

The background of the cover is a dark grey with a fine, uniform texture. Overlaid on this are several white geometric shapes. In the upper left, there is a large white L-shaped block. Below it, to the right, is a smaller white square. Further down, there is a horizontal white bar. In the center, there is a large white rectangular area. To the right of this central area, there is a vertical white strip. In the lower half, there is a large white Z-shaped block. To the right of the Z-shape, there is a white rectangular block. In the bottom right corner, there is a white rectangular block. The overall composition is abstract and geometric.

Learning Languages

The Journal of the National Network for Early Language Learning

Fall 1997
Vol. 3 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. See the inside of the back cover for more information on NNELL.

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 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 to request a copy of author guidelines for preparing articles, or retrieve them from NNELL's website: www.educ.iastate.edu/currinst/nflrc/nnell/nnell.html

Submissions: Deadlines 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 parent or guardian 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, objectives, targeted standards, materials, procedure, and assessment. 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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Notes from the President



With your involvement and participation, NNELL will continue to grow in numbers and to be a voice for early language learning for all children.

The fall is a time for us to look forward to the many events and accomplishments that the new academic year will bring. This is an especially exciting time for the National Network for Early Language Learning as we celebrate the contributions the organization has made to our profession during the past 10 years and anticipate with enthusiasm the results of projects that have recently been initiated.

Tenth Anniversary Celebration and Annual Meeting. Our anniversary celebration will take place at our annual meeting, Saturday, November 22, at the conference of the American Council on the Teaching of Foreign Languages (ACTFL) in Nashville, Tennessee. The session will also provide information on NNELL's work on the implementation of the National Standards in grades K-8 and current advocacy materials available to NNELL members. We hope you will join us for this special event.

NNELL Exhibit. There will be ongoing anniversary activities at the NNELL booth in the Exhibits Hall throughout the ACTFL conference. We have several surprises in store for NNELL members who stop by the booth. Please visit the booth and join in the festivities.

FLES Swapshop Breakfast. On Saturday, November 22, we will again sponsor a Swapshop Breakfast at the ACTFL conference where participants will be able to exchange teaching ideas and view materials displayed by publishers who specialize in K-8 resources. Susan Walker and Patty

Hans have organized this event which will also feature artwork created by foreign language students from across the country.

As this administration comes to an end, I would like to thank all of you for your commitment to excellence in early language learning. We are moving through uncertain times in our field, and it is vital for all of us to be strong advocates to unify our efforts so that all children will have opportunities to study foreign languages.

I would like to congratulate our newly elected board members, Dr. Myriam Met, Second Vice-President, and Lori Langer de Ramirez, Secretary. Finally, I would like to extend best wishes to Susan Walker in her position as the 1997-98 NNELL president. I look forward to the coming year and to the many new projects that will be carried out through the work of the board and the membership.

Mary Lynn Redmond

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The National Network for Early Language Learning (NNELL): A Brief History, 1987-1997

Throughout the 1980s, interest in teaching foreign languages at the elementary school level increased dramatically. Elementary school foreign language teachers, program coordinators, administrators, and parents had been meeting informally at regional and national conferences to share ideas and compare notes about materials, curricula, teacher training, and other common concerns of early language programs. By the fall of 1986, there was a general consensus that there was a need in the United States for an organized forum that could directly address issues related to the teaching of foreign languages to young children. The following is a chronology of the organization of this network and the first decade of activities of the National Network for Early Language Learning (NNELL).

November 1986. At the annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL), participants in a networking session on early language learning realized that the time was right to establish a national organization to promote the teaching of foreign languages in elementary schools.

January 1987. Twenty-six educators from 16 states, who had attended the networking session at ACTFL, met at the Center for Applied Linguistics in Washington, DC, to discuss the organization of a network that would facilitate communication among early language practitioners. By the end of the two-day meeting, the National Network for Early Language Learning had been formed.

The main objectives of the network were to "facilitate communication and provide information that will improve public awareness and support for early language learning." The key activities of the network were to publish a newsletter three times a year and promote elementary school foreign language learning, especially at local, regional, and national conferences.

An Executive Committee was elected, which served from 1987 through 1991. Members included: Carolyn Andrade (Ohio), Diane Ging (Ohio), Mari Haas, Corresponding Secretary (New York), Nancy Hess (New York), Melanie Klutts, Recording Secretary (Texas), Gladys Lipton, Treasurer (Maryland), Kathleen Riordan (Massachusetts), and Nancy Rhodes, Chair (Washington DC).

Marcia Rosenbusch (Iowa), also on the Executive Committee, was appointed Editor of *FLES News*, the newly-named newsletter of the organization. Donations from publishers, language organizations, educational institutions, and individuals made it possible to distribute the first year's issues of the newsletter free of charge. Nine contributing editors from schools across the country were appointed to gather articles on the following topics: classroom activities, conferences, funding information and new legislation, publicizing FLES, research, teaching methods, and resources for the classroom in French, Spanish, and German.

1987-89. NNELL sponsored networking sessions at various local and state conferences as well as at national conferences, including ACTFL, Advocates for Language

...there was a need for an organized forum that could directly address issues related to the teaching of foreign languages to young children in the United States.

Learning (ALL), and Second/Foreign Language Acquisition by Children (SLAC), for the purpose of sharing ideas, resources, and strategies for early language learning.

Spring 1989. The first volume of *FLES News* became available on both microfiche and paper copy through the Educational Resources Information Center (ERIC) database. All subsequent volumes are now available on ERIC.

Fall 1989. ACTFL recognized the teaching of foreign languages in elementary school as one of the 13 important issues facing the language teaching profession in the 1990s. NNELL members worked closely with ACTFL at the Second Invitational Conference on Professional Priorities to explore issues for a position paper on this topic. Seven areas of concern for early language learning for the 1990s were identified: advocacy for early language programs by the foreign language profession, teacher preparation, availability and development of resources, expanded opportunities for all students, articulation across levels, and research/evaluation.

1989-90. The continuation of elementary school foreign language programs into middle school and high school was NNELL's focus in 1989-90 at conference networking sessions.

Spring 1991. The structure of NNELL changed from an informal network to a formal organization. The major change was that NNELL became a membership organization with elected officers and voting privileges for its founding members. The network developed its first mission statement: "To promote opportunities for all children to develop a high level of competence in at least one language and

culture in addition to their own and to coordinate the efforts of all those involved in early language education." The constitution was drafted for approval in the fall.

Fall 1991. NNELL members elected their first officers and approved the constitution. Elected officers were: Carol Ann Pesola, President; Carolyn Andrade, First Vice President; Audrey Heining-Boynton, Second Vice President; Donna Grundstad, Secretary; and Sonia Torres, Treasurer. Nancy Rhodes was appointed Executive Secretary and Marcia Rosenbusch was appointed Editor of *FLES News*.

1991-92. Carol Ann Pesola's main priorities as president were to promote the goals of NNELL at conference networking sessions throughout the country, and to better enable *FLES News* to reach classroom teachers, teacher educators, researchers, and administrators. In addition, she represented NNELL at a meeting of European educators, sponsored by the Council of Europe, on foreign languages in primary education where she established lines of communication between early language educators in Europe and the United States.

1992-93. President Carolyn Andrade focused on two main goals during her year in office: membership and communication. For membership, her goal was to increase the number of NNELL members to 700 by Novem-



NNELL members meet at the Center for Applied Linguistics in January 1991 to decide the fate of NNELL. Should it become a part of another organization or stand alone? Decision: NNELL should become a separate organization with close ties to all foreign language organizations that promote early language learning.

ber 1993. To enhance participation in the profession, NNELL became a voting member of the Joint National Committee on Languages (JNCL) and an organizational member of ACTFL. Within the area of communication, and with the collaboration of First Vice President Audrey Heining-Boynton, networking sessions were organized at each regional conference and many state conferences.

Carolyn also systematized the structure of the organization and clarified the responsibilities of the officers and committees (membership, by-laws, publisher liaison, and political action). In addition, she compiled a handbook for each board member and appointed the first committee chairs and five regional NNELL representatives (corresponding to the five language conference regions). The first NNELL Swapshop Breakfast was held at the ACTFL Conference in 1992.

1993–94. President Audrey Heining-Boynton focused on five goals during her year in office: 1) increase membership, 2) develop stronger ties with colleges and universities to help them understand the importance of teacher training for the K-6 level, 3) provide information to state departments of education about increasing their support for early language learning, 4) increase the involvement of members in NNELL, and 5) strengthen communication and ties with other organizations.

During the year, the NNELL Executive Board sent a position statement to the Task Force on National Foreign Language Student Standards, stating NNELL's position that the standards should address grades K-12, rather than just the traditional 7-12 sequence. This statement played a pivotal role in broadening the Task Force's vision for the standards to include all elementary and secondary students.

NNELL became an ERIC Clear-

inghouse on Languages and Linguistics partner, which meant that NNELL began working closely with the ERIC-CLL to build the ERIC database and disseminate ERIC information. Audrey also spear-headed the important discussions about changing the structure of the NNELL publication; the Executive Board ultimately decided that *FLES News* would become a journal with refereed articles.

1994–95. During her year as President, Mari Haas promoted teachers as researchers in their classrooms by helping them share their questions and findings about specific language teaching and learning issues through articles in the newsletter. She announced the name of NNELL's new journal, *Learning Languages: Journal of the National Network for Early Language Learning*, which was published for the first time in the fall of 1995. She wrote in the inaugural edition that "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 expressed the hope that more educators and policy makers would take notice of the relevance and growth of our profession symbolized by the important change from newsletter to journal.

During Mari's presidency, NNELL sponsored a political action session at the Central States Conference on the Teaching of Foreign Languages in the spring of 1995, in collaboration with the Joint National Committee on Languages.

NNELL identified the following three priorities 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.

1995–96. Eileen Lorenz identified three goals for her presidency: political action initiatives, promoting standards for foreign language learning at the national and state levels, and teacher action research. Work in the area of political advocacy focused on providing information about national issues that impact foreign language education, and suggesting strategies to help organize K-8 language colleagues in communicating a unified message to decision makers. She appointed Mary Lynn Redmond and Kay Hewitt to lead the Political Action and Advocacy Committee. They worked tirelessly with regional, state, and local representatives to distribute critical information and to organize advocacy efforts for early language learning.

In support of the national standards, NNELL helped provide workshops to promote understanding of the new guidelines and distributed details of the standards at conferences. NNELL members were encouraged to become involved in the development of their state's foreign language standards as well. Eileen continued the work of Mari Haas in the area of "teacher as researcher," where classroom teachers were encouraged to collect and examine data from their classrooms to help explore and reflect on their day-to-day learning activities.

Under Eileen's leadership, the Executive Committee succeeded in appointing a full slate of NNELL representatives in each state, whose task is to lead presentations and public relations endeavors at professional meetings.

1996–97. Mary Lynn Redmond carried out three major initiatives during her tenure as president: 1) NNELL's Tenth Anniversary Celebra-

tion, 2) a fund-raising campaign, and 3) an Invitational Institute on the National Standards for Foreign Language Learning. She coordinated NNELL's Tenth Anniversary Celebration, which will culminate at the 1997 ACTFL Conference in Nashville. Past-president Audrey Heining-Boynton was appointed Chair of the Tenth Anniversary Committee, and has organized a series of events at the conference, including an information booth providing up-to-date information about NNELL and early language learning, a NNELL Swapshop Breakfast, a slogan contest, and a calligraphy exposition, among other things.

Mary Lynn spearheaded a year-long fund-raising campaign, "Learning Languages Begins with You," that netted more than \$10,000 for the organization. Through generous contributions from members and colleagues, NNELL will be able to continue to support foreign language educators across the country in their work with early language learning. The contributions are being used for advocacy activities, publication of the journal, the anniversary celebration, and a first-ever NNELL institute.

Mary Lynn organized, raised additional funds for, and directed the Invitational Institute, "National Standards for Foreign Language Learning: Curriculum Reform for K-8 Foreign Language Education," which took place at Wake Forest University in July 1997 (see article on page 24).

The meeting educated the NNELL state and regional representatives about the national standards for grades K-8 so that they can assist educators with implementation of the standards in their states. An outcome of the institute will be the publication of teacher-developed lessons based on the standards.

NNELL Election Results

We, at NNELL, are happy to announce that Dr. Myriam (Mimi) Met, Foreign Language Coordinator at Montgomery County Public Schools, Rockville, MD, has been elected second vice-president for a three year term, and Lori Langer de Ramirez, Poly Prep Country Day School, Brooklyn, NY, has been elected secretary for a two year term.

Mimi has developed instructional programs and curriculum, and has been involved with teacher training at the K-12 and postsecondary levels. She has published in journals and professional books in the area of K-12 curriculum, instruction, teacher development for foreign language, bilingual education, and ESL programs.

Mimi is a founding member of NNELL and a past president of the National Association of District Supervisors of Foreign Languages. In 1993, and again in 1995, she was an Andrew Mellon Fellow at the National Foreign Language Center where she conducted research on foreign language instruction and foreign language policy in the schools.

Mimi believes that in the decade since the founding of NNELL, extraordinary advances have been made in providing young learners with opportunities to gain proficiency in a foreign language. Not only has the number of schools offering language programs increased, but the quality of the programs they offer is continually improving.

Mimi notes that today we know even more about effectively teaching foreign languages to young learners than ever before, and what we know is reflected in what is happening in

classrooms all over America. She recognizes that these are exhilarating times for those who work in the field of early language learning and is pleased to have the opportunity to contribute to the continued success and growth of early language programs.

Lori, who has been teaching Spanish in grades 5 through 12 for six years at a private school in Brooklyn, NY, also serves as coordinator of the elementary and middle school programs. She has a Master's degree in Applied Linguistics from Queens College and is a doctoral candidate in Curriculum and Teaching at Teachers College, Columbia University, New York.

Lori has presented workshops at conferences such as the New York State Association of Foreign Language Teachers and has received several National Endowment for the Humanities grants to study in Mexico and Columbia. She also was awarded a fellowship for graduate study from the American Association of Teachers of Spanish and Portuguese and a grant from the Council for Basic Education.

Lori's areas of interest are literature in the language classroom, especially stories from the oral tradition, and content-based methodology. She is currently involved in pilot testing materials that she developed based on stories from the oral traditions of Columbia, Mexico, and Argentina. Lori welcomes the opportunity to be an important part of an organization that has done so much already in promoting awareness of early language learning.

Activities for Your Classroom

Going Places

Ruta Couet, Kay Hewitt,
Bernadette Morris, Madeline Pohl
NNELL Invitational Institute
Wake Forest University, Winston-Salem, North Carolina



plage (beach)



montagne (mountains)



campagne (countryside)

Objective:

Students demonstrate understanding of expressions asking them where they go by responding with, "I go to the beach/mountains/countryside."

Targeted Standards:

- 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students understand and interpret written and spoken language on a variety of topics.
- 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Materials:

- Large posters of three locations—the beach, mountains, and countryside. Use pictures by artists of the target language if possible.

Procedure:

Introduce the three new vocabulary words by identifying the scenes on the posters. Place the three posters in different areas of the room. Model "*Je vais à la plage*" (I am going to the beach) by walking to that poster.

Repeat with the other locations. Ask, "*Est-ce que je vais à la plage?*" (Am I going to the beach?) and have the class indicate yes or no according to what you are doing. Then ask, "*Où est-ce que je vais? À la plage où à la montagne?*" (Where am I going, to the beach or the mountains?) Students answer with the proper location.

Act undecided as to where you are going, speak to yourself and say, "*Je vais à la plage? Je vais à la montagne? Je vais à la campagne?*" (Am I going to the beach? Am I going to the mountains? Am I going to the countryside?) Then decide and say, "*Oh! Je vais à la montagne.*" (Oh! I'm going to the mountains) and walk to that location.

Choose three students and say, "*Jacques, va à la plage*" (Jack, go to the beach). As Jacques is walking towards the picture ask, "*Jacques, où vas-tu?*" (Jack, where are you going?) and if necessary, help him say, "*Je vais à la plage.*" (I am going to the beach.) Repeat the same procedure with the two remaining students.

Finally, call on the rest of the class to follow the same procedure and say

one by one "*Je vais. . .*" (I am going. . .) until the students have chosen and walked to their locations of choice.

Tell students "*Si vous êtes à la plage, asseyez-vous! Si vous êtes à la campagne, asseyez-vous!*" etc. (If you are at the beach, sit down! If you are at the countryside, sit down!) Students sit with the group that chose the same location.

Assessment:

Students remain at their locations and form a circle there. Give an original postcard representing one of the

locations to each group, saying "*Passez, passez!*" (Pass, pass!) to indicate students are to pass the cards around the circle and "*Arrêtez!*" (Stop!) to indicate students should stop passing the cards. At this time, each student who is holding a card says, "*Je vais. . .*" (I am going . . .) and the location on the card.

As students successfully respond to the location on the card, the teacher gradually increases the number of cards and uses cards representing different locations in each group. The teacher assesses student learning by observing the ability to correctly respond to the cards.

Job Opening

Maxwell Spanish Immersion Magnet Elementary School, **Lexington, Kentucky**, seeks an **elementary school principal** (Grades PK-5). Native speaker of Spanish or native-like fluency strongly preferred.

Must have a Master's degree, Kentucky certification as an elementary school principal (or be eligible for certification), have three years experience as an elementary school teacher, have knowledge of second language

instructional methods, and have three years experience in an immersion or bilingual program.

Send application, statement addressing your philosophy or vision for administering an elementary school, transcripts, certification for school principalship, and five current references to: Mr. Michael C. Carr, Director of Human Resources, Fayette County Public Schools, 7091 E Main Street, Lexington KY 40502-1699.

Evelyne Armstrong Named PNCFL Teacher of the Year!

Congratulations are in order for a long-time leader in the Pacific Northwest Council on Foreign Languages community, Evelyne Armstrong from Tacoma, Washington.

Evelyne teaches French at the Charles Wright Academy in Tacoma, WA, and served on the Washington Association of Foreign Language Teachers board for many years as the elementary school representative.

She also serves as the public relations chair of the National Network for Early Language Learning (NNELL). Her other hats include teacher trainer, author, curriculum developer, and conference presenter.

Evelyne has tirelessly shared her expertise, enthusiasm, and love of language with the teachers of Washington and PNCFL. Congratulations to Evelyne from the NNELL membership!

Juguetes Fantásticos

Mari Haas
Teachers College
Columbia University
New York, New York

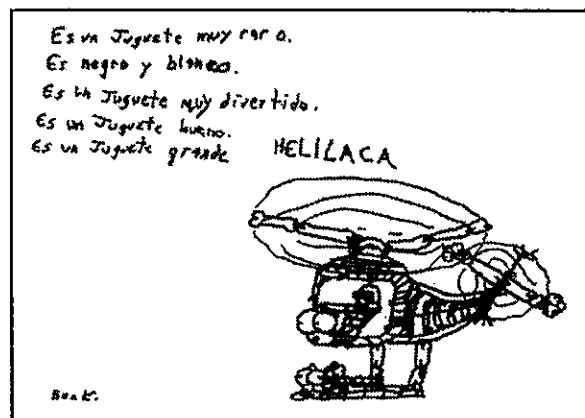
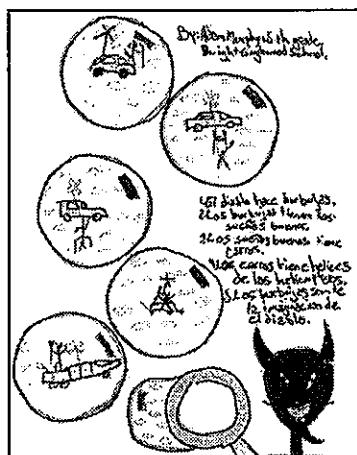
Jorge Elías Lújan, an Argentine poet and musician who lives and works in Mexico City, visited Janet Glass' 4th and 5th grade Spanish classes at Dwight-Englewood-Bede School in Englewood, New Jersey, in the spring of 1997.

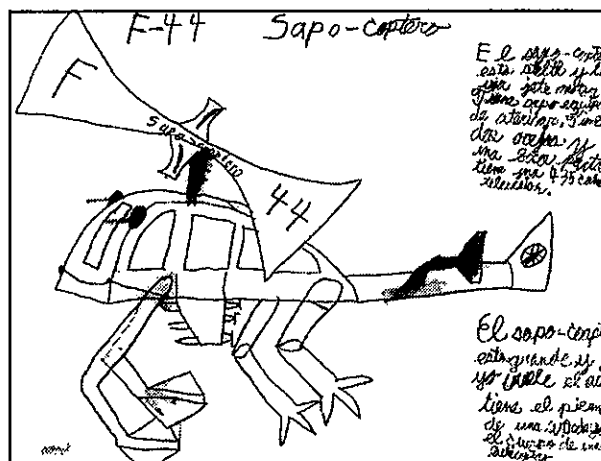
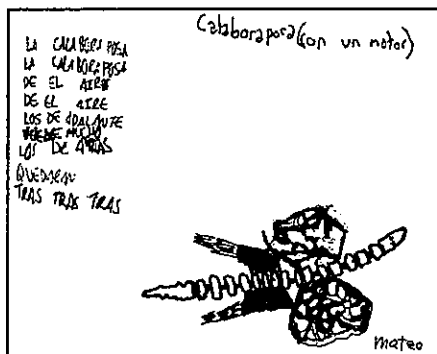
He showed the students slides of Mexican folk toys: colorful clowns (*payasos*), windmills (*molinillos*), flipping acrobats on wooden stilts (*maromeros*), Noah's Ark (*arca de Noé*), brilliant butterflies (*mariposas*), laughing skeletons and devils used for the Day of the Dead celebration (*calacas*), tooting horns (*cuernos*), slithering snakes (*víboras*), metal helicopters (*helicópteros*), wooden frogs (*sapos*), and iridescent bubbles

(*burbujas*).

The students described the toys and responded to Jorge's questions about them. *¿Está contento o triste? ¿Adónde va? ¿Qué mira? ¿Les gusta este juguete?*

Then Jorge asked the students to close their eyes and think of the toy they liked the best. Thirty seconds later he asked them to think of the toy they liked second best. Janet passed out paper and colored markers. The students thought about how to combine their two favorite toys into a unique creation. They drew the new toys, gave them a name, and wrote about them. Below are some examples of their wonderful creations:





"DOS OROS DE PASEO" (Letra y Música: Jorga Luján)

INTRO:

G m7 Bb Eb 7a G m Un

no de pe-ñuche re-encon-tado en su coche pro-pio

elora de pa-sa-o a un o-so verda-dero que e

G 7 C# E#m

cuenta el cuer-to don-de ... Un o-so de pe-ñuche etc

A Perspective on the Cultural Perspectives

Genelle Morain
Formerly of University of Georgia
Athens, Georgia

The national standards for student learning of foreign languages is a visionary document that encourages new ways of looking at foreign language education. The standards also encourage a sequence of foreign language instruction that begins as early as kindergarten and continues through grade twelve and beyond. Classroom teachers in school districts across the country are encouraged to systematically integrate into their instruction the five goals and eleven standards defined in this document so that all students in the United States benefit from a foreign language program that better prepares them for the future.

The second of the five goals is Cultures: Gain knowledge and understanding of other cultures. One of the intriguing aspects of this goal is the relationships that are highlighted among cultural perspectives, practices, and products. In their classrooms, teachers may already address cultural practices and products, but not consider the philosophical perspectives of culture. The following article is included to help teachers gain a better understanding of the three components of the Cultures goal.

...the familiar division of culture into "Big C," "little c" categories has been supplanted by a new tri-partite way of looking at culture.

Perhaps the most significant aspect of the standards related to *Cultures*—and the most challenging as well—is the important role that cultural perspectives play in both *understanding* other cultures, and in *using* cultural knowledge in appropriate ways. In the document *Standards for Foreign Language Learning* (pp. 43-48), the familiar division of culture into "Big C," "little c" categories has been supplanted by a new tri-partite way of looking at culture. This new model designates the components of culture as perspectives, practices, and products. If students are to have the dimensional awareness of culture as conceived in the standards, it is important to help them understand each component of the new model.

Teachers and students alike have little difficulty in grasping the concept of products. They are aware that every culture has produced tangible

products of lasting beauty and merit, such as the novel *Anna Karenina*, the painting *Mona Lisa*, and the poetic form known as haiku. They also recognize everyday items as cultural products: rolling pins, back hoes, wedding veils, and boiled peanuts. It is only one step further to understanding that products may also be intangible. Examples would include street raps, political systems, graveside eulogies, and the cousins' unwritten rules for playing tag at the family reunion.

The second component of culture, practices, is also familiar to students. Teaching the accepted behaviors for interacting with other members of the foreign culture in given social situations is already a familiar classroom learning activity. Two examples from American culture of the practice of expressing congratulations would be slapping a teammate on the back after

a winning touchdown, but shaking the minister's hand after an excellent sermon.

Most of the time, teachers and students have little difficulty distinguishing between a product and a practice. Being able to talk about the connections between products and practices offers new cultural insights. There are times, however, when the distinction between a product and a practice may appear to be a fine one. The educational system of a country may be viewed as a product of that culture. At the same time, how people participate in the educational system involves a set of connected practices. Sometimes forcing a difficult distinction is unnecessary. Few native speakers will ever buttonhole a foreigner on the street and demand, "Tell me now! Is this a product or a practice?" If students can recognize a product and are aware of its role within the culture, and if students know the practice and can participate if necessary, they will be able to interact in a new culture with poise and confidence.

It is the third component of culture—the perspectives—which seems to pose the greatest difficulty in understanding. As defined by the standards document, the perspectives of a culture would include such hard-to-pinpoint aspects as the popular beliefs, the commonly held values, the folk ideas, the shared attitudes, and the widely held assumptions of members of the culture. All of these combined are sometimes said to comprise the "world view" of a culture. The complicating factor is that while native informants can easily describe a product or explain the correct procedures for a practice, most members of a culture, when asked point blank, find it impossible to give a succinct explanation of their world view. Certainly it is difficult to explain one's own culture to others. Many times values are

never put into words, unstated assumptions are not recognized, and "shared cultural attitudes" are not analyzed. Reflecting upon perspectives is not an everyday occurrence; naturally, it is doubly difficult to speak with confidence about the perspectives of another's culture.

If ferreting out the perspectives of a culture is such an arduous task, why bother? The answer is simple: it is the perspectives of a culture which sanction the practices and create a need for the products. It is the perspectives which provide the reason for "why they do it *that way*" and the explanation for "how can they possibly think *that*?" Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, it is critical that this elusive but fundamental component of culture not be ignored.

Teachers who are familiar with the standards document often report that they take immediate steps to introduce their students to the perspectives/practices/products model. This gives their students ready access to a system for talking about the components of the target culture. Students soon become adept at recognizing products and practices; and many for the first time become aware of the existence—backstage—of cultural perspectives.

No one—teacher or student, native or non-native speaker—should feel embarrassed by being unable to easily identify an underlying perspective. Unfortunately, because few textbooks offer specific help in this regard, there is a temptation, when questioned, to concoct a perspective based on a personal experience, or to "discover" a perspective derived from a widely held stereotype. To do so is to risk accuracy for the sake of face-saving. When teachers and students are wondering about an underlying perspective, the best learning experi-

It is the perspectives which provide the reason for "why they do it that way" and the explanation for "how can they possibly think that?"

The search for perspectives also offers rich interpersonal experiences for teachers and students who seek answers through discussions with native speakers in the community.

ence is to search for the answer together. This quest for giving shape and substance to the beliefs which provide context for practice or product becomes a satisfying intellectual challenge. Valuable resources might include print and non-print materials from the target culture (traditional literature, contemporary media, scholarly documents) as well as from research available in other disciplines in American culture. The search for perspectives also offers rich interpersonal experiences for teachers and students who seek answers through discussions with native speakers in the community.

It becomes clear that the new view of culture outlined in the standards—highlighting the interdependence of products, practices, and perspectives—offers intriguing possibilities for students to combine the

goal area of *Cultures* with the other areas of *Communication*, *Connections*, *Comparisons*, and *Communities*.

Notes

- This article is reproduced with permission of The National K-12 Foreign Language Resource Center, Iowa State University, Ames, Iowa, where it was published as part of a guide to help teachers align their curriculum with the standards. To order the guide, *Bringing the Standards into the Classroom: A Teacher's Guide* (\$6/copy or 10 copies for \$50), contact Trina Garman, 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.
- To order a copy of the national standards, contact: National Standards Report, P.O. Box 1897, Lawrence KS 66044; 913-843-1221; Fax: 913-843-1274. Cost is \$20.
- For more information about the standards see *Learning Languages 1* (3).

NNELL Annual Meeting Saturday, November 22, 1997 4:15-5:15 p.m. Room: Bayou D

Come to our annual meeting where we will celebrate the 10th anniversary of the National Network for Early Language Learning (NNELL) through varied presentations honoring NNELL leadership and highlighting key moments in NNELL's history.

In addition, NNELL's work in support of the implementation of the national standards will be reviewed, as will current advocacy issues that impact K-8 foreign language education. We hope you will be part of this special event!

NNELL Booth at ACTFL

Join us at the NNELL booth in Exhibits Hall throughout the ACTFL conference. On-going anniversary activities will take place at the NNELL booth. Several surprises are in store for NNELL members who stop by. Join us at the booth for more of NNELL's Tenth Anniversary festivities!

Swapshop Breakfast Saturday, November 22, 1997 8:00-9:30 a.m. Room: Carroll

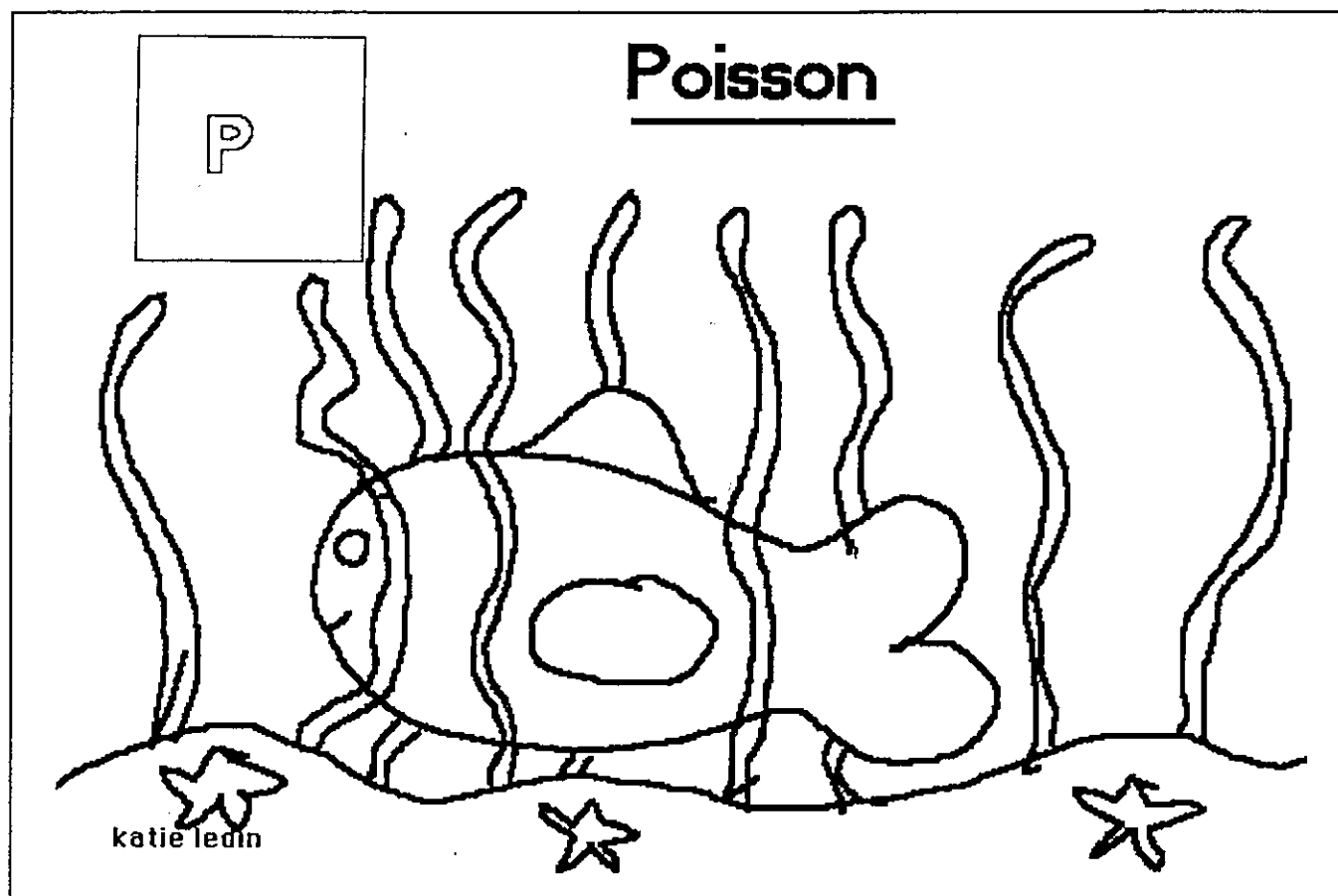
Join your colleagues for breakfast, celebrate NNELL's 10th anniversary, and share effective teaching strategies for the K-8 classroom.

Please 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, standards targeted (if possible), materials, description of activity, and assessment.

Publishers will display materials for elementary school foreign language programs, door prizes will be provided, and placemats that are children's drawings from elementary school foreign language programs throughout the country will be given to each participant.

Come and be a part of this popular NNELL tradition!

Children's Classroom Creations



Katie Ledin

Grade 2

Clear Springs Elementary School

Minnetonka, MN

Kay Triden, French Teacher

About This Class Project . . .

This student's computer creation was part of a larger class project in a second grade French class. After learning the alphabet, students were given a letter to illustrate with a word that they already knew in French. Students created an alphabet book for the French classroom that they can read and every student took home a copy of their class book.

Students used the computer program *Kid Pix* to create their pages during their regular classroom time, using a rough draft of their page

created during French class. The second grade teachers found they were able to supervise the project, even though none of them speak French.

This project is an example of the third goal of the national standards—*Connections: Connect with other disciplines and acquire information*. The project was designed in response to the classroom teacher's plea for more computer projects to help students learn how to use *Kid Pix*.

Political Action and Advocacy Make a Difference

Kay Hewitt
Political Action and Advocacy Chair
Lexington, South Carolina

Your continued support in the matter of funding for foreign language education is crucial.

The NNELL Executive Board would like to thank NNELL members who have written to their federal legislators on behalf of funding for foreign language education. A sample letter to members of Congress was included in the Spring 1997 issue of *Learning Languages* and is available on NNELL's website.

At this writing, funding for Title VI has been allocated, and Congress is in the process of reauthorization (clarifying the details of the fundable projects) of the various Title VI programs. One of the recommendations to Congress from the U.S. Department of Education is to continue to fund Language Resource Centers *and to strengthen their outreach to the K-12 level*. This is an important first step toward support for K-12 education.

An effective next step in advocacy for NNELL members would be to contact their members of Congress, in person or by telephone, during the Congressional recess in November to let them know that NNELL supports the recommendation of outreach by Language Resource Centers to K-12 education and to urge them to fund the Centers at the recommended level in the next budget period.

Title VII Foreign Language Assistance Program (FLAP) grants are the main source of funding for innovative elementary school foreign language programs in our country. Unfortunately, the existing FLAP grants have experienced 50% cuts for the 1997-98 school year and no applications were accepted for new grants for 1997-98.

It may be that these grants will be offered in December 1998, but there is no way to find out this information except to check the federal register for announcements or the JNCL website at <http://www.languagepolicy.org>. For those of you who were counting on using FLAP grants to support early language learning programs, this is quite a setback. We urge NNELL members to take time to write a personal note of concern to their senators and representatives.

Your continued support in the matter of funding for foreign language education is crucial. When you write to your legislators, remember these key points:

- Explain who you are and what you do,
- Mention the number of students who benefit from the foreign language program with which you are involved,
- Include the fact that the new national foreign language standards provide for a long sequence (K-12) of instruction for students in a second language,
- Explain that the funding of FLAP grants is critical to the establishment of early language learning programs throughout the country,
- Encourage them to support the Title VI funding for Language Resource Centers and support outreach by the Centers to the K-12 level, and lastly,
- Request a written response from each of your legislators.

I will be conducting a NNELL Advocacy session at ACTFL on Sunday, November 23 from 9:15–10:15 a.m. I will be presenting the NNELL Tenth Anniversary Advocacy Packet in my session, so I hope that

you will be there.

Below is a report from a teacher in the Midwest who received support from the Advocacy and Political Action Committee this summer.

A Case in Point: Preserving an Elementary School Foreign Language Program

Recently, two of the three teachers in our elementary foreign language program resigned for unrelated personal reasons. Because of budget concerns, our Board of Education routinely reviews programs if teachers resign. Following the resignation of the second teacher, approximately two weeks time was given to collect information and ask classroom teachers for their input regarding the advantages and disadvantages of the early language learning program within the district.

The timing was difficult for this two week review due to the fact that school had ended one week prior to this request for feedback. Consequently, contacting teachers and parents was done with limited success.

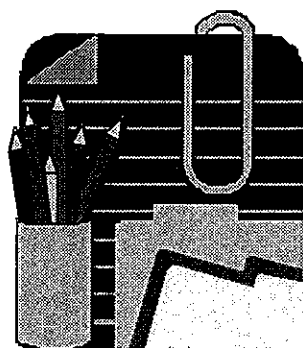
The evening of the board meeting, it was evident that the members had little information about the elementary school foreign language program. I contacted the NNELL Political Action and Advocacy Committee about my concerns. Letters from national leaders in the field of foreign language education were faxed within two days and were very helpful in getting the attention of the district administration as well as the

board members. Signed petitions, as well as phone calls made by parents, were necessary in demonstrating support for the program to the board and administration.

Two additional elements convinced the board that the district should continue the program. Board members were impressed with the support of the elementary school staff for the program. Teachers emphasized the effectiveness of the program's reinforcement of content-basic concepts that are taught in math, science, social studies, health, art, P.E., and music. At this time, my position as elementary school foreign language teacher has been verified and I am hopeful that the two teachers who resigned will be replaced.

I would like to express my sincere appreciation for the letters of support from the members of the Executive Board of NNELL. Obviously, your acts of advocacy have made a positive impression! I urge any NNELL members who need similar support for their early language learning programs to contact Kay Hewitt, National Political Action and Advocacy Chair for NNELL, whose address and e-mail are listed on the back cover of this journal.

Letters from national leaders in the field of foreign language education were faxed within two days and were very helpful . . .



Classroom Resources

Spanish

For those teachers who have already discovered the joys that accompany the use of literature in the language classroom, there is great news. Almost all of the major publishing companies have produced high-quality, exciting elementary-level reading programs in Spanish. While these programs were primarily created in response to the growing need for materials for Spanish-speaking elementary-aged children, they are also appropriate for immersion Spanish classes and less intensive elementary school programs.

All of the series contain texts and workbooks, while the ancillary materials differ slightly. These beautiful

resources are over-flowing with color and vibrant imagery. Many of the programs have been written with the expert advice of renowned language theorists, such as Stephen Krashen, David and Yvonne Freeman, and Alma Flor Ada.

The texts contain full-color reproductions of some of the best children's literature available today. There are translations of well-known English-language stories, culturally-rich stories, myths, and legends. Support materials center around literature and themes that are both appropriate and interesting for elementary learners.

The following chart summarizes the main elements of each of these major programs.

Reading Program:	<i>Solares</i>	<i>Literatura abremundos</i>	<i>Estrellas de la literatura/cielo abierto</i>	<i>Invitaciones</i>	<i>Cuentamundos</i>
Company:	Scholastic, Inc.	Silver Burdett Ginn	Harcourt Brace & Co.	Houghton Mifflin Co.	Macmillan/McGraw-Hill
Contact Address:	555 Broadway, New York, NY 10012-3999	299 Jefferson Rd., P.O. Box 480, Parsippany, NJ 07054-0480	6277 Sea Harbor Dr., Orlando, FL 32887	1900 S. Batavia Ave., Geneva, IL 60134	220 E. Danieldale Rd., Desoto, TX 75115
Phone:	800-724-6527	800-848-9500	800-225-5425	800-733-2828	800-442-9685
Website:	www.scholastic.com	www.sbgsschool.com	www.harcourtbrace.com	www.eduplace.com	www.mmhschool.com
Levels:	K-6	K-6	K-6	K-5	K-6
Text:	Literature, poetry, meet the author/artist, non-fiction articles	Literature, poetry, theatrical pieces, non-fiction articles, photo-essays	Literature, poetry, non-fiction articles, traditional <i>coplas</i>	Literature, poetry, personal narrations, non-fiction articles	Literature, poetry, non-fiction articles, social studies, science readings
Workbooks/evaluation materials:	Activities revolve around themes and readings; exercises of vocabulary, grammar, phonetics, writing	Pre-reading and post-reading activities, cause and effect, and predict the ending exercises	Full-color workbooks contain more readings to supplement the text, comprehension and open-ended questions	Workbook activities center around readings, use of story webs, grammar activities in context	Activities include phonics and grammar exercises, reading comprehension, and vocabulary practice
Tradebooks:	All of the Scholastic favorites are here (<i>Clifford</i> , <i>The Magic School Bus</i> , <i>Curious George</i>) plus books about the Spanish-speaking world (<i>El aullido de los monos</i>)	There are some wonderful cultural readings in this collection (<i>Por fin es Carnaval</i> , <i>Vejigante</i> , <i>El tapiz de abuela</i>)	The <i>Cielo abierto</i> section of this program is the source for trade books. It is an extensive collection and perfect for building a classroom library	Books in translation (<i>The Hungry Caterpillar</i> , <i>Fréckle Juice</i>) and many by Alma Flor Ada (<i>La jaula dorada</i> , <i>Una extraña visita</i> , <i>Me llamo María Isabel</i>)	Hard and soft-cover books are included, some books in translation, others by renowned Hispanic authors (i.e., <i>Las orejas del niño Raúl</i> , <i>Camilo José Cela</i>)
Ancillaries:	Guides and Posters based on themes (i.e.: <i>animales en peligro</i> , <i>inventos</i>); video cassettes "Meet the Mentor" (interviews with adults about their professions)	Thematic magazines; audio cassettes with native-speakers reading stories; CD with Spanish-language songs; vocabulary flash cards	Integrated spelling workbooks; grammar workbooks; reading evaluations; portfolio assessment materials; audio cassettes with native speakers reading stories	Transparencies; audio cassettes (with songs and native-speakers reading stories); theme posters; CD-ROMs with readings and activities	CD-ROM with stories and phonics practice; decoding workbooks, teacher support materials/texts; transparencies with story maps, audio cassettes, flash cards

German

Schöne, G. (Merkes-Frei, C., & Tietze, U., Eds.). (1996). *Trommle mein Herz für das Leben*. New York: Goethe Institut.

Available from AATG, 112 Haddontowne Court # 104, Cherry Hill, NJ 08034-3668. 609-795-5553; Fax: 609-795-9398; E-mail: aatg@compuserve.com. Cost is \$12.00 for the songbook (Liederbuch) with sample lessons, plus audio cassette with songs and interview. Order item # 310-6456SL.

This teaching material features the singer and songwriter Gerhard Schöne from Berlin. Schöne grew up in what was previously known as East Germany. Since the reunification of Germany, he has become well-known throughout Germany.

Schöne's songs tell about all the little things in life. Schöne himself says his songs "are meant to be signs of life," that speak to things both in us and around us.

The Schöne package consists of an audiocassette with 11 songs and an interview, a songbook with lyrics (*Liederbuch*), and teaching examples and worksheets for the songs. The material was published by the Goethe Institut and the teaching aids were developed by a team of teachers in Atlanta and Seattle.

This teaching material can be used at all grade levels. The lessons provided in the book are divided into three parts: elementary school, high school, and college and university.

Trommle mein Herz für das Leben provides an opportunity to teach German through music and poetry. Schöne is accompanied by his guitar and children's voices on the audio cassette. His melodies are "Ohrwürmer", (songs that stay in your head.) Students at all levels will love

learning German with this wonderful resource.

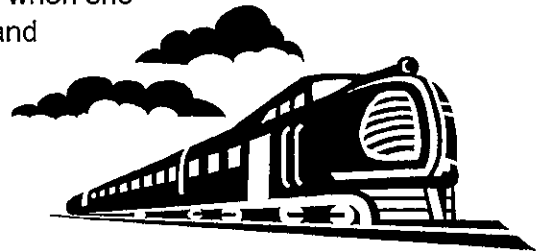
French

Goode, D. (1992). *Où est maman?* Paris: L'École des Loisirs.

Available through Le Français Fantastique, 1490 Danforth Avenue, Toronto, Ontario M4J-1N4. Tel. and Fax: 416-465-3015. ISBN 2211018378. Cost is \$24.95 plus shipping.

This book is an absolute delight—the perfect text to read to children just beginning to learn French, or from which to develop a lesson on family and feelings. The story is simple: two young children lose their mother in a French train station when she runs after her hat, and they spend the rest of the book trying to find her. A kindly *gendarme* offers to help and asks the children to describe their mother. The *gendarme* then shows them a number of women who might fit the description, but the children contradict him with more apt descriptions until they are finally reunited with their mother.

The setting is the 1920s and the illustrations reflect the period perfectly. The illustrations are evocative of another time and place. The text is simple, but moving, and includes a fair amount of repetition. Children will love this tale of separation and reunion and teachers will find many ways to build rich language lessons around it.



Founding Members of NNELL

We would like to recognize the following 26 people who were the founding members of NNELL. They were part of a larger group who attended a historic FLES networking session at the 1986 ACTFL Conference in Dallas, where it was decided that it was time to form an official network for early language learning. Those listed below attended a "FLES Network Planning Meeting" at the Center for Applied Linguistics from January 31 to February 1, 1987, when NNELL was founded. Thank you all for your continued support! We could not do it without you!

Carolyn Andrade	Sara Lindsley
Rosemarie Benya	Gladys Lipton
Christine Brown	Myriam Met
Helena Curtain	Kurt Muller
Jack Darcy	Bettye Myer
Diane Ging	Carol Ann Pesola
Betsy Grob	Joy Renjilian-Burgy
Donna Grundstad	Nancy Rhodes
Mari Haas	Kathleen Riordan
Nancy Hess	Marcia Rosenbusch
Sheri Houpt	Elsa Statzner
Laureen Hurt	G. Richard Tucker
Melanie Klutts	Susan Walker

In the Spring 1991 Issue of *FLES News*, we announced the decision that NNELL was changing from an informal network to a formal organization. On the membership form, we said, "In honor of NNELL becoming an official organization, anyone who renews their subscription or becomes a member for the first time by Fall 1991 will be listed as a Founding Member of NNELL." The following 610 individuals and organizations were members in the fall of 1991. We thank them for their support and look forward to continuing to work with them in the years ahead.

Beth Aaron	Joan Bellanca	Lynn Bryan	Madeleine Constantinow	Craig Douglas
Karen Abate	Doris Bello	Mary Buchert	Thomas Cooper	Maryann Downey
William G. Abrams	Marilyn J. Bender	Gail T. Buckley	Susan Corbin-Muir	Donna J. Driscoll
Judy E. Abrams	Ruth Bennett	Beth Budreau	Karen Coster	Stephanie Duisberg
Clementina R. Adams	David Benseler	Linda Bunney-Sarhad	Ruta Couet	Greg Duncan
Diane Fagin Adler	Heide Bentley	Gracie R. Burke	David E. Cox	Ann Duncan
Elaine Ainsworth	Rosemarie A. Benya	Susy Calvert	Jerry L. Cox	Debra Dye-Streicher
Gilbert J. Albert	Fred Berg	Linda Cannon	Penny Crane	Homer B. Dyess
Nancy Joy Allchin	Bonnie Bernstein	Jeanne Canon	Linda K. Crisan	Juliette Eastwick
Jean C. Anderson	Peter Besserer	John Carlino	Kathleen Croghan	J. David Edwards
Laura Anderson	Olga M. Biancheri	Jeanine M. Carr	Terence G. Cronin	Susan Edwards-Bourder
Janet Anderson	Nell Birk	Randy Carroll	Susan Cronin	Denise Egea-Kuema
Chestine Anderson	Jeanne Blackstone	Elaine Fuller Carter	Keith D. Crosbie	Guillermino Elisondo
Carolyn Andrade	Alain M. Blanchet	James Case	Robert Crosier	DeAnna Ellenberger
Amity Andrews	Susan Block	Gayle Cedar	Linda C. Cross	Mary Ellis
Mary Clare Andrews	Al Bode	Jennie Celona	Lucy G. Crowley	Gerard L. Ervin
Fred Antrobus	Connie Bond	Myriam Chapman	Helena Curtain	Harold Estelle
Mary Apodac	Julie Bordo	Walter L. Chatfield	Solange Z. Dabbs	Richard W. Fairchild
Evelynne Armstrong	Jeanette M. Borich	James R. Chatham	Marcia Dabkowski	Logoleo T.V. Faleali'i
Kristina Arteaga	Elizabeth Bouma	Kathy Carter Cheek	Gala Daftary	Thekla Fall
Anne Arzeno	M.T. Bourdoiseau	Donna Christian	Paul E. Dammer	Christiane Fenner
Helena R. Ashwell	Alicia Rodríguez Bower	Nancy C. Cich	John M. Darcey	Linda Figlewski
Heidi Badzio	Sister Mary Rita Boyle	Jakarta Cilandak	Dorothy F. Day	Sally B. Finklea
Marie-Francoise Barbier	Peggy Boyles	Elizabeth Cirelli	Carol T. Dean	Linda C. Flaherty
James Barker	Mavis Brady	Laura Clark	Bridget Dean	Dawn E. Fleming
Jane Barley	Deborah B. Britt	Kathryn Clark	Ann Denlinger	Lucette Fogel
Harriet Barnett	Mary Brock	Diane Coit	Lynne Derus	Debbie Folaron
Pat Barr-Harrison	Frank Brooks	Virginia P. Collier	Mary P. Diaz	Raul Font
Mary Beth Barsh	Betsy Brown	Harrison Collier, Jr.	Vilma Diaz	Laura Forkes
Juneal A. Bartlett	Annick Brown	Sidney Collison	Rosemarie DiOrio	Ernst O. Forster
Alice Barton	Christine Brown	Susan Colville-Hall	Fred Dobb	Mercia Foster
Laura Becker	Marcia Brownstein	Nancy Conforti	Anne G. Donnelly	Doris R. Foster
Rachel Becker	Barbara Brundo	Barbara Connell	Kay Doran	Robert R. Fournier
Barbara M. Beeson	Dorothea Bruschke	Marguerite E. Conrad	Cynthia L. Dotto	Claudia Fradkin

Colleen Francis	Amy Hueser	Linda Litt	Katherine R. Olson-	Jeffrey Ruth
Gail L. Franklin	D. Alan Huff	Marlene Logan	Studler	Sharon M. Rutkowski
Anne Frazier	Chris Hughes	Helene C. Lopez	Lora Opsahl	Marianne Ryan
Jennie Frazier	Gayle Hurst	Eileen Lorenz	Gilda Oran-Saperstein	Patricia Ryerson Hans
Ernest A. Frechette	Dotti Huss	Zoe E. Louton	Judith Orman	Kathleen B. Salgado
Charlene Fulton	Anne Hutchings	Alvin Lubiner	Carol Orringer	Melodie Sasaki
Alfred Gage	Maureen A. Irr	Renate Ludanyi	Stael Ruffinelli de Ortiz	Rebecca H.
Ann Gage	Suzanne Irujo	Julie Maddox	Irene Osuga	Scarborough
Philippe Gallot	Judith Isquith	Marion Madison	Sandra Packel	C. Edward Scebold
Dawn S. Ganss	Katsutoshi Ito	Joanne S. Madsen	Louise Packness	Susan White Schaeffer
Paul A. Garcia	Duane Jackson	Richard S. Magenis	Douglas Parker	Lauren Schaffer
Sharon Gardner	Donald R. Jacoby	Judy Mahoney	Robert C. Parker	Marilyn Schlieff
Richard Gascoyne	Suzanne Janelle	George P. Mansour	Luney Parr	Leslie Schrier
Eve Gelfand	William Jassey	Patricia M. Manzares-	Nicholas F. Pascale Jr.	Judy Schrock
Lyle Gerard	Suzanne P. Jebe	Gonzales	Kathryn L. Pasternak	Julia K. Schulz
Cindy Gerstl	Albert JeKenta	Anna Maribona	Marta Pauly	Frances Schwamm
Pamela J. Gervasio	Fred Jenkins	Betsy Marinacci	Mike Pechar	Christine Sclafani
Suzanne Gignac	Maretta Jeuland	Frank Marino	Emily S. Peel	Betty Scott
Victoria E. Gilbert	Lucia Jezior	John Markovich	Jeanine Penzo	Shirley Seamans
Darla Gilbertson	Ebtissam Jiffri	Nancy Marroquin	Sandra Perrin	Judy Seaver-Chamat
Lydia C. Gill	Gloria Johannessen	Susan Martin	Carol Ann Pesola	Martie Semmer
Maryellen Gill	Carl H. Johnson	Joel Matheny	Alice Peterson	Joe L. Sena
Diane Ging	Fred Johnson	Jeanne Marie McCall	June K. Phillips	Isa Shadden
Laurel Ginsburg	Krista E. Johnson	Denise McKeon	Sharon Phillips	Barbara Shaw
Meghan Glendinning	Catherine Jolivet-	Tere McLaughlin	Alina Pirkle	Leslie A. Shearer
Eileen W. Glisan	Johnson	Jeanie McLaughlin	Mary Lin Pitalo	Ellen B. Shields
Gerald Goulet	Brigitte Jonen-Dittmar	Lyn McLean	Louann S. Plough	Judy Shiffler
Collen Gray	Jane Jones	Sharon McNeeley	Madeleine Pohl	Carol Shimokawa
Christine Gremp	Helen L. Jorstad	Patience D. McPherson	Wendi H. Poirrier	Michele Shuey
Susan Grier	Judy Kading	Deborah S. Mefferd	Karen Pollock	Karen Siler
Paul T. Griffith	Marie Karam	Karen W. Melaas	Elaine Porter	Margaret K. Singer
Eveline Grimes	Hiroko Kataoka	Jocelyne Melnyk	Rebecca Potter	Patricia A. Sisson
Frank Grittner	Flora Katsiaticas	Claire Melville	Diane Primrose	Margaret Skinner
Betsy Grob	Milly Katzman	Nancy Mendoza	Sherrill L. Pugh	Clay Slate
Donna Grundstad	Stephanie Kaufman	Jules H. Mercier	Ray Punkris	Helen Slaughter
Janice Gullickson	Diane Kellar	Hildegard Merkle	John M. Purcell	Magdalena Stone
Mari Haas	Gloria Brandt Kelley	Myriam Met	Celian B. Putnam	Jerry Smartt
Sally Hague	Dora F. Kennedy	Doris Meyer	Laura Quevedo	Geri Smiejan
Lynn J. Haire	Sarah King	Nelida Mietta-Fontana	Michael Ramsey	Margaret Smith
C.L. Hallman	Ingrid Kisliuk	Tanya Mikhalkina	Margaret Reardon	Mary Lou Smith
Beth Hamilton	Jodi E. Klaffka-	Sheila Minnick	Mary Lynn Redmond	Sherri Smith
Terri B. Hammat	Marshall	Jane C. Misslich	Mary Ann Reed	Ann Snow
Julia E.B. Hanley	Max Klammm	Jodi Mistlebauer	Jane Reeves	Richard Soash
Jacquelyn Hanser	Donna Kleinman	Doloros Mita	Maureen Regan-Baker	Michele Sol
Edna Harbour	Toni Klingler	Jane T. Mitchell	Ruth Reible	Margot Solberg
Jane Harper	Constance K. Knop	Jackie Moase-Burke	Christi Rentsch de	Dana Sorensen
Vivian B. Harvey	Maera Kobeck	Rachelle Morea	Moraga	Robert Sosa
Hazel. Hasegawa	Anthony Koester	Judith Morgan	Donald Reutersham	Mary Sosnowski
Karen W. Hauge	Jarilyn Kolterman	Pamela Morgan	C.J. Reynolds	Candi Sousa-Welch
Christiane Hawkins	Josephine Konow	Daryl Moriarity	Joanne Martin Reynolds	Lissi Spencer
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Boynton	Cecile B. Kreins	Arthur Mosher	Susanna Ribault	Kathleen T. Spinks
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- Languages Other Than English, Edmondton Public Schools, Alberta, Canada
- Carl B. Lord School
- Abington Friends School
- Michigan State University
- High Point University
- Arizona Department of Education
- Glynn County Schools, Georgia
- SEDEC, Barcelona, Spain
- Crailsheim ES/HJS, Germany

CPF celebrates 20 years of achievement



In 1977, 35 individuals formed Canadian Parents for French. They believed all Canadian children should have the opportunity to learn French and become bilingual.

Twenty years later 310,000 students across Canada are enrolled in French immersion programs and nearly 2 million children participate in core French classes.

*Congratulations to all
CPF members and volunteers!*

Visit Ñandutí: A Website on Foreign Language Learning in Grades K-8

The foreign language initiative of the Northeast and Islands Regional Educational Laboratory at Brown University (LAB) has created a resource website, "Ñandutí", that provides up-to-date information on early start/long sequence foreign language programs for parents, teachers, and administrators.

Ñandutí's focus is on practical, easily-implementable materials, resources, and techniques applicable at the K-8 level. The initiative's goal is to enhance foreign language instruction in the Northeast (Maine, Vermont, New Hampshire, Massachusetts, Rhode Island, Connecticut, and New York), Puerto Rico, and the Virgin Islands.

The name "Ñandutí" was chosen because it means not only spider web in Guaraní, the indigenous language of Paraguay, but also an intricately sewn lace that resembles the threads

of a spider's web. Like the Ñandutí, the strands of the website intersect to provide strong links among foreign language instruction, applied research, and recent developments in teaching and learning, while also creating a unified resource that stands alone.

Staff from the Center for Applied Linguistics (CAL) designed Ñandutí to address constituent needs and interests. Ñandutí is a dynamic resource that adapts to and reflects current needs as well as emerging developments in research and practice.

Ñandutí's major sections are: frequently asked questions, the foreign language standards, resources, a snapshot of K-12 foreign language instruction, a calendar, teacher development, and upcoming activities of the foreign language initiative. Visit Ñandutí at: <http://www.cal.org/earlylang>.

NNELL Tenth Anniversary Fundraiser

Nets More Than \$10,000!

Through the generous contributions of numerous NNELL members, language organizations, and publishers, more than \$10,000 was raised in 1997 to support the efforts of the organization during its Tenth Anniversary. The funds (\$10,235, to be exact) are being used to support a variety of activities: the first-ever NNELL Invitational Institute held at Wake Forest University, July 9–12, 1997; advocacy and political action packets; special NNELL activities at ACTFL 1997, and the publication of NNELL's journal, *Learning Languages*.

We offer our heartfelt thanks to the following individuals, organizations, and publishers for their support of our efforts to improve the language education of young children:

Diane Adler	Janet Glass	Irene Osuga
American Association of	Eileen Glisan	Amado Padilla
Teachers of Spanish and	Virginia Gramer	Gretchen Patterson
Portuguese, Inc.	Jane Graveen	Pinnellas County (Florida)
Carolyn Andrade	Greater Washington	FLES Team
Penny Armstrong	Association of Teachers	Madeleine Pohl
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Peggy Boyles	Terri Hammatt	Mary Lynn Redmond
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Helena Curtain	Dora Kennedy	South Carolina Foreign
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Isabel Downs	Eileen Lorenz	Association
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Jennie Frazier	Language Teachers	Sylvia Whitmer
Christiane Frederickson	Ohio Foreign Language	JoAnne Wilson
Judith Galician	Association	
Lyle D. Gerard	Gilda Oran	

NNELL Sponsors Invitational Institute to Promote National Standards for Early Language Learning in Grades K-8

The National Network for Early Language Learning (NNELL) invited state representatives and board members to meet and work as a group for the first time in the history of the organization. Representatives from 34 states attended the Invitational Institute on National Standards for Foreign Language Learning held July 9-12, 1997, at Wake Forest University in Winston-Salem, North Carolina.

The institute "Curriculum Reform for K-8 Foreign Language Learning" was co-funded by Wake Forest University and the Foreign Language Association of North Carolina. Dr. Mary Lynn Redmond, NNELL President and Associate Professor of Education at Wake Forest, directed the institute.

The purpose of the institute was to bring together NNELL state and regional representatives to focus on the implementation of standards for foreign language learning in K-8.

The opening event to welcome attendees was a wine and cheese reception sponsored by the Depart-

ment of Romance Languages, which was followed by dinner. On the following day, Christine Brown, NNELL Second Vice President and Chair of the K-12 Student Standards Task Force, and Jamie Draper, Special Projects Manager at the American Council on the Teaching for Foreign Languages (ACTFL), opened the institute with an in-depth introduction to the standards for foreign language learning.

Prentice Hall, Inc. donated copies of the *Standards for Foreign Language Learning: Preparing for the 21st Century* and the *Presenter's Guide for the Familiarization Workshop* so that institute participants will be able to conduct workshops on the standards for foreign language educators at the local and state level during the coming school year.

Dr. Kathleen Riordan, Past President of ACTFL, presented insights and experiences from the foreign language programs in Springfield Public Schools (MA), one of the pilot sites for the foreign language standards. Participants viewed clips of model lessons from Springfield Public Schools elementary foreign language classes and discussed how the standards were incorporated into these lessons.

On the second day of the institute, Christine Brown conducted an orientation session on the role of state representatives in NNELL's work to promote early language learning across the country. Kay Hewitt, Chair of the Political Action and Advocacy Committee, shared information about commit-



From left, Ruta Couet (SC) and Madeleine Pohl (WA) work with other participants to prepare model lessons that address the foreign language standards at the NNELL Invitational Institute in Winston-Salem, North Carolina.

tee activities and upcoming events for the Tenth Anniversary Celebration in November at the ACTFL Conference in Nashville, Tennessee.

Following these sessions, Eileen Lorenz, Past President of NNELL, and Marty Abbott, NNELL Treasurer and Member of the Students Standards Task Force, led a discussion on the characteristics of the learner in grades K-8 and specific ways in which student learning traits might be considered when teachers plan effective instruction. Eileen Lorenz demonstrated a model content-based lesson in French that addressed several standards, and then led a discussion on how the standards were incorporated into the lesson.

During the next two days, institute participants worked in groups organized by grade levels and languages to develop model lessons incorporating the standards. Each group identified a theme and wrote two lessons. Participants demonstrated and discussed their lessons to gain feedback from other institute members.

Lessons were developed in French, Spanish, Latin, Japanese, and Chinese for grades K-2, 3-5, and 6-8. These lessons will be field tested, revised, and edited in the coming months. A publication of lessons from the institute will be made available nationally as a resource in the implementation of the standards for foreign language learning in grades K-8.

Wake Forest University, Winston-Salem, and the surrounding area are rich in culture and history and participants enjoyed some of the local sites while attending the institute. They visited the Reynolda House Museum of American Art, home of a nationally acclaimed collection of artwork and furnishings, and the Moravian town of Old Salem, founded in 1766.

At the conclusion of the institute, each attendee received a certificate of

participation. Contributions from Heinle & Heinle Publishers and Lumina provided foreign language instructional materials as door prizes. California representative Katia Parviz-Condon won the Grand Prize, a trip to Quebec provided by Julian Travel of Alexandria, Virginia. A special NNELL Tenth Anniversary cake and lemonade were served at the closing festivities to celebrate the conclusion of this productive institute for the National Network for Early Language Learning and to toast the accomplishments of the past 10 years.

NNELL Institute Participants

George Ann Parker	Alabama
Patricia H. Carlin	Arkansas
Katia Parviz-Condon	California
Nancy Hernandez	Connecticut
Sue Bizerra	Florida
Kelley Jordan-Monné	Georgia
Suzanne Coons	Illinois
Mary Williams	Indiana
Jeanette Borich	Iowa
Penny Armstrong	Kansas
Alicia Vinson	Kentucky
Marcia Dabkowski	Louisiana
Diane Sturgis	Maine
Jill Basye	Maryland
Kathryn L. O'Dell	Michigan
Kathy Olson-Studler	Minnesota
Shannon M. Husley	Mississippi
Janet L. Glass	New Jersey
B. Anderson-Acosta	New Mexico
Peggy Reardon	New York
Fran Hoch	North Carolina
Bernadette Morris	North Carolina
Yoko Morimoto	Pennsylvania
Suzanne Cane	Rhode Island
Sharon McCullough	South Carolina
Mary McCorkle	South Dakota
Janet Norden	Texas

NNELL Institute Participants (cont.)

Loraine Shand	Vermont
Laurel Young	Virginia
Madeleine Pohl	Washington
Jacquelyn Dove	Wisconsin

NNELL Board Members and Speakers

Marty Abbott	Treasurer, Virginia
Christine Brown	Second Vice President, Connecticut
Jamie Draper	Special Projects Manager at ACTFL, New York
Virginia Gramer	Chair, Membership Committee Chair, Illinois
Kay Hewitt	Chair, Political Action and Advocacy Committee, South Carolina
Eileen Lorenz	Immediate Past President, Maryland
Mary Lynn Redmond	President, North Carolina
Kathleen Riordan	Past President of ACTFL, Massachusetts
Susan Walker	First Vice President, Missouri
Debbie Wilburn Robinson	Ohio Representative, Central States Regional Representative and President of Ohio Foreign Language Association

Special Guest Participants

Janis Antonek	Assistant Professor at the University of North Carolina at Greensboro
Ruta Couet	South Carolina Department of Education
Janis Jensen	Foreign Language Educators of New Jersey
Lucy Lee	President, Chinese Language Association of Secondary and Elementary Schools, New Jersey
Chih-Wen Su	Co-chair of the Chinese Standards Project, Massachusetts

Local Teachers and Conference Assistants

Deborah Alexander	Winston-Salem/Forsyth County Schools, North Carolina
Jeannette Caviness	Winston-Salem/Forsyth County Schools, North Carolina
Susan Decker	Winston-Salem/Forsyth County Schools, North Carolina
Fran Grantham	Guilford County Public Schools, North Carolina
Laura Hemphill	Winston-Salem/Forsyth County Schools, North Carolina
Christine Hurley	St. Leo's School, Winston-Salem, North Carolina
Ruthie Kirk	Winston-Salem/Forsyth County Schools, North Carolina

Wake Forest University Foreign Language Students

Christy Cassell	Kingsport, Tennessee
Nikos Chremos	Greensboro, North Carolina
Robert Jeremiah	Westfield, New Jersey
Elizabeth Waters	Arlington, Virginia
Erin West	Winston-Salem, North Carolina

Funding for the NELL Institute

Wake Forest University
The Foreign Language Association of North Carolina
National Network for Early Language Learning

Contributions and Support

American Council on the Teaching of Foreign Languages	Yonkers, New York
Prentice Hall, Inc.	New York, New York
Junior Woman's Club of Greensboro	North Carolina

Conference Amenities

Brookstown Inn	Winston-Salem, North Carolina
Graylyn International Conference Center	Wake Forest University
Quality Express Printing	Winston-Salem, North Carolina
R.J. Reynolds Tobacco Company	Winston-Salem, North Carolina
Twinings Tea Company	Greensboro, North Carolina
Winston-Salem/Forsyth County Schools	North Carolina

Door Prizes

Heinle & Heinle Publishers	Boston, Massachusetts
Julian Travel	Alexandria, Virginia
Lumina	Alexandria, Virginia
Wake Forest University	Winston-Salem, North Carolina

Novice Oral Language Assessment (NOLA): Oklahoma's Investment in the Future

*Peggy Boyles
Foreign Language District Coordinator
Putnam City Schools
Oklahoma City, OK*

*...all
future
teachers in
Oklahoma
must be
prepared
to teach a
foreign
language.*

In a perfect world, when mandates requiring all elementary school students to receive instruction in a foreign language are declared, the resources are readily available and the monies are allocated to implement quality programs. Too many times, however, legislative mandates are only supported philosophically. The most committed school districts will use local district monies to provide quality experiences for the unfunded program, but most districts will desperately search for other solutions as the implementation deadline nears. Short and painless solutions are impossible.

This article describes a long-term solution that is being implemented to address the need for teachers required to fulfill the Oklahoma mandate.

Oklahoma Mandate

In Oklahoma, the most comprehensive education reform bill in decades was passed in 1990. In the area of foreign language education, House Bill 1017 requires that all students in grades K-8 study a foreign language. In grades K-3, students participate in a foreign language awareness program and in grades 4-8, students must be enrolled in an articulated, sequential study of one language. Approximately 550 school districts in Oklahoma were given seven years, up to the 1997-1998 school year, to implement their programs. After this academic year, accreditation can be affected for not

fully implementing the stated curricular standards. Similar mandates are in place or are currently being debated in other states across the country.

To address the problem of a shortage of elementary school foreign language teachers, Oklahoma is implementing a foreign language competency as part of the academic requirements of all students seeking a teaching certificate. Just as elementary teachers are currently prepared and required to teach math and social studies to their students, all future teachers in Oklahoma must be prepared to teach a foreign language.

Legislated Language Competency

In recent years, legislation in Oklahoma (HB 2246 in 1992 and HB 1549 in 1995) has strengthened requirements and competencies for all students seeking a teaching certificate. In support of the strengthened requirements, in October 1996, the Oklahoma Regents for Higher Education adopted a regulation that requires all students seeking a teaching certificate in any subject area to have "listening and speaking skills at the novice high level in a language other than English." This legislation shifted responsibility for ensuring that future teachers help provide elementary school foreign language instruction to Oklahoma's universities and colleges.

Since this new mandate cannot require any student to take additional college hours to fulfill the foreign language certification requirements, all students entering the university in

1997 or after need to qualify at the novice high competency level for acceptance as teacher education candidates. Their level of competency is determined by a proficiency rating from an assessment approved by, or developed by, the university. Never before has K-16 articulation been of more importance than it is now in Oklahoma.

Development of Language Competency Assessment

Recognizing that "seat time" does not always result in proficiency, several universities contracted with the Oklahoma Foreign Language Teacher Association (OFLTA) to provide the assessment and evaluation needed for their students to become teacher certification candidates.

OFLTA commissioned the author of this article to lead the development of an assessment instrument for speaking and listening at the novice high level based on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. Thus, the Novice Oral Language Assessment (NOLA) Project began. The project has been a collaborative effort among K-12 teachers, university faculty, ACTFL trainers, and OFLTA. The assessment tasks planned have been reviewed by experts in foreign language assessment throughout the country.

The goal of the NOLA assessment is solely to establish speaking and listening skills at the novice high level as prescribed by the Regents. This assessment will not be used to establish more advanced proficiency levels, which is a separate, more complex issue best handled by the ACTFL Oral Proficiency Interview.

Teacher education candidates who come from foreign language programs in their K-12 school districts may take the NOLA assessment as early as their freshmen year of col-

lege, and if certified, would not need to take as electives any college courses in the foreign language to gain the required skills.

The NOLA test will be administered on a one-on-one basis in a face-to-face interview with a trained assessor. At the present time, NOLA is only available in Spanish, French, German, and Russian. Assessors have been selected through an application process that required taped interviews conducted with students or colleagues that centered around the pre-designated topics of family, school, or work.

Those selected as assessors attended a three-day training session in July 1997, which included an Oral Proficiency Interview (OPI) Familiarization Workshop, training with the NOLA instrument, and opportunities to conduct and observe live interviews using NOLA with students from both high school and university programs. A clearly defined scoring rubric was used in practice scoring. Anchor interviews were designated at both novice-mid and novice-high to assist in avoiding "rater drift" between initial training and future interviews. Assessors will have these taped interviews available to serve as models for the different levels of the scoring rubric.

The assessors field tested the assessment to gain further experience in testing during August and September 1997. In October the assessors met again to share their reasons for assigning the rating to each interview and to re-establish a common ground with reference to the scoring rubric. The first formal interviews with students will take place in February 1998, at designated sites across the state.

The assessment that has been developed includes five sections. After the initial warm-up, the student begins the listening portion of the assessment. The student is asked to listen to the assessor as he/she requests the interviewee to identify

*Never before
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Is the novice high proficiency level sufficient to provide quality foreign language instruction for K-8 programs?

and point to people and objects in a composite of nine photographs. For example, the student might be asked to point to a photograph that contains a family of five or that includes a man talking on the telephone.

The second listening task is designed to determine if the student can identify the main idea. After listening to taped conversation, the student is asked to determine the main idea expressed in the conversation. For example, when hearing a conversation about which menu items are being considered for a meal, the student might be asked to determine which meal of the day is being discussed.

The third listening task asks the student to listen to segments from a radio program. After listening to a brief segment, the student might be asked the final destination on the itinerary of a presidential trip.

The first speaking section of the assessment focuses on direct questioning, using topics such as what the student likes to do or the typical way in which he/she spends the day. Scoring

is correlated to the number of additional prompts necessary for the student to understand and respond with a comprehensible answer.

The final section of the assessment involves the student in a role-play situation requiring interaction with the assessor. The student is required to both ask and answer questions on simple transactional situations. The scoring is based on whether the student is comprehensible and on the ability of the student to respond to the assessor's interactive responses. Administration of the assessment requires approximately 20 minutes.

Conclusion

Is the novice high proficiency level sufficient to provide quality foreign language instruction for K-8 programs? Certainly not. Has Oklahoma taken a step in the right direction in requiring all teachers to have some proficiency in another language? It certainly has. As Oklahoma gains experience in this new project, results will be shared with the profession.

NNELL 10th Anniversary Volume: Critical Issues in Early Language Learning

Myriam Met

*Montgomery County (MD) Public Schools
Rockville, Maryland*

Work is well underway for an anniversary volume of papers focused on issues in early language learning. Thirteen chapters are envisioned that will bring together viewpoints from experienced professionals and specialists both within and beyond the field of language education for young learners.

The book format is similar to a panel discussion in print. Each chapter focuses on an issue of concern to early language educators. Chapter authors, all leaders in the field, have

framed the issue and invited responses from a diverse group of respondents. Some respondents are early language experts/practitioners themselves, others are experts from the field of general or language education. To the fullest extent possible (and, of course, depending on the topic), responses provide theory- and research-based explorations of the issues.

Scott Foresman-Addison Wesley will publish the volume, which is expected to be available in early 1998.

Calendar

Fall 1997 Conferences

November 19-20, 1997

National Association of District Supervisors of Foreign Languages, Nashville, TN.
Sharon M. Watts, 607 S. 123 St., Omaha, NE 68154; 402-557-2440; E-mail:
swatts@ops.esu19.k12.ne.us.

November 20-23, 1997

American Council on the Teaching of Foreign Languages, Nashville, TN.
ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801; 914-963-8330; Fax: 914-963-1275; E-mail: actflhq@aol.com.

Spring 1998 Conferences

February 26-28, 1998

Southern Conference on Language Teaching and the Foreign Language Association of Georgia, Savannah, GA. Lee Bradley, Valdosta State University, Valdosta, GA 31698; 912-333-7358; Fax: 912-333-7389; E-mail: lbradley@grits.valdosta.peachnet.edu.

March 26-29, 1998

Central States Conference on the Teaching of Foreign Languages and Wisconsin Association of Foreign Language Teachers, Milwaukee, WI. Rosalie Cheatham, University of Arkansas at Little Rock, 2801 S. University Avenue, Little Rock, AR 72204; 501-569-8159; Fax: 501-569-3220; E-mail: rmcheatham@ualr.edu.

April 16-19, 1998

Northeast Conference on the Teaching of Foreign Languages, New York City. Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896; 717-245-1977; Fax: 717-245-1976; E-mail: neconf@dickinson.edu.

April 23-25, 1998

Southwest Conference on Language Teaching, Mesa, AZ. Carl Johnson, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1854; Fax: 512-463-8057; E-mail: carlj@tenet.edu.

April 24-26, 1998

Pacific Northwest Council for Languages, Boise, ID. PNCFL, Foreign Languages and Literatures, Oregon State University, 210 Kidder Hall, Corvallis, OR 97331-4603; Fax: 541-737-3563; E-mail: verzascr@cla.orst.edu.

NNELL is an organization for educators involved in teaching foreign languages to children. The mission of the organization is to promote opportunities for all children to develop a high level of competence in at least one language in addition to their own. NNELL provides leadership, support, and service to those committed to early language learning and coordinates efforts to make language learning in programs of excellence a reality for all children.

NNELL works to accomplish this mission through activities that improve public awareness and support of early language learning. NNELL facilitates cooperation among organizations directly concerned with early language learning; facilitates communication among teachers, teacher educators, parents, program administrators, and policymakers; and disseminates information and guidelines to assist in developing programs of excellence.

NNELL holds its annual meeting at the fall conference of the American Council on the Teaching of Foreign Languages. Its officers are elected by members through a mail ballot election held annually in the spring.

NNELL is a member of JNCL-NCLIS (Joint National Committee for Languages/National Council for Languages and International Studies). Visit the NNELL website at: www.educ.iastate.edu/currinst/nfirc/nnell/nnell.html

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