

Learning Languages

The Journal of the National Network for Early Language Learning

Fall 1995
Vol. 1 No. 1

Learning Languages: The Journal of the National Network for Early Language Learning is the official publication of NNELL. It serves the profession by providing a medium for the sharing of information, ideas, and concerns among teachers, administrators, researchers, and others interested in the early learning of languages. The journal reflects NNELL's commitment to promoting opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own.

In an effort to address the interests of the profession, both practical and scholarly articles are published. Practical articles describe innovative approaches to teaching and to the administration of effective language programs for children. Scholarly articles report on original research and cite both current research and theory as a basis for making recommendations for practice. Scholarly articles are refereed, i.e., reviewed anonymously by at least three readers. Readers include members of the NNELL executive board, the editorial advisory board, and invited guest reviewers who have expertise in the area. Refereed articles are identified as such in the journal. Write to the editor at the address below to request a copy of author guidelines for preparing articles.

Submissions: Deadlines for information are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1. Articles, classroom activities, and materials offered for review may be submitted to the appropriate contributing editor (see below). Send announcements, conference information, and original children's work (such as line drawings, short stories, and poems) to the editor. Children's work needs to be accompanied by written permission from the child's parents or guardians and must include the child's name, age, school, and the teacher's name, address, and telephone (add fax and e-mail address, if available).

Submit a favorite classroom activity for the "Activities for Your Classroom" section by sending a description of the activity that includes title, objective, materials, and procedure. Include pictures or drawings as illustration, if available. Send with your name, address, and phone number to the Classroom Activities editor listed below.

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NNEL Learning Languages

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Notes from the President



*This has been
a busy and
interesting
year for me...*

Welcome to the inaugural issue of *Learning Languages*. Congratulations to Marcia Rosenbusch, Editor, who has done an incredible job of orchestrating the change from *FLES News*, NNELL's newsletter for eight years, to this journal. As a journal dedicated to early start, long sequence foreign language programs, we envision that *Learning Languages* will help fill an important information void in our field.

NNELL's Executive Board hopes that more educators and policy makers will take notice of the relevance and growth of our profession symbolized by this important change from newsletter to journal, as well as of the priorities that NNELL has identified for the future:

- 1) Public awareness and support of early start, long-sequence programs;
- 2) Better K-12 articulation and a unified voice in the foreign language profession in the context of a long sequence of instruction; and
- 3) Increased pre- and in-service teacher preparation efforts and opportunities for teachers to continue their professional development.

We know that this publication will provide even more information to you and we believe that you will continue to use the ideas, research, and information it contains to enrich your language teaching. The new format is exciting, especially the new international section and refereed research articles. We expect to receive more scholarly articles from those who are conducting research in K-8 language

classrooms as well as practical articles from teachers. When you see exciting language research, teaching, and learning going on in your school, district, or university, please encourage those involved to submit articles to *Learning Languages*.

We thank all four of the excellent candidates in the NNELL elections. I would like to welcome our new NNELL board members: Susan Walker, Second Vice-President, and Mercia Foster, Secretary. Susan has added her expertise to NNELL since the beginning of the organization. Mercia, also a founding member of NNELL, has been teaching language for many years in Iowa.

In November I will hand over the reins of NNELL to Eileen Lorenz of Montgomery County Public Schools in Maryland, who will continue the theme of teacher-based research in K-8 language classrooms.

I would like to thank all of the Board members for their support and enthusiasm, as well as all of the NNELL members I have met at networking sessions around the country. Thanks for the opportunity to be an integral part of such a vibrant network of language educators!

Mari Haas

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Content-Related Teaching Through Distance Learning: A Viable Alternative?

Refereed Article

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Project Director
Beatrice and Filley School Districts
Beatrice and Filley, Nebraska

A proliferation of successful programs in the past decade reflects a growing public awareness of the benefits of including foreign language in the elementary school curriculum. As varied in type as the school systems to which they accommodate, successful programs usually have two elements that are generally agreed upon as desirable: 1) a trained language teacher, and 2) content-related materials and activities that integrate foreign language instruction into the core curriculum.

Yet, the majority of small and/or rural districts do not have the financial resources to initiate and implement early language programs. Many are doing well to offer the requisite college preparatory courses at the high school level. Thus, foreign language opportunities at the elementary level, the ideal level for initiating foreign language instruction, remain out of reach for many schools.

Distance learning programs have responded to such instructional vacuums in many subject areas, including some initial efforts in basic foreign language video instruction for elementary students. The focus of these programs, however, is primarily instruction in language, whereas a content-related design integrates the language instruction and the content of other core curricular subjects. This design provides comprehensible input (Krashen, 1982), and is focused on real language in use (Omaggio

Hadley, 1986). In addition, students use the language to learn content instead of simply learning the language itself (Mohan, 1986). A content-related program ensures that the instruction and materials are appropriate to grade level, and are meaningful and real to the children. Additionally, this type of program helps the classroom teachers in further reinforcement of content.

Clearly, a content-related program offers many advantages for communicative language learning. Is it possible, however, to design an elementary school language program that is content-related, integrates well with the classroom core material, and is delivered by distance technology without the assistance of a language specialist in the classroom? How effectively can the lessons be implemented by the classroom teacher who lacks the expertise of the language teacher? What degree of proficiency can be expected of pupils in such an alternative method of foreign language learning?

An experimental program in Nebraska, *Content-related FLES through Distance Learning*, which was begun in September 1994, attempts to address these questions. The project is funded by a Federal Foreign Language Assistance Program grant, with supplemental funding provided by the Cooper Foundation, a private foundation in Nebraska. The pupils involved are from the Beatrice and Filley School Districts, a cooperative unit formed for

The majority of small and/or rural districts do not have the financial resources to initiate and implement early language programs.

the purpose of the project. The city of Beatrice (population 12,300) has four elementary schools, each having two classrooms per grade level. The village of Filley (population 167) located 15 miles from Beatrice has one elementary school with two grades per classroom. These schools serve as a representative sample of many similar school districts away from urban centers. Such districts lack the resources, money, and language specialists to provide early language learning opportunities for their students.

Description of Project

The purpose of the project is to develop and deliver a three-year, content-related, integrated German language program to the five Beatrice/Filley elementary schools beginning at grade three. The program seeks to develop language proficiency, heightened cultural sensitivity, and effective integration of language study with core curriculum content. The classes are held three times a week for 15 minutes at the classroom teacher's discretion during regularly scheduled class time. The technological features for the first year include video presentations and telephone connections to each classroom from a telelinguist. In the second year, Internet communication and interactive multimedia applications on the computer to reinforce the video presentations are planned.

The major components of the program are described here.

Video lesson units are prepared by Filley staff, designed on themes from the core curriculum subject matter, and prerecorded by fluent speakers.

The videos form the primary unit of instruction for the German classes. They are all in German and vary in the length and method of presentation. Some are brief and can be used for

one lesson, such as a video on the alphabet which includes children in groups of one to three who form the alphabet letters with their bodies and depictions of alphabet figures that move.

Another video that extends over three or four lessons shows a native speaker reading aloud in German and showing the story of "The Three Bears" from a Big Book. As she reads she points to the pictures that illustrate the words and actions of the text. Because the video is edited by computer, sound clips (such as a baby bear giggling) and color appropriate to the page are inserted, thereby making the story more meaningful and heightening student interest.

A longer video, entitled *Besuch vom Weltraum* (Visit from Outer Space), comprises enough material for three weeks of lessons. The story line deals with a reporter who follows up on a report of a UFO landing. She discovers the aliens (hand puppets) and needs to teach them some basic German words and phrases to communicate. The aliens eventually become homesick and leave. A sequel video concerns the reporter and a space pet the aliens have left behind. She discovers the pet, which she takes home, but the pet soon disappears. She searches through many community institutions (third grade curriculum): grocery store, school, library, drug store, and even a pet store. Eventually she finds it asleep on her sofa. The aliens soon return to take their pet back home.

The video stories are divided into episodes, permitting them to be viewed in small segments of three to five minutes. The teacher and students view the video lesson together, after which the teacher continues the instruction using materials and activities that carry out the video lesson. Lesson plans for the teachers are prepared by the project coordinator,

and are adjusted according to input from the classroom teacher, as to timing and subject themes, to maximize reinforcement of core subject matter.

The lesson plans implement elements from the video and involve the children in activities that integrate into the rest of the curriculum. For example, in one video episode the reporter teaches the alien puppets to count to ten. The classroom teacher then has the pupils complete simple arithmetic problems and play a board game. Depending on the amount of material in a lesson, the teacher might choose to repeat an episode for two or three sessions, varying the accompanying activities.

The children have additional opportunities to learn the lesson material because the teachers have chosen to integrate elements from the lessons throughout the day. German numbers, for example, are used not only during the German class, but whenever convenient during other activities.

Lesson practice and activities are supervised by the classroom teachers who are being prepared to be lesson facilitators.

The group of twelve teachers from Beatrice and two from Filley includes not only the third grade teachers who initiated the project, but also the fourth and fifth grade teachers who will be involved as the initial third grade classes advance to the next levels. Classroom teachers are responsible for the day-to-day management and operation of the classes, including the on-going assessment of the students.

The classroom teachers involved receive preparation in German as well as in the use of the project materials and lesson presentations. A special course at the local college has been

designed specifically for this purpose. The design incorporates instruction in basic German (text: Moeller, Liedloff, Winnifred, Kirmse, and Lalande, 1992) and foreign language methodology (text: Curtain and Pesola, 1994). Outside experts in language and methods visit the classes periodically and serve as consultants. The classes for teachers serve to advance basic language facility and knowledge of structure and usage, as well as to provide a forum for problem identification and resolution. These classes are intended to bring the teachers/facilitators to novice-mid level of proficiency during the three-year period of the grant.

A fluent speaker of German communicates with the teachers and students by speaker telephone (telelinguist).

The telelinguist, who works out of the Nebraska Department of Education offices in Lincoln, Nebraska, calls each teacher's class twice weekly for 15 minute sessions. These sessions provide an opportunity for the elementary students to use the language skills they are developing in real and meaningful communication with a fluent speaker. The telelinguist draws pupils into conversation by using a child-centered question format, with students answering individually or as a group.

The topics of conversation during the speaker phone calls are usually based on the lessons currently being studied, but questions are also drawn from review vocabulary and previously covered topics. All responses are accepted, with the telelinguist restating or rephrasing the response if corrections are needed.

In order to further encourage student language acquisition, networking is taking place with elementary school pupils in Braunschweig, Germany—Omaha's sister city. During

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...fear of foreign languages, so often evidenced by adult learners, soon dissipated (among the classroom teachers).

this first year, the pupils made initial contact sending cards and letters. Internet communication between the groups will begin during the second year. Considerable preliminary preparation is necessary for the Internet component, since elementary students in German schools normally have no classroom contact with computers. This will, however, provide a means of communication for the students that is immediate, practical, reality-based, culturally broad, and meaningful, since they will experience authentic language and culture. *ED: See the related article on p. 13.*

During the second and third years of the project, computer software and an interactive multimedia component based on the lesson units will be added to facilitate communicative competence and linguistic proficiency in listening, speaking, reading, and writing.

Evaluation

On-going evaluations of the project will be conducted by the individual school districts and the project coordinator. These will include simple evaluation forms on students' learning of the video content, attitudinal surveys of students, parents, teachers, and administrators using the FLES Program Evaluation inventory, a global rating instrument developed by Heining-Boynton at the University of North Carolina (1990).

The foreign language curriculum materials will be evaluated by Ali Moeller, an outside expert in curriculum development and foreign language instruction from the University of Nebraska. Dr. Moeller will complete a curriculum analysis to assess whether the curriculum interfaces with the state and national standards. She will also conduct proficiency testing of the students in the four skills using a modified form of the Oral Proficiency Interview.

Additional authentic measuring systems, such as portfolio assessment, anecdotal records, and student journals, will assess development of language and cultural proficiency as well as determine whether the students view content areas as interconnected rather than as mutually exclusive. In order to evaluate the reliability of portfolio assessments, a panel of three evaluators (a teacher educator and two practicing German teachers) will also evaluate the portfolios. To begin the process, the panel will meet to establish the initial criteria. They will then independently run a test evaluation on one or two portfolios in order to establish inter-rater reliability. When this reliability has been established, the panel will rate all portfolios according to the predetermined criteria.

The evaluation will address the extent to which the project objectives and activities were implemented, the effectiveness of the project's activities in achieving the objectives, and student outcomes as a result of the project's activities.

Project Progress

During the first year, as expected, the project director has seen foreign language sessions emerge that differ somewhat from typical language classes taught by an on-site foreign language specialist. One major difference reflects the teachers' lack of language expertise. The classroom teachers do not have the necessary skill levels to use the target language exclusively during the language sessions. Moreover, the pace is slower and the intensity is less than is possible when sessions are led by specialist teachers who would be able to maintain a constant interchange of communication in the target language for the length of the session. As a counter to this disadvantage, however, the teachers do not restrict their use of

German to the 15 minute class session, but rather use it throughout the day. They integrate the language wherever applicable into the presentation of the other subjects being taught. In this way they treat foreign language instruction in much the same way as they do the other core subjects.

The teachers/facilitators themselves are experiencing a change in perception, which increasingly emphasizes the uniqueness of foreign language study and how it can enrich the person as well as the general teaching environment. At the onset of the project, the field of foreign languages was indeed foreign for the majority of the group. Only four of these teachers had previously studied a foreign language for two years in high school (one in French, one in Spanish, two in German). The other ten had no foreign language background experience.

During the first weeks, some teachers appeared to be reluctant about the training sessions. A few even complained to their administrators that the work was "too hard" and that they did not have time for this preparation in addition to their committee work. One teacher reported she felt like she was pulling a ball and chain.

Fortunately, after about four weeks there was a noticeable change in attitude and receptiveness. The teachers began to press their principals to purchase German/English dictionaries and also bought teaching aids from catalogues with their own money. They began to seek innovative ways to use German in their teaching—often coming to the training class with mini-units they had developed on their own.

This dramatic change became the topic for discussion in the weekly teacher preparation class where time is allowed for problem identification and remedial strategies. The teach-

ers expressed their initial reluctance by comments such as, "It was so different from any other course I had taken"; "I was afraid of making a mistake (in German)"; "I felt so ignorant"; "Foreign language learning is so different; I had nothing to refer back to." This fear of foreign languages, so often evidenced by adult learners, soon dissipated. The teachers reported they were surprised and delighted when they realized that they were understanding the foreign language. More importantly, they saw that their pupils were learning the foreign language quickly and felt that they were an effective part of the process. On a more subtle level, they felt their own horizons broadening. As one teacher said, "I feel so much more a part of the world!"

The teachers and the telelinguist have completed simple evaluation forms on students' learning of the material taught during the video episodes. These evaluation forms address the areas customarily taught in first year foreign language instruction: numbers, alphabet, colors, greetings and farewells, giving and asking for names, giving own address, classroom items, body parts, and telling time. The evaluation forms are designed to be completed in a minimum amount of time.

The initial evaluations by the teachers, the telelinguist, and the project director indicate that the pupils have acquired language facility that they are pleased to use at every opportunity in and out of the classroom. Surprisingly, many of the fourth and fifth grade teachers introduced the German materials into their classrooms even though the first year of the project design did not yet involve them. This exemplifies the tendency of classroom teachers to constantly search for increased educational opportunities for their pupils.

An unexpected outcome is the reaction of the teachers, who have felt enabled to present the material across the curriculum.

We view the comments and observations by the teachers/facilitators as a crucial element in affirming the project's success.

We are pleased that the consensus of opinions by the participants at this early stage has been encouraging as to the outcome of the first stage of the project and we plan to report progress on the project to the profession. Meanwhile, we welcome contacts with others: Zoe Louton, Filley Schools, PO Box 87, Filley NE 68357; 402-662-3595; e-mail: zlouton@esu6.esu6.k12.ne.us

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First Ever Joint Conference

Advocates for Language Learning (ALL)
and
Second/Foreign Language Acquisition by
Children (SLAC)
(in Conjunction with ACTFL)
November 15-17, 1995
Conference Center & Marriott on the Campus
California State University
Fullerton, California

"Getting Our Children Ready for Tomorrow"

Sample Session Topics:

- Integrating International Studies and Foreign Language into the Curriculum K-6
- Incidental Learning vs. Direct Teaching of Vocabulary in an Immersion Program
- Becoming a Scientist: Integrating Science and the Foreign Languages
- Integrating Children's Literature in the Spanish Classroom
- Energize your Classroom through Song and Play
- Keys to Successful FLES/FLEX Programs in 1995
- Technology and K-12 Language Learning
- FLES Meets the Seven Intelligences
- Towards Positive Testing
- The Current Situation and the Needs of Teacher Training in Japanese Immersion Education in the US
- Parents Can Make a Difference: French Immersion in Canada and Canadian Parents for French

Order K-8 Culture Resource Manuals

Montgomery County Public Schools, Rockville, Maryland is pleased to announce the availability of two resource manuals that focus on an integrated approach to the teaching of language, culture, and content. *Teaching Culture in Grades K-8: A Resource Manual for Teachers of Spanish* and *Teaching Culture in Grades K-8: A Resource Manual for Teachers of French* contain a scope and sequence of objectives for teaching culture in kindergarten through grade 8, as well as instructional activities developed by teachers.

These manuals are a product of a three-year project supported by the National Endowment for the Humanities. All orders must be accompanied by a check for \$15 (to cover the cost of printing and shipping) made payable to Montgomery County Public Schools.

Send letters of request to: Eileen Lorenz, Department of Academic Programs, Montgomery County Public Schools, 850 Hungerford Drive, Rockville, MD 20850.

Activities for Your Classroom

Jigsaw Geography

Kathy Stevens
Garden City Public Schools
Garden City, Michigan

Objective:

Students will demonstrate knowledge of geography by fitting together a map of South American countries as in a jigsaw puzzle.

Vocabulary:

- Countries of South America;
- Capitals of countries of South America;
- Bodies of water surrounding South America plus the Amazon;
- Direction words: north (*norte*), south (*sud*), east (*este*), west (*oeste*);
- Comparative adjectives: bigger (*más grande que*), smaller (*más pequeño/a que*);
- Where is ...? (*¿Dónde está ...?*), What is the capital of ...? (*¿Cuál es la capital de ...?*)

Materials:

- Large poster board map of South America, cut up into individual countries and laminated;
- Individual labels for each country, capital, and body of water;
- Yarn

Procedure:

First prepare the large map pieces by projecting a transparency image of a map of South America onto a poster board mounted on the wall. Using different colored markers, outline the individual countries on the poster board. Indicate the capital city of each

country using a large dot. This dot also differentiates the front side of a puzzle piece from the back.

Cut up the map into countries. Laminate each piece. Create individual labels for country names, capitals, and bodies of water.

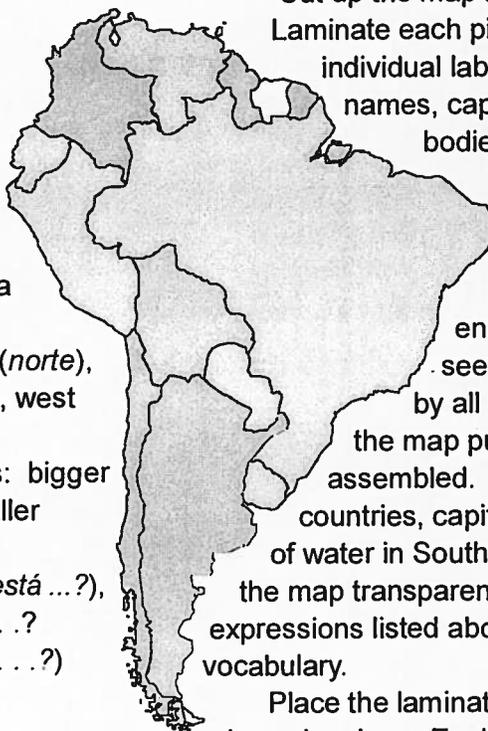
Laminate each. Be sure to make the countries large enough to be seen on the floor by all students when the map puzzle is being assembled. Introduce the countries, capitals, and bodies of water in South America using the map transparency. Practice expressions listed above in the vocabulary.

Place the laminated country pieces in a bag. Each student chooses one. The first student places her country on the floor. The second student places his country on the floor, describing its relationship to the previous country (see vocabulary).

Continue until all countries have been placed and described. Direct students to label each country, capital, and body of water with laminated place names using the questions listed in the vocabulary.

When the map is complete, use the yarn to create the Equator!

Jigsaw puzzles can make learning geography fun!



Teacher as Researcher: Motivating an Eighth Grade Spanish Class

Emily Francomano
The Day School
New York, New York

I want to tell you about the exciting results of a teacher research project I completed last year. I was introduced to the idea of the teacher as researcher while I was a participant in Project Pluma, a National Endowment for the Humanities grant-funded project at Teachers College, Columbia University. My research project was done in connection with an assignment in which we were to create a curriculum unit that used subject content (the history and culture of Mexico) and writing activities to teach Spanish.

I created a unit for an eighth grade class based on the Zapotec story, *La mujer que brillaba aún más que el sol*, adapted from a poem by Alejandro Cruz Martínez. I chose this story because it is beautiful, both linguistically and visually. As a person who loves Spanish, and loves writing and reading Spanish, I really hoped that my students would start to feel that same kind of love for the language, develop some ownership of the language, feel better about themselves, and really have some fun with the language while they were learning.

Unfortunately, the class did not feel like successful language learners; in fact they felt as if they had been labeled the "slow" group. Not surprisingly, their in-class behavior and engagement had been problematic throughout the fall. I decided that after winter vacation when they came back, the class would be completely different. I would use an entirely different style of teaching that involved only speaking in Spanish in the class-

room on my part and the students' parts. My research questions centered around my students' reactions to a new methodology in the classroom in which each lesson was focused on the story. Would their motivation and engagement increase? Would they develop a more intuitive sense of spoken and written Spanish?

As I taught the unit, I recorded my thoughts in a journal, audio- and video-taped some of my lessons, evaluated and compared my students' work, and conducted interviews with some of my students. The teaching strategies I used included:

- presenting the vocabulary with visuals from the story;
- having the students practice the vocabulary by answering questions about the story and writing original sentences;
- conducting shared readings of the story;
- having students act out the story;
- completing a story map of the characters, setting, problems, and solution;
- writing and illustrating original stories; and
- making a video of the students reading their stories.

I started each class making my students swear that they would speak only Spanish in class, "*Doy mi palabra de honor...*" (I pledge my word of honor....) They would come in, shake my hand, and say, "I'm not going to speak any English today." That really helped because before, I had to constantly remind them, "We're not

I really hoped that my students would start to feel that same kind of love for the language...

speaking any English today." I have a sign, "*Hablamos español ahora* (We're speaking Spanish now)/We're speaking English now," which helped somewhat, but the oath helped a lot more. They started to do their own language policing. "*¡Tú estás hablando inglés, cállate!*" (You're speaking English, shut-up!) Even though this was not exactly polite, it was a very meaningful exchange of language.

I found that motivation just soared and there was a markedly higher level of engagement in the classroom. Consequently, classroom management became much easier. The students really enjoyed reading a story. I often had them sitting on the floor in a circle, as in kindergarten, and made the class as fun as possible. They loved writing their own stories, making them into books, and making a video.

During reflective interviews, most students responded that the class was now more interesting and fun. Many students felt that they had become more successful in communicating in Spanish. They really were able to

communicate meaningfully to one another and to me. I noticed the biggest improvement in oral skills, especially in the asking of questions.

With the changes I made in my teaching, my students experienced a new level of motivation. I know that I will keep on teaching my students in this new way. And I know now that I can complete a meaningful teacher research project!

...motivation
just soared...

References

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Editor's Note: The curriculum unit described will be included in the Project Pluma teachers' resource guide, which will be available in the fall of 1996. To request a complimentary copy, send your name and address to: Mari Haas, Teachers College, Columbia University, Box 201, New York, NY 10025.

Standards and Assessment Conference Report Available

On March 30-April 1, 1995, the School of Education at the University of North Carolina at Chapel Hill hosted the International Conference on Standards and Assessment (ICSA).

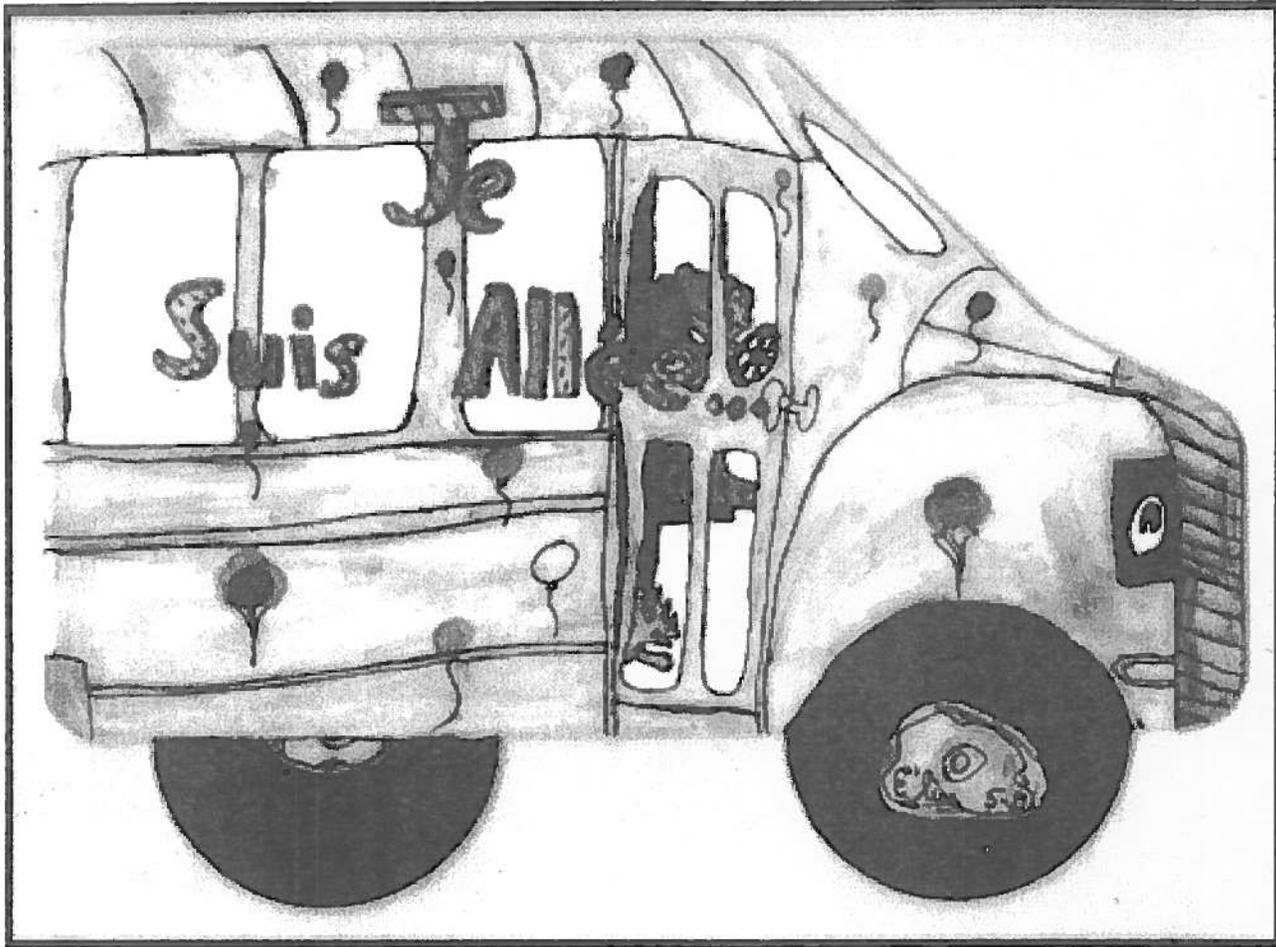
This first-ever meeting brought together K-16 educators, state department coordinators, U.S. Department of Education officials, policy makers, and representatives from all of the content area standards projects.

The three-day event offered participants six internationally-known keynote speakers, six preconference workshops, and over 60 concurrent sessions. Thirty-five states and two foreign countries were represented.

Participants had the opportunity to network with representatives from all levels of the standards and assessment movement. Fascinating ideas were shared regarding numerous projects at local, state, and national levels.

The *ICSA Report*, a refereed journal with articles that represent a wide view of the conference, is now available. For information regarding the purchase of the *ICSA Report*, contact Dr. Audrey Heining-Boynton, *ICSA Report* Editor, CB#3500 Peabody Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3500.

Children's Classroom Creations



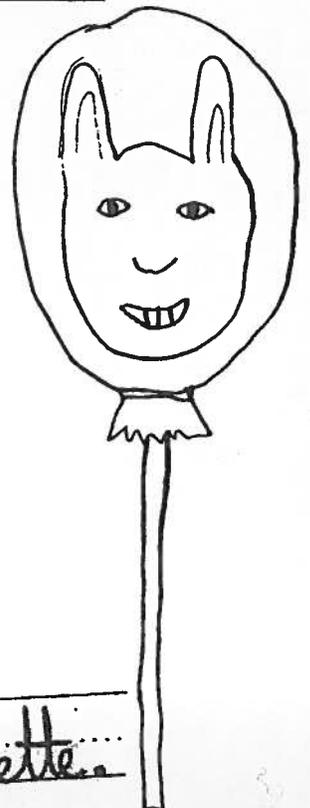
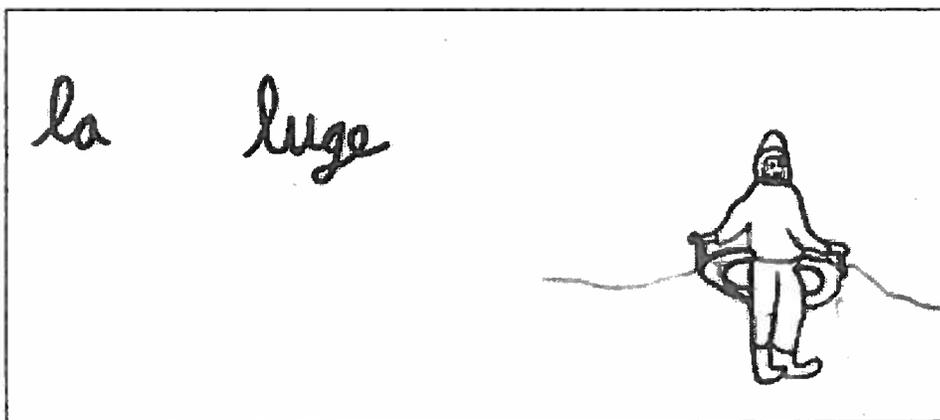
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West Hartford, CT

Pat Clark, French Teacher



Editor's Note: The cover and two pages from Erin's delightful book are included in Children's Classroom Creations. Erin's book is based on the *Un Livre de Crème Alogée*, which is one of three stories in the Big Book, *Dix Kilomètres à Pied*, published by Addison-Wesley, 1 Jacob Way, Reading, MA 01867; Phone: 800-447-2226 or 617-944-3700. Shaped books are available from Perfection Learning Corporation, 1000 N. 2nd Ave., Logan, IA 51546; Phone: 712-644-2831.

une soucette

Traveling to South America on the Internet

Margaret Reardon
Pocantico Hills Public School
North Tarrytown, New York

We often hear that in our increasingly interdependent world it is vital for our students to be able to communicate in languages other than English. We are also urged to help our students develop an understanding of other cultures. For seventh grade students learning Spanish at the Pocantico Hills Public School in North Tarrytown, New York, corresponding with students in Latin America via the Internet was the perfect way to personalize the students' school language learning experience. This experience not only encouraged students in their continued study of Spanish, it motivated them to learn about other cultures.

This experience came about when the school librarian and I (the Spanish teacher, with very little computer or electronic mail experience) participated in a federally-funded grant, *Focus on Information Technologies*, through our local Bureau of Cooperative Educational Services (BOCES). This grant offered us a chance to write a curriculum unit that used the Internet to connect our students with students in Spanish-speaking countries. This program was especially interesting to us because South America had been designated as the focus for the seventh grade Spanish curriculum for that year. The students in our school who participated in this project had studied Spanish for three and a half years.

And so our adventure on the Internet began. First, we searched the

Internet for links with schools in Latin American countries. We went down many unexplored paths and hit many dead ends. I traveled to Paraguay by night and Chile by day trying to get electronic mail addresses. When we discovered ListServs (electronic bulletin boards on the Internet where people from all over the world ask questions that anyone reading the board can respond to through electronic mail), we sent out messages about our project and received many responses. We were connected with teachers in Argentina, Peru, and Colombia and were exhilarated when we received responses from them such as the following:

Peggy, no te imaginas el interés que ha despertado el correo electrónico en el colegio...quiero que me confirmes si vamos a intercambiar información pronto... Alfredo

We wanted our students to learn more about Latin America and to practice their Spanish skills as they conversed electronically with the students from that continent.

We first identified the schools with which we would correspond: a Jewish school in Argentina, a Jesuit school in Peru, and a Missionary school in Colombia. Next, we divided the students into three groups. Each group researched one country on the Internet and on CD-ROM's available at our school. We asked students to learn general information about the countries as well as information about any current political instability. The students made flags, maps, and travel

*Peggy,
you can't imagine
how much interest
electronic mail has
caused at
school...please
confirm if we are
going to exchange
information soon...
Alfredo*

The librarian was amazed at their desire to use perfect Spanish.

brochures in their Spanish class and described their country in writing. They were also to take part in four electronic mail exchanges, after which a video reporting on the experience was produced at the local cable television station, culminating the unit.

In the first electronic mail exchange, students wrote an autobiography; in the second, a description of their school; next they described where they lived; and finally, they wrote about their favorite pastimes, music, and sports. Before each exchange we brainstormed ideas they might include. Each student then

wrote a rough draft of a message, which I helped them correct.

When we went to the library, where the Internet connection is located, the students worked in pairs to type their messages to their keypals in Argentina, Peru, or Colombia. One student dictated and watched the monitor for errors while the other typed. The librarian was amazed at their desire to use perfect Spanish.

The following are examples of electronic mail messages sent and received during the project. All correspondence was in Spanish. English translations are provided:

ED: Please note that diacritics and non-English punctuation are not used on the Internet. The messages received have not been edited, except for the removal of last names.

Querida Naomi:

Somos alumnos de 6B del colegio TARBUT. Nos llamamos, Yael, Federico, Nicole, Lola, Yael K. Todos vivimos en departamentos grandes. En el grado nos llevamos muy bien. Salimos a muchos lados juntos y nos divertimos mucho. Tenemos familias muy grandes, entre ellos tios, abuelos, hermanos, madres y padres. Nos gustan mucho los deportes y en los recreos jugamos al hand-ball, foot-ball, volley-ball, tennis. En el colegio estudiamos 3 idiomas, Ingles, Hebreo y Castellano. Nos gusta mucho comunicarnos contigo y queremos saber mas acerca de tu vida. Esperamos mas noticias tuyas. Un beso.

*Federico, Lola, Yael, Nicole y Yael K.
Buenos Aires, Argentina*

Dear Naomi:

We are 6th grade (6B) students at TARBUT High School. Our names are Yael, Federico, Nicole, Lola, Yael K. We all live in big apartments. At school we get along very well. We go out a lot together and we have fun. We have big families, among them uncles and aunts, grandparents, brothers and sisters, mothers and fathers. We like sports a lot and during recess we play handball, football, volleyball and tennis. At school we learn three languages, English, Hebrew and Spanish. We would really like to keep in touch with you and we would like to know more about your life. We hope to receive more news from you. A kiss.

Federico, Lola, Yael, Nicole & Yael K.
Buenos Aires, Argentina

Hola, Federico, Lola, Yael, Nicole,
Yael K.

Gracias por tus dos cartas. Me gustan mucho. Mi escuela es pequena. Mi clase favorita es matematicas. El profesor de matematicas se llama el Sr. S. Es mi profesor favorito. Me gusta la clase de espanol. La profesora se llama Sra. Reardon.

Es su escuela pequena, mediana o grande? Llevan uniformes? Donde comes el almuerzo? Cuales sus clases favoritas? Tienen un piano? Son Uds. populares? Tienen abuelos, bisabuelos y tios? Por favor, escribame otra vez.

Tu amiga
Naomi
N. Tarrytown, NY

Hello, Federico, Lola, Yael, Nicole,
Yael K,

Thank you for your two letters. I liked them a lot. My school is small. My favorite class is mathematics. My math teacher's name is Mr. S. He is my favorite teacher. I like my Spanish class. My Spanish teacher's name is Mrs. Reardon.

Is your school small, medium, or large? Do you wear uniforms? Where do you eat lunch? Which are your favorite classes? Do you have a piano? Are you popular? Do you have grandparents, great grandparents, uncles and aunts? Please write me again.

Your friend
Naomi
N. Tarrytown, NY

Hola me llamo Sebastian, estoy en 3 de sec "A" (9° grado), tengo 15 años me gusta hacer morey SURF, ir a fiestas, conocer gente mis mejores amigos son Diego, Hernan, Joela y Valery, no soy muy estudioso, soy de estatura baja, mis ojos son pardos, pelo casta~no oscuro, tengo una casa grande y tambien otra en una playa privada que se llama "Lapa Lapa," espero que me escribas pronto chau

Sebastian
Lima, Peru

Hello, my name is Sebastian, I am in the 3rd year of secondary school "A" (9th grade), I am 15 years old and I like to do morey SURFing, go to parties, and meet people. My best friends are Diego, Hernan, Joela and Valery, I am not very studious, I am short, my eyes are light brown, my hair is light brown. I have a big house and also another house at a private beach named "Lapa Lapa." I hope you write to me soon, bye.

Sebastian
Lima, Peru

Hola, Magali, Diego, Matias, Luciano
y Uri

Hola! Me llamo Bethany. Recibi tu carta interesante. Pues, Estoy en el septimo grado. La escuela se llama Pocantico Hills. Voy a la escuela a pie o por coche. En mi escuela no podemos masticar chicle, correr en los pasillos, ni llevar gorras.

Estudio ciencias, estudios sociales, matematicas, ingles, español 1, arte, education fisica, y tecnologia. Me gustan mas o menos. Como les gusta estudiar ingles? Hablan Uds. el hebreo muy bien? A que hora va y sale de la escuela? Bailas ballet en tu pais? Te gusta? Me gusta mucho. Escribame pronto.

Hasta luego,
Bethany
N. Tarrytown, NY

Hello, Magali, Diego, Matias,
Luciano and Uri,

Hello! My name is Bethany. I received your interesting letter. I am in 7th grade. My school is called Pocantico Hills. I walk to school or go by car. At my school we cannot chew gum, run in the hallways or wear caps.

I study Science, Social Studies, Mathematics, English, Spanish I, Art, Physical Education, and Technology. I sort of like them. How do you like studying English? Do you speak Hebrew well? What time do you go to school and leave school? Do you ballet dance in your country? Do you like it? I like it a lot. Write me soon.

See you later,
Bethany
N. Tarrytown, NY

Hola!

Mi nombre es Joann. Yo tengo 15 años. Yo soy de Corea. Vivo en Bogota, Colombia. Estudio en El Camino Academy. Estoy en 9º grado. Tengo 4 hermanas. Hace 1 mes estoy en Colombia. Hablo 4 idiomas: Español, Ingles, Coreano, y Portugues. He vivido en Brasil, Paraguay, Portugal, y Corea. Mi deporte favorito es baloncesto. Mi color favorito es el azul, y mi comida favorita es pizza.

Joann
Bogota, Colombia

Hello!

My name is Joann. I am 15 years old. I am from Korea. I live in Bogota, Colombia. I study at El Camino Academy. I am in 9th grade. I have four sisters. I have been in Colombia for one month. I speak four languages: Spanish, English, Korean, and Portuguese. I have lived in Brazil, Paraguay, Portugal and Korea. My favorite sport is basketball. My favorite color is blue and my favorite meal is pizza.

Joann
Bogota, Columbia

Que tal Bethany, me llamo Flavio tengo 16 y estoy en ultimo año me gusta mucho la musica grunge como Pearl Jam etc, contestame pronto Chau

*Flavio
Lima, Peru*

How are you Bethany, my name is Flavio I am 16 years old and I am in my last year [of secondary school]. I like grunge music very much like Pearl Jam etc. Answer me soon. Bye.

Flavio
Lima, Peru

The students were very excited about the project. Before school and during lunch I would be greeted in the hallways with, "Would you check my message? I just want to make sure my Spanish is perfect." "Do you have a message for me?" and "May I read my message to the class?"

The librarian and I were very satisfied with the results of the project. The students were incredibly motivated, practiced their Spanish in a real context, and learned about the culture of the people who speak Spanish in Argentina, Peru, and Colombia. They were amazed at how similar they are to their South American peers.

Here are some guidelines for replicating a project like this:

- You need at least one computer with a modem and a connection to an electronic mail system.
- Record all of the paths you take when you look for information on the Internet, so that the next time you know what steps you have taken before.
- Have specific goals, activities, and outcomes in mind before you begin. Preplanning helps the project run smoothly.
- Set specific beginning and ending dates for the project with the teachers in the target country. This will help avoid the long wait for responses.

- Make sure you ask the sister school for additional information (besides their electronic mail address) such as mailing address, phone number, and FAX number in case you want to send anything through other channels later.

- Try to exchange messages with students of similar ages to your students.

- Plan adequate time for the students to use the computers. If you only have a limited number of computers that access the Internet, you will need a great deal of time for all of the students to be able to send their messages.

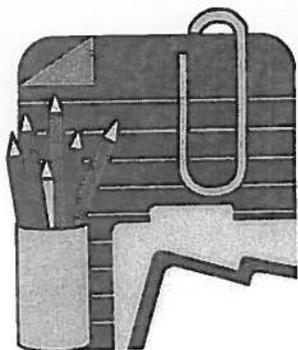
I encourage you to explore the Internet with your students. I believe that you, too, will find that your students will love using the language they have studied to communicate with their peers in other countries. Here are some helpful resources to help get you started:

EDNET:
ednetmgr@educ.umass.edu

KIDSPHERE:
KIDSPHERE-request@vms.cis.pitt.edu

KIDLINK via web browser at
<http://www.kidlink.org>

The students were so interested in Latin America that they asked the principal if they could go on a class trip to Mexico!



Classroom Resources

French

Carter, D.A. (1992). *Dans un Bois Très, Très Sombre*. Toulouse, France: Editions Milan.

Fox, M. (1990). *A ton avis?* France: Kaleidoscope.

Available through Children's French Book Store, 1486 Gainforth Ave., Toronto, Ontario, Canada M4J1N5; 416-465-3015.

Here are two books which make for wonderful lessons at Halloween time. Both books are adaptations from English, but they are so engaging and so rich in possibilities that I use them without any qualms in my classes.

David Carter's book, *Dans un Bois Très, Très Sombre*, is a recounting of that classic, scary story, *In a Dark, Dark Wood*. This book has spooky illustrations and a simple repetitive text that builds suspense as it goes along. The pay-off is a terrific ghost that actually pops out of the last page. This is a book that children of all ages can enjoy. I read it to my beginning French students in sixth grade, but younger children will like it as well. As a follow-up activity, my students create their own "*Dans un(e)* (noun) *très, très* (adjective)" book with text and illustrations that they share with the class.

Mem Fox's *A ton avis* is more controversial. This book has complex, surreal illustrations that teachers and students may find disturbing, intriguing, or howlingly funny. My seventh and eighth grade students love it. The text invites the reader to look at the pictures of a very strange witch and to

guess what kind of person she really is. It all comes out well in the end, but along the way the reader is treated to hilarious pictures of the witch's lifestyle, including a witches' brew, witch hats, and a variety of witchy animals. There is a lot for students to talk about in this book and it certainly stimulates the imagination. Since the humor is quite sophisticated, (the witch wears buttons that say "idiot grin" and "hot bats") the book will appeal especially to older elementary students. Definitely weird, but definitely fun!

German

Wilkes, A., Schindler, N. (1992). Duden: *Mein erstes Wörterbuch*. Mannheim: Dudenverlag. \$21.95.

Paschmann, M., Teichmann, D. (1991). Duden: *Bildwörterbuch für Kinder*. Mannheim: Dudenverlag. \$17.95.

Langenscheidt Picture Dictionary. German/English. (1992). Maspeth, NY: Langenscheidt. \$14.95 (Paperback); \$19.95 (Hardcover).

All are available from Delta Systems Co., Inc., 1400 Miller Parkway, McHenry, IL 60050-7030; 800-323-8270; Fax: 815-363-2948.

If you are a teacher interested in using the four components of a communicative classroom—listening, speaking, reading, and writing—these books provide an invaluable resource. Students using them will gain cultural knowledge and will have lots of fun looking at the illustrations, in addition

to listening to, speaking, reading, and writing the words. The books are an excellent reference for journal writing. They can be placed in a Writing Center for students to use as they look up words and expressions.

Mein erstes Wörterbuch contains 60 full-color pages with photographs of real German scenes and objects that are labeled in German. Topics include clothing, the body, things in the house, things in the garden, colors, shapes, numbers, food and drinks, sports, school, toys, zoo, farm, weather, and shopping, just to name a few.

Bildwörterbuch für Kinder also consists of 60 pages with full-color scenes surrounded by smaller pictures showing articles from within the scene. Topics include the house, family, city, school, farm, seasons, shops, traffic, playground, clothing, hospital, and many more.

In both of these books the scenes and items are labeled only in German and use the appropriate article with the nouns. *Bildwörterbuch für Kinder* uses illustrations, while *Mein erstes Wörterbuch* shows photographs.

Langenscheidt Picture Dictionary uses the German and English word for each illustration. It contains 3,336 terms and helps students acquire vocabulary and dictionary skills. The full-color illustrations show actions and ideas suitable for the young reader. The words are arranged in alphabetical order. Nouns are used with the appropriate German article.

All three books contain a German index which makes it easy for students to look up a specific word. These books are a terrific resource for a German reading/writing program. They are best for students who are beginning to read and for students in first or second grade immersion classes.

Spanish

García Lorca, F. (1986). *Federico García Lorca para niños*. (3rd ed.) Martin, E. (Ed.). Madrid: Ediciones de la Torre.

Available from Ideal Foreign Books, Inc., 132 - 10 Hillside Ave., Richmond Hill, NY 11418; 718-297-7477. Cost is \$13.95.

Introduce your students to Spanish language poetry with *Federico García Lorca para niños*. This book, which is one in a series on Spanish poets, gives you 32 pages of background on García Lorca and over 50 poems for children. Many poems are short and very appropriate for elementary and middle school classes. The longer poems can be used with more advanced students or immersion students. Some poems lend themselves to choral recitation while others, to illustration by the students. Students might also imitate García Lorca's style in creating their own Spanish poetry. You will find this book to be an excellent resource for introducing authentic Spanish poetry to your students.



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U.S. Joins Global Language Education Study



*It is important
that the U.S.
be involved in
cooperative
efforts of this
nature -
Paul Simon*

The United States is participating in the first phase of an international comparative survey of language education conducted by the International Association for the Evaluation of Educational Achievement (IEA). This survey, coordinated by the Center for Applied Linguistics (CAL), is similar to the recently conducted survey measuring U.S. students' mathematical and scientific abilities and comparing them to those of other students in other countries. Over 30 countries are participating in this study.

The study will contribute significantly to our understanding of language education in the U.S. and around the world, and will provide a basis for suggesting improvements in our educational system. As U.S. Senator Paul Simon observed, the study "will give us an opportunity to better gauge where the U.S. stands in relation to other nations in this important area. It is important that the U.S. be involved in cooperative efforts of this nature."

In the first phase, CAL will report on the teaching of Spanish, French, German, Japanese, and English-as-a-Second Language. This phase of the study will also include conducting research on the social, political, and educational context in which language education is carried out. The gathering of data for Phase One has been completed and country representa-

tives met to share results in June 1995. Phase Two is much more extensive, and will involve the testing of students and collection of data on student proficiency and on the kinds of teaching that go on across the country. The research will result in identifying model programs and describing them through case studies.

Support for CAL's participation in Phase One is provided by the Spencer Foundation, Teachers of English to Speakers of Other Languages (TESOL), the American Council on the Teaching of Foreign Languages (ACTFL), the American Association of Teachers of Spanish and Portuguese (AATSP), the American Association of Teachers of German (AATG) and the Council of Chief State School Officers (CCSSO). At present, funding is available for U.S. participation in the first phase of the study only.

The national language education profile that the U.S. is preparing for the international study will be available as a separate report, to be published by the National Clearinghouse for Bilingual Education (NCBE) in winter 1995.

The IEA, founded in 1969 under the auspices of UNESCO Institute of Education in Hamburg, has conducted over 15 international comparative studies. The Council of Chief State School Officers serves as the U.S. representative to the IEA by designation of the Board of International Comparative Studies in Education.

Events in Europe: A Focus on Germany

Helena Curtain
University of Wisconsin - Milwaukee
Milwaukee, Wisconsin

The world of early language learning within our own country is fascinating and it is heartening to see the attention that such programs are currently being given. Because this same interest is surfacing in other parts of the world, a column focusing on the international aspects of early language learning is inaugurated in this issue. I invite you to send items of international news to me for possible inclusion in this column. Thank you.

Helena Curtain

Concerns related to early language learning in other parts of the world are very similar to the concerns found in the United States. This article reports on information related to early language learning in Germany.

The Association for Modern Language Teachers in the state of Baden-Württemberg (1989) called for long sequences of instruction beginning as early as possible, along with more emphasis on communicative, activity-oriented language teaching and increased teacher training. Steinbach (1993) in Saxony Anhalt, one of the new states in the eastern part of Germany, gave strong reasons for a long sequence of instruction: fosters tolerance, an openness towards others, and the ability to understand other points of view; integrates children from other countries into the German school system; starts lifelong learning in the area of language instruction; and allows today's students to adjust to the new Europe as it continues to develop into a community.

Piepho (1992) discussed the need for German children to learn other languages early and described appropriate conditions for early language programs:

- Early language learning should not simply be mandated as another subject in the elementary school, but should be formulated in an entirely new way.
- The decision as to which language to teach and how the program should be organized should be made on a school-by-school basis by parents and teachers.
- The financing of programs must be secured before programs are started.
- There is a need for coordinated support for early language learning programs, including the provision of a curriculum, materials, teacher handbooks, and in-service opportunities, so that individual schools have the resources needed to implement quality programs.
- The emphasis on early language learning should be made clearly visible in the school.
- Opportunities should be provided for teacher exchanges and visits to countries where the target language is spoken so that teachers can learn the language needed for everyday school life.
- Children must have opportunities to use their language skills in real contexts with speakers of the language.
- Children's growth in their lan-

80 percent of the children in the Third World grow up learning two or more languages.

guage learning should be assessed even if the early language learning program does not give grades.

The *Kinder lernen europäische Sprachen* (Children Learn European Languages) association advocated the start of foreign language learning in grade three of primary school and identified a developmentally appropriate and activity-oriented approach as a logical first step in this direction (Gompf, 1990). The organization based its advocacy on The Hamburg Agreement of 1964, which recognized as an educational right of every individual in Germany, the command of at least one foreign language. The *Kinder lernen europäische Sprachen* association argued that competence in at least one foreign language is an indispensable occupational minimum qualification in view of the close cooperation of the European states in the European Common Market.

The association indicated that the requirement to start foreign language study at grade five (ages 10/11) in all German schools was not being fulfilled and urged the restructuring of the German school system to allow for primary school language instruction.

Among the aims of the association are the following (Gompf, 1990) :

1. Promote knowledge about the early start of foreign language learning in the primary school by systematically collecting and widely publicizing arguments and information concerning developments in this field.
2. Promote publicity in the media supporting foreign languages in the primary school.
3. Inform parents about the prospects for earlier foreign language learning in the European context.
4. Inform and motivate teachers and their professional organizations at all school types and levels.
5. Urge opinion- and decision-makers in executive and legislative bodies and in political parties at federal and state levels to facilitate early foreign language study.
6. Organize workshops, conferences, and symposia to deal with the theoretical problems and practical experiences related to an early start in foreign languages at the primary level.
7. Contribute to teacher training and the spread of modern, developmentally-appropriate teaching strategies and materials.
8. Promote and support relevant research on foreign language teaching for the younger learner.
9. Act as a distributor of information on early foreign language teaching and learning.
10. Promote contact and cooperation with institutions following similar objectives in Germany and the whole of Europe.

References

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- Gompf, G. (1990). Ziele und Aufgaben von Kinder lernen europäische Sprachen e.V. In Gompf, G., ed. *Kinder lernen europäische Sprachen e.V. Förderverein für frühes Fremdsprachenlernen Jahrbuch 90*. Stuttgart: Klett.
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Fremdsprachenunterricht in Sachsen-
Anhalt (konzeptionelle

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Mittelteilungsblatt des FMF
Landesverband 17 (33/34)*, 15-18.

American Council on the Teaching of Foreign Languages (ACTFL)

Annual Meeting

November 18-20, 1995

Anaheim, California

NNELL Annual Meeting

Saturday, November 18th, 1995
4:45 - 6:00 pm
Orange County Salon 2
Marriott Hotel

During this session you will meet the officers of NNELL, who will provide a short report on the year's activities and discuss plans for future work. Afterwards, session participants will have the opportunity to explore topics of interest and concern to early language learning educators in a small group format.

The small group sessions will be facilitated by the NNELL regional representatives. During this time, new teachers will be able to dialogue with experienced teachers, while those with experience will explore topics meeting their interests and concerns. One topic already suggested for the agenda is "Building support for early language programs through advocacy." Send suggestions for discussion topics to Eileen Lorenz, NNELL First Vice President, Montgomery County Public Schools, 850 Hungerford Drive, Rockville, MD 20850; e-mail: elorenz@umd5.umd.edu

FLES Swapshop Breakfast

Sunday, November 19, 1995
8:00 - 9:30 am
Pacific Ballroom B
Hilton and Towers Hotel

Join your colleagues for a full American breakfast to discuss effective teaching techniques and resources in the K-8 classroom.

Bring 200 copies of a one-page teaching activity to share. Include the following information in the activity: your name and address, language and grade level, lesson topic, objectives (language, content, thinking skills, culture, key vocabulary), materials, description of activity, and assessment. Publishers' FLES materials will be on display.

Swap Shop coordinators are Marcia A. Spielberger, Georgia Department of Education, and Mary Lynn Redmond, Wake Forest University. Publishers' Displays coordinator is Mary Bastiani, Portland (OR) Public Schools.

Note: Tickets may be purchased on site on a space-available basis. Contact ACTFL (914-963-8830) for further registration information.

Calendar

November 15-17, 1995

Joint Conference of Advocates for Language Learning (ALL) and Second Language Acquisition by Children (SLAC), Fullerton, CA. Paul Garcia, 5530 Oak St., Kansas City, MO 64113; 816-523-1939.

November 18-20, 1995

American Council on the Teaching of Foreign Languages (ACTFL), Anaheim, CA. ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801; 914-963-8830; Fax: 914-963-1275.

March 12-16, 1996

National Association For Bilingual Education, Orlando, FL. NABE, 1220 L St., NW, Suite 605, Washington, DC 20005-4018; 202-898-1829; Fax: 202-789-2866; E-mail: NABE1@aol.com

March 28-31, 1996

Central States Conference and Kentucky Council on the Teaching of Foreign Languages, Louisville, KY. Jody Thrush, CSC Executive Director, 3550 Anderson St., Madison, WI 53704; 608-246-6573.

April 11-13, 1996

Southwest Conference on Language Teaching; Albuquerque, NM. Joann Pompa, Executive Director; Mountain Pointe High School; 4201 E. Knox Road; Phoenix, AZ 85044; 602-759-8449.

CAL Publishes Valuable Resources

The 1995 updated list, "Total and Partial Immersion Language Programs in U.S. Schools," including 187 schools teaching nine languages, is now available free of charge from the Foreign Language Education and Testing Division of CAL.

The 600-page revised "1995 Directory of Two-Way Bilingual Programs in the United States," by Donna Christian and Anna Whitcher, is available for \$30 (plus \$3 postage and handling) from the National Center for Research on Cultural Diversity and Second Language Learning at CAL.

To order the directories, write to: Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037.

Teaching Methods Editor Solicits Articles

The editor of the Teaching Methods section of *Learning Languages* encourages readers to submit both practical and scholarly articles on successful strategies for meeting the various challenges facing the K-8 language teacher in the school situation. Articles may also address innovative approaches to the preparation of pre-service and/or in-service K-8 language teachers. An important goal of this section of the journal is to offer articles that will broaden teachers' perspectives and encourage excellence in early language learning. Please send your articles to Gilda M. Oran, Bloomsburg University of Pennsylvania, 3540 Green St., Harrisburg, PA 17110; 717-232-1118; Fax: 717-232-9175.

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