

FLES NEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 6, Number 3

Spring 1993

The Effect of Music on Second Language Vocabulary Acquisition

*Suzanne L. Medina
California State University
Dominguez Hills
Carson, California*

It is currently a common practice to use songs in the classroom to support second language acquisition. The literature abounds with positive statements concerning music as a vehicle for first and second language acquisition. At the same time, empirical support for music as a vehicle for second language acquisition is lacking and there is concern that music may be simply a supplemental activity with little instructional value. In this study, the effect of music on the acquisition of English vocabulary in a group of second grade limited-English-proficient children is reported.

Incidental Vocabulary Acquisition

In recent years, second language researchers have concerned themselves with the acquisition of vocabulary and have distinguished between vocabulary that is acquired incidentally and vocabulary that is acquired intentionally. During the preschool years, children rely exclusively on the oral language they listen to in order to acquire their first language. This acquisition of language takes place before children can read and without explicit instruction of any kind. Furthermore, even after children begin to attend school, they continue to acquire vocabulary that has not been learned formally. Of the 3,000 words the average child acquires each year, only a portion is learned as a result of the instruction received in school. Thus, the remainder of these words must be learned incidentally from a variety of sources (Nagy & Herman, 1987).

There is substantial evidence that vocabulary may be acquired incidentally by reading or listening to oral stories (Cohen, 1968; Elley, 1989; Eller, Papps, & Brown, 1988). This incidental acquisition of vocabulary is explained by Krashen (1989) within the context and framework of his "Input Hypothesis." According to this hypothesis, new and unfamiliar vocabulary is acquired when its significance is made clear to the learner. Meaning is conveyed by providing extralinguistic support such as illustrations, actions, photos, and realia. This, in turn, results in what Krashen refers to as "comprehensible input" since the linguistic input is made comprehensible to the second language learner. Krashen further states that the amount of

comprehensible input is proportionate to the amount of vocabulary acquired. Thus, vocabulary is incidentally acquired through stories because familiar vocabulary and syntax contained in the stories provide meaning to less familiar vocabulary. Picture illustrations support the reading process by clarifying the meaning of unfamiliar words (Hudson, 1982; Omaggio, 1979; Mueller, 1980; Bradsford & Johnson, 1972).

Apart from oral stories, there may be other means of bringing about the incidental acquisition of vocabulary. Songs share all of the same elements of an oral story, except that the vehicle through which the song is conveyed is musical rather than spoken. Furthermore, if the oral story and song are identical, with the exception of the vehicle, then it follows that acquisition of the song's vocabulary may be enhanced by simultaneously providing extralinguistic support (e.g., pictures, actions).

Music and Verbal Learning

While teachers commonly use songs in the classroom to promote second language acquisition, empirical support for this practice is lacking. Nonetheless, the literature abounds with statements regarding the positive effects of music on first and second language acquisition (Jalongo & Bromley, 1984; McCarthy, 1985; Martin, 1983; Mitchell, 1983; Jolly, 1975). There is evidence that music benefits rote memorization. When various types of verbal information (e.g., multiplication tables, spelling lists) have been presented simultaneously with music, memorization has been enhanced (Gfeller, 1983; Schuster & Mouzon, 1982). The literature also indicates that a rhythmic presentation benefitted memorization, especially when the verbal information was meaningful (Glazner, 1976; Shepard & Ascher, 1973; Weener, 1971). Music has also proven beneficial when the objective has been to retain the meaning of the verbal information (Isern, 1958; Botarri & Evans, 1982).

The psychology literature offers evidence of the positive relationship between music and verbal learning. Yet, can music promote second language acquisition as well? Can music, when coupled with the targeted second language, promote language acquisition to the same extent as other traditional and nonmusical approaches (e.g., oral stories)?

A second question is related to the first. The psychological literature points to the interactive relationship between music and

(Continued on page 7)

Notes from the President

In the last issue of *FLES News* you read that NNELL would focus on two objectives during 1993. The first goal is membership. The first objective of that goal is to increase NNELL membership to 700 by our November meeting. As of April, our membership total was 574. To help us reach our goal, please take a moment to speak with your colleagues now. Show them this copy of *FLES News* and ask them to join the efforts of professionals from all over the country who work to promote quality elementary school foreign language programs.

The second objective in the membership category is to increase NNELL participation in other professional organizations. Since NNELL is now an official member of the Joint National Committee for Languages (JNCL), we had an official representative with voting privileges at their annual meeting in late April. As soon as NNELL's affiliation with ACTFL becomes official this spring, we will be able to nominate candidates for the ACTFL Executive Council.

Our second goal is that of communication. We want to make sure that you are aware of the issues and events that are of importance to elementary school professionals. The last issue of *FLES News* included an article summarizing the concerns raised at the networking session held at ACTFL. You also read about the standards project being undertaken by ACTFL. That project has now received major funding and is moving well through its organizational phase. We will continue to update you as more information becomes available. In addition, you read about an elementary school initiative called The New American: Project 2017. ACTFL is currently working on an

invitational summer seminar to continue the work of this project. Among the objectives of the summer seminar are: to focus the message of 2017, to determine the relationship of 2017 and the Standards Project and to identify possible funding sources for 2017. *FLES News* will continue to publish information on the progress of Project 2017.

Hopefully, this year you have participated in a networking session at your regional or perhaps your state conference. These are important opportunities for you to learn more about NNELL activities and to network with other professionals. From those sessions and from responses to newsletter information come the volunteers who are willing to do the work of NNELL. The executive board will soon be finalizing committee assignments, so if you would like to serve on one of the committees (Nominating, Membership, By-laws, Publisher Liaison, Political Action) or you would like to become a regional representative of NNELL, please let me know immediately.

Finally, as professional days allowed teachers for conference attendance tend to diminish each school year, now is a good time to ask your principal or supervisor for professional leave on November 18 and 19, 1993. NNELL will be meeting at the ACTFL Annual Conference in San Antonio, Texas, November 18-21, 1993. Plan now to join us there.

Carolyn Andrade
6447 Meadowvista Ct.
Cincinnati, OH 45224-1603

FLES News is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, teaching methods, recent research, upcoming conferences, and information on how to publicize elementary foreign language programs. *FLES News* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES News is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning (NNELL): Marcia Rosenbusch, editor; Carolyn Andrade, president. Executive committee members are: Audrey Heining-Boynton, first vice-president; Mari Haas, second vice-president; Donna Grundstad, secretary; Sonia Torres, treasurer, Carol Ann Pesola, immediate past president.

Contributing editors for the newsletter by topic are: *Classroom activities* Diane Fagin Adler, North Carolina State University, Department of Foreign Languages and Literatures, Box 8106, Raleigh, NC 27695-8106; *Conferences* Susan Walker, 4560 Ohio Ave., St. Louis, MO 63111; *Funding information and new legislation* Joint National Committee for Languages, 300 Eye St., NE, Suite 211, Washington, DC 20002; *Research* M. Joy Young, Charleston Day School, 15 Archdale St., Charleston, SC 29401; *French resources* Myriam Chapman, Bank Street School for Children, 610 W. 112th St., New York, NY 10025; *Spanish resources* Barbara McDonald, A. F. Doerfler School, 3014 W. Scott St., Milwaukee, WI 53215; *German resources* Patricia Pillot, Harding Elementary School, 2920 Burdette, Ferndale, MI 48220; *Teaching methods* Mary Lynn Redmond, Wake Forest University, Department of Education, Box 7266, Reynolda Station, Winston-Salem, NC 27109.

Membership dues for NNELL, which include a subscription to *FLES News* are \$12/year (\$15 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St., NW, Washington, DC 20037.

FLES News wants to hear from its readers. Send letters to: Marcia H. Rosenbusch, Editor, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State

University, Ames, IA 50011. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES News*, National Network for Early Language Learning, as the source.

†Foreign Language in the Elementary School

Nominations Sought

NNELL is currently seeking nominees for the executive board positions of second vice-president and secretary. Nominations of current NNELL members should be sent no later than June 15 to Carol Ann Pesola, Concordia College, 901 Eighth St. South, Moorhead, MN 56562.

Japanese Immersion Teachers Convene

Noriko Fujii, Hiroko Kataoka
Department of East Asian Languages and Literatures
University of Oregon
Eugene, Oregon

The newest addition over the last several years to foreign language immersion programs at the kindergarten and elementary schools levels has been the Japanese immersion program. Currently, a total of ten such programs exist nationwide. Japanese immersion programs aim not only at children's acquisition of Japanese language through content studies, but also help at expanding children's global perspective through a study of Japanese culture, which is considerably different from their own.

While Japanese immersion programs offer exciting opportunities and address important issues in early foreign language education, teachers and administrators of these immersion schools face tremendous challenges on a daily basis. In addition to the complexities of teaching in a foreign language in an immersion setting, these pioneering Japanese language and culture educators must deal with different issues and challenges than those faced by educators of cognate languages such as French and Spanish. Unlike western language immersion programs, Japanese immersion programs are still treading through uncharted waters with very few role models. It is a shame, furthermore, that although Japanese immersion schools face similar challenges, they are isolated from each other and do not enjoy the support systems and networking that other immersion programs have.

A symposium was organized at the University of Oregon on October 23 and 24, 1992, as a forum for addressing concerns shared by all the Japanese immersion programs in the United States. The primary goal of the symposium was to create an opportunity to establish a network among teachers and administrators at these schools so that ideas could be shared and problems could be dealt with from various angles. Teacher representatives and administrators of all the Japanese immersion schools in this country attended the symposium. Also invited to the symposium were school district representatives, specialists in immersion education and foreign language education, specialists in curriculum and instruction, teacher trainers, and representatives from two foreign language in the elementary school (FLES) programs. Funding for this event was made possible by grants from the Northeast Asia Council of the Association for Asian Studies and from the Japan Forum.

The symposium consisted of the following six sessions:

- Introduction of participants and of the immersion programs represented, and identification of problems and issues
- Curricular goals
- Approaches to instruction
- Assessment and evaluation
- Teacher training and certification
- Summary and future considerations

Throughout the discussions of various issues, enthusiasm and excitement filled the room as all the schools shared similar concerns about their programs. Immediate concerns varied depending on an

individual's role. For example, the teachers wanted to find out what other teachers were doing in introducing the written language, while the administrators wanted to share ideas about how to recruit qualified teachers. Considering these differences, and in order to set up effective and comfortable discussions, some of the sessions were divided into several groups according to participants' roles and interests. The groups were thus divided into administrators, curriculum developers, and teachers.

The administrators discussed such issues as finding and securing funding and support, communication with parents and the community at large, and teacher recruitment. Teachers shared materials they developed and discussed such matters as curricular goals, classroom techniques, homework, and assessment. Curriculum developers engaged in discussions on such topics as scope and sequence, comparison of the Japanese language with other foreign languages taught in immersion programs, social versus academic languages, and the introduction of literacy.

Several issues for future consideration were identified in the symposium:

- Annual meetings—necessity of a meeting among those involved with Japanese immersion education on an annual basis; all Japanese immersion teachers should be able to participate (there were only representatives this time).
- Summer training sessions—need for at least a one-week teacher training session for immersion teachers during the summer.
- Assessment instruments—development and sophistication of assessment tools; sharing of ideas and results.
- Support systems and networking—strengthening ties between teachers and administrators of the immersion programs and curriculum developers and teacher trainers at the university level.

All participants indicated that the sharing of ideas at the symposium was extremely beneficial and stimulating. The need for cooperation to deal with the tremendous challenges to the advancement of Japanese immersion programs was clearly evident. It is believed that the symposium provided an important first step towards this end.

To receive the complete proceedings of the meeting, write to Noriko Fujii/Hiroko Kataoka, Department of East Asian Languages and Literatures, 308 Friendly Hall, University of Oregon, Eugene, OR 97403.

Location of Japanese Immersion Schools

Richmond School, Portland Public Schools, OR
 Sand Lake School, Anchorage Public Schools, AK
 Inter Cultura Montessori, Oak Park, IL
 Academy of World Languages, Cincinnati Public Schools, OH
 Fairfax County Public Schools, VA
 Foreign Language Immersion and Cultural Studies School, Detroit Public Schools, MI
 Farragut School, Culver City Unified School District, CA
 Yujin Gakuen, Eugene Public Schools, OR

Whole Language and the FLES Classroom

*Patsy Bohlen
Peeler Open School
Greensboro Public Schools
Greensboro, North Carolina*

Whole Language is a process of instruction that involves integrating the teaching of spelling, phonics, grammar, sentence construction, reading, and writing in a holistic approach rather than separating these concepts into distinct entities. Books using the Whole Language Approach use repetitive language and have visuals with a high degree of correlation to the text on the page. Through coursework at Wake Forest University, North Carolina, and by observing elementary school teachers employ this technique in English in their classrooms, I have become convinced of the value of Whole Language for the second language classroom.

In a unit for my Spanish classes, kindergarten through grade five, I incorporate Whole Language techniques using seasonal vocabulary and concepts. The result is a big book (22" x 24") written in a simple style that FLES students can understand. The large size of the book and the simple shapes cut from construction paper make it easy for children to see the characters and follow the action of the story. This story tells of a little tree that feels all alone in the forest. His friends—a bird, a rabbit, a snowman, and a bear—remind the tree that he is special by bringing gifts to him consisting of a red flower, a silver bell, and a gold star.

Teaching Story Vocabulary through Patterns

Patterning is an underlying theme in mathematics that is widely used in the elementary grades. The skill of recognizing and using patterns is a valuable problem-solving tool for children. Activities involving patterning allow the child to experience the process visually, auditorily, or even physically (Baratta-Lorton, 1976). Verbalization helps children feel the pattern they experience visually. In the FLES class, we make patterns with colors, shapes, or any visual to teach and reinforce vocabulary in a concrete way.

To introduce and practice the vocabulary in the story, we make patterns of the nouns used in the story. Visuals (about 4" x 4") are cut from laminated construction paper using the color of the corresponding adjective: green trees, red flowers, silver bells, gold stars, and white snowmen and snowflakes. The students can use the visuals to make a pattern, e.g., green tree, gold star, red flower; green tree, gold star, red flower.

Children make their own patterns and tell the group what they have made. Through this process, they have ownership in the language because they choose the items for their pattern and arrange it by themselves. Depending on the configuration of the teaching space available in a given classroom, the children sit on the floor in a circle to make the patterns, or sit in a group close to the chalkboard. Pattern visuals are placed in easy reach of the children. Children choose their visuals and arrange them in a line to show the pattern and how it repeats, either on the floor or on the chalkboard tray.

Children of all grade levels can make patterns. The children in fourth and fifth grades create more complex patterns than do those in

the primary grades. The complexity of some of the patterns created is amazing. The patterns of older students may contain six or more elements before repeating the pattern, e.g., red flower, green tree, green tree, silver bell, gold star, gold star; red flower, green tree, green tree, silver bell, gold star, gold star.

Telling and Reading the Story

Once the students have become familiar with the pattern manipulatives, they have a background vocabulary for the story and we can begin to tell the story. There are no words on the pages of the big book, so the story is told instead of read. The story is recited exactly the same each time. As the story is told, objects that we learned in the patterning activities are pointed out. Gestures are also an important part of the telling of the story. Animated facial expressions to depict emotions like happy or sad add greatly to the storytelling. Over a period of three weeks, the story is "read" four or five times to the classes. In each class a different activity follows the "reading" of the story. In one activity we use the visuals of the characters to sequence the order of their appearance and match the character with the gift brought by it.

Once children in the fourth and fifth grades are familiar with the sounds of the words, word cards with nouns or adjectives printed on them are introduced. Children match the nouns with the corresponding adjectives that they have learned while listening to the story and during the patterning activity. Next, word cards are put together to make sentences. Gestures are used to illustrate the verbs, instead of printed word cards. Finally, children match the word cards to the page in the big book where they remember hearing that word used. Then the word cards are arranged to make sentences. Separate sentence strips with the complete text of the story are arranged on the blackboard in the order that they occur in the story. Now the children can read the story instead of just listen to it. Their familiarity with the vocabulary and the repetitive nature of the text make it easy for them. They feel a great deal of pride when they realize they are reading Spanish.

Primary classes, K-3, act out the story. Each character has a very simple costume, a face mask or a hat, to identify it. The class matches the character to its respective props and lines the characters up in order of their appearance in the story. Again the story is told as the children dramatize it. Audience participation is included to set the scene and allow everyone to participate actively. Time permits two presentations of the story in a twenty-five minute class; therefore, two sets of actors can be used.

Follow-up Activities

Other types of activities can be used to extend the story to develop reading and writing skills. For example, crossword puzzles can be made using the vocabulary in the text with *Crossword Magic* (Sherman, 1981), a software program for the Apple IIe computer. To create a puzzle, you list the words desired and the program fits them into a matrix one by one. If a particular word does not fit at first, the program saves it to add later. Clues to the puzzle are drawn to represent each word in the puzzle. This is another way to relate the

(Continued on page 5)

Activities for Your Classroom

Teachers: Please submit a favorite classroom activity for publication in FLES News by sending a description in the following format: Title, objective, materials, and procedure. You may include any pictures or drawings as illustrations. Send with your name, address, and telephone number to the Classroom Activities editor: Diane Fagin Adler, North Carolina State University, Dept. of Foreign Languages & Literatures, Box 8106, Raleigh, NC 27695-8106.

Title: Content-based Science: Density of Liquids

Objective:

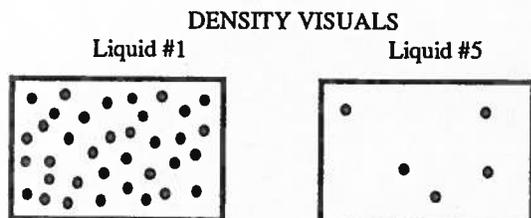
Students will understand the principle of density of liquids.

Materials:

A tall, thin glass. Five small glasses or cups each containing a different liquid: liquid #1: corn starch with orange food coloring; liquid #2: clear glycerin; liquid #3: water with blue food coloring; liquid #4: oil (which cannot be colored); and liquid #5: rubbing alcohol with green food coloring. Five visuals made by the teacher to represent the idea of a variation in density among the liquids (see illustration).

Procedure:

Place a tall, thin glass in front of the class and explain that you are going to fill the glass with five different liquids. With great fanfare, show them each liquid. Carefully pour liquid #1 into the glass. Then pour liquid #2 on top of liquid #1. The two will not mix! Continue this procedure until each liquid is floating on top of the liquid beneath it. Use the five density visuals representing each liquid to convey the idea that each liquid floats because of differences in density between it and surrounding liquids. The first visual represents liquid #1, the most dense. This visual has many dots close together that show that its molecules are very close together and therefore it is thick and dense. The visual representing liquid #2 has fewer dots; visual #3 has even fewer dots, etc. Visual #5 has only a very few dots.



As a follow-up activity, before dropping small objects into the glass, ask students to predict how far the object will fall. Try using a rubber band, paper clip, tooth pick, penny, etc.

Contributor: Cecilia Welborn
Smith Elementary School
Burlington City Schools
Burlington, NC

Classroom Activities Editor: Diane Fagin Adler

NEH Fellowships Awarded to Elementary Teachers

The National Endowment for the Humanities Fellowship Program for Foreign Language Teachers K-12 has announced the recipients of the 1993 summer fellowships. Among the 64 recipients are 9 elementary school teachers whose addresses and project topics are listed below. You may contact fellowship recipients for more information about their projects or about participation in the NEH Fellowship Program.

Beverly Aderholt, Holy Spirit Episcopal School, 12535 Perthshire, Houston, TX 77024 (713-468-5138). *Children's Literature for K-5 Spanish.*

Adelina Aramburo, Buena Vista Alternative School, 2641 25th St., San Francisco, CA 94110 (415-695-5875). *Rediscovering African Heritage in Latin America.*

Martha McClung, Canterbury School, 5601 Covington Rd., Ft. Wayne, IN 46808 (219-432-7776). *Senegal's Oral and Visual History.*

Mitsuyo Odom, St. Mark's School of Texas, 10600 Preston Rd., Dallas, TX 75230 (214-363-6491, ext. 187). *Storytelling in Japan.*

Lee Ann Parker, Buena Vista Alternative School, 2641 25th St., San Francisco, CA 94110 (415-695-5875). *The Crafts of Oaxaca.*

Celian Putnam, St. Peter's School, 319 Lombard St., Philadelphia, PA 19147 (215-925-3963). *Culture and Music in French Children's Songs.*

Christi Rentsch de Moraga, Marlborough Elementary School, 25 School Rd., Marlborough, CT 06447 (203-295-9551). *Writing "Big Books" in Chile.*

Claire Stracke, Davidson Fine Arts Magnet School, 114 Telfair St., Augusta, GA 30901 (706-823-6924). *The Role of the Guilds in Valencia.*

Veronica Wroblewski, Elliott Elementary School, 30800 Bennington, Westland, MI 48185 (313-595-2545). *Children's Literature and Culture in Belgium.*

It is not too early to begin to plan your project for the 1994 summer fellowships. Applications are due October 31, 1993. For information and an application form contact Naima Gherbi, Associate Program Director, NEH Fellowship Program for Foreign Language Teachers K-12, Connecticut College, 270 Mohegan Ave., New London, CT 06320 (203-439-2282).

Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the Conferences editor: Susan Walker, 4560 Ohio Ave., St. Louis, MO 63111.

SUMMER 1993 CONFERENCES

July 4-7: American Association of Teachers of French Annual Meeting. San Diego, CA. AATF, 57 E. Armory Ave., Champaign, IL 61820 (217-333-2842).

July 12-14: Project SALTA Conference. New York, NY. History and culture of Puerto Rico and the Dominican Republic including children's literature, art, and music. Mari Haas, Teachers College, Columbia University, Box 201, New York, NY 10027 (212-678-3817).

August 9-13: American Association of Teachers of Spanish and Portuguese Annual Meeting. Phoenix, AZ. AATSP, P. O. Box 6349, Mississippi State, MS 39762 (601-325-2041).

SUMMER 1993 COURSES AND WORKSHOPS

June 14-July 9: Summer FLES Institute. Iowa State University, Ames, IA. Marcia Rosenbusch, Director, Summer FLES Institute, Department of Foreign Languages, 300 Pearson Hall, Iowa State University, Ames, IA 50011 (515-294-4046).

June 14-July 9: Methods for Teaching Foreign Languages in the Elementary School. Concordia College, Moorhead, MN. Carol Ann Pesola, Education Department, Concordia College, Moorhead, MN 56562 (218-299-4511).

June 21-25: Immersion Education: An Overview. Hamline University, St. Paul, MN. Presenters: Andrew Cohen, Helena Curtain, and Elaine Tarone. Hamline University, Graduate Continuing Studies, 1536 Hewitt Ave., St. Paul, MN 55104 (612-641-2008).

June 28-July 16: Whole Language and the Teaching of Reading/Writing Skills in a Second Language: Using Literary Texts to Integrate the Curriculum K-12. Wake Forest University, Winston-Salem, NC. Mary Lynn Redmond and Guy Arcuri, Department of Education, Box 7266, Reynolda Station, Winston-Salem, NC 27109 (919-759-5347).

July 13-18: The National FLES Institute of U.M.B.C. University of Maryland, Baltimore County, MD. Gladys Lipton, U.M.B.C.-M.L.L., Baltimore, MD 21228 (301-231-0824).

July 15-28: Teaching Foreign Languages to Young Students. A Summer Institute. New York, NY. Mari Haas, Teachers College, Columbia University, Box 201, New York, NY 10027 (212-678-3817).

Conferences Editor: Susan Walker

Become a Contributing Editor for *FLES News*

FLES News is searching for a new contributing editors for German and for Spanish Resources and is creating a new contributing editor position, International Information. Brief descriptions of the duties for the available positions are as follows:

German Resources Editor and Spanish Resources Editor: Each editor submits a total of nine resource reviews per year, three for each issue, following the established format and carefully checking the accuracy and completeness of the information. *Applicants need to define a plan for obtaining resources.*

International Information Editor: Develop an awareness among newsletter readers of issues and challenges in teaching second languages to children in other countries. Solicit, edit, and submit articles and notes on international information. Provide relevant international information to other contributing editors; for example, provide information on international conferences to the conferences editor. *Applicants need to define a plan for obtaining information and identify possible topics to be addressed.*

Contributing editor appointments are made annually by the editor and are competitive positions. They may be renewed or reopened for competition each spring as determined by the editor upon consultation with each current contributing editor. All contributing editors are expected to:

- Meet the deadlines specified by the editor for submission of information.
- Submit complete and accurate information that they have checked for spelling and clarity.
- Verify that materials are in the publication format specified by the editor and are typed or legibly handwritten, and double-spaced.

To apply for one or more contributing editor positions, submit to the editor by June 15:

1. A brief curriculum vitae or resume including your name, home address and telephone; your title, school address, and telephone; your professional training and work experience
2. Include your summer address and telephone (if different from home)
3. State the position/s for which you are applying
4. Write a short paragraph explaining why you are interested in the contributing editor position/s
5. Comply with the request for information included in the position descriptions above.

Factors affecting the selection of contributing editors will include quality of the application and, where possible, geographic representation. New contributing editors will assume their positions for the fall issue of *FLES News*. Send applications to: Marcia H. Rosenbusch, Editor, *FLES News*, Department of Foreign Languages and Literatures, Iowa State University, Ames, IA 50011 (515-294-4046).

Effect of Music from page 1

meaning. That is, although meaningful information is memorized with greater success than less meaningful information, retention is even greater when more meaningful verbal information is learned with music. As has been pointed out in the second language research, meaning also occupies a significant role in the acquisition of a second language. Krashen has demonstrated that language acquisition results when the target language item is heavily laden with meaning. Given this, might the same interactive relationship between music and meaning prove beneficial for language acquisition as it has for rote memorization?

The purpose of this investigation was to determine:

1. Will music bring about language acquisition to the same extent as other more traditional nonmusical approaches (e.g., oral stories)?
2. Will illustrations improve vocabulary acquisition?
3. Is there a strong interactive relationship between the instructional medium (music/no music) and extralinguistic support (illustrations/ no illustrations)?

In this study, vocabulary acquisition was investigated under four conditions: (1) Music, (2) No Music, (3) Illustrations, (4) No Illustrations. This study was structured using a control group pretest-posttest design with matching and repeated measures, a variation of the randomized design (Isaac & Michael, 1989).

Method

Subjects participating in this study were 48 second grade Spanish-speaking limited-English-proficient students from two classrooms. All students were enrolled in an elementary school in the Los Angeles Unified School District during the 1990-91 academic year. The elementary school was located in a suburb of Los Angeles that was largely low-income and Hispanic.

Commercially produced audiocassettes with accompanying big book illustrations were used for this investigation. These materials contained a song and spoken version of *A Surprise for Benjamin Bear* by Nelson (1989). This story was selected because it conformed to a number of criteria. At its most basic level, the story used for this study had to be illustrated and have tape-recorded sung and spoken versions.

Additional criteria were also met. The story illustrations were large, colorful, and clearly illustrated key vocabulary and concepts in the story. The story had content and vocabulary appropriate for second grade children and contained at least 20 vocabulary words that would be unfamiliar to some of the children. The voices heard on the tapes were clear, comprehensible, and equally appealing. The tempo of the sung version did not prevent the comprehension of words. The lyrics of the sung and spoken versions were identical. The melody used in the sung version was simple, uncomplicated, and pleasing to the ear.

The testing instrument designed for this study was patterned after that used by Elley (1989) to measure the amount of vocabulary acquired from listening to oral stories. The instrument, used for both pretest and posttest, consisted of a 20-item multiple-choice paper and pencil test. Since the subjects were exposed to oral language, written words did not appear on the test. Instead, each test item consisted of a target word, which was orally presented by the investigator, and multiple-choice options consisting of four illustrations. The students heard a word presented orally three times by the investigator. Students were asked to circle the illustration, from among the four options, that they believed best matched this spoken word.

Procedure

Four equivalent groups were created by matching subjects on the basis of vocabulary pretest scores prior to administering treatments.

Pretest scores belonging to all subjects were listed from lowest to highest. The experimenter divided this list into fourths, then randomly assigned the subjects associated with each fourth to one of four groups. When all students had been assigned to a group, the groups were then randomly assigned to one of the four treatment conditions.

The experimenter met with teachers and made classroom visitations to establish rapport with the children. Two days later the vocabulary pretest was administered, followed by a four-day treatment period, one and one-half weeks later. During the treatment period, tapes were played three consecutive times. At the end of this treatment period, the first posttest was administered, while the second vocabulary posttest was administered one and one-half weeks later.

All subjects were instructed to listen to the story, which was played on the audiocassette. The *Music* treatment group heard the story in its sung version while the *No Music* group heard the spoken rendition of the story (i.e., oral story). Subjects in the *Illustration* treatment groups were shown large, color illustrations of the story while listening to the tape-recording. The words that had been printed on each page of the storybook were covered with strips of paper. Subjects were able to derive the meaning of unfamiliar words from illustrations. Subjects in the *No Illustration* group were not shown illustrations; therefore, they extracted meaning from contextual information.

Analysis of Data

In order to determine the short-term and long-term effects of music and illustrations, vocabulary acquisition was measured prior to the treatment in the pretest and at two additional times: at the end of the four-day treatment period (posttest 1) and one and one-half weeks after the last treatment (posttest 2). Consequently, the amount of vocabulary acquired was determined by computing two vocabulary gain scores by comparing the pretest to posttest 1 and posttest 2. Two two-way analyses of variance (ANOVA) were performed, one for each set of gain scores. A level of statistical significance of .05 was set.

Results and Discussion

The analyses of variance revealed that the *Music* and *No Music* treatments produced comparable amounts of vocabulary acquisition. It follows then, that music does not adversely affect second language acquisition and, thus, that music is a viable vehicle for second language acquisition. This finding is consistent with the statements that have been made regarding the efficacy of music for language acquisition (McCarthy, 1985; Jalongo & Bromley, 1984; Martin, 1983; Mitchell, 1983; Jolly, 1975). Consequently, results from this investigation have succeeded in providing empirical support for previously unsupported statements.

The *Illustration* and *No Illustration* treatments also did not produce statistically significant effects. The raw data, however, did reveal a pattern: *Illustration* treatment groups consistently produced higher levels of vocabulary acquisition than *No Illustration* groups, both in the short and long term. This general pattern favoring illustrated treatments was expected in light of the research on comprehensible input (Krashen, 1985) and picture illustrations (Hudson, 1982; Omaggio, 1979; Mueller, 1980).

Although the interaction between music and illustration was not statistically significant, the raw data show that the combination of music and illustration consistently yielded the highest average

(Continued on page 8)

Effect of Music from page 5

amount of vocabulary gain. The positive effects produced by the combination of music and illustrations was predicted from the psychology literature. Several studies reported positive effects from the combination of music and meaning upon memory retention (Weener, 1971; Glazner, 1976; Shepard & Ascher, 1973).

Illustrations seem to boost the effects of music, yet, could additional extralinguistic support, beyond that supplied by illustrations, further maximize music? Both Cohen (1968) and Elley (1989) demonstrated that the addition of follow-up activities to illustrated oral story readings resulted in greater vocabulary acquisition. When Elley compared illustrated oral stories with and without vocabulary elaboration, vocabulary acquisition was highest when additional support was provided. Therefore, it is possible that vocabulary gain could be increased with multiple forms of extralinguistic support.

Implications

The findings of this study have definite curricular implications. If music is a viable vehicle for second language acquisition to the same extent as other nonmusical means, then songs can no longer be regarded as recreational devices, having little instructional value. Consequently, educators might consider giving music a more prominent role in the second language curriculum. This can easily be accomplished by increasing the frequency with which songs are used in the curriculum. Not only can children benefit from additional exposure to the second language, songs can provide the classroom teacher with an alternative means of promoting second language acquisition apart from non-musical means such as oral stories.

For further information about this study, contact Dr. Suzanne L. Medina, Assistant Professor of Education, California State University-Dominguez Hills, 1000 E. Victoria St., Carson, CA 90747-0005 (310-516-3524).

References

- Botarri, S. & Evans, J. (1982). Effects of musical context, type of vocal presentation, and time on the verbal retention abilities of visual-spatially oriented and verbally oriented learning disabled children. *Journal of School Psychology, 20*(4), 324-338.
- Bradford, J. & Johnson, M. (1972). Contextual prerequisites for understanding: Some investigations of comprehension and recall. *Journal of Verbal Learning and Verbal Behavior, 11*, 717-726.
- Cohen, D. (1968). The effect of literature on vocabulary and reading achievement. *Elementary English, 45*, 209-217.
- Eller, R., Papps, C., & Brown, E. (1988). The lexical development of kindergarteners: Learning from written context. *Journal of Reading Behavior, 20*(1), 5-24.
- Elley, W. (1989). Vocabulary acquisition from listening to stories. *Reading Research Quarterly, 24*(2), 174-187.
- Gfeller, K. (1983). Musical mnemonics as an aid to retention with normal and learning disabled students. *Journal of Music Therapy, 20*(4), 179-189.
- Glazner, M. (1976). Intonation grouping and related words in free recall. *Journal of Verbal Learning and Verbal Behavior, 15*, 85-92.
- Hudson, T. (1982). The effects of induced schemata on the "short circuit" in L2 reading: Non-decoding factors in L2 reading performance. *Language Learning, 32*, 1-31.
- Isaac, S. & Michael, W. (1989). *Handbook in Research and Evaluation*. San Diego: EDITS Publishers.
- Isem, B. (1958). The influence of music upon the memory of mentally retarded children. *Music Therapy, 58*, 162-165.
- Jalongo, M. & Bromley, K. (1984). Developing linguistic competence through song. *Reading Teacher, 37*(9), 840-845.
- Jolly, Y. (1975). The use of songs in teaching foreign languages. *Modern Language Journal, 59*(1), 11-14.
- Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. New York: Longman Group Limited.
- Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *Modern Language Journal, 73*(4), 440-464.
- Martin, M. (1983). Success! Teaching spelling with music. *Academic Therapy, 18*(4), 505-506.
- McCarthy, W. (1985). Promoting language development through music. *Academic Therapy, 21*(2), 237-242.
- Mitchell, M. (1983). Aerobic ESL: Variations on a total physical response theme. *TESL Reporter, 16*, 23-27.
- Mueller, G. (1980). Visual contextual cues and listening comprehension: An experiment. *Modern Language Journal, 64*, 335-340.
- Nagy, W. & Herman, P. (1987). Breadth and depth of vocabulary knowledge: Implications for acquisition and instruction. In M. McKeown & M. Curtiss (Eds.), *The Nature of Vocabulary Acquisition* (pp. 19-35). Hillsdale: Erlbaum Publishers.
- Nelson, J. (1989). *A Surprise for Benjamin Bear*. Cleveland: Modern Curriculum Press.
- Omaggio, A. (1979). Pictures and second language comprehension: Do they help? *Foreign Language Annals, 12*, 107-116.
- Schuster, D., & Mouzon, D. (1982). Music and vocabulary learning. *Journal of the Society for Accelerative Learning and Teaching, 7*(1), 82-106.
- Shepard, W., & Ascher, L. (1973). Effects of linguistic rule conformity on free recall in children and adults. *Developmental Psychology, 8*(1), 139.
- Weener, P. (1971). Language structure and free recall of verbal messages by children. *Developmental Psychology, 5*, 237-243.

Oklahoma Needs Teachers

Putnam City Schools of Oklahoma City, Oklahoma, has openings for the 1993-1994 school year for full-time elementary school Spanish teachers. We are looking for teachers who have excellent proficiency in the language and who are at ease with teaching completely in Spanish. We prefer teachers with knowledge and/or experience in content-based teaching in the elementary setting. For further information please contact Peggy Boyles, Foreign Language Coordinator, Putnam City Schools, 5401 N.W. 40th, Oklahoma City, OK 73122 (405-495-5200, Ext. 223).

Whole Language from page 4

visual and target language without using English or overloading students in the target language. The crossword puzzle is a lot of fun for students and teachers, especially when the computer does the hard work!

Songs are a great way to teach a second language. Elementary school children can learn anything you can put to music. Just use a familiar melody or make up your own. By using short musical phrases and asking them to repeat after you, children can learn a new song quickly. We used the story text from our big book to create a song that simply told the story in another way. Fourth and fifth graders can use a printed song sheet and can read the words. Using the pictures in the story, the book can now be sung, adding a new dimension to the unit of study.

The Whole Language Approach is an effective tool in the FLES classroom. While teaching vocabulary outside of a meaningful context may only result in a list of words, Whole Language provides children with examples of meaningful and authentic language.

References

- Baratta-Lorton, M. (1976). *Mathematics their way*. Atlanta, GA: Addison-Wesley.
 Sherman, L. (1981). *Crossword Magic*. Sunnyvale, CA: L & S Computerware.

Teaching Methods Editor: Mary Lynn Redmond

Network with Japanese Teachers

The Center for Improvement of Teaching Japanese Language and Culture in High School publishes a newsletter entitled, "Newsletter of the Japanese Language Teachers Network," four times each year. The December 1992 issue contains "A Special Message for Elementary School Teachers of Japanese," which describes the need for opportunities for networking among elementary school teachers of Japanese. To meet this need, the Center will begin two new initiatives. The Center will compile a list of elementary school teachers of Japanese, which will be made available to members of the Japanese Language Teachers Network and to those who request it. Once or twice a year the newsletter will publish an insert devoted to elementary school issues. The Center is currently seeking an associate editor for elementary school news who will collect and submit information items and articles. For more information contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Ave.,

Children's Classroom Creations

Personen
 weiß, schwarz
 sehen, hören, denken
 werden geboren
 Säugetiere



Talibra Reed
 Grade 5
 Fairview German Bilingual School
 Cincinnati, Ohio
 Julie Benthous, German Teacher

FLES News enjoys including children's work in the second language. We encourage you to send works that lend themselves to copying, such as line drawings, short stories, or poems. If you would like a work returned to you, please enclose a stamped self-addressed envelope. Please include the child's name, age, school, and teacher's name, as well as written permission from the child and his or her parents or guardians. Send the original copy of children's work to the editor, Marcia Rosenbusch.

Resources for Your Classroom

Please submit directly to the appropriate resources editor any language-specific materials you would like considered for review. Other materials may be sent to the FLES News editor for review.

German

Dittmar, B. J., Borries-Kopp, M., & Rosenkind, M. (1991). *Spielstraße Deutsch*. Munich: Paul List Verlag List-Schroedel Schulbuchverlag. Available from: AATG, 112 Haddontowne Ct. #104, Cherry Hill, NJ 08034 (609-795-5553); \$15 for AATG members and \$17.50 for nonmembers. Prices include postage and handling.

The Goethe Institute München commissioned talented elementary German teachers to write the *Spielstraße Deutsch* materials for the elementary school, grades three to five. The book offers 56 different activities to interest elementary school learners. Rich language and culture appropriate to the age level are experienced by the children through such activities as songs, tongue twisters, paper dolls and other craft activities, stories such as "Wolf and the Seven Goats" and "Dragon Land," a recipe for fruits and vegetables, verb domino, family pair work (interviews), an opposites puzzle, and vocabulary booklets for the students to make. Practice of German language structures is inherent in the lessons, making this one of the most well developed resources available. Each activity is accompanied by a beautiful page of color artwork in the student text. The activities are well explained in the *Lehrerhinweise* and are further supported through examples on the videotape for teachers and an audiocassette of the songs. All the materials are in German. *Spielstraße Deutsch* is a valuable addition to the teacher's supply of materials because it provides many effective teaching methods and can be used in so many ways at different stages of the learning process.

German Resources Editor: Pat Pillot

French

Lespes, C., & Ollier-Zimmerman, J. (1993). *Dinou et Dina. An introductory French course*. White Plains, NY: Longman. Available from Longman Publishing Group, 10 Bank St., White Plains, NY 10606-1951 (800-552-2259). Prices for schools are: student book and poster, \$15.43; teacher's guide, \$18.20; and audiocassette, \$16.22. Prices do not include shipping and handling.

Dinou et Dina is an attractive language course for young students from about fourth to sixth grades. The course consists of a 96-page student book and student activity poster, a teacher's guide, and an audiocassette of the songs and poems in the program. The concept is appealing: Dinou and Dina are twin dinosaurs who guide

the student from one activity to another. What I find particularly appealing about this product is that the material is presented simply and is nicely sequenced. The entire course can be completed in a year for younger children and six months for older students. The curriculum is standard for an elementary course (family, numbers, animals, foods) but a real effort has been made to refer to Francophone countries whenever possible. The activities are inventive and appropriate. Children are encouraged to work in pairs. The French taught is colloquial and up-to-date and special attention is paid to demystifying French spelling. Some basic notions of grammar are introduced, but the tone is light and the presentation is kept simple. The student book uses English to introduce activities. There is a thorough teacher's guide with suggestions about using TPR, content-based activities (arithmetic and geography), and communicative activities. The songs and poems on the audiocassette are sung by authentic French voices; many of the songs will be familiar to French teachers. This is an accessible course for children who can read; it is also simple enough to give teachers freedom to develop and expand on each topic.

French Resources Editor: Myriam Chapman

Spanish

Murphey, C. E. *¿Qué Arriesgamos? The Latin American Project/ SPICE*, Institute for International Studies: Littlefield Center, Room 14, Stanford University, Stanford, CA 94305-5013 (800-578-1114). Text alone, \$24.95; text and 24 slides, \$39.95; poster, \$2.00. Add 10% to the cost for shipping and handling.

This Spanish version of *What Have You Got to Lose?: New World Tropical Rainforest* is appropriate for the bilingual and Spanish immersion classroom, as well as for content-based foreign language instruction. Rainforest survival games, local and international problem-solving group simulations, a scientific experiment, and a guide to building a classroom rainforest are among the activities that introduce students to the complexity of the rainforest and the issues surrounding their development and preservation. In addition to the text (128 pp.), colorful slides, and a poster are available.

¿Qué Arriesgamos? is a well-organized, detailed resource guide that can be used with students in grades three through eight. It is appropriate for teaching social studies, environmental studies, and science.

Spanish Resources Editor: Barbara McDonald

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

MEMBERSHIP RENEWAL NOTICE

This is the last issue in your subscription of *FLES News* (all subscriptions run from September through May). Send in your check and the form below for a 1993–1994 membership in the National Network for Early Language Learning and for a subscription to *FLES News*. You may make copies of this order form for your colleagues. **Renew now so you won't forget!** You will not receive the fall issue unless you renew.

Membership Form (1993–1994)

FLES News, National Network for Early Language Learning (NNELL)

Please enroll me as a member of the National Network for Early Language Learning and send me a one-year subscription to *FLES News*. I am enclosing my check for \$12.00. Overseas rate is \$15.00. (Make checks payable to NNELL.)

Name: _____

Title or grade level: _____

School or affiliation: _____

Mailing address: _____

City, State, & Zip: _____

Check whether this address is Home School

Check here if this is a renewal. Check here if this is a change of address from last year.

Mail check (no purchase orders accepted) and this order form to: Nancy Rhodes,
Executive Secretary, National Network for Early Language Learning, Center for Applied
Linguistics, 1118 22nd St. NW, Washington, DC 20037

Andrade Receives ACTFL Award

Carolyn Andrade, current president of the National Network for Early Language Learning, was honored by the American Council on the Teaching of Foreign Languages (ACTFL) as the recipient of the prestigious Florence Steiner Award for Leadership in Foreign Language Education K-12. The award was presented at the ACTFL annual meeting in Chicago, November 1992.

ACTFL notes that "to be acquainted with Carolyn Andrade is to be immediately aware of her dedication to excellence in the profession, first to students and then to teachers." Her contributions to the profession are well known locally, regionally, and nationally.

During her decade with Cincinnati Public Schools, Carolyn's commitment as supervisor of the Elementary School Foreign Language Programs inspired the teachers who work with some 5,000 students studying Arabic, Chinese, French, German, Japanese, Russian, and Spanish in kindergarten through grade eight. While earning her M.A. in linguistics and her M.Ed. in elementary education at Ohio University, she participated in the Bilingual/Multicultural Education Project at East Elementary School in Athens, Ohio.

Early in her career, Carolyn taught in Guatemala at the Instituto Guatemalteco-Americano and the American School of Guatemala and later served as consultant to the Secretaría de Educación Pública, Departamento Técnico Pedagógico in Morelia, Mexico for three summers.

She has written a number of successful grants including a Foreign Language Assistance Act Grant for Arabic, Chinese, Japanese, and Russian in the Elementary School, an American Council for Teachers of Russian/Ford Foundation Program for Russian in the Schools, and a Sister Cities International US-USSR Youth Exchange Program Grant.

Carolyn is a frequent presenter at state, regional, and national conferences, a valued consultant, and author of articles describing language programs in elementary schools. She is the immediate past-president of the Ohio Foreign Language Association.

The National Network for Early Language Learning is indeed fortunate to have a person of the caliber of Carolyn Andrade as president. NNELL offers sincere congratulations to her for the honor she has received.

Marcia H. Rosenbusch, Editor
FLES News
Department of Foreign Languages
and Literatures
300 Pearson Hall
Iowa State University
Ames, Iowa 50011