

FLES NEWS

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Hawaiian Language Immersion: Lessons from a Six-Year Study

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The Hawaiian Language Immersion (HLI) program is a major initiative to reinstate, modernize and preserve the language and culture of Hawai'i through its children. The HLI program began as an important sociocultural innovation in public education in Hawaii in the fall of 1987 with two small combination classes of kindergarten and first grade students on two islands. By 1995, there were 756 students enrolled in HLI in kindergarten through grade eight on five of the eight Hawaiian islands. Students in the HLI program, which is backed by the state legislature and the Hawai'i Department of Education, are totally immersed in Hawaiian during school hours until grade five and six, during which time approximately one hour a day is allotted for instruction through the medium of the English language.

Background

The HLI program is best understood within the rich cultural and historic context of Hawai'i, a state that only 101 years ago was an independent sovereign island kingdom with a flourishing multi-ethnic Hawaiian-English bilingually-conducted Hawaiian government, society, and culture. Until the development of the immersion program, Hawaiian had not been used as a medium of instruction in the Hawaiian public schools for almost 100 years. Soon after the overthrow of the Hawaiian monarch, the use of the Hawaiian language was discouraged or banned outright in the government and schools, and replaced by English. At the turn of the century, the indigenous language was denigrated, and many people stopped teaching the language to their children in the hope that their children would be able to succeed in an English-speaking world. Through the years, fewer and fewer of the indigenous people learned to use the Hawaiian language. By the 1980s it was believed that fewer than 1,000 first language speakers of Hawaiian remained. The fear that the Hawaiian language was becoming extinct, and with it the loss of the culture, has been the primary motivation for initiating an immersion program in the schools. For the Hawaiian people who are involved in the immersion movement, the HLI program is a necessary part of their

own linguistic and cultural survival.

Although the goals of the HLI program include offering students the full range of curriculum through the medium of Hawaiian, the thrust of curriculum development over the life of the program has suggested that the Hawaiian language community, teachers, and parents expect a Hawaiian-centric focus to the curriculum rather than a "translated version" of the English medium curriculum.

Evaluation of the First Cohort to Complete Sixth Grade in the Hawaiian Language Immersion Program

This article contains the results and interpretation from the midpoint of a longitudinal study for the first group of students, known as the "pioneer" group. It has been important to caution decision-makers that the evaluation of the sixth grade "is not a summative evaluation of the Hawaiian Language Immersion Program, but rather it is a progress report concerning the status of a small group of students who formed the top half of the combination classes who participated in the very first year of the program." At this time, an evaluation of HLI can be only a partial indication of the impact of the immersion program because the first cohort of students has each year used a curriculum that was just being developed. It has been difficult, if not impossible, for the Hawai'i Department of Education to provide a Hawaiian language medium curriculum which is parallel to the one students would have received in English medium classrooms.

This has been due to several factors, including 1) lack of translated and/or original printed curriculum materials in the medium of the Hawaiian language, 2) necessary experimentation concerning the direction and content of the curriculum, 3) inexperience of some teachers in teaching, and of all teachers, in the beginning years, of teaching through Hawaiian, and 4) continuous placement of the first cohort of students in the same combination classroom with younger students. Therefore, this first small cohort, and the next several grade levels as well, are not representative of the other, larger groups who will follow and who will, hopefully, have the benefit of more extensive program development efforts, teacher training, and Hawaiian language curriculum materials and books.

On the other hand, the first cohort has had several advantages, which include 1) being the focus of favorable attention for their remarkable oral fluency and their reading and writing skills, 2)

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Notes from the President

As I write this, I have just returned from the Central States Conference where NNELL sponsored an excellent and informative session on political action, as well as a very productive networking session. It is clear that advocacy is important. The federal government needs to hear our voices in support of language and literacy programs. If we do not act now, the funding for many of the programs for which we have worked so hard will be decreased or eliminated. At this time, in the 50 states, there are only 12 full-time foreign language supervisors. The rest of the supervisors have been replaced with generalists. In a number of states, language programs are in serious jeopardy. For example, the Governor of New York proposes to eliminate funds for language study in the middle school grades. Senate Bill 16 in North Carolina proposes to cut the State Department of Public Instruction by 50% and focus on the "basics": reading, writing, and arithmetic. This bill may lead to the elimination of state support for language study in a state that had mandated an early start in languages for all children. You will find an insert in this issue on how you can contribute to the effort to save the funding for language programs. As one of the participants at the networking session said, "even five letters make a difference." Please take the time to act now.

Thanks to all of you who completed the standards questionnaire (see *FLES News* 8 (2) insert). In this issue, you will find a report on the results of this study, which has been shared by NNELL with the Standards Task Force. The task force will use these findings as they prepare the final standards document.

NNELL is interested in questions you have about your teaching or how your students are learning. We can help you design a simple research project to answer your questions. Here are a few research results from the New York area: Emily Francomano, from The Day School in Manhattan, found that it did make a difference when she spoke only Spanish in her classes and expected her students to do the same. Betty DeGuzman, from Summit Middle School in New Jersey, began keeping portfolios with her students and found that portfolios are an excellent way to motivate students and share information with parents. Paula Jay McCalla, a Spanish teacher at John Jay High School in Brooklyn, planned a unit on the art of Frida Kahlo and found that when her students worked in cooperative groups they felt more comfortable and were able to write more interesting and complete descriptions of the artwork.

Please keep NNELL informed about your research and advocacy efforts. Thank you!

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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, and upcoming conferences. *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.

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Membership dues for NNELL, which include a subscription to the journal that will replace *FLES News* in fall 1995, *Learning Languages: The Journal of the National Network for Early Language Learning* are \$15/year (\$20 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 10** to Audrey Heining-Boynton, Foreign Language Education, CB #3500 Peabody Hall, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3500; (e-mail: alheinin@email.unc.edu).

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.

1995 FALL CONFERENCES

August 7-11, 1995: American Association of Teachers of Spanish and Portuguese (AATSP). San Diego, CA. Lynn Sandstedt, Executive Director, AATSP, University of Northern Colorado, Greeley, CO 80639.

October 13-14, 1995: WAFLT-COFLT Joint Fall Conference. Rosemary Leiva, 1412 South 33rd Ave., Yakima, WA 98902 (509-965-2040).

October 19-21, 1995: Research and Practice in Immersion Education: Looking Back and Looking Forward. Bloomington, MN. Shirley Mueffelman, University of Minnesota Conference Services, (612-625-3850; Fax: 612-626-1632, e-mail fmueffel@mail.cee.umn.edu).

November 15-17, 1995: Advocates for Language Learning/Second Language Acquisition by Children Conference. Fullerton, CA. Paul Garcia, School District of Kansas City, 301 E. Armour Blvd., #620, Kansas City, MO 64111 (816-871-6317).

November 18-20, 1995: American Council on the Teaching of Foreign Languages (ACTFL). Anaheim, CA. ACTFL, 6 Executive Plaza, Yonkers, NY 10701-8601 (914-963-8830; Fax: 914-963-1275).

February 29-March 2, 1996: Southern Conference on Language Teaching and the Alabama Association of Foreign Language Teachers. Mobile, AL. Lee Bradley, SCOLT Executive Director, Valdosta State University, Valdosta, GA 31698 (912-333-7358).

March 28-31, 1996: Central States Conference on the Teaching of Foreign Languages (CSC) and Kentucky Council on Teaching of Foreign Languages. Louisville, KY. Jody Thrush, Executive Director, Madison Area Technical College, 3550 Anderson St., Madison, WI 53704, (608-246-6573).

April 11-13, 1996: Southwest Conference on Language Teaching (SWCOLT) and the New Mexico Organization of Language Educators (NMOLE). Albuquerque, NM. Joann K. Pompa, Executive Director, SWCOLT, Mountain Point High School, 4201 E. Knox Rd., Phoenix, AZ 85044.

April 25-27, 1996: Pacific Northwest Council on Foreign Languages (PNCFL) and Washington Association of Foreign Languages (WAFL). Tacoma, WA. Ray Verzasconi, PNCFL Executive Director, Dept. of Foreign Languages and Literatures, Oregon State University, Kidder Hall 210, Corvallis, OR 97331-4603, (503-737-2146. Fax: 503-737-3563; e-mail: verzascr@cla.orst.edu).

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, objectives, materials, and procedures. You may include 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, Department of Foreign Languages & Literatures, Box 8106, Raleigh, NC 27695-8106.

Title: Color Creations

Objectives: Content—Students will select correct primary colors needed to create two secondary colors. Language—Students will use the names of the colors in the target language. Culture—Students will identify the flag of the Ivory Coast.

Materials: 5 clear plastic cups, overhead projector, graham crackers, colored circles, food coloring, water, plastic knives, world map, white frosting, napkins, sample edible flag of Ivory Coast, and paper plates.

Procedures: Seat students on the floor in a circle. Hold up and identify a blue circle. Ask the students to touch blue things in the room while everyone chants, "bleu, bleu, bleu." Repeat procedure with *jaune* (yellow), *rouge* (red), *orange* (orange), *vert* (green) and *blanc* (white). Bring the group back to the circle. Have prepared three plastic cups each containing one drop of food coloring: blue, yellow, and red. One by one, hold up a cup and ask students to guess which color might appear as you pour water into the cup. As cups are filled, place on overhead projector allowing colors to appear on the wall or screen.

Ask students to help you decide which cups of water to combine in order to create green and orange. Ask a volunteer to find something in the room containing both green and orange. (The flag of the Ivory Coast should be prominently displayed.) Find the Ivory Coast on a world map.

Present your sample frosted graham cracker flag of the Ivory Coast. Bring out three bowls of white frosting and ask how to make one bowl green and the other orange. Give each child a plastic knife and three sections of graham cracker on a paper plate. All students can call out the colors as the sections are frosted. Eat the flags.

As you circulate during the snack time, ask students to name the colors in the flag and the colors on the overhead.

Read Leo Lionni's *Petit-Bleu et Petit-Jaune*. Make flags of other francophone countries with construction paper on notecards.

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participating in a program that emphasizes Hawaiian culture and values and builds self-esteem for children of Hawaiian ancestry, 3) benefiting from small group instruction with low adult to student ratios, and 4) benefiting from close communication between teachers and parents regarding student progress.

Evaluation Design

Participating students. Thirteen students began HLI in grade one in the first year of the program. Five other students entered the first cohort in the primary grades, for a total of 18 students in the evaluation sample. All of the students who entered the program in first grade in fall 1987, except one, remained in the program in grade six in spring 1993. The one exception was a student who repeated first grade, but remained in HLI until the end of grade six when he transferred to another school. In summary, all 18 students had been in HLI for at least three years, and 11 (61%) of the students had been in HLI continuously since fall 1987.

A case study approach. A case study approach at the cohort level has been used in this study. While many immersion studies contain "matched" control or comparison groups, due to the small number of students in this cohort, and the large number of district exceptions (students electing not to attend a neighborhood school in order to enter immersion), it was not feasible to construct a valid and fair experimental comparison group for this study. Instead, an in-depth and comprehensive multifaceted database has been constructed for the first cohort of HLI students.

Assessment data collected at the two schools:

1. Individually administered qualitative reading assessment data on the *Qualitative Reading Inventory* (QRI) (Leslie & Caldwell, 1990), for 12 sixth-grade students in English and for 8 of these students on a parallel measure in Hawaiian, for the end of grade six, spring 1993.
2. Reading and mathematics achievement test data for the end of grade six, spring 1993, on the Stanford Achievement Test written and administered in English.
3. Mathematics achievement test data for the end of grade six, on a Hawaiian translation of the Metropolitan Achievement Test, 6, Intermediate level, (MAT6), for students at one of the two schools.
4. Attitude assessment data for sixth grade HLI students and for two comparison English medium sixth grade classrooms.

The English Component in Grades 5 and 6

The instructional design for HLI calls for one hour of instruction daily in English in grades 5 and 6. Instruction was generally given in English in the area of English language arts and social studies for this hour of instruction. The English component was delivered differently at each of the two schools and reflected different attitudes towards English instruction at the two sites. At School A, through the medium of the English language, English was taught following an immersion approach by a different HLI teacher than the classroom teacher. At School B, English was taught through the medium of the Hawaiian language by the same teacher who taught the children in the remainder of the day through the Hawaiian language. The purpose of this approach was exclusively to promote Hawaiian language development, and to maintain as near as possible a Hawaiian immersion environment, not because English was the students' second language. It was also done because of staffing. However, expecting the same teacher to develop and deliver a complete elementary school curriculum for two grade levels, grades 4 and 5, and grades 5 and 6, fully in Hawaiian for most of the day, and switch into English for part of the day with the

same group of students who are otherwise being discouraged from using English, places an undue burden upon a teacher. In addition, this practice of teaching English through another language rather than through English immersion is not following the standard practice used in immersion programs in Canada and elsewhere. It results in much less time spent in developing advanced English vocabulary, and may cause confusion in student's thinking, self-confidence, and writing in English.

In general, at both schools, the content of instruction taught in English emphasized Polynesian and Hawaiian culture, native American culture, and some American history. It also emphasized journal writing, writing narratives and reports, reading children's novels, and responding to literature through a variety of activities. When the school program included presentations in English for that grade level, such as a guest speaker in science or health, this was counted towards the students' hour of English instruction.

Qualitative Reading Inventory: Oral Reading, Retelling, and Comprehension

The grade five English reading assessment used the Qualitative Reading Inventory (QRI), an informal reading inventory that was standardized for the age group of students tested (Leslie & Caldwell, 1990). The highest oral reading level in which students could both read orally (at an instructional or independent level) and answer comprehension questions adequately (at an instructional or independent level), is reported here.

Results indicated that students were able to adequately read at the sixth or seventh grade level in English when assessed on the QRI. At each of the two schools, half of the students were able to read in English and answer the comprehension questions at a grade six instructional level, and half were able to read and answer the comprehension questions at a grade 7.5 instructional level (Table 1).

Table 1
Qualitative Reading Inventory
Reading Level in English and Hawaiian for Grade Six
HLI Students, Spring 1993

School	Number of Students	QRI Reading Level		
		English	English	Hawaiian
		Level 7.5	Level 6	Level 6
School A	4	2	2	N/A
School B	8	4	4	8

Students also performed adequately on the Hawaiian reading assessment. All 8 students who were assessed on parallel passages in Hawaiian were able to read and answer the comprehension questions on the grade 6 instructional level of the test. None of the students, however, were able to answer the questions adequately at a grade 7.5 instructional level (7.5) of the Hawaiian assessment.

After two years of only one hour or less of English medium instruction a day, students' English reading appears to be adequate, and perhaps slightly stronger than their Hawaiian reading for academic purposes, as measured by oral reading, retelling, and answering comprehension questions. Since different passages and questions were used in the English and Hawaiian tests, however, and there is only

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one passage used for each reading level, differences may be at a chance level.

Reading and Mathematics Results on the SAT

In contrast to the QRI, the Stanford Achievement Test (SAT) measures reading and mathematics based on a group administered, multiple-choice test. The purpose of the test is to determine how students' achievement on the test compares to others, nationally and locally, in their same grade level. Table 2 presents data showing the achievement of 18 sixth grade Hawaiian Language Immersion students on the SAT reading and mathematics subtests. For comparison purposes, results for the state of Hawaii and the normal curve statistics (national norms) are presented also. Hawaiian language immersion students' reading test scores indicated that 44% were in the below average group, compared to 24% statewide, 39% were in the average group, compared to 57% statewide, and 17% were in the above average group, compared to 18% statewide. Hawaiian language immersion students' mathematics test scores indicated that 22% scored below average, compared to 19% statewide, 67% received average stanine scores, compared to 55% statewide, and 11% received above average stanine scores, compared to 26% statewide. In general, HLI students scored at a higher level in mathematics than they did in reading.

Table 2
Percentage Scores of HLI Grade 6 Students
on the SAT Reading and Mathematics Tests
Spring 1993

Group	Total Reading			Total Mathematics		
	Below Average	Average	Above Average	Below Average	Average	Above Average
HLI	44	39	17	22	67	11
State of Hawaii	24	57	18	19	55	26
National Norms	23	54	23	23	54	23

Note: Below average is stanines 1-3, average is stanines 4-6, and above average is stanines 7-9.

Table 3 presents data concerning HLI student achievement on each subtest separately. The results from the reading comprehension subtest suggests a much more positive picture of HLI student achievement in reading. Most reading educators consider this subtest is the best indicator of reading ability of the two subtests on the total reading test. As seen in Table 3, on the reading comprehension subtest, 28% of the students achieved at a below average level, 61% of the students achieved at an average level, and 11% achieved at an above average level. These results indicate that HLI students do well in reading text when it is in the context of paragraph or longer passages of text. Differences in achievement between schools were attributed to the fact that student ability in the two groups was uneven to begin with—two higher achieving students transferred from School A to School B in grade six and two School B higher achievers participated in an English gifted and talented pullout program. Furthermore, in very small samples, mean differences are exaggerated by such factors.

Table 3
SAT Reading and Mathematics Subtest Results
for HLI Grade Six Students
Spring 1993
(Percentages Scoring in Stanine Groupings of Below Average
(1-3), Average (4-6), and Above Average (7-9))

Group	Reading Vocabulary			Reading Comprehension			Math Concepts			Math Computation			Math Application		
	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA
Total	56	33	11	28	61	11	22	61	17	22	61	17	22	67	11
School A	67	22	11	44	56	0	44	56	0	33	67	0	11	89	0
School B	44	44	11	11	67	22	0	67	33	11	59	33	0	56	44

Note: There were 18 students total, 9 at one school and 9 at the other. BA refers to below average, A refers to average, and AA refers to above average.

Mathematics Results in Hawaiian on the MAT/6

Nine students at School A were tested on the Metropolitan Achievement Test, Test 6, (MAT/6), Intermediate Level, Form L, Mathematics Test, which was translated into Hawaiian. This test was normed for students in grades 5.0-6.9. Only the data from School A are included in this report, since students at School B were not tested until the fall of 1993.

The results are reported in terms of percentage correct, using a criterion-referenced framework since the national norms for English do not apply to the Hawaiian version. Students achieved a mean of 58% correct, or an average of 55.4 items correct out of a possible 95 items on the total test. The results for the separate subtests were 1) mathematics concepts: 48%, 2) mathematics problems solving: 62%, and mathematics computation: 66%.

Student Attitudes Towards Language and Culture

Students have been interviewed each year as part of the individualized assessment carried out for reading in Hawaiian and English. In general, students have expressed very positive attitudes towards using the Hawaiian language in the classroom, towards themselves as speakers of the language, and in general have indicated that they like school. Sometimes during these interviews students have shared rich cultural experiences and have described how they have become the one in their family to be chosen to carry on the Hawaiian language and culture. Although the large majority of parents are not as fluent and proficient as their children in the Hawaiian language, many children have other relatives or family friends with whom they can speak Hawaiian.

As part of the evaluation, a shortened version of an attitude scale, *What Do You Think? Language and Culture Questionnaire* (Center for Applied Linguistics, 1988), was adapted for Hawai'i and used with permission in spring 1993. For an interpretative point of reference, the questionnaire was also administered to one sixth grade English medium class at one of the immersion school sites, and to another sixth-grade English medium class at a non-immersion school site.

Results on the questionnaire were generally positive for HLI students, and differences between the two HLI schools were small. In terms of support for Hawaiian language and culture, results from the English medium classroom at the immersion site were also generally positive, but not as high as for HLI students. This school site is located on Hawaiian homestead land and many of the students claim Hawaiian

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as part of their ethnic heritage. The HLI program has been at that school for six years, and HLI students have participated in many school activities. Far fewer students at the non-immersion school, which is not on Hawaiian homestead land, claimed Hawaiian as part of their ethnic heritage. However, almost all students in both HLI and non-HLI classrooms name more than one ethnic background in describing their own ethnic identity.

Part A of the attitude scale required students to select their responses from a range of "disagree a lot," "disagree a little," "agree a little," and "agree a lot." For purposes of simplicity, the data have been collapsed into two categories, agree or disagree. All of the HLI students (100%) agreed with the following:

1. I enjoy meeting and listening to people who speak other languages.
2. I enjoy learning the Hawaiian language.
8. When I grow up I will try to study the Hawaiian language.
11. I plan to learn as much Hawaiian as possible.
13. I think Hawaiian should be part of every school's program in Hawai'i.
21. I am proud to be a Hawaiian and/or (fill in).
23. I think that it is very important to speak Hawaiian so that Hawaiian language can be preserved.
25. I have learned a lot about Hawaiian culture and values at school.
26. I have learned a lot about Hawaiian history at school.
30. It is easy for me to learn new things at school.

Hawaiian immersion students expressed positive attitudes toward reading books written in Hawaiian (93%) and books written in English (87%), indicating a strong bilingual orientation towards text. They also expressed a strong positive attitude towards learning as much English as possible (93%), which was more positive than the comparison English medium classrooms (87%). Many HLI students indicated that their parents helped them learn Hawaiian (81%), but only at the immersion site did English medium students give a positive response (56% versus 2% for students at the English medium school).

While HLI students expressed a high regard for their own mixed ethnicity, they expressed a less favorable attitude towards being an American. In the HLI group, 60% said they agreed that they were proud to be an American, while 92% in the English medium classroom groups expressed this value. This may reflect differences in the social studies content presented to students in the HLI program and the English medium program, but is more likely related to parental political views. All groups expressed high positive attitudes towards having friends in their classroom and an 'ohana spirit in the classroom. But it was the HLI students who overwhelmingly believed that others would respect them more if they could speak, read, and write Hawaiian (87%).

HLI students expressed very positive attitudes towards the Hawaiian language and culture, and toward their own participation in it. For instance, 100% of HLI students said they would join a Hawaiian club, while 52% of the English-immersion site students and 26% of non-immersion students indicated they would join. Most students stated they found studying Hawaiian very interesting or about as interesting as most subjects, with HLI students agreeing 100% of the time, immersion-English agreeing 78% of the time and non-immersion students agreeing 61% of the time. Eighty-one percent of HLI students said they would take Hawaiian in the next school year if it were up to them, in contrast to 17% of the immersion-English students, and 5% of the non-immersion students.

Summary and Conclusions

Thirteen first-grade students at two elementary schools formed the top half of the two combination kindergarten and first grade classes of the HLI program in fall 1987. In spring 1993, all 13 plus five additional later entering students, graduated from the sixth grade in program. The students had been taught through the medium of the Hawaiian language in a total immersion program through the fourth grade, and had continued to be immersed in Hawaiian for all but approximately an hour a day of English language arts and social studies instruction in grades five and six.

The first sixth grade class is unique in a number of ways. It is the smallest group of HLI students, and because it was the first group to go through the program, the scarcity of materials available in Hawaiian has heavily impacted the education of these students. Most of these students attended an English medium kindergarten. In addition, the fact that the program and its curriculum was under development as it was being implemented has affected student learning.

Despite the above shortcomings, the HLI program has been able to promote fluency in the oral Hawaiian language and has also taught students how to read, write, and do mathematics through the medium of the Hawaiian language. Assessment in English of reading and mathematics indicates that students are also able to demonstrate achievement, when tested through the medium of the English language. Since it was not possible to construct a valid comparison group, one cannot say whether or not their achievement is equivalent to their peers in English medium classrooms. The HLI classrooms have embodied the Hawaiian culture, many attractively translated books in the Hawaiian language have been provided to students, and Hawaiian traditions have been practiced in the classroom and school. Parents have expressed their satisfaction with their children's participation in the Hawaiian language and culture made possible through the HLI program. Children, in the main, have also expressed their own satisfaction with being a part of the HLI program at their school.

Note: The evaluation portion of this article is from an earlier report by Slaughter, H., Lai, M., Bogart, L., Bobbitt, D. U., & Basham, J. L. (1993, December), *Evaluation Report for the First Cohort to Complete Sixth Grade in the Hawaiian Language Immersion Program*, A Report to the Hawaiian Language Immersion Program, Office of Instructional Services, and to the Planning and Evaluation Branch, Hawai'i State Department of Education. Appreciation is expressed to the research assistants, Bogart, Bobbit, and Basham, and translators K. Wong, S. N. Warner, and R. Walk, who assisted with this evaluation.

References

- Center for Applied Linguistics. (1988). What do you think? Language and culture questionnaire. Washington, DC: author.
- Leslie, L. & Caldwell, J. (1990). *Qualitative Reading Inventory*. Glenview, IL: Scott, Foresman/Little, Brown Higher Education.

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

MacArthur, Barbara. *Sing, Dance, Laugh, and Learn German*. Janesville, WI: Frog Press, 1993. For more information contact Frog Press, 6945 Hwy 14 East, Janesville, WI 53546 (800-848-0256).

Sing, Dance, Laugh, and Learn German is a delightful resource for the FLES German classroom. The cassette and accompanying song book contain eleven upbeat, humorous songs guaranteed to enliven any German class. The music includes jazz, blues, military drills, and traditional folk tunes. The songs are humorous and invite students to sing along and learn with Paco, a Spanish speaking parrot learning German, and Barbara, his teacher. Barbara introduces each song in English letting the students know what the song is about. Topics covered include introductions, the alphabet, colors, numbers, food, family, commands, weather, animals, and days of the week. I recommend this tape as an alternative to traditional children's songs. The upbeat tempo and humorous lyrics will have your students asking for the tape, singing along, and possibly even singing the tunes on the playground.

German Resources Editor: Cindy Sizemore

Spanish

Muñoz Spanish Consultants. (1993). *Games from MSC*. Phoenix, AZ: Author. Available from The Kiosk, 19223 De Havilland Drive, Saratoga, CA 95070 (408-996-0776); Fax: (408-996-1226). Price: \$6.50 each or \$6.00 each if five or more are ordered.

Nine different thematic games are available from Muñoz Spanish Consultants (MSC):

<i>La Carrera</i> —numbers	<i>Vamos al Supermercado</i> —food
<i>La Marcha de Moscas</i> —food	<i>El Puesto de Frutas</i> —fruits
<i>¡Ataque!</i> —verb conjugation	<i>Los Huesos de Sabueso</i> —furniture
<i>Pez or Pescado</i> —telling time	<i>Buen Viaje</i> —travel words
<i>Los Conquistadores del Espacio</i> —colors and shapes	

Each game comes with a laminated game board, a die, game pieces, and instructions in English that are easy to understand. Apart from the games listed above, MSC has created theme card packs which can change the games' themes.

The games are designed as quick reviews—they are easily played in 15 to 20 minutes and can be used for all ages. *¡Ataque!*, the verb conjugation game, is especially good for upper elementary and middle school students. Each game is designed for two to four players. MSC makes the games in French and English also.

Spanish Resources Editor: Susan Wolter

French

Hall, Godfrey. *Le Grand Livre des Jeux d'Esprit*. Heritage Jeunesse. Canada (1992). Available through Sosnowski Associates, 58 Sears Road, Wayland, MA 01778 (508-358-7891).

This is a wonderful resource book for the enterprising teacher who is willing to stretch students a bit. Teachers looking for science and math activities as well as activities that tax higher-order thinking skills can find much that is useful in these pages. The book is divided into sections covering math, psychology, the arts, technology, science, and nature and offers a range of activities in each section. There are riddles and experiments, secret codes, projects, things to make, games to play, magic tricks, and card tricks. Most of these are very adaptable to the language class and simple enough for even the least scientifically-minded teacher. This resource is a valuable and thought-provoking one for the language teacher.

French Resources Editor: Myriam Chapman

Foreign Language Teaching Assistants Available

The Foreign Language Teaching Assistant Program offers U.S. educational institutions an opportunity to engage a native speaker for their language teaching programs. Under the auspices of the program, Austrian, Belgian, Chinese, French, German, Italian, and Mexican university students or young teachers come to U.S. elementary and secondary schools, colleges, and universities as native informants to serve in language classes or in language houses on campus.

The duties of the assistants may consist of teaching, serving as resource persons in conversational situations, working in language laboratories, animating clubs, directing a language house or table, directing extracurricular activities, etc. In return for the services of the assistants, U.S. host institutions provide the FLTAs' room and board, a waiver of tuition and a stipend, which usually ranges from \$300 to \$500 per month. In some cases, homestays may be arranged in lieu of room and board. Assistants from Germany may be eligible for a grant from the German Marshall Fund of the United States to supplement award offers.

Candidates are chosen first by the cooperating agencies in their home country. The Institute of International Education (IIE) reviews candidate dossiers and submits dossiers of appropriate candidates to participating U.S. institutions which then make the final candidate selection. IIE coordinates placement and provides administrative supervision throughout the academic year. Participating institutions are charged a nominal fee of \$200 for each candidate accepted as a language assistant and are billed at the start of the academic year that the assistantship begins.

For further information, please contact: Soraya Hurtado, Manager, FLTA Program, Institute of International Education, Placement and Special Services, 809 United Nations Plaza, New York, NY 10017 (212-984-5494).

The Future of Languages

J. David Edwards, Ph.D.
Executive Director, JNCL-NCLIS
Washington, DC

Secretary Richard Riley reiterated this administration's serious commitment to education reform in his second annual State of American Education address on February 1, 1995. Riley stated that "... we are no longer a nation at risk, but a nation on the move... a nation turning the corner, raising its standards, and reaching for excellence for the 21st century." The Secretary cited a number of themes regarding continuing education reform. Most prominent among them were: accountability, raising standards, and expecting excellence. He noted that, thanks to Goals 2000: Educate America Act, "... 44 states are now moving forward in designing—from the bottom up—an education system for the 21st century." In addressing the current national mood reflected in the 104th Congress, Secretary Riley concluded that "the need to reduce the federal budget deficit must be balanced against the need to invest in America's future." Education is that future.

On the other hand, two weeks earlier at a House of Representatives' Appropriations Subcommittee hearing on education rescissions, the powerful new chair of the full committee, Rep. Robert L. Livingston (R-LA), challenged the need for any federal funding for education reform. Rep. Livingston took issue particularly with funding for Goals 2000 and standards, which he suggested should be "killed in the cradle." At that same hearing, the General Accounting Office suggested that over one and one-half billion dollars in federal education spending could be cut by merging some programs and eliminating twenty-one categorical programs, including the Foreign Language Assistance Act.

The Foreign Language Assistance Act has provided in the past almost \$11 million to the states for elementary and secondary foreign language programs. Last year, this funding received reauthorization as part of the Improving America's Schools Act. This legislation was to provide local education agencies with greater access to funding. Also, a majority of the funds was to be used for elementary school language programs. Yet, in their appropriations proposals for this year, the Administration and the House both eliminated the Foreign Language Assistance Act. This program was only saved at the last moment by Senators Mark Hatfield (R-OR) and Arlen Specter (R-PA). Obviously, the Foreign Language Assistance Act will again be the target of budget cuts this year.

The 104th Congress—driven by the Contract with America and in its desire to balance the budget, eliminate the deficit, reduce taxes, increase defense spending, and get tough with crime—is going to have to find a significant number of federal programs to eliminate in order to achieve its goals. Already Congressional hearings have been held on the elimination of the National Endowments for the Arts and the Humanities (NEA and NEH) and the Public Broadcast System (PBS). The new Chair of the Senate Foreign Relations Committee, Jesse Helms (R-NC), has indicated that all of the cultural and educational programs, including the venerable Fulbright program of the U.S. Information Agency (USIA) and the Agency for International Development (AID) will be reexamined and could be axed. In addition, the Christian Coalition and its allies in Congress have made the elimination of the Department of Education one of their top priorities.

Numerous categorical social and education programs most likely will come under fire as well. At this point, Adult Education, the National Literacy Education Act, and the Carl Perkins Vocational Education Act, which are all due to be reauthorized this year, are on neither of the agendas of the appropriate House or Senate Committees. Adult and literacy education may be jettisoned and vocational education may be considered as part of the larger agendas of job training or welfare reform.

According to the Joint National Committee for Language (JNCL) 1994 annual survey, *The Impact of Education Reform: A Survey of State Activities*, about 4.5 percent of the nations' public elementary school students are studying a second language. At least 5 states indicated that elementary language enrollments were experiencing greater growth than secondary or middle school enrollments. Our survey also indicates that of the 49 states that are in the process of developing content standards, 40 have included foreign languages. Seven have actually developed foreign language assessments. Nine states include foreign language study in their "core" elementary curricula. Certainly, this information implies that the education reforms generated by Goals 2000: Educate America Act are beginning to have some impact in the states. The emphasis on excellence created by content and performance standards has become the keystone of many states' reforms.

Fewer states have moved to address the issue of equity as defined by opportunity-to-learn standards and fewer still have moved to address the issue of skill standards delineated in the School-to-Work Opportunities Act. Other significant concerns for reform, such as professional development and technology in elementary and secondary education are awaiting appropriations for the Improving America's Schools Act. Consequently, while most states have begun education reform, there is still a great deal to accomplish.

The Administration's budget request and the 104th Congress' response to it will provide clear evidence of whether federal support for education reform (and foreign languages' involvement) will continue. The midterm elections not only ushered in a more conservative and budget-conscious Congress, but they also produced a number of governors and state legislatures that are more concerned with tax cuts and deficit reductions than with education. Decreased federal support for education reform may send not just a signal, but a justification to the states for killing reform in its cradle.

In conclusion, after a decade of growth and success culminating in the inclusion of foreign languages in the "core" subject areas of Goals 2000, but also evidenced in the Foreign Language Assistance Act, the National Security Education Act, the new International Education Act, increased educational exchanges in USIA, more support for foreign languages in NEH, and a fourfold increase for foreign languages in Higher Education, languages could easily find themselves back in the scandalous situation of the 1970s. It is really still up to us. These new elected officials (and the old ones as well) must hear a very clear message from us, our students, their parents, and our allies: we will not allow our elected leaders to mortgage our nations' future for the immediate political gain of fiscal recidivism.

Note: The insert to this newsletter provides you with information on how to advocate support for foreign language education.

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WASHINGTON, D.C. 20037
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FAX (202) 466-2892
COMPUSEVE 76306,535

M E M O R A N D U M

To: JNCL-NCLIS Members

From: J. David Edwards, Ph.D., Executive Director *JDE*

Date: 4 April 1995

The fiscal feeding frenzy continues. As you know, in mid-February President Clinton sent his budget proposal to Congress. The Administration's budget request included a sizable increase for education and preserved (or even raised) most language and international education-related programs.

A few weeks later, the House Appropriations Committee passed a budget reduction plan that slashed or eliminated \$1.7 billion in **current** education programs which then passed the House of Representatives. Among the education reductions, language and literacy programs were hit particularly hard with many projected for **termination this year**. (Please note, this is not the annual appropriations bill. This is a specific rescission action that will cut or end current FY 95 programs such as Goals 2000's National Programs, Workplace Literacy, International Education Exchanges, Star Schools, etc.) These rescissions moved very rapidly to the Senate for consideration where they were modified somewhat. Minimally, the education rescissions for this year will still total well over one billion dollars after the House-Senate conference.

Discussions of next year's appropriations are now underway in both houses. These considerations have critical implications for the future of language and education programs. Hearings on and major decisions about which programs are to be reduced or eliminated, including the Department of Education, Goals 2000, NEH, Fulbright, Foreign Language Assistance, and many others, will be concluded over the next few months with final legislation passed by the end of this fiscal year on September 30. **It is essential that your elected Representatives and Senators hear of your concern.**

NNELL/JNCL-NCLIS LETTER-WRITING CAMPAIGN Information Sheet

Please help in the effort to save funding for language programs. It is easy and will take a minimal amount of time. Take a few minutes **NOW** to write your senators and representative by following these simple guidelines:

- 1) Address three envelopes, one each to your two senators and one to your representative. The addresses are:

The Honorable (Your Senator's Name)
U.S. Senate
Washington, DC 20510

The Honorable (Your Representative's Name)
U.S. House of Representatives
Washington, DC 20515

If you do not know who your senators and representatives are, request the information from your public library, your local League of Women Voters, or the Senate at **202-224-3121** and the House at **202-225-3121**.

- 2) Write an opening paragraph to the body of a letter supplied below. Your opening paragraph should say something about who you are and why you support funding for language programs.

For example: *My name is Irma Idioma. I am a foreign language teacher at Campus Middle School in Denver, Colorado and a member of The National Network for Early Language Learning. I feel that all children deserve the opportunity to develop a high level of competence in at least one language and culture other than their own. Without funding for language and literacy programs and teacher preparation seminars this goal cannot possibly be met.*

- 3) Combine your opening paragraph with the following letter:

I am writing to share my concern regarding federal funding for education programs, particularly those that target language and literacy skills. These are important programs that enable U.S. students to become productive, contributing members of American society and the global community.

The proposed rescissions enacted by the House of Representatives (H.R. 845) terminate many education programs that enhance communication skills and international programs, gifted and talented, technology, bilingual education, and education reform. I urge you to support these programs by ensuring continued federal funding. Please insist that the Congress restore the funds that would keep these programs operational.

Thank you for consideration of this request. Even in tight budgetary times such as these, education programs that promote greater understanding in our communities at home and abroad are a key investment in our country's future.

- 4) Personalize each letter by addressing it to your senator and your representative, sign the letters, place them in the envelopes you addressed earlier, and mail them.

REMEMBER YOUR LETTERS WILL MAKE A DIFFERENCE!!!

THANKS FOR TAKING THE TIME TO WRITE!!!!!!

ADVOCACY TIPS

Writing Letters:

Letter writing is probably one of the most effective and efficient ways to express your opinions about an issue. Letters also serve as a means to educate your representatives about your field and how they can assist you. Responding to constituent mail is a number one priority for most legislators.

Letters to policy-makers must be brief and to the point (usually no longer than one page). Any letter should include the following major points:

- Identify the issue clearly
- State your position and why you care about this issue
- State how the issue will affect you, your school and/or your state
- Tell your representatives what you would like them to do

Telephone Calls:

As with letter writing, telephone calls are a good way to contact policy-makers. When you call, you will most likely talk to a staff person. Be sure to give him/her the following information:

- Your name, address, and phone number
- The issue that has prompted your call
- What action you would like to see on this issue

Office Visits:

Visits can be a useful way to educate policy-makers at all levels. Appointments can be arranged by calling the office to set-up a time and letting them know who will be making the visit and the issue to be discussed.

Present a written position (preferably a "one-Pager") to support your proposal. This will allow the legislator and staff to reflect on the meeting at their leisure.

Elected officials are often busy with numerous issues and may not be up to date on your particular cause. Take time to explain your views, concerns, and suggestions. Seek to offer a new way of looking at the problem and offer constructive criticism, not just negative preaching or scolding.

End each visit with a question which evokes a commitment to action such as: "Will you support this issue?"

Testifying:

Testifying before a congressional hearing, your state legislature, or the local school board, is yet another way in which to let your voice be heard. Hearings give policy-makers necessary information to accurately assess, write, and vote on laws and policies.

- Know why the hearing is being called so your testimony is appropriate
- Meet with committee members and staff in advance
- Prepare and provide your written testimony as far in advance as possible
- Arrive Early
- Be brief -- Don't read -- Maintain eye contact
- If you don't know the answer, say so
- Be courteous and tell the truth

In most cases, you do not have to be present in order to submit written testimony for the record. Call the appropriate office for details.

Media Contacts:

Local Newspapers, radio and television stations will offer publicity for an issue if they are convinced that the issue merits attention, and if you are willing to offer assistance. Remember to utilize your school newspapers and association newsletters as well. Include relevant policy-makers on *your* mailing lists. Publicity may include:

- Press releases on noteworthy programs (your school's National Foreign Language Week program)
- Notices of meetings (your state language association's annual meeting)
- Editorials
- Letters to the Editor

Networking:

Other organizations can be a source of collaborative strength. Expand your network to include areas where you may never have expected to find support:

- Businesses with trade concerns
- Social organizations with international dimensions (Rotary, 4H, etc.)

By combining resources, skills, ideas, and networking lists, you can generate hundreds of letters and calls, positive support, and effective political action. Through joint meetings, coalitions can focus on common goals and priorities, target specific issues, and develop effective strategies.

Die Deutschstunde is a Reality!

A television program for K-12 teachers of German, *Die Deutschstunde*, supported by the Goethe Institute and produced by *Deutsche Welle* in Washington, DC, began broadcasting the first week of March. *Die Deutschstunde* features the latest available classroom materials and how to use them, what is going on in Germany, what is happening in U.S. education reform, *Deutschland aktuell* (clips from recent *Deutsche Welle* programs) with follow-up interviews, recent German rock music, German folk songs, cultural events taking place at the Goethe Institutes throughout the U.S. and Canada, information on study abroad for teachers and students, poets reading from their works, and many other topics.

Each weekly broadcast ends, with a quiz for students of German. Winners receive special prizes, such as CD-ROMs, books, pins, and T-shirts. Moderated by Claudia Hahn-Raabe of the New York Goethe House, the weekly half-hour broadcast *Die Deutschstunde* is available over SCOLA (Satellite Communications for Learning Associated), which already has a satellite hookup with over 10,000 schools in the United States. The program is aired on Sundays at 5:00 P.M. EST, 4:00 CST, 3:00 MST, and 2:00 PST. Those teachers who do not yet have a satellite connection to SCOLA may order the first three months of broadcasts (March, April, and May) from the American Association of Teachers of German (AATG), 112 Haddontowne Court #104, Cherry Hill, NJ 08034 (609-795-5553) for \$25.00 (three 2-hour tapes), which includes postage and handling.

The cooperating organizations (*Deutsche Welle*, the Goethe Institute, and the AATG) are soliciting recommendations from teachers of German for future topics for *Deutsche Welle* as well as evaluations of the tapes which have already been developed, to assure that *Die Deutschstunde* meets teachers' needs. Contact the Goethe House New York (212-439-8700) or *Deutsche Welle* (202-393-7427) for further information.



Teachers Needed

A full-time teaching position in Elementary Spanish will be available for the fall of 1995 at The Meadows School, Las Vegas, Nevada. The Meadows School is an independent, nonprofit, coeducational, and nonsectarian day school providing a college preparatory K-12 program. The student body currently numbers approximately 700, with 360 children in the Lower School. Spanish is required for all Lower School students. Elementary school background and FLES training preferred. Please send vitae and credentials to: Isabelle A. Holman, Lower School Director, The Meadows School, 8801 Scholar Lane, Las Vegas, NV 89128 (702-254-1610).

Spanish immersion teachers needed at the Liberty Bell Elementary School. Liberty Bell is located in the Southern Lehigh School District (50 miles north of Philadelphia and 90 miles west of New York City) in Coopersburg, PA. The 1995-96 school year will be the seventh year of the immersion program. For more information, contact: Julia Moore, Principal, Liberty Bell Elementary School, 960 W. Oxford, St., Coopersburg, PA 18036 (610-282-1850; Fax: 610-282-0193).

News From North Carolina

In an effort to increase NNELL membership in North Carolina for the 1994-1995 year, Immediate Past President Audrey L. Heining-Boynton, and former Publicity Chair, Anita LaTorre, organized the raffle of a luxury weekend for two at a premier North Carolina golf resort. The weekend was generously donated by Jim Paleo, Managing Director of the Washington Duke Inn and Golf Club, located in Durham, North Carolina. Last October, the membership renewal form and a detailed description of the prize were included in approximately 1500 packets of information that were distributed to attendees of the annual conference of the Foreign Language Association of North Carolina (FLANC). Members who had already renewed and any new members who joined by December 1, 1994, were included in the drawing. The lucky winner was NNELL's own past Treasurer, Sonia Torres-Quinones! Congratulations, Sonia and kudos to our North Carolina members!

Left to right: Jim Paleo, Managing Director, Washington Duke Inn and Golf Club, Anita LaTorre, Audrey L. Heining-Boynton, and Newton Duke Angier

Elementary Teachers Critique K-4 Benchmarks of the National Standards

How feasible is it for our nation's students to meet the proposed national foreign languages content standards? The American Council on the Teaching of Foreign Languages (ACTFL) requested the assistance of the National Network for Early Language Learning in answering this question for the earliest level of learning—kindergarten through fourth grade (K-4). Each of the content standards for the K-4 level uses benchmark tasks to clarify what students can do to demonstrate that they have met the standard at the end of fourth grade. To assess the appropriateness of the content standards proposed for this level, K-4 teachers were asked to rate the feasibility of implementing these benchmark tasks in the programs in which they teach. This study is based on a pilot study reported by Marcia Rosenbusch, a co-presenter at the ACTFL 1994 Annual Conference session, "National Standards in Foreign Language Education: The Elementary Grades."

A questionnaire, which K-4 teachers were asked to complete, was included in the 1994-1995 winter issue of *FLES News* 8 (2). Since the national standards are in an on-going process of development and review, it is important to clarify that the questionnaire was based on the November 1, 1994, revision of the standards draft. The K-4 benchmarks, which have been taken directly from the proposed standards document, were formatted as questionnaire items to be rated by teachers on the following scale:

- 1 = Not feasible with K-4 students in our program. Inappropriate for this developmental level.
- 2 = Not feasible with K-4 students in our program because of a lack of teacher preparation and/or program limitations.
- 3 = Might be feasible in our K-4 program. Would take major changes in teaching methodologies, training, and/or program administration.
- 4 = Feasible, but not met in our current program at the K-4 level.
- 5 = Feasible. Our program already meets this benchmark.

The description of elementary school foreign language program models that was used to classify responses by model were those first defined by Rhodes and later adapted and refined by Curtin and Pesola (Curtin & Pesola, 1994, p. 30). Respondents were asked to classify their program model (FLEX, FLES, partial immersion, or immersion) and to specify: 1) the grade level(s) taught (to be sure that only teachers in grades K-4 responded), 2) the average number of minutes per week of foreign language instruction, and 3) the number of weeks per year that students received instruction.

Although the response from K-4 teachers was not large (25 respondents), valuable information was gathered that can inform the Standards Task Force as they make final revisions to the standards document. The respondents represented FLEX (8), FLES (12), and partial immersion (5) programs.

The 25 teachers' ratings for each program model and for all program models grouped together were examined in the following ways:

- a) the percentage of respondents marking each of the possible ratings (1-5) on each of the 22 benchmarks was calculated;
- b) the mean (average) of all of the ratings for each benchmark was

calculated; and

- c) the variance (a value related to the spread of ratings across the possible ratings of 1-5) was calculated for each benchmark.

In considering the results, it is important to note that the teachers' ratings were found to range from 1 to 5 for many of the benchmarks—even when examining the ratings for teachers of just one program type. When the variance is large, as in this case, the mean may be misleading, since the mean may hide the fact that the ratings are diverse (1-5) rather than clustered (for example, 4-5). As might be expected, when the ratings were combined across program models, the variance was found to be large for 16 out of the 22 benchmarks. The variance was still found to be large within two program models. For FLEX programs, the variance was large for 17 of the 22 benchmarks and for FLES, the variance was large for 14 of the 22 benchmarks. Unlike FLES and FLEX, for the partial immersion programs, the variance was large for only 3 of the 22 benchmarks. The ratings of the immersion teachers tended to cluster together. Because of this, we can be more confident that these mean scores give an accurate picture of the ratings of the partial immersion teachers.

Another reason for caution in interpreting these results is that, unlike items on a research questionnaire, the benchmarks are not stated narrowly and precisely. Respondents may interpret the benchmarks in varied ways. Typically, the benchmark includes descriptors that help to clarify its meaning. There is no way of knowing, however, whether teachers were responding to all descriptors provided, to several, or to just one. The following benchmark, with a variety of components, helps to illustrate this point:

Students will describe family members, friends, and people deemed important to the learners, objects present in their everyday environment, and common school and home activities (Goal One, Standard 1.2).

Feasibility of Implementing the Benchmarks in K-4 Programs

In the combined responses from teachers of all program types (FLEX, FLES, partial immersion), the implementation of the majority of the benchmarks (64%) was rated as "feasible" (means of 4.0 - 5.0). The means of the rest of the benchmarks (36%) were somewhat lower (means of 3.0 - 4.0), indicating that respondents felt that these benchmarks "might be feasible," but that their implementation would take "major changes in teaching methodologies, training, and/or program administration." Across program types, no benchmark received a mean lower than 3.0, although individual respondents marked some benchmarks with these scores. These data indicate that the benchmarks are considered by most respondents to be developmentally appropriate for the K-4 level and feasible to implement.

The benchmarks were rated as feasible more frequently by partial immersion teachers (86% of the mean ratings were between 4 - 5), than either FLES (64%) or FLEX teachers (36%). Partial immersion teachers did not rate any benchmark below a mean of 3.4 ("might be feasible"). As a group, FLES teachers rated no benchmark below a mean of 2.9; FLEX teachers rated two benchmarks lower, with means

Standards from page 10

of 2.6 and 2.5 ("not feasible with K-4 students in our program because of a lack of teacher preparation and/or program limitations"). As discussed previously, ratings of the FLEX and FLES teachers tended to spread across the range from 1 to 5 (the variance of the means was large), while the ratings of the partial immersion teachers tended to be more similar to each other (the variance of the means was smaller). These results are likely to be related to the fact that in partial immersion programs, in comparison with FLES and FLEX programs, the curriculum is more similar across programs since the grade level content curriculum is taught, the intensity of the program is greater, and the time available for instruction is extended (up to 50% of the school day). Thus, it appears that the benchmarks are more likely to be rated as feasible in programs where the curriculum is content-based, and where the program time is extended and the program intensity is great.

It is interesting to note, however, that even in FLEX programs teacher respondents believe that it is feasible for students to demonstrate approximately one third (36%) of the benchmarks (means of 4.0 - 5.0). This is in spite of the fact that in FLEX programs the focus is not on developing proficiency in the language, rather on developing an interest in foreign languages for future language study, careful listening skills, and cultural and linguistic awareness (Curtain & Pesola, 1994, p. 30).

It is also informative to examine the six benchmarks for which the variance of the means across program models is small. These are the benchmarks that respondents of all program types rank as 1) already implemented, or 2) feasible, although not currently met. It would seem logical that these benchmarks might be among those that have traditionally been taught in elementary school foreign language programs. Indeed, the following four fall into that category:

- Students will give and follow simple instructions by participating in various games or other activities with partners or groups (Goal One, Standard 1.1).
- Students will express likes and dislikes regarding various objects, categories, people, and events present in their everyday environment (Goal One, Standard 1.1).
- Students will use appropriate gestures and oral expressions for greetings, leave takings, and common or familiar classroom interactions (Goal Two, Standard 2.1).
- Students will participate in age-appropriate cultural activities such as games, songs, birthday celebrations, storytelling, dramatizations, or role playing (Goal Two, Standard 2.1).

There are, however, two of these six benchmarks that refer to content-based or content-related teaching—an approach only recently discussed in non-immersion elementary school foreign language education. The fact that these benchmarks were scored as feasible across program models is surprising, and may indicate growing acceptance of this approach in elementary school foreign language curricula in all program types:

- Students will participate in an activity in the foreign language class based on a particular concept from one of their other classes (Goal Three, Standard 3.2).
- Students will learn vocabulary or concepts related to a topic being studied in another class (e.g., geographical place names, parts of the body, basic mathematical manipulations) (Goal Three, Standard 3.2).

The mean across program models for the first of the two benchmarks listed above is 4.5, and the mean for the second is 4.7. No teacher from any program model scored either benchmark as 1; only one person scored the second benchmark as 2. All other rankings for both benchmarks were between 3 and 5. The greatest number of rankings for both benchmarks was 5, which specifies, "our program already meets this benchmark." These responses indicate that elementary school foreign language teachers respondents, across program models, are providing their students with opportunities to further their knowledge of other disciplines in the foreign language classroom. As one FLEX teacher noted, "our program is FLEX simply due to the time constraints. However, we use content-enriched instruction and as much second language as possible."

Considerations for Revisions in the K-4 Benchmarks

In this section, suggestions are offered to the Standards Task Force for consideration when revising the K-4 benchmarks. Two types of suggestions are included:

- a) Proposed Changes in Wording. At the NNELL networking session held at the recent joint meeting of the Central States Conference on the Teaching of Foreign Languages, Pacific Northwest Council on Foreign Languages, and Southwest Conference on Language Teaching in Denver, Colorado, one of the NNELL discussion groups reviewed preliminary results from this questionnaire and proposed changes in the wording of several benchmarks.
- b) Additional Changes. Respondents were invited to comment on each benchmark and to include additional comments at the end of the questionnaire. These comments, together with the survey results, are helpful in gaining insight into how the existing benchmarks might be further revised and refined.

Proposed Changes in Wording

1. Several respondents noted that the term "patterns" was unclear in the following benchmark:

Students will identify patterns of behavior or interactions in various settings, such as school, family, and the immediate community (Goal Two, Standard 2.1).

NNELL proposes rewording the benchmark to replace "patterns of" with "characteristic."

2. The use of the term "respond" in the following benchmark was unclear to some teachers. One teacher was unsure to what the students would be responding. Another teacher clarified that the emphasis for her students is on performing plays rather than responding to them. Yet another teacher asked, "how does one measure 'respond'?"

Students will respond to a dramatization of a target language text (e.g., fairy tale) (Goal Three, Standard 3.1).

NNELL proposes that the phrase, "respond to a dramatization of a target language text" be replaced with, "demonstrate comprehension of children's literature in the language."

3. Several respondents expressed difficulty understanding the following benchmark. One said that she did not "see the connection." In addition, one respondent noted that this particular benchmark, unlike the other two related to Standard 4.2, did not include the concept of comparing and contrasting information.

Students will identify expressive and utilitarian forms evident in their local culture (e.g., signs, symbols, advertisements, packages, murals, songs, rhymes, etc.) (Goal Four, Standard 4.2).

NNELL proposes eliminating the terms, "expressive and utilitarian forms," and instead using, "authentic cultural artifacts." Also, "their local culture" should be changed to "in their own and the target culture." The list of examples in parentheses should be kept, but not all of the terms, are clear, for example, "packages" and "murals." Each example should be expressed as clearly as possible.

Additional Changes

1. Three respondents included comments that indicated that they did not understand that the K-4 benchmarks are designed for achievement at the completion of grade four. They expressed the opinion that in their program models, some benchmarks were not appropriate for the lower grades. Although the Standards Committee has stated that benchmarks are, "generic examples of what students can do to demonstrate that they have met the standard at the end of the grade cluster" (National Foreign Language Standards, November 1994, p. v), it will be important to emphasize this point in the final document.

2. While no benchmark received a mean of less than 2.0 across program models, one benchmark did receive the lowest ranking of all benchmarks by respondents of every program model. The means by program model are: partial immersion - 3.4, FLES - 3.2, FLEX - 2.5.

Students will interact with members of the community who are involved in social service professions to hear how these community representatives use the target language on a daily basis. The students ask questions to further their understanding of how the target language is used to assist other members of the community" (Goal Five, Standard 5.1).

One respondent expressed the concern that this benchmark would be difficult to achieve in some regions of the country. Certainly in areas where representatives of the target culture do not live, this benchmark could not be achieved through face-to-face interactions.

3. One respondent proposed that the term "story" be replaced with "written source" in the two references to it in the following benchmark:

Students will use information from a story being studied in the target language and connect elements (e.g., color, symbolism, geographical setting, genre characteristics) from the story to other

school subjects (Goal Three, Standard 3.2).

4. Both a partial-immersion teacher and a FLES teacher questioned whether goal four (develop insight into own language and culture) was designed to be completed in the target language or in English. In the discussion of this goal in the standards document (National Foreign Language Standards, November 1994 draft, p. 33) this point is not clarified, yet the two "Sample Learning Scenarios" included on pages 33 and 34, seem to imply that this goal would be met in English. The question raised is an important one that should be clarified by the Standards Committee.

Conclusions

While input from the profession has been sought and received throughout the process of standards development, this close reading of the benchmark tasks by K-4 teachers has resulted in specific suggestions for the Standards Task Force to consider as they make the final revisions in this historic document. Certainly, teachers are the ones who can best determine whether a benchmark is clearly stated and whether it is appropriate to their students' developmental level. It is the teachers who can best judge the feasibility of implementing the standards. Their input is invaluable.

As much as the standards benefit from teacher input, the teachers benefit from the establishment of the standards. Several respondents noted they were aware of limitations in their own programs that inhibited their students from successfully completing the benchmark tasks. Several explained that they and/or their schools were working at improving their programs. As one teacher stated, "an awareness of the need for change is our first step and a very important one." The standards challenge all of us: students, teachers, program designers, curriculum developers, and methods professors. As stated by the Standards Task Force:

Working together we can implement programs that will enable tomorrow's learners to:

- communicate in languages other than English
- gain knowledge of target cultures
- acquire information and make connections with other disciplines
- gain insights into their own language and culture, and
- participate in multilingual communities and a global society (National Foreign Language Standards, November, 1994, p. 9).

Note: This study was carried out for NNELL, and is reported here, by Marcia Rosenbusch. We would like to express our appreciation for those who took the time to respond to the questionnaire. For further information about National Standards, see articles in the following issues of *FLES News*:

Volume 7 (3), insert - K-12 Student Standards Framework;
Volume 7 (2) page 7 - NNELL Statement to the Student Standards K-12 Task Force;

Volume 7 (1) page 3 - Memo to: NNELL Readership, From: June Phillips, Project Director, K-12 Foreign Language Standards; Draft Statement of Underlying Principles; Input Requested on National K-12 Student Standards; page 8—Cape Cod Currents: Project 2017 and Student Standards;

Volume 6 (2) pages 7-9—Standards Proposed for Foreign Language Education.

References

Curtain, H., & Pesola, C. A. (1994). *Languages and children: Making the match*. White Plains, NY: Longman.

American Council on the Teaching of Foreign Languages. (November 1, 1994). *National standards in foreign language education*. Yonkers, NY: Author. (National Standards in Foreign Language Education is a collaborative project of the American Council on the Teaching of Foreign Languages (ACTFL), the American Association of Teachers of French (AATF), the American Association of Teachers of German (AATG), and the American Association of Teachers of Spanish and Portuguese (AATSP).

Update on NNELL State Representatives

Northeast

Committee Member

Loraine Shand

Vermont

Announcing K-8 Foreign Language Assessment Bibliography

The National K-12 Foreign Language Resource Center at Iowa State University and the Center for Applied Linguistics are pleased to announce that an annotated bibliography of K-8 assessment materials, techniques, and resources will be available shortly from the ERIC Clearinghouse on Languages and Linguistics. To request an order form, please contact: Lynn E. Thompson, Assessment Initiative, Center for Applied Linguistics, 1118 22nd Street NW, Washington, DC 20037 (202-429-9292). Contributors do not need to order a copy—they will receive a complimentary copy.

Feyten Receives Outstanding Teacher Award

Carine Feyten received the 1995 Outstanding Foreign Language Teaching Award from the Southern Conference on Language Teaching (SCOLT). Carine Feyten holds B.A. and M.A. degrees in Germanic Philology from the University of Louvain, Belgium, where she lived most of her life. She received her Ph.D. in Interdisciplinary Education with an emphasis on Second Language Acquisition from the University of South Florida. Carine coordinates all teacher education programs for the department of secondary education and directs the foreign language teacher preparation program at the University of South Florida. She is the project director of the Suncoast Academic Alliance which she founded in 1989 and was president of the Florida Foreign Language Association for 1992-93. Carine is also the National Network for Early Language Learning representative for the SCOLT region. Her background is in applied linguistics and second language acquisition, and her research interests lie in the areas of listening, language learning/teaching methodologies, elementary school foreign languages, and cross-cultural communication issues. Carine is an active member of NNELL, ACTFL, FFLA, ILA, AAAL, and numerous other professional organizations, including SCOLT. She has published extensively in journals such as the *Modern Language Journal*, *Hispania*, *Middle School Journal*, and *Language Quarterly*. She is presently developing a new Ph.D. program jointly with the College of Arts and Sciences to focus on Second Language Acquisition and Instructional Technology. In her spare time, she has become an avid cyberspace surfer.



Two Contributing Editor Positions Open: German Resources and Technology

A search is now open for contributing editors for Technology and for German Resources. Contributing editor appointments are made annually by the editor and are competitive positions. The responsibilities of the technology editor are:

- Solicit, select, and submit articles and reviews of materials on technology for the K-8 classroom;
- Verify that text is in the specified publication format and is typed and double-spaced;
- Submit complete and accurate information that is checked for spelling and clarity;
- Meet the deadline specified by the editor for submission of information.

The responsibilities for the German resources editor are:

- Submit a total of nine reviews per year, three for each issue;
- Follow the established format;
- Carefully check the accuracy and completeness of the information.

To apply for these positions, submit the following to the editor by June 10, 1995:

1. A resume including your name, home address and telephone; your title, school address, and telephone; your professional training, work experience, and experience with technology (for technology editor).
2. State the position for which you are applying.
3. Write a paragraph explaining why you are interested in this contributing editor position.
4. Define a plan for possible topics to be addressed and a plan for obtaining articles and materials for review.

Factors affecting the selection of contributing editors include: quality of the application and, where possible, geographic representation. The new contributing editor will assume the position for the fall issue of 1995. Send applications to Marcia H. Rosenbusch, Editor, *FLES News*, Department of Foreign Languages and Literatures, Iowa State University, Ames, IA 50011 (515-294-6699; Fax: 515-294-2776 or 9914; e-mail: mrosenbu@iastate.edu).

Membership Form (1995-1996)

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Please enroll me as a member of the National Network for Early Language Learning and send me a one-year subscription to *Learning Languages: The Journal of the National Network for Early Language Learning*. I am enclosing my check for \$15.00. Overseas rate is \$20.00. (Make checks payable to NNELL.)

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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

National Research Center Reports Announced

Several of the latest publications from the National Center for Research on Cultural Diversity and Second Language Learning (NCRCDSSL) will be of interest to early language teachers. NCRCDSSL engages in research that is aimed at improving the education of language minority children and promoting multicultural understanding and appreciation. Some project themes include content area instruction, two-way bilingual education, and alternative assessment.

Educational Practice Report #11, Integrating Language and Content: Lessons from Immersion, by Fred Genesee, uses evaluation results of several types of second language immersion programs in Canada to make recommendations for the implementation of second language programs in the U.S. that integrate language and content objectives.

Educational Practice Report #12, Two-Way Bilingual Education: Students Learning Through Two Languages, by Donna Christian, outlines the goals and rationale of two-way bilingual programs by discussing their criteria for success and the variation that exists within programs due to local conditions, demographics, and/or community attitudes.

Research Report #7, Two-Way Bilingual Education: A Progress Report on the Amigos Program, by Mary Cazabon, Wallace E. Lambert, and Geoff Hall, gives a local view of two-way bilingual education in progress through an analysis of a program in the Cambridge (MA) Public Schools. The report compares native Spanish speakers with native English speakers in the program and discusses each group's academic and social success.

Research Report #9, Teachers' Beliefs About Reading Assessment with Latino Language Minority Students, by Robert Rueda and Ermininda García, analyzes interviews, written surveys, and observations to demonstrate how teachers' beliefs about reading, assessment, and bilingualism vary according to professional training and affiliation and how these beliefs correspond with classroom practices.

Research Report #11, Students' View of the Amigos Program, by Wallace E. Lambert and Mary Cazabon, examines the effectiveness of the Amigos program by analyzing student responses to questions addressing their satisfaction with the program and their own self-perception. Positive feedback from the students, strong parental support, clear academic achievement, and promising test scores indicate the program's success.

The Directory of Two-Way Bilingual Programs in the United States, 1991-92, by Donna Christian and Cindy Mahrer, compiles detailed profiles of 76 two-way bilingual education programs in more than 120 schools from 13 states. These programs provide instruction in English and another target language to classes with students fluent in the target non-English language and students fluent in English. The Supplement of Two-Way Bilingual Programs in the United States, 1992-93, by Donna Christian and Cindy Mahrer, and the Supplement of Two-Way Bilingual Programs in the United States, 1993-94, by Donna Christian and Chris Montone, include profiles of additional two-way bilingual programs. In sum, these publications profile a total of 176 schools with this type of program.

To purchase any of these publications (\$4.00 per report, \$15.00 per directory, and \$8.00 per supplement, prepaid by check or purchase order), learn about other reports, or join the mailing list, please contact the Center for Applied Linguistics/NCRCDSSL, 1118 22nd St. NW, Washington, DC 20037 (202-429-9292).

NEH Fellowships Awarded

The National Endowment for the Humanities Fellowship Program for Foreign Language Teachers K-12 has announced the recipients of the 1995 summer fellowships. Among the 60 recipients are 13 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. Congratulations recipients!

Huel-Chi Connally, Academy of World Language, 2030 Fairfax Avenue, Cincinnati, OH 45207 (518-872-7300). *Chinese Folk Art and Its History*. China.

David S. Downs-Reid, Robbinsdale Language Immersion School, 3730 Toledo Avenue North, Robbinsdale, MN 55422 (612-521-6927). *Mayan Life Along La Ruta Maya*. Mexico, Central America.

Timothy J. Easley, Spring Creek Elementary, 72961 Highway 1061, Kentwood, LA 70444 (504-229-8363). *Culture of Quebec Through Children's Literature*. Quebec.

Juliette F. Eastwick, The Bryn Mawr School, 109 W. Melrose Avenue, Baltimore, MD 21210 (410-323-8800). *Rhythms of Song and Play in France for Grades K-5*. France.

Marilyn G. Garcia, Buena Vista Alternative, 2641 25th Street, San Francisco, CA 94110 (415-695-5875). *Cultural Transmission of Mathematical Thinking in Spain*. Spain.

Susan O. Helley, St. Joseph School, College & Chestnut Street, Conway, AR 72032 (501-329-5741). *Bolivian Games and Stories*. Bolivia.

Melissa A. Lonneman, Grahamwood Elementary, 3950 Summer Avenue, Memphis, TN 38122 (901-325-5952). *French Children's Literature*. France.

Sharon E. Park, Denker Avenue School, 1620 West 162nd Street, Gardena, CA 90247 (310-327-9420). *Aspects of Korean Traditional Culture*. Korea.

Philip Pasmanick, Buena Vista Alternative, 2641 25th Street, San Francisco, CA 94110 (415-695-5875). *The Cultural Evolution of Folk Verse in Cuba and Spain*. Cuba, Spain.

Marcia J. Pastorek, Trinity Episcopal School, 1315 Jackson Avenue, New Orleans, LA 70130 (504-525-8661). *Folk Tales and Legends of Quebec*. Canada.

Jean R. Rinco, Hunter Elementary School, 71 East 94 Street, New York, NY 10128 (212-860-1292). *Spanish Through the Art of Flamenco for Grades K-6*. Spain.

Marie-Pierre G. Wolf, Fox Hollow French Immersion, 5055 Mahalo Drive, Eugene, OR 97405 (503-344-7535). *Literature and Culture for French Immersion Programs*. France.

(Continued on page 16)

NEH Fellowships Awarded from page 15

Feng Ye, Waialae Elementary School, 1945 19th Avenue, Honolulu, HI 96816 (808-733-4880). *Elementary Chinese Through Songs and Dances. China.*

It is not too early to begin planning your project for the 1996 summer fellowships. Applications are due October 31, 1995. For information and an application form contact: Naima Gherbi, Program Director, NEH Fellowship Program for Foreign Language Teachers K-12, Connecticut College, 270 Mohegan Avenue, New London, CT 06320, (203-439-2282; Fax: 203-439-5341).

Notice to Members:

Beginning in the fall of 1995, this newsletter, *FLES News*, will become *Learning Languages: The Journal of the National Network for Early Language Learning*. The new journal promises to be as practical and informative as *FLES News*, but will also include a refereed section to encourage university professors to publish in the field of early language instruction. We look forward to your continued interest in our publication!

Marcia H. Rosenbusch, Editor
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