

Learning Languages

The Journal of the National Network for Early Language Learning

Spring 1997
Vol.2 No.3

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, objective, materials, procedure, and standards addressed. 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



*Every parent,
administrator,
and policy
maker that you
inform about
early language
learning can
have a posi-
tive impact on
foreign lan-
guage instruc-
tion for our
children.*

With the arrival of spring and the completion of the academic year just a few weeks away, this is an appropriate time to reflect on our accomplishments and to look ahead to new projects that are about to begin.

I would like to thank each NNELL member for your dedication and contributions to the foreign language profession throughout the year. I am very pleased to share some exciting news about upcoming events.

NNELL's Tenth Year Anniversary Celebration. We will be celebrating our tenth anniversary at the 1997 ACTFL Conference in Nashville, Tennessee, November 20-22. Please make plans now to attend the NNELL session at the conference and to stop by the NNELL booth in Exhibits Hall to participate in the celebration!

Learning Languages Begins With You Campaign. Through your generous contributions, NNELL will be able to continue to support foreign language educators across the country in their work with early language programs. The contributions will also be used for our Tenth Year Anniversary events, advocacy materials, and the invitational standards institute to be held this summer.

Invitational Institute of the National Standards for Foreign Language Learning. NNELL will sponsor an institute on the national standards for foreign language learning, July 9-12, 1997 at Wake Forest University. The meeting will educate the NNELL state and regional representatives about the national standards for grades K-8 so that they can

assist educators in their respective states with the implementation of the standards. An outcome of the institute will be a publication for teachers and administrators that will include model lessons for several languages based on the standards.

Throughout the year, NNELL has increased its visibility through several initiatives. Christine Brown, Second Vice-President, and Virginia Gramer, Membership Chair, have encouraged NNELL members to contact local and state professional education organizations outside the field such as the PTA and the principals' associations to make them aware of NNELL and the importance of early language learning. The Political Action and Advocacy Committee, chaired by Kay Hewitt, has made significant strides in promoting NNELL as a national leader in foreign language advocacy. The Executive Board urges to you to join in advocating federal funding for early language learning (see facing page).

As the school year comes to an end, we can be proud of our many achievements as an association. With your help, NNELL will continue to be a strong voice for early language learning.

Mary Lynn Redmond

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Note: Because of the need to secure funding for foreign language education, the NNELL Executive Board urges you to write letters to your senators and representatives. Adapt this letter to express your concerns about funding, since letters from individuals have the biggest impact. Follow up your letter with a phone call. You can download and personalize this letter from NNELL's website (www.educ.iastate.edu/currinst/nflrc/nnell/nnell.html). It is located in the section on Advocacy issues and contains links so you can access the addresses of your senators and representatives for easy mailing.

Dear (Members of Congress),

We are writing to express our concern that the very limited funding for the teaching of foreign languages in the United States is endangered by budgetary reductions and the process of reauthorizing the Higher Education Act.

With the naming of foreign languages as a core curricular area and the development of national standards for foreign languages, we are at a historic moment in the profession. But, we are concerned about efforts to decrease or eliminate funding for the Foreign Language Assistance Program and programs contained in the Higher Education Act that support professional development for foreign language teachers from elementary grades through post graduate education. There are currently only a limited number of exceptional programs addressing the professional development needs of foreign language teachers and opportunities to address problems in the field are few. These problems are:

- extremely limited opportunities for all students to begin foreign language study in the early grades and continue throughout a long sequence (K-16);
- a tremendous shortage of teachers for all languages, particularly in the earliest levels of instruction (K-6);
- very limited training opportunities for learning the best foreign language strategies for classroom use;
- a dearth of authentic, developmentally-appropriate materials for all languages;
- a need for all teachers, especially foreign language teachers, to learn to effectively use evolving technology;
- a desperate need for research on effective classroom teaching strategies and program models.

Numerous surveys indicate that parents support early language learning for their children. We know how valuable fluency in a second language will be for these children and the nation's future. This dream of foreign language education for all children, beginning in the early years, cannot be achieved without support from Congress for significant funding for foreign language education during the next ten years.

The Executive Board of National Network for Early Language Learning is painfully aware of the needs cited above and, especially of the national need for the preparation of foreign language teachers for the early levels of learning. We urge you to support an increase in funding for programs that provide foreign language teacher development.

Sincerely,

Executive Board
National Network for Early Language Learning

Block Scheduling for Language Study in the Middle Grades:

A Summary of the Carleton Case Study

Sharon Lapkin, Birgit Harley and Doug Hart
Modern Language Centre
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Editor's Note: Canada is best-known for the immersion model of foreign language education, but many school districts have also been in the vanguard of new developments in non-immersion language education. The Carleton, Ontario, Board of Education, for example, carried out an interesting research project to examine outcomes of several different second language program alternatives. The project involved implementing and assessing an approach to the teaching of French in the middle school years that has proven successful in an English as a second language context in Quebec.

This approach, which concentrates time for language study without increasing the total time allocation, can be referred to as a "compact" model, a term coined by David (H.H.) Stern in 1981. U.S. educators who are exploring the possibilities of block scheduling at the middle school level will find the Carleton project of interest. This article is a summary of a case study conducted on the project.

...a foreign language is not flexible because it "must" be taught in 40 minute daily chunks.

Purpose of Project and Context

The main purpose of this project was to investigate the effects of alternative program models for the teaching of French. Specifically, will compact models (which differ from the standard, ten-month 40-minute daily period) result in improved student attitudes and achievement?

An administrative reason for considering compact models relates to the restructuring of education in Ontario, as in many parts of the U.S. The traditional daily 40-minute model of foreign language is seen by some administrators as an obstacle in developing creative ways to implement curriculum in the middle school years. They argue that while most programs are quite flexible in nature and allow for creative timetabling and organization, a foreign language is not flexible because it "must" be taught in 40 minute daily chunks. This issue indicates the need to

examine alternative models of program delivery in foreign language in order to prepare for changes in school organization and program objectives.

Objectives and Methodology

The purpose of this study was to investigate the effects of two alternative, compact models of French program delivery — (a) a half day of instruction over a 10 week period (the half-day model), and (b) 80 minutes a day for five months (80 minute model) — as compared to the current model, 40 minutes a day for 10 months (See Figure 1). Arrangements were made by the Carleton Board of Education for one teacher to teach three seventh grade French classes, one of each model using the same curriculum materials, in the 1993-94 school year. Students were assigned to classes, with minor exceptions, on a random basis. A pre-test was administered at the beginning of each model and

Alternative Compact Models		Current Model
Half-day model 1/2 day of instruction for 10 weeks	80-minute model 80 minutes/day of instruction for 5 months	40 minutes/day of instruction for 10 months

Figure 1. Alternative models of French programs.

administered again as a post-test at the end. The test package used was previously developed by the Ontario Institute for Studies in Education (OISE) Modern Language Centre staff. At the beginning of the 1994-95 school year, participating students were again tested when they had reached eighth grade, this time using a test referenced to the curriculum materials used at seventh grade. Finally, the Carleton Board supplied Canadian Achievement Test (CAT) results for English language literacy skills for participating students.

In addition to testing, student questionnaires were administered with the pre- and post-tests. The initial questionnaire focused on students' school background in French language instruction and out-of-school exposure to French. The exit questionnaire concentrated on their experience with learning French over the period studied. Finally, a short questionnaire was sent to parents near the end of the school year asking about students' home background and about parents' impressions of their children's experience in learning French over the 1993-94 school year.

Our basic research questions were: 1) Does concentrating classroom time in French produce improved French language outcomes compared to the standard model of daily 40-minute periods? 2) If so, do these gains survive the inevitably longer period students under the concentrated model spend without any formal instruction in French? (In the 1993-94 year, the half-day model

ran from October through December, whereas the 80-minute model ran from January through June. Thus, students in the half-day model were away from French from December until the beginning of their eighth grade year.) It should be stressed that this study concerns only the effects of changing the distribution of class time; the actual amount of time devoted to French was fixed.

Performance in French: Test Results and Questionnaire Findings

Students were tested at the beginning and end of their French program using a four-skills French test package. In the pretest, there were no statistically significant differences among the three classes. The administration of the CAT had suggested that there might be differences in academic ability among the classes. Therefore, in subsequent analyses we controlled for differences in English achievement test results. French post-test scores were analyzed, taking into account both pretest scores and CAT scores.

All three classes made gains over the course of their French program as measured by the administration of the same test package used at the beginning and the end of each instructional program. Both compact groups (half-day and 80-minute) made gains on five of six tests, while the 40-minute group registered gains on only two of the test measures.

There were no significant differences in performance among the three groups in two of the skill areas measured: French listening compre-

Does concentrating classroom time in French produce improved French language outcomes compared to the standard model of daily 40-minute periods?

Student self-assessments reinforced the message of test results.

hension and French speaking. There were significant differences, however, in reading and writing. In French reading comprehension, the half-day and 80-minute classes performed significantly better than the 40 minute comparison group. The half-day class also scored significantly better than the 40 minute class in French writing, an advantage which persisted into the following school year when students reached eighth grade.

Follow-up testing was done in only three skill areas when the students had reached eighth grade. In the case of the half-day group, students had been away from the study of French for about nine months, whereas the other two groups had taken French in programs which ended in June of the seventh grade year, about three months before the follow-up testing occurred. As noted above, students in the half-day group obtained significantly higher scores in writing. No other differences appeared for any group in listening, reading or writing.

Student self-assessments reinforced the message of test results. Those experiencing the more concentrated instructional models supplied higher ratings of how well they had done in learning French. There is, however, an important discrepancy between test results and student self-assessments. Testing revealed no significant differences among classes in the case of speaking skills. In contrast, students' self-assessments linked greater improvements in French pronunciation and in speaking in complete sentences and phrases to experience with more concentrated instructional models.

Students' Views on the Experience of Longer French Periods

Students in classes using the half-day or 80-minute models were asked a series of questions about

their experiences with these longer instructional periods. A majority of these students reported that they liked having more time in French each day; about a third disagreed.

About three-quarters of students in the compact models indicated that the longer periods made speaking in French easier. This is consistent with students' self-assessments of improvements in French pronunciation and ability to speak in complete sentences. It is at odds, however, with the failure of students in the half-day and 80-minute models to significantly outperform those in the regular program on oral tests.

Three-quarters of students in both the half-day and 80-minute models agreed that it is easier to get to know the teacher (but not fellow classmates) in the longer periods. Majorities of both groups also thought that they remembered more of what they learned from day to day than in the regular 40 minute periods.

There were also, however, widespread criticisms of the compact models. Two-thirds of students in the half-day class and over a third of those in the 80-minute class reported that they got "too tired" in the longer French periods. Almost 60 percent of the half-day class and nearly half of the 80-minute class indicated that it was harder to pay attention in the longer French periods. Students in both these groups were divided over the statement, "I get bored taking so much French each day."

Overall, students experiencing the longer French periods liked the new compact models and thought they did better at learning French and that their oral language improved with the half-day or 80-minute periods. This self-assessment was at odds with actual test results. There was also evidence that the longer periods tax students' attention span.

Discussion and Conclusion

Figure 2 provides a summary of the main results of the study.

<u>Skill Area</u>	<u>Test Results</u>	<u>Student Self-Assessments</u>
Listening	No difference	No difference
Speaking	No difference	Some benefits from compact models
Reading	Some benefits from compact models	No difference
Writing	Some benefits from compact models	Some benefits from compact models

Figure 2. Summary of results.

Although students in the compact models reported that their speaking skills had improved, it is noteworthy that at no stage of the analyses did any differences appear on the speaking component of the French test package. One possible explanation relates to limitations of the picture description measures that emphasize eliciting students' oral or productive vocabulary knowledge. Had we measured hesitation phenomena or fluency, perhaps differences would have appeared.

The study focused on the potential of compact models for achieving French language outcomes and attitudinal effects that are superior to those that can be achieved in a regular program of 40-minute daily French periods. It seems clear that further experimentation with compact French models is warranted, especially with the half-day model.

The attempt to explore innovative models for French program delivery, and specifically the compact French program via this case study has been fruitful. As in any case study, the generalizability of the results of the present investigation is limited. The study will allow hypotheses to be developed for future, larger-scale

investigations of compact models. It has also provided helpful pointers to educators and administrators about key issues involved in the implementation of a compact French model.

In considering the relevance of the present case study for boards of education in Canada and the U.S., two pertinent observations can be made. Grade seven is the first of the middle school years, where the Ontario Ministry of Education has encouraged the blocking of instructional time in creative ways. This blocking for French, especially in its most compact form, means that there may be large gaps between these "doses" of instruction for students who, for example, might study French for 10 weeks (half-day) starting in September of the seventh grade year, and potentially not again until the latter part of eighth grade. In the present study the students in the half-day model were away from French for eight full months, thus approximating conditions which would apply in a large-scale implementation of compact French programming.

Secondly, students in grade seven, on the threshold of adolescence, have presented a challenge to teachers of French where a traditional "drip feed" approach has led to a modest level of proficiency in French. This has meant that students may be reticent to engage in the kinds of productive language activities that are thought to be conducive to second language learning. The present study suggests that a longer class period over fewer months may promote higher levels of reading and writing proficiency and engender more self confidence.

... a longer class period over fewer months may promote higher levels of reading and writing proficiency and engender more self confidence.

Note: For the complete report, "Revitalizing Core French: The Carleton Case Study (1995)," including names of tests used, detailed analyses, samples of questionnaires, and a

bibliography, contact:

*Research and Planning
Attn: Nancy McConnell
Carleton Board of Education
133 Greenback Rd.
Nepean, Ontario K2H 6L3, Canada*

Cost is \$10 per report and \$5 shipping/handling (and GST, in Canada).

The National Network for Early
Language Learning (NNELL)
Invitational Institute
on the National Standards for
Foreign Language Learning

Wake Forest University
Winston-Salem, North Carolina
July 9-12, 1997

The institute is funded by Wake
Forest University and the Foreign
Language Association of North
Carolina (FLANC) with support
from the American Council on the
Teaching of Foreign Languages.

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Help us celebrate NNELL's 10th anniversary!

*We are seeking interested individuals, publishers, state and
national associations to contribute \$25, \$50, \$100 or more.*

*Your contributions will be used to support
the following activities:*

- ★ PUBLICATION of a special volume of articles that addresses important questions about early language learning, edited by Dr. Myriam Met
- ★ NNELL CONFERENCE on the National Standards at Wake Forest University July 9-12, 1997
- ★ ADVOCACY & POLITICAL ACTION PACKET with ready-to-send materials and sample letters for use at local, state, and federal levels
- ★ SPECIAL EVENTS at ACTFL '97 in Nashville, Tennessee to celebrate the 10th Year Anniversary of the founding of NNELL
- ★ OTHER PROJECTS such as our journal, *Learning Languages*

Learning Languages Begins with You!

Please make checks payable to NNELL and send to:

Nancy Rhodes, Executive Secretary
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037

Job Openings

Blue Valley Schools in **Overland Park, Kansas** anticipates **several foreign language openings** in K-12 for the upcoming school year. You may request an application by phone, mail, or e-mail at: James Payne, Director of Human Resources; Blue Valley Schools, 15020 Metcalf, Overland Park, KS 66283; 913-681-4677; E-mail: jpayne@bv229.k12.ks.us.

Telluride School District, Colorado needs a full-time **Spanish teacher** to teach in a K-5 FLES program. Contact Mary McCready, Personnel Manager; c/o District Office; P. O. Box 187; Telluride, CO 81435; 970-728-6617.

Touchstone Community School, **Grafton, Massachusetts** needs a part-time **Spanish teacher** for a small, independent elementary school. This teacher will develop and implement a Spanish program for grades 3-6. Send resume to: Dick Zajchowski, Head; Touchstone Community School; 54 Leland Street; Grafton, MA 01519.

Southern Lehigh School District in **Center Valley, Pennsylvania** has an opening for a **Spanish teacher** who will develop curriculum and deliver instruction to English speaking elementary children. Contact Mrs. Julia Moore at Liberty Bell Elementary School, 960 E Oxford St., Coopersburg, PA 18036; 610-282-1850.

Park Ridge/Niles School District #64 in **Park Ridge, Illinois** is searching for a full-time elementary **Spanish teacher** and a full-time elementary **French teacher**. These positions will plan, develop, and teach content-related curriculum units of foreign language instruction in grades 2-5. Send or fax a letter of introduction and a resume to: Dr. Jerry Hawver; Assistant Superintendent for Curriculum and Instruction; District #64; 164 S Prospect; Park Ridge, IL 60068; Fax: 847-318-4351.

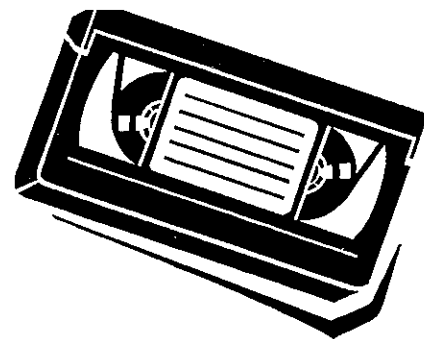
Free Publicity Brochure

The ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL) has prepared an attractive brochure for parents entitled "Why, How, and When Should My Child Learn a Second Language?" The brochure answers the following questions that parents commonly ask about language study for their children:

- What are the benefits of knowing a second language?
- Why is it better for my child to learn a language in elementary school?
- How are languages taught to children?
- Will a second language interfere with my child's English ability?
- If my child is enrolled in a language program in her school, what can I do to help her learn and practice?

Full text of the brochure may be downloaded from ERIC/CLL's web site at <http://www.cal.org/ericcll>. Copies of the brochure may be obtained by contacting the following ERIC office: ACCESS ERIC, 1600 Research Boulevard, 5F, Rockville, MD 20850-3172; Tel: 301-251-5789/800-538-3742; Fax: 301-309-2084; Email: acceric@inet.ed.gov.

Video Review



Review by
Lucinda Branaman
Center for Applied Linguistics

Canadian Parents for French. (1992). *Proud of two languages. Graduates' perspectives on French immersion*. Videotape. Ottawa, Ontario, Canada: Author.

Available from Canadian Parents for French, 176 Gloucester Street, Suite 310, Ottawa, ON K2P 0A6; Tel: 613-235-1481; Fax: 613-230-5940. Price: \$14.99 (Canadian) for members and associate member organizations and \$19.99 (Canadian) for non-members.

This short (15 min.), fun, fast-paced video features seven young Canadian English-speaking students and professionals — Richard, Jane, Jessica, Nicole, Kim, Theresa, and Greg — using French at school or in their jobs, travel, and leisure activities. They talk candidly about their experiences learning French in early, late, and partial immersion programs and about how having two languages has helped them personally and professionally.

A nice mix of informative interviews with real-life scenarios and classroom clips makes the video enjoyable to watch. Children sing and play games in early French immersion classrooms and older students learn math and science in French. Richard, Jane, Jessica, and Nicole speak

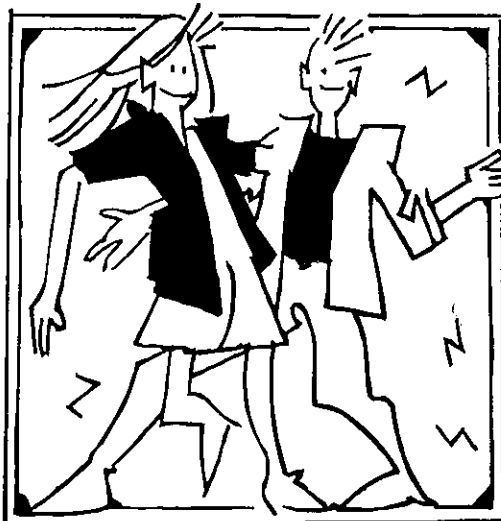
French at school and with friends and peers. Richard, a high school senior, honors student, and football player, is learning French to keep doors to his future open and currently communicates in French with the opposing team members after a game. Jane and Jessica are both gifted ballet dancers who study with French-speaking instructors in Montreal. Nicole, a university student, takes

many of her classes in French and hangs out with French-speaking friends on campus.

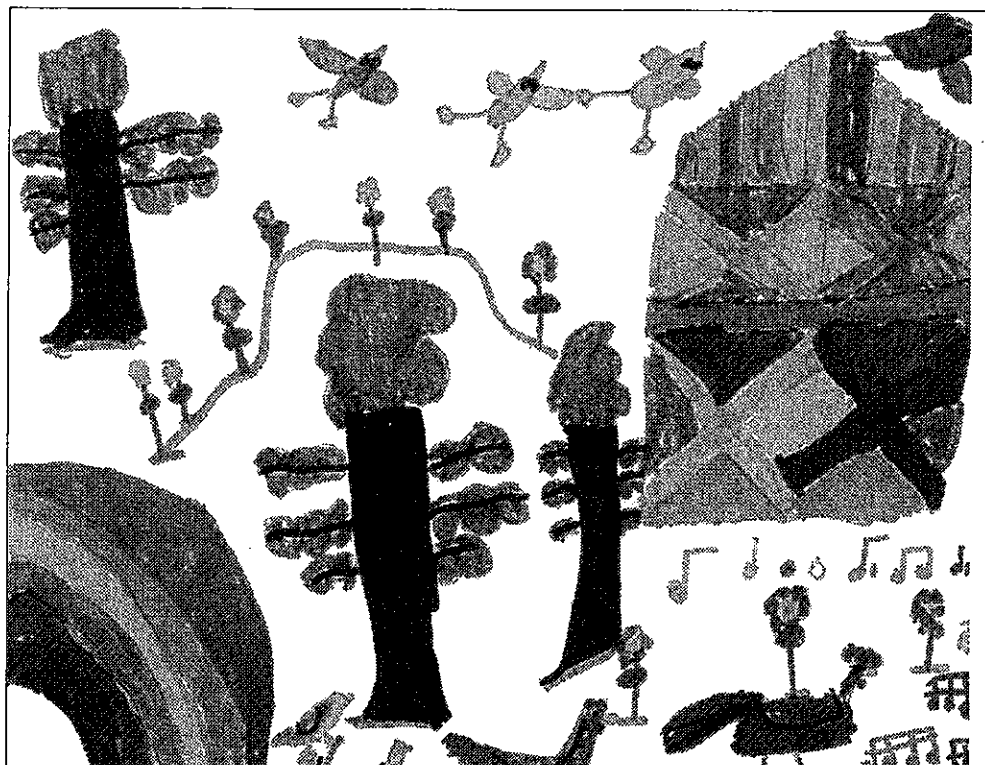
Theresa, Kim, and Greg depend on French at work. Theresa is an international aid professional who often travels in French-speaking countries. Kim, a Bell Canada

representative, responds to French-speaking clients all day on the telephone; and Greg, an audio visual professional, communicates in French about all aspects of his work with colleagues at the Canadian Museum of Civilization.

Although the video is intended primarily for parents of prospective and current immersion students, the real-life clips and interviews also make it an informative and motivating way to reach out to students considering French language classes or to show current language students the lifetime benefits of learning a second language.



Children's Classroom Creations



Michael Rasenman
Grade 4
Pingry School
Short Hills, New Jersey
Jeanine Carr, Spanish Teacher

The picture above is an illustration of the Mexican song "De Colores". It is one of the drawings chosen to be used as a placemat at the 1997 Swap Shop Breakfast held at the meeting of the ACTFL (Nov. 20-22, 1997).

Attend NNELL's 10th Anniversary Celebration at ACTFL

In commemoration of NNELL's 10th anniversary, a number of activities will be featured at the ACTFL '97 conference in Nashville, Tennessee, November 20-22. NNELL will have its own booth (as it has had in the past) and the booth will be the center of action in Nashville!

Conferees will be able to send letters to their politicians, watch videos of FLES programs from across the country, acquire K-8 student penpals, win exciting raffle prizes, and observe a famous Asian artisan, Tsong Yuan, as he creates special works of art for the participants.

Also plan to attend the NNELL session (check the ACTFL program for exact time and place), which will be a special celebration with surprise activities highlighting the past 10 years of NNELL's support for foreign language instruction in early start, long sequence programs for children.

NNELL past president Audrey Heining-Boyton of North Carolina is the chair of the NNELL celebration that will take place in Nashville. Chairpersons are: Kay Hewitt, Deby Doloff, Carol Orringer, and Anita LaTorre.

Activities for Your Classroom



Bon Voyage!



*Monique Luiten Halter, Madeleine Pohl, Gretchen Richter, Toni Simpson
American Cultural Exchange Children's Program
Seattle, Washington*

Objective:

Using the concept of an imaginary trip, students will exchange information using a variety of vocabulary words and expressions including: colors, clothing, parts of the body, modes of travel, greetings, families, numbers, foods, etc. Students will identify selected products and practices of the target culture.

Materials:

- map
- globe
- crayons, markers
- scissors
- glue
- collage materials
- manila folders with items for sealing the sides and decorating them
- butcher paper, notebook paper, construction paper
- stamps
- toy cars
- other art/craft supplies as needed
- recipes and supplies need for cooking project
- supplies as needed for Total Physical Response (TPR) lessons (clothing, suitcase, etc.)
- appropriate handouts

Description:

This interactive unit was developed to be used in over 40 lessons of 40

minutes each. Each of its eight sections may require four to five lessons, depending on the age of the students.

Procedure:

1. Destination: Use maps, globes, and appropriate handouts to help students learn about the geography of their destination. Have them color a flag and learn to locate cities of interest.

2. Passports: Give students a pretend passport, and have them fill in a passport number, provide personal information, and draw a passport photograph. Body parts can be introduced in this lesson and students may make a personal collage for display.

3. Suitcase: Use real props and TPR lessons to introduce the clothing vocabulary and use memory games to reinforce it. For example, the first student says, "I put a ___ in my suitcase." The next student repeats and adds an item, and so on throughout the class. To make a suitcase, students seal the edges of a manila folder, then attach a handle and address tag. Use paper cutouts of clothing to pack the suitcase. The suitcase also may serve as a file for student work.

4. Departure: Introduce the class to vocabulary and procedures for methods of transportation, customs, asking for and following directions, in-flight meals, and, perhaps, lost luggage (a variation on Hide-and-Seek).

5. Host family: Group students into small families of three or four. Have them design their own houses appropriate to the style in the target culture. Include a cooking project to help them learn about typical recipes and eating customs, including table manners of the target culture.

6. Going to town: Have the class create a town on butcher paper, assigning each student a building, street, or landmark to prepare. Have students drive toy cars through the town in response to appropriate directions. Have students write and illustrate postcards to send to parents. The class may wish to make, and then shop for, souvenirs.

7. Other suggestions: Take students on an imaginary visit to a museum and include an art project. Have students keep a diary or travel journal using words or pictures. Have them use phone props and phone numbers from the target culture to place phone calls to carry out simple conversations.

8. The return home: Provide a review of the entire unit as suitcases are re-packed. Have students plan and prepare a short, simple presentation for parents.

Note: *The target language is used throughout the unit. Each lesson includes TPR, a game, a song, a hands-on activity, and a cultural lesson.*

Targeted Standards:

The new student standards for foreign language learning have identified five goals of foreign language

education: Communications, Cultures, Connections, Comparisons, and Communities. For each goal, 1-3 standards are defined. To help teachers begin to see connections between the standards and their classroom teaching, the standards targeted in this unit are listed, followed by an example of the activities that address these standards.

1.1 Interpersonal Communication
Students engage in simulated phone conversations.

1.3 Presentational Communication
a) Students create a written/illustrated travel diary or journal to share with classmates and/or parents.
b) Students write/illustrate postcards of their imaginary destination to share with class/parents.

2.1 Practices of Culture
Students use appropriate target culture table manners.

3.1 Furthering Connections
a) Students participate in games and songs of the target culture.
b) Students prepare, eat, and discuss food common in the target culture.
c) Students view and discuss art of the target culture.

4.2 Culture comparisons
Students compare and contrast their table manners with those of the target culture.

5.1 School and Community
Students use the language in the classroom at a presentation for parents, and at home through postcards sent to their parents.

5.2 Life-Long Learning
Students develop skills and vocabulary necessary for a trip to the target culture.

Political Action and Advocacy

*Kay Hewitt
Political Action and Advocacy Chair
Lexington, South Carolina*

*The Political
Action and Advocacy Committee
urges you to con-
tact your federal
legislators and
ask them to sup-
port Representa-
tive Serrano's
English Plus
Resolution.*

In this issue we include information about several important advocacy concerns. President Mary Lynn Redmond addresses one of these concerns on page 2. We introduce the other features here.

President Clinton Opposes English Only

Katia Parvis-Condon, the NNELL state representative from California, wrote to President Clinton in November about her concerns for the proposed English Only legislation. She has shared with us the President's impressive response which we have included here on page 16.

Oppose English Only —Support English Plus

There is still effort being made in Congress to make English the official language of the United States. The Supreme Court refused to rule on Arizona's official English law, based on technicalities. Consequently, the issue of English Only remains very much alive.

Representative Jose Serrano of New York is sponsoring an English Plus Resolution, which, among other things, recognizes that multilingualism is an asset, not a liability. Because of its importance, the full text of this resolution is included on page 17.

Teaching Tolerance

Finally, Boni Luna shares her personal reflections on the teaching of tolerance in the foreign language classroom on page 18. Ms. Luna's personal experience as an immigrant to the United States has helped to shape her teaching philosophy and

her conviction that foreign language teachers should bring social issues such as the English Only movement to students' attention.

Needs at the State Level

The Joint National Committee for Languages/National Council for Languages and International Studies (JNCL/NCLIS) in Washington, D.C., reports that the annual state survey conducted by its office found that, overall, states have increased funding for education, but have eliminated some language-related positions at the state level. The greatest support for foreign language education in most states comes from departments of education and boards of education, and the greatest critics are the state legislators.

This survey reveals a need for NNELL members to write to their state senators and representatives about the importance of their teaching and the benefits of early language learning. If your state has lost a state foreign language consultant or other professional, let your legislators know how important that person is to the profession. Send a copy of the letter on page 3 with a request for increased funding to your legislators.

What the Political Action and Advocacy Committee Can Do for You . . .

Our committee is dedicated to working on behalf of all members of our professional organization who have political action or advocacy concerns. Please contact the chairperson or any of the committee members if you have a need for advocacy.

At the same time, our committee's work is based on the premise that all NNELL members must serve as advocates for early language learning. As NNELL's advocacy chairperson, I would be happy to help you determine what your personal involvement in NNELL's advocacy efforts might be at the local, state, and/or national level. Please contact me, or one of the committee members listed here.

Over the next few months, our committee will be preparing an advocacy packet that will be available to all NNELL members in observance of NNELL's 10-year anniversary. If you should have ideas or suggestions about materials or information that should be included in this packet, please write to me, Kay Hewitt.

Two new members have been added to our committee. Paris Sangrene is from Iowa and was highly recommended by her colleagues there. Dr. Patti Overall, who is president of the Arizona FLES Association, has been instrumental in establishing elementary foreign language programs in her state. Her advocacy efforts were featured on the front cover of the Fall 1996 ACTFL Newsletter (Vol. 9, No. 1). Welcome to these two new members! The

names and addresses of NNELL's Political Action and Advocacy Committee members are listed here for your convenience:

Terri Hammatt
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Visit NNELL on the Web

Check out NNELL's new website at: www.educ.iastate.edu/currinst/nflrc/nnell/nnell.html for the latest on-line information about NNELL. In addition to finding background information on NNELL and how to become a member, you can access lists of NNELL elected and appointed officers, committee appointments, state and regional representatives. The website also has information about *Learning Languages*, including editorial policies, guidelines for submission of articles, and the text of key articles from recent issues.

You can download and personalize the letter to members of Congress (see page 3 of this issue) on NNELL's website. Located in the section on Advocacy issues, the letter contains links so you can access the addresses of your senators and representatives for easy mailing.

Editor's Note: The following reply was sent to Katia Parvis-Condon, the NNELL state representative from California. She wrote to President Clinton about her concerns for the proposed English Only legislation.

The White House
Washington

November 7, 1996

Ms. Katia Parvis-Condon
Number 392
23100 Avenue San Luis
Woodland Hills, California 91364

Dear Katia:

Thank you for sharing with me your thoughts on "English-only" legislation.

Everyone throughout the world recognizes that English is the common language of the United States, and I consider legislation such as the English Language Empowerment Act, the Bilingual Voting Requirements Repeal Act, and the Language of Government Act to be divisive and unnecessary.

These measures would have numerous objectionable effects. They would effectively exclude Americans who are not fully proficient in English from equal participation in society, denying them equal access to education, social services, and other interaction with their government and their communities. Restricting the government's ability to communicate clearly with citizens simply because their English proficiency is limited would infringe upon the most basic tenet of participatory democracy — a citizen's right to vote. We would no longer be able to effectively conduct required business in writing with the millions of U.S. citizens, in Puerto Rico and many states, who do not read English.

We are a great nation of many voices. The Constitution and the Bill of Rights serve to unite all Americans and seek to guarantee freedom of speech, representative democracy, respect for due process, and equality of protection under the law. Proposals for "English-only" laws, which would require the federal government to conduct the vast majority of its official business only in English, contradict these principles.

Be assured that I will veto such misguided measures.

Sincerely,

Bill Clinton

CONCURRENT RESOLUTION

ENTITLED THE "ENGLISH PLUS RESOLUTION"

Whereas English is the language of the United States, and all members of the society recognize the importance of English to national life and individual accomplishment;

Whereas many residents of the United States speak native languages other than English, including many languages indigenous to this country, and these linguistic resources should be conserved and developed;

Whereas this Nation was founded on a commitment to democratic principles, and not on racial, ethnic, or religious homogeneity, and has drawn strength from a diversity of languages and cultures and from a respect for individual liberties;

Whereas multilingualism, or the ability to speak languages in addition to English, is a tremendous resource to the United States because such ability enhances American competitiveness in global markets by permitting improved communication and cross-cultural understanding between producers and supplies, vendors and clients, and retailers and consumers;

Whereas multilingualism improves United States diplomatic efforts by fostering enhanced communication and greater understanding between nations;

Whereas multilingualism has historically been an essential element of national security, including the use of Native American languages in the development of coded communications during World War II, the Korean War, and the Vietnam War;

Whereas multilingualism promotes greater cross-cultural understanding between different racial and ethnic groups in the United States;

Whereas there is no threat to the status of English in the United States, a language that is spoken by 94 percent of United States residents, according to the 1990 United States Census, and there is no need to designate any official United States Language or to adopt similar restrictionist legislation;

Whereas "English-only" measures, or proposals to designate English as the sole official language of the United States, would violate traditions of cultural pluralism, divide communities along ethnic lines, jeopardize the provision of law enforcement, public health, education, and other vital services to those whose English is

limited, impair government efficiency, and undercut the national interest by hindering the development of language skills needed to enhance international competitiveness and conduct diplomacy; and

Whereas such "English-only" measures would represent an unwarranted Federal regulation of self-expression, abrogate constitutional rights to freedom of expression and equal protection of the laws, violate international human rights treaties to which the United States is a signatory, and contradict the spirit of the 1923 Supreme Court case *Meyer v. Nebraska*, wherein the Court declared that "The protection of the Constitution extends to all; to those who speak other languages as well as to those born with English on the tongue": Now therefore, be it

Resolved by the House of Representatives (the Senate concurring), That the United States Government should pursue policies that —

- (1) encourage all residents of this country to become fully proficient in English by expanding educational opportunities and access to information technologies;
- (2) conserve and develop the Nation's linguistic resources by encouraging all residents of this country to learn or maintain skills in a language other than English;
- (3) assist Native Americans, Native Alaskans, Native Hawaiians, and other peoples indigenous to the United States, in their efforts to prevent the extinction of their languages and cultures;
- (4) continue to provide services in languages other than English as needed to facilitate access to essential functions of government, promote public health and safety, ensure due process, promote equal educational opportunity, and protect fundamental rights; and
- (5) recognize the importance of multilingualism to vital American interests and individual rights, and oppose "English-only" measures and other restrictionist language measures.

Teaching Tolerance in the Foreign Language Classroom: A Personal Reflection

Boni Luna
Montclair Kimberly Academy
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*Until recently, I
had never
thought about
my philosophy
as a teacher of
Spanish in a
formal way.*

Though I now find myself going on 10 years as a teacher and can, in retrospect, see that I had always been instinctively drawn to the profession, teaching is a career that I stumbled upon. Until recently, I had never thought about my philosophy as a teacher of Spanish in a formal way. I knew what linguistic goals I had and what aspects of a country's culture I wanted to teach, but I never analyzed how my own background and experience fit into the whole scheme of things.

As an immigrant to this country, the issue of tolerance has always been important to me. My grandparents and I emigrated from Cuba when I was seven years old. I struggled with many issues at that time, including the separation from my parents and the new and cold landscape with its vast numbers of cars and gray buildings. I was particularly confused and frustrated by a teacher who was intolerant of my plight and annoyed by my lack of English skills, and who perceived me only as a burden and additional work. For me, second grade was a year of simply watching, not understanding what was being said, and being made to stand in the corner daily for not following directions properly.

I realized only recently that for some time I have been teaching tolerance in my classes. I have always felt that as a foreign language teacher I should bring certain social issues to students' attention, such as the "English Only" movement or the current debate over immigration

policy. But I had never formed a philosophy based on this or thought that our curricula should contain the underlying premise of using culture as a tool to teach tolerance.

During this past summer I attended the Culture and Children's Literature Institute at the National K-12 Foreign Language Resource Center at Iowa State University. The institute focused on the significance of culture and its applicability in the foreign language classroom, but not just as a culture capsule or as an aside to fill in time. Working in small groups, we analyzed the uses of literature from target cultures and came up with curriculum units based on particular stories or folktales. Our units incorporated the skills that the national standards document has set forth in its five goals: Communication, Cultures, Connections, Comparisons, and Communities. My group chose to work with a book entitled *La mujer que brillaba aun más que el sol*.

The story tells the legend of an exotic woman who comes to a small Mexican town and of the effect her presence has on the villagers, the town, and its natural resources. Because they do not understand the wondrous power she possesses over the river and the animals, the villagers shun her and force her to leave.

This story was particularly poignant to me because of its mythical implications and the way present-day dilemmas with water rights and conservation are interwoven in the story. We designed activities in the unit to deal with the characters' interactions

with each other, as well as how students perceive each other and people that are different from them.

Our opening activity deals with the verb *brillar* (to shine). The students discuss what objects shine, the difference between shining and reflecting, and whether people can shine or not. Towards the end of the unit the Mexican legend of the *llorona* is brought in to draw parallels. Everything was designed to be taught in the target language, using the vocabulary acquired. The project was a labor-intensive task but one well worth the time and effort because of the deeper discussions and thought it inspired in me.

The foreign language classroom is the perfect setting to discuss tolerance because we already teach cultural enrichment. By teaching culture, we are exposing students to new ideas, people, and perceptions. Our classes lend themselves readily to looking at our nation as a whole and discussing the concept of language and its implications here in the U.S. as well as abroad. We can and should ask questions of great importance, such as: Why is the history of a language so important? What are the consequences or repercussions of having one or two official languages?

In the essay, "*Notas al margen: el lenguaje como instrumento de dominio*," Rosario Castellanos points out that language is a tool to control, but also possesses the power to liberate. While she is referring to Spanish as the language of dominance in the colonial times of Latin America, Spanish in the present-day United States has been targeted as a language to be controlled, perhaps even silenced. At this particular time in the history of this country, when society seems to be going in one direction, the foreign language class is going in another. When we teach

students to love "culture" and value diversity, and politicians say "close the borders," we as educators have an even greater responsibility to teach tolerance. Tolerance does not imply that one must accept or approve of everyone and everything, but rather that one should develop educated and well-informed decisions on issues that affect real people.

Our classrooms are a microcosm of society and, as such, we must examine carefully why and how we teach. Personally, I have gained focus and perspective as a result of my own self-evaluation, making connections between my classroom and the "real" world, and my recent studies. I feel that teachers should not shy away, but embrace the opportunity that teaching under the foreign language umbrella offers. Bringing history, art, literature, politics, and current affairs into the classroom not only makes learning a language interesting and relevant to students, but provides us, as educators, with information with which to renew ourselves.

We can and should ask questions of great importance. . .

Resources

Castellanos, R. (1988). *Notas al margen: el lenguaje como instrumento del dominio*. In R. Chang-Rodriguez & M. E. Filer (Eds.), *Voces de hispanoamerica: Antologia literaria* (p. 484). Boston: Heinle & Heinle.

Cruz Martínez, A. (1991). *The woman who outshone the sun/La mujer que brillaba aun más que el sol*. Story by R. Zubizarreta. San Francisco: Children's Book Press.

Basic Skills Revisited:

The Effects of Foreign Language Instruction on Reading, Math, and Language Arts

Refereed Article

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The effectiveness of foreign language instruction in elementary school is usually not disputed in principle and is often supported by anecdotal evidence, which, while interesting, is not enough to convince decision-makers to implement and support such programs.

Many factors contribute to a reluctance to develop elementary school foreign language programs in the U.S. At the administrative level, school districts are experiencing severe budget constraints that force them to make choices about both implementing new programs and cutting existing programs. In this context, foreign language programs are often regarded as unaffordable luxuries.

In the elementary classrooms, teachers are faced with increasing responsibility for a wide range of mandated subject material as well as for the social problems of their students. It is not surprising that a frequent reaction to the proposal for an elementary school foreign language program is frustration about finding instructional time during the school day as well as concern that time taken

away from instruction in other subjects might result in a lowering of the level of basic skills of the students in those other subject areas.

Although the relationship of foreign language instruction to basic skills acquisition has been investigated regularly during the past 40 years, most published studies have attempted to quantify the effects of foreign language instruction without addressing in any depth the nature of the instruction of the target language. Much of the basic skills research reported in the last two decades reflects large-scale and longitudinal studies. Small-scale, classroom-oriented research projects have also attempted to measure the relationship between elementary school foreign language instruction and basic skills, but few have included mathematics.

The study presented here was undertaken in order to provide quantitative and qualitative evidence of the effect of foreign language education upon the basic skills of elementary students, with the hope that such evidence will provide information and assistance to parents and educators who are investigating the benefits of elementary school foreign language programs.

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Background of Basic Skills Studies

The short period of intense interest in elementary school foreign language programs in the 1960s produced several interesting studies that attempted to confirm and quantify the effect of foreign language instruction upon the basic skills of elementary school children. Those early studies, along with more recently reported studies (Garfinkel & Tabor, 1991; McCaig, 1988; Rafferty, 1986), have in common a lack of information about the actual instruction of the foreign language in the classroom. A few mentioned that the method of instruction was audio-lingual or oral-aural (Johnson, Ellison, & Flores, 1961, 1963; Potts, 1967), and others noted that instruction included previously videotaped lessons that were presented by the classroom teachers (Leino & Haak, 1963; Johnson et al., 1963). Garfinkel and Tabor (1991) and Masciantonio (1977) reported the effectiveness of new teaching methods, but without details of the actual instruction. Larsen-Freeman and Long (1991) addressed this paucity of qualitative analysis in language acquisition research, commenting that if researchers were to specify the kind of instruction involved in their studies it would help to avoid a pendulum swing in the field, as well as save time on subsequent research on the relative effectiveness of different types of instruction (p. 322).

Two early, small-scale studies by Johnson et al. (1961, 1963) in Champaign, Illinois, revealed that an experimental group of third-grade students who had received oral-aural Spanish instruction in 1959 showed gains in arithmetic, English grammar, and English reading skills equal to or greater than the control class (1961, p. 201), and, in 1961, an experimental group of fourth graders demonstrated no significant loss in achievement of basic skills as a result of

foreign language instruction (1963, p. 11). At about the same time, Leino and Haak (1963) reported similar results from a large, longitudinal study in the St. Paul, Minnesota, Public Schools. At the end of the first year of the St. Paul study, the experimental group scored significantly better than the control group in 26 out of 28 comparisons, including arithmetic (p. 20). At the end of the third year, the researchers concluded that the deletion of time from the instruction of arithmetic, language, and social studies to devote to the study of Spanish had not had a detrimental effect upon measured achievement in these subject areas (p. 29).

From the campus lab school of a regional state university in New York, Potts (1967) reported a study of first- and second-graders in which an experimental group received audio-lingual French instruction at the same time that a control group received dance instruction. According to Potts, there was no "non-chance" difference between the two groups in both reading and in general school achievement (p. 370), and there seemed to be little possibility that the oral system of the second language had interfered with the learning of the writing system of the first (p. 371).

During the 1970s, large-scale studies in three major cities, Indianapolis (Sheridan, 1976), Philadelphia (Offenberg, 1971), and Washington, D.C. (District of Columbia Public Schools, 1971), revealed that the study of Latin had a positive effect on the basic skills of elementary students. Masciantonio noted in 1977, however, that in spite of the positive results of the studies and the linguistic relevance of Latin, several of the existing elementary school Latin programs, including the one in Washington, D.C., were being dropped for budgetary reasons as well as lack of interest on the part of administrators.

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In the mid-1980s, Rafferty in Louisiana and McCaig, of the Ferndale, Michigan, Public Schools, reported two large-scale, longitudinal studies with different outcomes. Rafferty (1986) reported that elementary students who had received foreign language instruction outperformed students who had not had foreign language instruction on the language arts section of the Louisiana Basic Skills Test, regardless of race, gender, or academic level (p. 11). Furthermore, the fifth grade foreign language students' "advantage" in language arts skills was more than double that of the third- or fourth-grade foreign language students (p. 15). Additionally, at the fifth-grade level the students receiving foreign language instruction tended to outperform the non-foreign language students in math as well (p. 19). In contrast, McCaig (1988) reported a study of third-, fourth-, and fifth-graders that demonstrated that time in the regular school day given over to the instruction of foreign language did not result in any significant differences in the acquisition of basic skills by elementary school students; but there also was no indication that foreign language instruction had been detrimental to the development of basic skills (p. 9). Neither study included specific information about the methods of instruction used in the foreign language classrooms.

More recently, Garfinkel and Tabor (1991) reported a significant positive difference in reading achievement in favor of sixth-grade students in a low ability group (identified by the Otis-Lennon School Abilities Test) who had participated in an optional before- or after-school Spanish class during fifth and sixth grades when compared to students from the same ability group who were not studying Spanish. Both groups had received an introduction to Spanish through

nine-week foreign language exploratory (FLEX) classes in third and fourth grades. They also reported a significant correlation between improved reading scores for subjects who were students of below-average and average intelligence and participation in a full year or two of Spanish instruction in fifth or sixth grades.

Among the varied results of the basic skills studies reported over the years, none have implied that foreign language instruction in elementary schools has a negative or detrimental impact upon the basic skills acquisition of elementary school students. Most report a positive effect, and even the neutral results reported by Leino and Haak (1963), Potts (1967), and McCaig (1988) represent good news to educators who fear that taking time out of the school day for the instruction of foreign language could result in the reduction of basic skills acquisition.

Hypothesis of the Study

In order to more fully understand the influence of foreign language instruction on basic skill learning, we developed the null hypothesis that there would be no significant differences between the posttest reading, language, and math scores of third-grade students who received Spanish instruction and third-grade students who did not receive Spanish instruction over the period of the study. A rejection of the null hypothesis would indicate that there were differences in basic skills learning and would require further examination of the differences to determine whether the scores of students receiving foreign language instruction were higher or lower than those who did not study foreign language.

Population of the Study

The sample for the study initially included 100 third grade-students

enrolled during the fall semester of 1994 in two of the five neighborhood elementary schools in Unified School District (USD) 250, Pittsburg, Kansas, a city of about 18,000 in southeast Kansas. The principals of the two schools had volunteered to participate in the study. In both schools the principals reported that the third-grade students had been randomly assigned to their classes that fall; that is, there were not any parental requests for classroom placement, no attempt was made to place students in classrooms according to individual ability, and placement was made according to available space. Students at both schools represented a wide spectrum of socio-economic levels as well as individual intellectual capabilities.

During that academic year, one school, which we will call Southeast for purposes of this discussion, had three third-grade classrooms and the other school, which we will call Northwest, had two. At each school, one class was chosen to be the experimental class; the others were designated as control classes. (The control classes received Spanish lessons during the spring semester, after the data for the study had been collected.) Just before the semester began, one teacher at Southeast had to take a leave of absence and a full-time substitute was hired for her class for the semester. That class became part of the control group. The Southeast experimental class was selected by a coin toss between the other two third-grade classes. At Northwest, one teacher was newly hired. She felt that she needed to have a semester with her class before they began Spanish lessons, so her class was designated the Northwest control class.

The official count of third graders in USD 250 in the fall of 1994 was 207 students in eleven classrooms;

therefore, the 100 participating students represented approximately half of the third-grade population of the school district at the time of the study. All 100 students took the pretest in September. Seven were absent for the posttest and three more were dropped from the study because they did not complete all sections of both pretests and posttests. The final sample included 40 in the experimental group and 50 in the control group.

Collection of Data

The Metropolitan Achievement Test, Seventh Edition (MAT 7) Short Form, Level Primary 2, was selected to serve both as the pretest and the posttest instrument. It contains sections on reading comprehension, language, and mathematics concepts. The pretest was administered at the beginning of September by the classroom teachers along with the Otis-Lennon School Abilities Test (OLSAT), Sixth Edition, Level D. Following the administration of the pretest, the two experimental classes received half-hour Spanish lessons on Monday, Wednesday, and Friday mornings for the rest of the semester, finishing in the first week of December when the posttest was administered. During the semester of the study, the control classes followed the standard third-grade curriculum.

Methodology of the Study

As we selected the appropriate statistical procedures to use in testing our hypothesis we considered several specific requirements. First, we needed to be able to identify whether any differences in the reading, language, and math scores were global (i.e., jointly influencing learning in multiple areas), and whether the influence varied by the nature of the material to be learned. In the latter case, we wanted to be able to identify which of the areas were influenced.

...the two experimental classes received half-hour Spanish lessons on Monday, Wednesday, and Friday mornings.

Additionally, we needed to be able to remove any potential bias resulting from our inability to carefully match the experimental and control groups. We chose to use multivariate analysis of variance (MANOVA), a statistical procedure that meets each of these needs. The posttest scores in reading, math, and language were the dependent variables. Group membership (control or experimental) served as the independent variable; and the pretest scores of the three test components, gender, and IQ were used as covariates.

Data Analysis

Although it was not essential to the study that the two groups be highly similar because the statistical procedures employed were capable of measuring and adjusting for group differences through the use of covariates, it is interesting to note that initially the groups appeared to be quite similar on each of the variables of the study (Table 1).

Homogeneity of variances between the two groups over the dependent variables was established for reading ($F\ 1, 13895 = 1.92648, p = .165$), math ($F\ 1, 13895 = .19553, p = .658$), and language ($F\ 1, 13895 = 1.45126, p = .228$). The results of the Bartlett test of sphericity, used to determine whether the dependent variables are significantly correlated with each other, were ($df\ 3, 66, F = 2.95, p = .125$), indicating that we

should be cautious in assuming that the dependent variables were correlated. This lack of correlation among the dependent variables suggests that each of the subject areas should be examined individually, rather than as a "global" learning effect influencing the dependent variables jointly. Therefore, the statistics related to univariate analyses of the three variables are perhaps more indicative of learning effects than are the multivariate results.

Table 2 presents the regression results related to the pretest scores, gender, and IQ covariates and indicates that the covariates are significantly related to the joint, multivariate measure of reading, math, and language. Table 3 shows that prereading scores are significantly and positively correlated with postreading and postlanguage scores, and premath is significantly and positively correlated with postmath and postlanguage scores. Prelanguage scores are not significantly related to any of the posttest scores.

Gender and IQ were not significantly related to any of the dependent variables. This supports earlier research in which males and females did not differ significantly in how they were influenced by foreign language instruction (Landry, 1973; Rafferty, 1986). Because gender and IQ were not found to be significantly related to any of the dependent variables, at this point in the analysis they were re-

Table 1
Initial Group Comparisons Over OLSAT and MAT Components

	Experimental Group			Control Group			t-Value	t-Prob.
	Mean Raw Score	Std. Dev.	n	Mean Raw Score	Std. Dev.	n		
Reading	20.95	6.68	40	21.04	6.51	53	-.06	.949
Math	18.25	4.99	40	19.34	6.45	53	-.89	.377
Language	21.05	4.87	40	21.86	4.28	53	-.85	.400
IQ (OLSAT)	29.88	10.16	40	29.31	11.20	53	.25	.803

Table 2
Covariate Regression Statistics: Within + Residual Regression

<i>Multivariate Tests of Significance</i>					
Test Name	Value	Approx. F	Hypoth. DF	Error DF	Prob.
Wilks	.26224	12.70169	9.00	155.91	.000
Pillais	.94974	10.19100	9.00	198.00	.000
Hotellings	2.00510	13.96144	9.00	188.00	.000
Roys	.59125				

<i>Univariate F-Tests with (3, 66) DF</i>						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Prob.
Reading	130.98	195.16	43.66	2.96	14.76	.000
Math	572.44	575.87	190.81	8.73	21.88	.000
Language	148.80	194.66	49.60	2.95	16.82	.000

Table 3
Correlations Between Covariates and Dependent Variables

		B	Beta	Std. Err.	t-value	Prob.
Prereading	Postreading	.291	.602	.058	5.05	.000
	Postmath	.025	.028	.099	.26	.799
	Postlanguage	.202	.406	.058	3.50	.001
Premath	Postreading	-.023	-.059	.043	-.53	.597
	Postmath	.470	.645	.075	6.30	.000
	Postlanguage	.129	.322	.043	2.98	.004
Prelanguage	Postreading	.040	.068	.078	.51	.609
	Postmath	.116	.106	.134	.87	.387
	Postlanguage	.053	.087	.078	.68	.497

moved as covariates of the study.

We feel that the failure of IQ to be correlated with the dependent variables is most likely attributable to our having to drop from the analysis eight experimental group students and eleven control group students whose post-test scores were identified as extreme outliers. Hair, Anderson, Tatham, and Black (1995) warn that MANOVA and ANOVA are especially sensitive to outliers and their impact on Type I error. They strongly encourage researchers to first examine the data for outliers and eliminate them from the analysis because their impact will be disproportionate in the overall results (p. 276).

Those nineteen students identified as outliers were from the lowest IQ levels as identified by the OLSAT, and consequently the group of students included in the final analysis exhibited little variance in IQ. Since the post-test scores varied considerably among the remaining students in the study while IQs varied little, one could not expect IQ to be significantly correlated to learning in this study. Previous basic skill studies have not indicated how or if extreme outliers were removed from analyses, but they do report slight evidence that IQ has an impact on the effect of foreign language instruction on basic skill acquisition (Garfinkel & Tabor, 1991;

Leino & Haak, 1963).

The MANOVA multivariate results that appear in Table 4 show that there is a significant difference in the posttest scores between the two groups ($F = 3.79$, $df = 3$, 198 , $p = .014$).

The multivariate F probability of .014 is well below the conservative

areas of math and language.

The Foreign Language Classroom

Omaggio Hadley (1994) warns that because of the differences between learners in terms of cognitive style, aptitudes, personalities, preferred learning styles, and backgrounds, any "method" that requires a strict adherence to a set of principles

Table 4
Results of Tests of Significance of Equal Means

Multivariate Significance ($S = 1$, $M = 1/2$, $N = 31$)

Test Name	Value	Exact F	Hypoth. DF	Error	Prob.
Wilk's	.848	3.79	3.00	64.00	.014

Univariate F -tests with (1, 66) DF

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Prob.
Post-Reading	6.51	195.16	6.51	2.96	2.20	.143
Post-Math	36.13	575.87	36.13	8.72	4.14	.046
Post-Language	13.76	194.66	13.76	2.95	4.66	.034

...students who received foreign language instruction did demonstrate significant differences in the learning of basic skills.

significance level of .05. We must reject the initial null hypothesis and conclude that the students who received foreign language instruction did demonstrate significant differences in the learning of basic skills.

Having rejected the initial null hypothesis on the basis of the results of the multivariate analysis, we must now examine the univariate analysis of variance results for additional insights about the differences in scores on the MAT components. Reading scores of the experimental group were not significantly different from the scores of the control group ($F = 2.20$, $df = 1$, 66 , $p = .143$), but math and language scores were significantly different ($F = 4.14$, $df = 1$, 66 , $p = .046$), ($F = 4.66$, $df = 1$, 66 , $p = .034$) respectively. Those univariate results as well as examination of the univariate comparisons of means after adjusting for the effect of covariates in Table 5 lead us to conclude that the statistically significant scores achieved by the experimental group are the result of gains in the subject

or strategies will most likely be poorly suited to at least a subset of learners in the classroom (p. 13). For this study we selected the adaptable mix of techniques and teaching strategies that make up the Natural Approach as appropriate for the instruction of Spanish to the third-grade students.

The flexible tenets of the Natural Approach are based upon Krashen and Terrell's (1983) hypotheses of language acquisition and make extensive use of the widely-adopted techniques of Asher's (1986) Total Physical Response (TPR) theories. A concept shared by these two compatible approaches to language learning is that listening comprehension is a basic skill that promotes language acquisition, and that it must precede speech production (Terrell, 1982), a concept that is most important when teaching young children (Elenbaas, 1983). The importance of authentic, comprehensible input from the teacher in a low-anxiety environment is also now widely acknowledged. The student should understand the reason

Table 5
Observed and Adjusted Means for Post-Test Variables

Group / Variable	Observed Means	Adjusted Means	F Prob.(from Table 4
Experimental / Reading	26.656	26.629	.143
Control / Reading	27.231	27.258	
Experimental / Math	24.188	24.665	.046
Control / Math	23.744	23.266	
Experimental / Language	26.063	26.164	.034
Control / Language	25.436	25.335	

for learning the material presented and should be able to relate it to familiar subjects and experiences through personal involvement in class activities (Terrell, 1982).

The students in the experimental classes received half-hour Spanish lessons three times a week as the treatment in the study. Each 30-minute lesson included activities in a minimum of five subject areas, with several different activities in each subject area. There was no specific instruction of reading or writing in Spanish. The students moved quickly from one activity to another without much, if any, formal transition. Activities that involved active physical movement, such as TPR action commands, were alternated with activities that required sitting still, generally in a circle on the floor.

In the sense that TPR involves responding physically to commands without the immediate expectation of speech production, it was an integral part of nearly all of the activities. In addition to the commands of movement typical of early TPR activities (stand up, sit down, walk, walk fast, touch your nose, etc.) that provide quick interludes of physical activity as well as an effective way to learn body parts, the children were also instructed to handle props such as colored circles, foam letters and numbers, plastic foods, and table service. They advanced to selecting

transportation toys and moving them between countries on a large floor map of South America (painted on a shower curtain), and to manipulating the features of a soft Mr. Potato Head. The children considered it a special privilege to use a pointer during a floor-map activity. Other effective props included a doll house with furniture, a life-size Halloween paper skeleton with a mustache and sombrero added, and a suitcase filled with old clothes. The excitement of dressing-up produced the first evidence of interlanguage among the third graders as they participated in a clothing introduction activity that was videotaped and subsequently used as a protocol (Armstrong, 1995).

The students were introduced gradually to oral production, responding individually at their own pace. An oral sequence would typically progress from yes/no questions through either/or questions, group responses, and finally to individual responses and the generation of their own commands. The students were quick to respond to meaningful communication, which at their level could be as simple as correcting "mistakes" made by the teacher. Teacher "errors" were occasions for exaggerated silliness that the children never tired of, as well as opportunities for them to feel that they were giving essential information. They also enjoyed turning the tables on the adults by giving

The students were quick to respond to meaningful communication. . .

*The lessons
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entirely in
Spanish.*

them commands, often spontaneously as they gained confidence.

The lessons were conducted entirely in Spanish. The classroom teachers were always present during the lessons and they became language learners along with their students. At times the Spanish teacher prepared them in advance to model a new activity or game, saving precious minutes of repetitious explanation in Spanish or the need for repeated demonstrations. Because the Spanish teacher used gestures, props, and realia, and relied on a cognate-based vocabulary during the classes, the children had very little trouble understanding. They spoke to the Spanish teacher in English and received responses in Spanish, with little indication that they were aware that communication was occurring in two different languages. The quickly-acquired ability of the children to listen to and understand nearly everything that was said to them in Spanish was one of the elements of the foreign language experience that most impressed the classroom teachers. One of them commented that she had never observed her students listening as carefully as they did in the Spanish classes, and both mentioned more than once that the students' good listening habits were carried over into the regular classroom.

During the course of the semester, each teacher in her own way demonstrated excitement about learning Spanish along with her students. One began to recall and share the Spanish that she had learned in high school. She set up a learning center in her classroom that included Spanish children's story books and picture dictionaries. The other developed a particular interest in Spanish cognate words, and also began to search out stories in Spanish that could be read to the class during the lessons. Both teachers

occasionally requested that special activities supplementing the third-grade core curriculum be incorporated into the Spanish lessons.

Discussion

The statistical result of this study that generates the most interest is the gains of the experimental group of students in math concepts. As we were planning the study, the classroom teachers expressed surprise that we intended to select for the pretest and posttest instrument a standardized test that included math skills. Reflecting the perception that foreign language instruction is primarily related to development in language, they thought it would have been logical to examine only language-related skills in this study. We included math in order to verify the results of earlier basic skills studies that had demonstrated either that foreign language instruction had not had a detrimental effect on progress in math (Leino & Haak, 1963), or that it had had a positive influence (Johnson et al., 1961; Masciantonio, 1977; Rafferty, 1986).

The math result was especially surprising to the teacher in one of the experimental classrooms, as she had taken the time for the Spanish classes out of instruction time normally designated for math. Her students had received one-and-one-half hours less of math instruction per week in order to participate in the Spanish classes and she had been anticipating a reduction in their posttest math scores. She was delighted to find out that her students had, in fact, outperformed the students in the control classes. The teacher in the other experimental classroom had rearranged her schedule in order to accommodate the Spanish classes, but had not substantially reduced the instruction time in any particular subject.

The statistically significant improvement of the experimental group of students over the control group in this study in the area of language arts provides support for Rafferty's (1986) finding that children in the third, fourth, and fifth grades who were in foreign language classes outperformed those students who were not taking foreign languages on the language arts section of the Louisiana Basic Skills Test. Rafferty observed that beginning as early as third grade, second-language study facilitates the acquisition of minimum skills in the children's native language, and that foreign language study aids rather than hinders the acquisition of English language arts skills. Rafferty's conclusion was that "students who are performing poorly in reading and language arts should be encouraged, not discouraged, from participating in foreign language study" (1986, p.11).

The non-significant result for the reading component of this study was not unexpected. Because we believe that foreign language instruction for children through third grade should emphasize oral-aural rather than written language acquisition, we did not include specific reading or writing activities in the Spanish classes. This is consistent with the previous FLEX experience of the fifth-grade students in Garfinkel and Tabor's 1991 study, who were being introduced to reading Spanish while maintaining and improving their listening and speaking skills acquired in third- and fourth-grade FLEX programs. Other basic skills researchers over the years have also concluded that the study of a foreign language does not have a detrimental impact on learning to read in the first language (Leino & Haak, 1963; McCaig, 1988; Potts, 1967). Rafferty (1986) speculated that the reason that the fifth-grade foreign

language students in her study had doubled their advantage over the non-foreign language fifth-graders was that by the time that they reach fifth grade most children have mastered minimum reading skills in English.

Summary

This study of the effect of foreign language instruction on the basic skills of third-grade students includes both quantitative and qualitative components. In the quantitative component, children in experimental and control groups were pretested and posttested in the areas of reading, math concepts, and language arts, using the MAT-7 Short Form. Experimental treatment was half-hour Spanish lessons three times per week for one semester.

When the differences between the posttest scores of both groups were analyzed using multivariate analysis of variance (MANOVA), the multivariate analysis revealed a significant difference between the two groups ($p = .014$). Further analysis of the posttest scores through univariate analysis (each component treated separately) indicated that reading scores of the experimental group were not significantly different from the scores of the control group ($p = .143$), but that both math ($p = .046$) and language ($p = .034$) scores were significantly different. We concluded that the statistically significant gains in scores achieved by the experimental group were the result of gains in the subject areas of math and language.

The second part of this study is a description of the foreign language classroom experience. Instruction was based on the tenets of the Natural Approach, because of its flexible teaching techniques and activities, and Total Physical Response (TPR) activities, which were prominent in the instructional mix.

We concluded that the statistically significant gains in scores achieved by the experimental group were the result of gains in the subject areas of math and language.

*Maintaining
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Conclusions

We feel that two elements of the classroom experience had a particularly strong impact on the students: 1) the fact that instruction was entirely in the target language, and 2) the supportive presence of the classroom teacher during the Spanish lessons. Maintaining the target language at all times required the children to listen carefully, an effect of the lessons that carried over into the regular classroom, according to the classroom teachers. Use of the target language also helped to maintain the children's interest and positive behavior during the Spanish classes, as they had to listen closely in order to understand and participate in the activities. The Spanish teacher made extensive use of cognate words, gestures, props, and realia, and the children quickly acquired the ability to understand and respond correctly. They were allowed to develop their oral skills at their own pace, coaxed along with a sequence of activities that progressed from non-speaking physical responses to the generation of commands to the teachers or the other students.

The supportive presence of the classroom teachers enabled the Spanish teacher to make maximum use of the 30 minutes of instructional time. The classroom teachers participated in the Spanish lessons and were available to assist the Spanish teacher by demonstrating activities, providing disciplinary back-up, and being good role-models as language learners. They occasionally requested content or activities in the Spanish lessons that were related to the core curricula of their third-grade classrooms.

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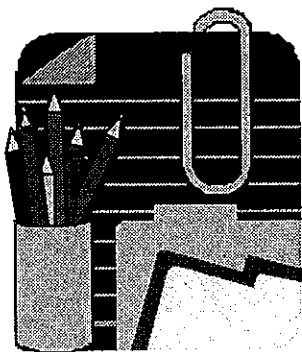
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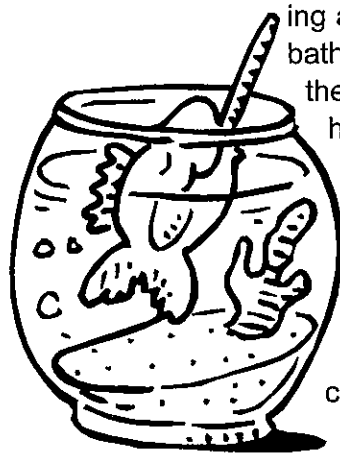
French

Faulkner, K., & Lambert J. (1994.)
Une histoire de poisson. Québec: Les éditions Héritage.

Bourgeois, P., & Clark, B. (1994.)
Benjamin et moi. Ontario: Les éditions Scholastic.

Both books are available through Sosnowski Associates, 58 Sears Road, Wayland, MA 01778; 800-437-7161. Cost is \$12.95 plus shipping for *Une histoire de poisson* and \$8.99 plus shipping for *Benjamin et moi*.

Une histoire de poisson is a classic fish story about a little boy who catches a tiny fish and brings it home only to discover that the fish is grow-



ing and growing in his bathtub. Eventually when the fish gets too big for the house, he must be returned to the sea and the little boy brings home a more house-suitable goldfish.

The pictures are attractive and the story contains just the right amount of vocabulary for young students.

And who, after all, has not been tempted to improve a little on reality?

There are flaps with text to lift on each page and the final whale picture unfolds into three full pages. This book could be used to extend a lesson on the concepts of big and small. My sixth graders with only a year of French enjoy decoding it for

themselves. Younger children will appreciate it even more.

Benjamin et moi is a workbook for young children based on the English language characters Franklin and Me. Benjamin is a turtle who guides the child through activities on each page that ask the child to provide some new piece of information about himself or herself: my schedule, my neighborhood, my hands and feet, what I like, places I go to, etc. The workbook is attractively produced with full color illustrations. Children will enjoy filling in the pages with information about themselves and teachers can expand each activity into a new lesson.

German

Kind, U., Broschek, E. (1996.)
Deutschvergnügen. Deutsch lernen mit Rap und Liedern. Germany: Langenscheidt Publishers.

Available from Langenscheidt Publishers, Inc. 46-35 54th Road, Maspeth, NY, 11378-9864. Tel: 800-432-6277. Cost is \$26.50 for *Lehrbuch*; plus \$31.95 for two accompanying audiocassettes.

Deutschvergnügen is an interesting new enrichment material for German as a foreign language that can be used at all teaching levels, from elementary through high school. These materials help teachers provide exciting and delightful lessons for the

modern German curriculum. The lessons help students learn the language as they sing and act out a variety of short skits.

The series consists of a *Lehrbuch*, which can be copied to provide material for students, and two audiocassettes which present songs in a rap style. The *Lehrbuch* has 23 chapters. Each chapter consists of a *Liedseite* (page with songs), which shows the words to the song with illustrations and explanations in English and German. The *Lehrerseite* (page for the teacher) is used to introduce the song. Activities in this section include a pantomime, play, dialogue, or an illustrated story with pictures, that can be used as a transparency on an overhead projector. The *Schülerseiten* (pages for students) discuss the song and review the group activities or partner work. At the end of the book, there is a special section with teacher tips for classroom management. *Deutschvergnügen* provides the means to teach the language through music, which is an interesting format for both the students and teacher. The students who use it will, as the word *Deutschvergnügen* states, have fun while learning German.

Spanish

Ruiz, O. M., Sanders, A., & Sommers, M. (1995). *The many faces of Mexico/Las caras de México*. Minneapolis, MN: Resource Center of the Americas.

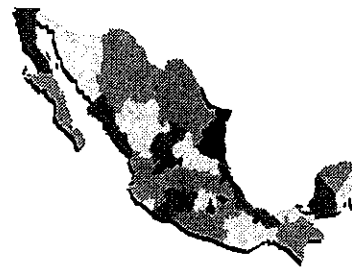
Available through the Resource Center of the Americas, 317-17th Avenue Southeast, Minneapolis, MN 55414-2077; 612-627-9445. English version \$49.95 (300 pages of reproducible material), Spanish Supplement \$25.00 plus shipping. ISBN 0-9617743-6-3

This book is a good resource for any teacher who wants to include information about Mexican history in the curriculum. The guide is published in English with a shorter supplement in Spanish. The English guide includes chapters on Mexico's place in the Americas, pre-conquest Mexico, colonialism, independence, the Mexican/American war, and revolutionary and present day Mexico. The lessons are interactive and include many opportunities for students to role play and view Mexican history from many perspectives.

The English guide is particularly helpful for Spanish language teachers who want to know more about Mexico and its history. It provides the reader with valuable time lines, charts and graphs, maps, drawings, and cartoons. There are also some wonderful reproductions of the *códices*. Many of the visuals could be used with younger students if the text is rewritten in appropriate Spanish.

The language in the Spanish supplement is most appropriate for an intermediate to advanced-level group. The readings are sophisticated and enjoyable and cover topics that are likely to be ignored in traditional textbooks (such as issues of Mexican immigration to the United States and images of Mexicans in children's literature). With immersion classes, this book would work well as the basis for a history or social studies unit.

The lessons that appear in the English guide are ideas upon which a great Spanish-language unit could be built. For this reason, I would recommend that interested elementary-level teachers opt for the English guide over the Spanish supplement. It is more comprehensive and the visuals alone make it worth the investment. It will take some work on the teacher's part to take the ideas from the guide and translate them, but the resulting lessons will be well-worth the trouble.



Calendar Summer/Fall 1997 Courses and Workshops

June 15-July 11, 1997

Concordia Summer Language Program: Teacher Preparation for Elementary and Middle School Foreign Languages, Concordia College, Moorhead, MN. Carol Ann Pesola, Concordia College, Moorhead, MN 56562; 218-299-4511; Fax: 218-299-4454; or AATG, 112 Haddontowne Court, #104, Cherry Hill, NJ 08034-3668; 609-795-5553; Fax: 609-795-9398; E-mail: 73740.3231@compuserve.com.

June 16-20, 1997

Texas FLES* Institute, The Hockaday School, Dallas, TX. Marcela Gerber, The Hockaday School, 1600 Welch Rd., Dallas, TX 75229; 214-363-6311; Fax: 214-750-1549; E-mail: maegerber@aol.com.

June 23-28, 1997

Performance Assessment Institute, Iowa State University, Ames, IA. Marcia H. Rosenbusch, National K-12 Foreign Language Resource Center, N157 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

June 24-29, 1997

The National FLES* Institute, University of Maryland, Baltimore County; MD. Gladys Lipton, Director, Modern Languages and Linguistics, University of Maryland, Baltimore County, MD 21250; 301-231-0824; 410-455-2109; Fax: 301-230-2652; E-mail: glipton@mcimail.com.

June 30-July 11, 1997

Teaching Foreign Languages to Young Students (K-8 Methods Course), Teachers College, Columbia University, New York, NY. Mari Haas, Teachers College, Box 201, 525 West 120th St., New York, NY 10027; 212-678-3817; Fax: 212-678-3085; E-mail: mbh14@columbia.edu.

July 14-August 10, 1997

Project Sol - An Interdisciplinary Study of Northern New Mexico's Hispanic Cultural Heritage (team applications only, one member must be a Spanish teacher), Santa Fe, NM. Mari Haas, Teachers College, Box 201, 525 West 120th St., New York, NY 10027; 212-678-3817; Fax: 212-678-3085; E-mail: mbh14@columbia.edu.

July 16-27, 1997

Teacher Educator Partnership Institute, Iowa State University, Ames, IA. Marcia H. Rosenbusch, National K-12 Foreign Language Resource Center, N157 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

July 18-July 26, 1997

Kinder lernen Deutsch in den White Mountains, NH, Plymouth State College, Plymouth, NH. Gisela Estes, Department of Foreign Languages, Plymouth State College, Plymouth, NH 03264; or AATG, 112 Haddontowne Court, #104, Cherry Hill, NJ 08034-3668; 609-795-5553; Fax: 609-795-9398; E-mail: 73740.3231@compuserve.com.

October 24-26, 1997

Advocates for Language Learning. Four Points Hotel, San Diego, CA. Madeline Ehrlich, P.O. Box 4962, Culver City, CA; 310-398-4103; Fax: 310-397-3443; E-mail: pmsa@aol.com.

November 20-23, 1997

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

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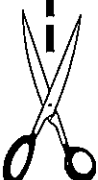
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NNELL

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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.

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