nuñez, and Guillermo del Toro, the future looks bright. Actor Danny de la Paz expresses his own optimism

by saying, “The people from our community will take it upon themselves to write the films and direct the films and produce the films and tell their own truth instead of watching somebody else do it for them,” while the narrator concludes that Latinos will continue to “light up the silver screen in shades of glorious bronze.”

This documentary is appropriate for classroom use at the high school or college level, either in segments or in its entirety. It leaves the viewer with a desire to see many of the films mentioned and to do additional research on the important roles played by Latinos in the film industry. 🎬🎥

ACTFL

Continued from page 5...

The board appointed Sheri Spaine Long as the new editor of *Foreign Language Annals*. Her appointment followed an announcement of the opening, a call for applicants, and an interview process that took place at the conference. The selection committee members were Keith Cothrun, Emily Spinelli, and Ray Clifford.

Bylaws

The ACTFL Executive Council continued the discussion of current bylaws. Dr. Ray Clifford facilitated the process and discussion. Key topics under consideration for affirmation or revision include terms of office for council members, categories of membership, the role of the delegate assembly, the role of special interest groups (SIGs), formation of the nominating committee, membership on the Steering Committee, and representation on the ACTFL Executive Council. It is hoped that revised bylaws might be approved by the November 2006 annual meeting.

The ACTFL Executive Council did approve a change in nomenclature to bring ACTFL wording in line with other nonprofit organizations. ACTFL amended the bylaws to change the name of the Executive Council to the Board of Directors and the Steering Committee to the Executive Committee.

New ACTFL Board Members

Members were notified of the election results through the Web site and large posters at the convention announcing the winners of each election. Rita Oleksak was elected as the ACTFL president-elect. Joyce Szewczynski, Yu-Lan Lin, and Carol Orringer were all elected as at-large members of the Board. Frank Mulhern was appointed as the new NECTFL representative, and Barbara Rupert was appointed by PNCFL as their new representative. Maurice Cherry was appointed as the ACTFL treasurer for 2006. 🎉🎊



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Alaskan Teens Win National Awards



Eighteen Alaskan high school students who received top scores on the National German Examination for 2006 were honored at a reception at the Europa Bakery in Anchorage. Four students were gold medal winners: Kimber Grenier and Jessica Passini of Chugiak High School; Morgan Evans-Voigt of South Anchorage High School; and Christopher Oliver of East Anchorage High School. Silver medal winners were Nicholas Bybee, Christ Frenier, Michelle Jensen, and Eric Foley of South Anchorage High School; and Caroline Wright and Stuart

Mauger of Chugiak. Bronze medal winners were Max Miller of Dimond High School; Oscar Tobacia, Michela Beretta, Samantha Theisen, and Sean Lamberson of South Anchorage High School; Erik Passini and Cara King of Chugiak High School; and Richard Sheppard of East Anchorage High School. Over twenty-five thousand high school students nationwide take this German test, which can be given at levels two, three, and four. The top forty students in the country receive a free trip to Germany, and two Alaskan students are eligible for this award.



Teens Receive Top Scores on the National German Examination

*Top row, left to right: Eric Foley, Sean Lamberson, Chris Frenier, Max Miller, Christopher Oliver
Second row: Samantha Theisen, Erik Passini, Cara King, Nicholas Bybee, Morgan Evans-Voigt, Michelle Jensen, Jessica Passini, Kimber Grenier
Front row: German teachers Frau Sanders, Frau Senden (Chugiak), Frau Brandt (East), Frau Gullickson (Dimond), Frau Dr. Dick (South)*

