

Learning Languages

The Journal of the National Network for Early Language Learning

Winter 1997
Vol.2 No.2

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 at the address below to request a copy of author guidelines for preparing articles.

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, and procedure. Include pictures or drawings as illustration, if available. Send with your name, address, and phone number to the Classroom Activities editor listed below.

Editor

Marcia H. Rosenbusch
Department of Curriculum and Instruction
N157 Lagomarcino Hall
Iowa State University
Ames, IA 50011
mrosenbu@iastate.edu

Editorial Assistant

Sue Ryan Weiss

Cover Design

Gary Blum

Contributing Editors

International news

Helena Curtain
University of Wisconsin - Milwaukee
10523 W. Hampton Ave.
Milwaukee, WI 53225
hcurtain@csd.uwm.edu

Classroom activities

Diane Fagin Adler
North Carolina State University
Dept. of Foreign Languages and Lit.
Box 8106
Raleigh, NC 27695-8106
adlerd@social.chass.ncsu.edu

French resources

Myriam Chapman
Bank Street School for Children
610 W. 112th St.
New York, NY 10025

Research

Elsa Statzner
National - Louis University
1209-A Central St.
Evanston, IL 60201
mruggero@nwu.edu

Funding info./New legislation

Joint National Comm. for Languages
1118 22nd St. NW
Washington, DC 20037
76306.535@compuserve.com

Spanish resources

Lori Langer de Ramirez
166 Nichols Ave.
Brooklyn, NY 11208
ljl17@columbia.edu

Teaching with Technology

Jean W. LeLoup
ICC Department
SUNY/Cortland
P.O. Box 2000
Cortland, NY 13045
leloupj@snycorva.cortland.edu

Assessment

Peggy Boyles
Foreign Language Coordinator
Putnam City Schools
5401 NW 40th St.
Oklahoma City, OK 73122
pboyles@ionet.net

German resources

Gertie Kessler
Orange Hunt Elementary School
6820 Sydenstricker Rd.
Springfield, VA 22152
jkessler@erols.com

Learning Languages

The Journal of the National Network for Early Language Learning

Volume 2, No. 2 Winter 1997

Articles

- 3 **A Case for Foreign Languages: The Glastonbury Language Program**
Christine Brown
- 10 **But I Only Have E-mail—What Can I Do?**
Jean W. LeLoup
- 16 **Education Under Fire: Changes in the 105th Congress? Not Hardly!**
J. David Edwards
- 18 **NNELL Members Work Locally to Promote Languages**
Kay Hewitt
- 24 **How a Foreign Language Program Blossomed: One School's Story**
Josephine Konow
- 26 **Proficiency Testing for Middle School: Voyage à EPCOT/Viaje a EPCOT**
Margaret Keefe Singer
- 34 **Waldorf Schools: Seventy-Six Years of Early Language Learning**
Michael Navascués

Features

- 2 **Notes from the President**
- 9 **Children's Classroom Creations**
- 22 **Katia Parviz-Condon Promotes Early Language Learning**
- 23 **Activities for Your Classroom**
- 25 **Book Review**
- 31 **Marcia Rosenbusch Receives ACTFL Award**
- 32 **Classroom Resources**
 German
 French
 Spanish
- 40 **Calendar**

Learning Languages (ISSN 1083-5415) is published three times a year (fall, winter, and spring). Membership dues for NNELL, which include a subscription to the journal by academic year, are \$15/year (\$20 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, NNELL, 1118 22nd St. NW, Washington, DC 20037.

Copyright © 1997 by the National Network for Early Language Learning.

Notes from the President



We have accomplished many goals because of your "can do" attitudes and tireless efforts.

As the National Network for Early Language Learning begins its tenth year, it is a wonderful time to celebrate our accomplishments and to join together in carrying out the many initiatives that are planned for the future. Since its inception, in January of 1987, the membership of NNELL has risen to more than 950, and includes members both in the United States and abroad.

During the past 10 years, NNELL has played an active role in supporting educators, administrators, and parents who are committed to providing opportunities for all children to study a foreign language.

As NNELL has grown, it has expanded the ways it helps meet the needs of our profession. Our new journal, *Learning Languages*, offers members a greater variety of articles that include both research and classroom application.

Most recently, under the leadership of Past President Eileen Lorenz, several projects have been completed that will facilitate the work of our organization. We now have a NNELL representative in each state who will be leading presentations and public relations endeavors at professional meetings. In addition, under the guidance of Kay Hewitt, the Political Action and Advocacy Committee has taken important steps to address immediate concerns at the local, state, and national levels and to assist states in advocacy projects.

As we celebrate the past and look to the future, we must also meet the

challenges that are presenting themselves to us each day. We are currently facing a critical time in our profession—the mission of NNELL and the support of all members is of utmost importance.

We have a unique opportunity to inform the public about the importance of foreign language education as the national standards in foreign languages begin to be implemented. All of us need to become actively involved in advocacy efforts to promote programs that begin in kindergarten and continue through the post-secondary level. To do this, we must educate far beyond our classrooms to include the greater community—colleagues of all disciplines, administrators, school board members, politicians, and policy makers. Our leadership in the promotion of early language learning and our collective advocacy efforts will affect change in a positive way!

In the coming year, NNELL will have a Tenth Anniversary Celebration! Audrey Heining-Boynton, Chair of the Tenth Anniversary Committee, has organized many exciting events that will culminate at the 1997 ACTFL Conference in Nashville, Tennessee. You will hear more about the committee's plans and how you can become involved in them throughout the year.

In this issue of *Learning Languages*, we offer you the opportunity to become acquainted with several foreign language programs. First, we celebrate the 50th anniversary of the Glastonbury, Connecticut, elementary

NOTES Please turn to Page 41

A Case for Foreign Languages: The Glastonbury Language Program

Christine Brown
Director of Foreign Language
Glastonbury Public Schools
Glastonbury, Connecticut

Since the 1950s in Glastonbury, Connecticut, all students have studied at least one foreign language beginning in elementary school. Although there have been many national revolutions within language pedagogy since this program was established, the course offerings in Glastonbury are nearly the same ones that were in place in 1957, when the program began.

All second, third, fourth, and fifth grade students study Spanish, and in grade six, they can add the study of French. In grade seven, students may add the study of Russian and in grade nine, the study of Latin. Recently instituted is the opportunity to begin Japanese in kindergarten at a magnet school operated with East Hartford, Connecticut. At Glastonbury High School, Japanese is also offered through two-way interactive television with area high schools and Manchester Community-Technical College.

Over the last 40 years, the students who graduated from Glastonbury High School have gone on to prominent positions in society. Many report that the special opportunity they had in the Glastonbury public school system afforded them entree to a knowledge about other people, as well as interesting vocations and avocations that they otherwise would not have had the opportunity to select. Former graduates work in every sector of business and industry. Some have been drawn to the diplomatic and intelligence communities, and still others have served in the Armed Services. In the last 10 years,

students of Russian have had a unique opportunity to use their skills in many joint ventures in the former Soviet Union and Eastern Europe.

How is it that this community has sustained and grown an excellent foreign language program since 1957? In many ways, Glastonbury is an average community. Its population is just under 28,000, its income level is middle class, average class size is 21, and average per-pupil expenditure is \$6,423. Only 1% of its students is identified as "gifted and talented." The following report, adapted and reprinted with permission from the Council for Basic Education (Brown, 1995), explores the answer to this question.

Why a Long Sequence of Study?

What are the *essential elements* that the public must perceive in order for them to support a language program over such a long period of time? Conversations with townspeople and qualitative research with students and graduates indicate that the single greatest ingredient for maintaining the supportive attitude about the language program is that students who graduate from the program are able to use their language knowledge in later life. Success breeds success. The momentum to maintain the language program and expand it has come from a community whose children and grandchildren have returned to Glastonbury, talking about the tremendous preparation they had in the program to think, read, write, and speak in another language.

Why is it that Glastonbury students can speak and use a language,

*Success
breeds
success.*

Just by playing a tape recorder under the bed at night, one is not going to miraculously absorb Serbo-Croatian or even French.

while students from some other school districts find that they really can't? It isn't as simple as the airline magazines would have one believe. Just by playing a tape recorder under the bed at night, one is not going to miraculously absorb Serbo-Croatian or even French. The United States Foreign Service and Department of State have 25 years of research on the length of time it takes Americans to become proficient in another language. The ability to function beyond the tourist level in a language—to be able to

communicate with a business partner or to negotiate a contract—takes thousands of hours of contact in French or Spanish and four to five times that much time in Russian, Mandarin, Japanese, or Arabic. It is no wonder that the average high school students who have had

only about 200 contact hours (usually in a European language) can't say much by the time they graduate from high school.

Students graduating from schools where they *do* have the opportunity to study a language over a long period of time recognize that their skills have gotten better and better as they have studied the language. Although they might reflect on their elementary experience as being simplistic, they can say with some certainty that without that experience, they would have had no foundation upon which to build in junior and senior high school. When Glastonbury students go on to college, many place into third year

courses and some place out of the undergraduate language sequence altogether. These are not all academically remarkable students. These are students who have had the opportunity to cultivate and nurture their language skills in a sequential fashion beginning in primary school.

Obstacles

If this approach to language learning has worked so well in Glastonbury, why aren't other districts doing the same? Some districts and

some states are working to expand programs into the early grades. However, interviews with language supervisors, principals, and school superintendents seem to indicate that there are major obstacles: in particular, staffing, teacher training, and articulation—sequential planning from level to level. When the middle school or

"Studying Russian in grammar school was more than just another class for me. Literally my entire life has been shaped by that study. To highlight a few of the direct results: I spent a month in Ukraine, USSR, where I made friends with whom I still keep in touch. Four years later, I became interested in Georgetown University because of their Russian program and was accepted because of the experience I had already acquired in the language. I have spent the last nine months studying in Russia and have an internship at TIME magazine in Moscow."

Erin Doyle

Graduate of Glastonbury High School

the high school teachers are not trained properly to receive elementary youngsters with a strong foreign language base, these students are thrust into classrooms where the teachers cannot build upon their students' knowledge, resulting in frustration and failure on both sides.

Also, some elementary students go into middle school and high school programs where they are in classes with beginning language students. Teachers teach to the beginning level and the students who have developed a strong language base in the elementary and middle grades are left to sit and become turned off.

Essential Elements for Success

In many school districts, curriculum supervisors, especially for foreign languages, do not exist. Language study, rare in the elementary grades, does not get the attention that it needs from elementary school principals, most of whom have never studied a foreign language. For the last 40 years the Glastonbury program had the unique and consistent oversight of a foreign language curriculum director from the elementary grades to grade twelve.

In an effort to be more interdisciplinary and to encourage more site-based management, the curriculum director has formed partnerships with the administrators in the district's schools. This results in the oversight of the language program being carried out by a team. The language program director and the elementary principal hire, supervise, and evaluate teachers. This partnership has resulted in a stronger language program at the elementary level, because the curriculum director has a thorough understanding of how to hire and supervise language teachers and the elementary principals have a greater knowledge of the needs of each school.

Another important element of the Glastonbury elementary and middle school program is that the language teachers in the elementary grades are solicited on the basis of both their language competence *and* their understanding of the broader curriculum at the elementary levels. Elementary teachers in Glastonbury are a combination of elementary classroom teacher and foreign language teacher. Because they feel comfortable in the elementary school environment, they form good relationships with the other classroom teachers and serve as general resources to the broader elementary school curriculum, especially in social studies. Glastonbury's elementary language teachers teach

an average of 10 classes a day in the elementary grades. They are usually assigned to only one school, so they become part of the total school staff, as opposed to just being itinerant teachers who don't have a chance to build relationships or rapport in the school.

Another pillar of the Glastonbury curriculum has been coordination of the program in grades two through twelve. Language teachers from all grade levels meet monthly to discuss district-wide events and priorities. The curriculum is reviewed with cross representation from all levels of language instruction that includes community members, classroom teachers, and administrators from other disciplines. All textbook selection and curriculum design is undertaken by teachers representing elementary, middle, and high school. Most recently, in an effort to ensure that the curriculum is being implemented along national, state, and local curriculum guidelines, the teachers have been writing collaborative departmental examinations for grades five through twelve.

In 1996 the teachers created a common scoring mechanism for grading student examinations. In these exams, students listened to native speakers in real life situations, read articles from authentic sources, and wrote a response to a real life event or activity. The teacher conducted speaking interviews with students at all levels.

Also, teachers exchanged students and tapes in order to assess speaking skills and to ensure a common grading standard. Prior to and following testing, teachers met to make sure the test represented appropriate skill levels and that themes used at one level were not repeated at another.

This type of planning ensures that students will move from level to level

*... language teachers in the elementary grades are solicited on the basis of both their language competence **and** their understanding of the broader curriculum at the elementary levels.*

and build on skills rather than just repeat low level skills at every stage of instruction. The testing will also provide the students with a match between what the curriculum promised and what they actually learned.

All curriculum documents developed for each grade level are shared at parent open houses and with students at the beginning of every school year. Teachers explain to students that the skills they will be learning and the topics that will be addressed are not necessarily the same skills and topics reflected in their textbook—the textbook is only one tool to meet the system-wide goals. If students move into the more advanced levels of language, no single textbook can provide them with all they will need to become more proficient speakers of the language.

By sharing the curriculum and testing at the end of every level with the students, parents, and all the teachers, it is hoped that the program will be well-articulated and that students can see their own progress. To help students see the great progress they have made from the elementary school through the high school, portfolio assessment, which includes long-term documentation of student work through projects, videos, audio tapes, and writing samples, is being developed. In the near future, student samples may be kept in an electronic portfolio, and students will be able to present these portfolios for placement at the college and university level in addition to—or in place of—taking the college placement test. College placement tests are generally not based upon what students know and are able to do in schools; they are devised by college level professors with very little experience at the K-12 level. It is hoped that, by presenting these professors with a K-12 portfolio, the college level language sequences will be designed to further students'

mastery of a language and not dreadfully repeat low level material that they have already mastered.

In addition to a communication-oriented curriculum, Glastonbury students have the opportunity to participate in a number of challenging exchange programs. Through the United States Information Agency and the State of Connecticut, Russian language students annually travel to Russia for a three-week stay at a sister school. In 1995 three teachers from other disciplines—history, English and the school media specialist—accompanied the Russian language teacher on the exchange program to St. Petersburg. Through these collaborative endeavors, students are able to benefit from the expertise of teachers outside the language department and the language teachers are appreciated for the depth and breadth of their knowledge.

Interdisciplinary Focus

In Glastonbury, the study of language and culture is not confined to the language program. Recently, the foreign language curriculum director served on the review committee of the K-12 social studies curriculum; in turn, the social studies curriculum director served on the review committee of the language program. As a result, the foreign language curriculum topics are organized so that they parallel topics being presented in social studies.

In the elementary grades, the new history-social studies framework emphasizes particular world areas at different grade levels. The elementary school Spanish teachers correlate the thematic topics they present with the topics presented in social studies at approximately the same time of year. Second graders, for example, study Mexico in their social studies curriculum and the Spanish teacher focuses on the country of Mexico for the entire second grade. In grade six, when

Glastonbury students have the opportunity to participate in a number of challenging exchange programs.

world geography becomes the primary focus of the social studies curriculum, students in French and Spanish look at the entire world, with special emphasis on areas where the languages are spoken. In grade seven, students in French, Spanish, and Russian study the role of their respective countries in coordination with the time period being studied in world history.

The same happens in the study of U.S. history: in grades eight and ten, where U.S. history is the focus, the role of immigrants in the development of the history of the U.S. is emphasized for the entire year. At the high school level, foreign language teachers emphasize culture and history topics about Africa, Latin America, and Eastern Europe in their study of French, Spanish, and Russian. Certainly, the study of Latin is correlated with the study of the ancient world at the high school level. Unfortunately, teachers are rarely given common planning time across disciplines, although this would be a natural outgrowth of the braiding of the two curricular areas.

Similar efforts at curriculum "meshing" are going on with other disciplines. Through these types of connections and the interdisciplinary focus on exchange programs, students begin to see the need to apply other content in their learning of a language. They realize that if

they are to be proficient speakers of the language, they must have some meaningful information to communicate with people in communities both at home and abroad.

Community Commitment

As important as curricular understanding and unification are both within the foreign language program and across disciplines, it is also vital to communicate to the public that these activities are occurring in the schools so that the public continues to be an advocate for language programs. We invite parents of elementary students to participate in classes during National Foreign Language Week. During these special lessons, classrooms are jammed with parents and grandparents who are delighted to see young children speaking and using the

language.

Additionally, all elementary school newsletters contain a weekly column on what is happening in the language classroom. Because many parents have not studied a language at the elementary grades, they are not sure what is possible, so our elementary teachers keep them apprised of classroom

... it is also vital to communicate to the public that these activities are occurring in the schools so that the public continues to be an advocate for language programs.

I think there is a strong impact of learning a second language on learning in general. I am ashamed to say as a former Special Education teacher that I would not have thought about the impact of foreign language because my students traditionally and regrettably would not have taken a foreign language. We have several students right now who are mainstreamed into Spanish but who have substantial special education needs. One has Aspergers' syndrome, a form of autism. When he entered school he didn't talk at all. We thought perhaps he was mute. He has been taking Spanish, since the third grade, and one of the first people he ever spoke to was Ida Shea, his Spanish teacher. Today he participates actively in Spanish class.

Patricia DaSilva

Principal, Buttonball Lane School, 1995

activities and ways of working with their children at home to use the language.

For students who are new to the district, a parent packet of material, including an audio tape, is made

As the students continue to love learning languages, they convince others that it is important to study hard and do well in their language classes.

available so that parents can help their child enter the curriculum.

In grades six through twelve, information is provided through school newsletters and two local newspapers that serve the community. The language teachers have an annual goal of publicizing the activities that involve students.

Parents as Advocates

As mentioned, parents are invited to Foreign Language Week celebrations that draw crowds of between 500-800 people. Students from every level perform at these events so parents can see the potential progression of their child's skills throughout the grades.

Throughout the school year, parents and community members serve as representatives on curriculum studies and on the development of school policies that relate to the language program, such as a recently-adopted International Travel Policy.

Furthermore, parent orientation creates many advocates for the language program by involving parents in the preparation for exchange programs and their children's travel abroad. While their children are gone, parents learn about the cross-cultural and linguistic issues that arise in foreign travel and how they can be dealt with in a positive manner.

While it is important that our students travel abroad, it is also very important that we bring students from other countries to stay with families in Glastonbury. Annually, we host foreign exchange students, as well as students from both of our official exchange schools in the former Soviet Union and Morelia, Mexico. These host parents serve as advocates of the program long after their children have graduated from our high school.

Conclusion

Certainly, the language program has been supported by the parent community over the years. However, support is neither certain nor automatic. The teachers and the curriculum director continually work to maintain a high level of community involvement. From the parent open houses to community-wide international celebrations, something is always taking place that involves students and their families.

Students also organize a number of events. After-school clubs in, grades six through twelve, language contests, and immersion experiences are all partially planned by students. As the students continue to love learning languages, they convince others that it is important to study hard and do well in their language classes.

Finally, the success of the program is testimony to the outstanding program staff, who love languages themselves, and who know how learning a language can change one's life forever.

Reference

S. Soper (Ed.). (1995). The case for foreign languages. The Glastonbury language program [entire issue]. *Perspective, Council for Basic Education* 7 (2).

Children's Classroom Creations

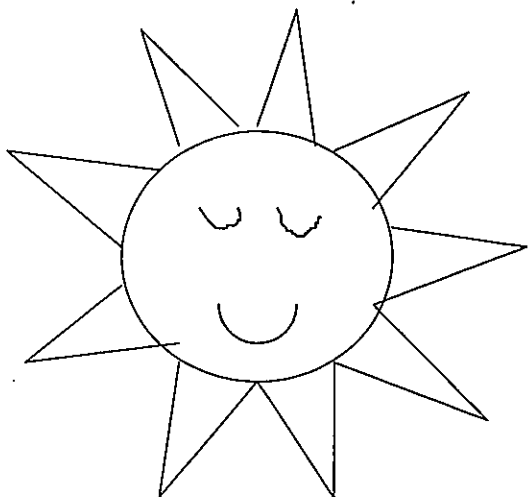
The report below was prepared by a fourth grade student as part of an interdisciplinary study of the solar system. Students learned about the solar system in English in their regular classroom and reinforced that topic by reading, writing, and taking part in discussions on the topic in Spanish.

Each student then wrote a short report in Spanish on their favorite aspect of the solar system. To complete their report, they used the same editing steps that they use when writing in English. The hand-written reports were then taken to their computer class where they used a bilingual word processing program to create the final copy with illustrations.

Finally, students shared their reports in small groups and used the information in their reports as the basis for discussion. Thus, this project integrated three different skill areas into one assignment. Best of all, it was well-received by the students.

El Sol

Es una estrella. No es un planeta. Es el centro del sistema solar. No tiene lunas. El sol es grande. No tiene aros. Los planetas giran alrededor del sol.



Christy Smith

The Sun

It is a star. It is not a planet. It is the center of the solar system. It does not have moons. The sun is big. It does not have rings. The planets rotate around the sun.

Christy Smith
Grade 4.
Arnold Elementary School
Lincoln, Nebraska
Karen Bowley, Spanish Teacher
Sherry Talbitzer, Computer Teacher
Cathy Goodrich, Tina Mueller, and Marty DeHaven, Fourth Grade Teachers

But I Only Have E-mail— What Can I Do?

Jean W. LeLoup
Assistant Professor of Spanish
SUNY Cortland, New York

Electronic communications technologies are proliferating at an amazing rate. The *good* news for foreign language (FL) teachers is that these technological developments are putting us within relatively easy reach of a wealth of materials, information, and FL resources to use in our classrooms. School districts are scrambling to provide teachers with the technological framework and rudimentary conduits to enable access to these materials. The *bad* news is that many teachers who want to venture onto the Internet are still without the basic Internet access that would allow them to use all the resources there, including those on the World Wide Web (WWW).



... nearly everyone has access to e-mail through a dial-up connection.

While this is frustrating in the short run, this access will come eventually, albeit sooner to those districts in which it is a high priority. In the meantime, FL teachers have several other options that are as close as the phone line. This article will briefly discuss one of the most basic communications technologies of the Internet—electronic mail (e-mail)—and will show how it can serve FL teachers by enhancing their curriculum, improving their FL contacts, and facilitating their own professional development.

Either at school or at home, nearly everyone has access to e-mail through a dial-up connection. Most schools now have some level of Internet access that may range from one phone line into the library, to several dedicated lines connecting a computer laboratory to the

Internet, to a very fast frame relay T1 connection. Many schools even offer e-mail accounts to the faculty for school use. Check with the district technology or media specialist to ascertain what your particular facilities and possibilities are and, if possible, how you can get your own e-mail account. Another option, of course, is to use a commercial provider (e.g., AOL, CompuServe, Prodigy).¹

Access to e-mail opens many doors to FL teachers that can lead to such diverse options as class activities and projects, professional development opportunities for the teacher, direct FL communication with native speakers, and pedagogical support.

Participation in an e-mail discussion group or "list" is a good first step. A list is a discussion group on a topic of common interest to the subscribers. Literally thousands of lists exist on the Internet and, in actuality, hundreds are dedicated, or related in some way, to FL learning and instruction (Bedell, 1993).

These lists can be singularly esoteric, or broad and diverse in nature; the determining factors are interest and membership support, which can also have an impact on their stability and permanence. Should you choose to join a discussion group or list, please be aware that there is much to know in terms of mail settings, "netiquette" of participation, and general list protocol.²

E-mail lists can be valuable resources for FL teachers. Through participation in the discussions of the lists described below and many oth-

ers, teachers can become involved in a professional dialogue about any aspect of teaching or language they wish.

Exchanges ranging from theoretical discussions to practical suggestions for enhancing classroom activities, to comments on textbook series, to advice about travel companies for student trips abound. This collegial exchange is a way for FL teachers to participate in on-going professional development and networking (LeLoup & Ponterio, 1995a).

In particular, teachers who are "singletons" in their respective districts—those who live in small towns or areas where direct FL influence is relatively inaccessible—and those whose districts cannot, or do not, fund FL conference attendance, find participation in e-mail discussion groups to be a wonderful way of

ameliorating their isolation and staying current with developments in the field.

Some lists will help improve the FL competence and cultural knowledge of its members through regular "conversations" with native speakers. Many lists routinely post announcements of local, state, regional, and national FL conferences as well as other professional development opportunities.

Connections made through lists can also be a source of partner classrooms for projects (Hofmann & Hubatsch, 1994). Finally, participation on e-mail discussion lists is completely voluntary, and list membership is free of charge.

A few lists that may be of particular interest to K-8 FL teachers are discussed below to give you an idea of the possibilities open to you.

... teachers can become involved in a professional dialogue about any aspect of teaching or language they wish.

To subscribe to a list, send a message to the subscription address listed. Say in the message:

SUBSCRIBE LISTNAME FIRSTNAME LASTNAME

(where LISTNAME is the name of the list [e.g., FLTEACH], FIRSTNAME is your first name, and LASTNAME is your last name). Then send the message without a signature.

FLTEACH: The Foreign Language Teaching Forum³ (FLTEACH) serves as a forum for communication among FL teachers at all educational levels and across geographic boundaries. Its primary goal is to improve communication among the professionals involved in teaching and training of student teachers for certification in language teaching. Its audience includes FL professionals from all levels of instruction including business and government, and anyone involved in developing or implementing FL curriculum or engaged in the certification process for pre-service FL teachers. FLTEACH is literally "the FL teacher's flagship for information and discussion on methods as well as for access to specific teaching materials (handouts, activities, lesson plans, syllabi, software, CALL, etc.) and other resources" (Finnemann, 1996).

Subscription Address:

LISTSERV@LISTSERV.ACSU.BUFFALO.EDU

CGF-activities: The Classe Globale de Français supports activities involving communication among students of French through participation in inter-class projects. Teachers subscribe their classes and then the students take part in organized projects in the FL. CGF collaborates with Eurosesame (gopher://gopher.citi2.fr:70/11/eurosesame), an umbrella organization that links similar groups from around the world.

Subscription Address:

listserv@cren.net

EDUFRANCAIS: EDUFRANCAIS is an international list where French teachers at all levels and in all countries can exchange cultural and linguistic information about France and other francophone countries.

Subscription Address:

listserv@univ-rennes1.fr

ESPAN-L: ESPAN-L is a list for teachers and speakers of Spanish. Discussion includes a wide range of topics from cultural notes to grammatical points. Native and non-native speakers ask and receive language-related information on this list.

Subscription Address:
LISTSERV@UACSC2.ALBANY.EDU

IECC: The Intercultural E-Mail Classroom Connections (K-12) list provides a service for those FL teachers seeking partner classrooms for international and cross-cultural electronic mail exchanges. It is not a list for discussion or for people seeking individual penpals. There are also related IECC mailing lists such as those for teachers seeking classroom partnerships in Higher Education (IECC-HE), one for any kind of e-mail project announcements (IECC-PROJECTS), and one for discussing strategies for using e-mail in an educational setting (IECC-DISCUSSION). The latter list is quite helpful for those wishing to embark on penpal projects or to incorporate this electronic resource into the curriculum. It offers suggestions for optimal success and also discusses typical pitfalls, all from the reference point of seasoned users.

Subscription Address:
IECC-REQUEST@STOLAF.EDU

KOTOBAX2: This unmoderated discussion list aims to be an information clearing-house for parents and educators of bilingual children of Japanese and other languages, whose concerns include issues and problems related to raising bilingual children. Any questions about language resource materials, language use in a family, schooling, raising children bilingually, etc. are welcome.

Subscription Address:
listSTAR@humnet.ucla.edu

LCTL-T: is a less commonly taught language teacher discussion list for all languages, with the exception of English, Spanish, French and German.

Subscription Address:
LISTSERV@VM1.SPCS.UMN.EDU

LIM-A: is a discussion list for teachers, administrators, and parents involved with language immersion programs.

Subscription Address:
LISTSERV@VM1.SPCS.UMN.EDU

LLTI: The LLTI (Language Learning and Technology International) serves as a distribution point for information on language learning and technology, language lab technology, computer supported language learning, interactive video, interactive audio, language workstations, international standards, conversions, compatibilities and more, with an international perspective. LLTI considers itself a forum and a databank. Subscribers are able to post notes and queries as well as to search databases on specific topics.

Subscription Address:
LISTSERV@DARTMOUTH.EDU

LTEST-L: Language Testing Research and Practice is an open forum for discussion on issues pertaining to language testing, theory, and research. The members are mainly university professors and graduate students but there are also researchers in such institutions as the Educational Testing Service. Membership is open to anyone and includes individuals from many countries.

Subscription Address:
listserv@psuvm.psu.edu

RIBO-L: Ribo-L is a list for German and English discussion. Postings are in both languages and the topic range is general in nature.

Subscription Address:
LISTSERV@URIACC.URI.EDU

SLART-L: is for those involved in or interested in second or foreign language acquisition research and/or teaching (SLART). This list is intended as a means of forming a "community of scholars" in SLA. Individuals may choose to discuss research in progress, "publish" papers for feedback, solicit advice, etc.

Subscription Address:
listserv@cunyvm.cuny.edu

TESLK-12: is for teachers of English as a second or foreign language to children. Although primarily an academic discussion forum for teachers of children around the world, the list is open to all other interested parties. The discussion focuses on the teaching and learning of English as a second or foreign language in primary and secondary schools around the world. The TESLK-12 project is a collaborative project of the City College of New York, the City University of New York, and the Department of Education of the State of New York.

Subscription Address:
listserv@cunyvm.cuny.edu

An alternative to joining e-mail lists is participation in USENET newsgroups, if your service provider offers that option. Postings are read via a news reader, which keeps track of what messages have or have not been read in a particular thread or discussion topic. You can log on, select a thread, find the new messages, and read them. You can also initiate threads and post responses, much as you would post something on a bulletin board—another name frequently used for these groups.

Participation in newsgroups is a popular way for many people to access information about a desired topic because it does not fill the user's mailbox; the only information stored on the user's computer is a log of which messages have been read.

Ironically, this advantage also becomes a drawback at times. Ease of participation allows readers to come

and go from topics in an irregular fashion, and a collegial or supportive atmosphere often does not result.

These groups are also open to anyone and everyone who has the necessary technological access and, at times, "anyone and everyone" add their two cents' worth. As a consequence, the newsgroups tend to be less focused than a regular discussion list.

Newsgroups do provide a relatively easy and inexpensive way for students and teachers to make contact, and engage in conversations, with peers teaching and studying their particular FL. Several groups targeted specifically towards the support of K-12 foreign language instruction are briefly outlined below. (Instructions for accessing newsgroups are not included here because they vary according to the service provider.)

Newsgroups do provide a relatively easy and inexpensive way for students and teachers to make contact. . .

To access these newsgroups:

k12.lang.russian

Topic: Russian Conversation

Submission Address: k12.lang.russian

Keywords: Russian Language Education

k12.lang.deutsch-eng

Topic: German Conversation

Submission Address: k12.lang.deutsch-eng

Keywords: German Language Education

k12.lang.francais

Topic: French Conversation

Contact Address: Robert Brault

Submission Address: k12.lang.francais

Keywords: French Language Education

k12.lang.esp-eng

Topic: Spanish Conversation

Submission Address: k12.lang.esp-eng

Keywords: Spanish Language Education

Still other newsgroups exist as a forum for discussion of a target language culture. In any of these groups, the discussions can range from very supportive to argumentative and contradictory. As with any other resource, teacher exploration, investigation, and supervision are advised. These groups can be located via the news reader under the following headings:

soc.culture.europe

soc.culture.french

soc.culture.italian

soc.culture.latin-america

soc.culture.mexican

soc.culture.spain

In addition to membership in e-mail discussion lists and participation in newsgroups, FL teachers can design activities and projects using e-mail that enhance their curriculum and provide their students with meaningful opportunities to engage in direct communication with FL speakers. The present FL curricular emphasis on using language, not just learning

Relationships forged through these projects can have a profound impact on the students involved. . .

about language, calls for instruction and activities that prepare students for authentic conversational situations and that provide them with an understanding of the target culture that far transcends superficial textbook information.

Implementing and directing a project between one's class and a partner class in another country can be a rewarding experience, and it can be accomplished relatively easily via e-mail. Projects can be short-term or last the entire school year or even longer; they can have simple parameters or be quite elaborate with far-reaching goals and objectives (Knight, 1994). Relationships forged through these projects can have a profound impact on the students involved, changing forever their perspectives on the foreign culture and language (Shelley, 1996).

Perhaps by this point your brain is brimming with ideas for ways to incorporate e-mail and all its possibilities into the FL classroom—great! For many teachers, however, this is a daunting task. Fortunately, many FL teachers have already ventured into the world of e-mail and have designed creative activities and projects for their classrooms; there is no need to reinvent the wheel.

Along with ideas gleaned from e-mail discussion groups, you may wish to refer to *Virtual Connections*, a volume of activities using the Internet (Warschauer, 1995). The 125 activities in this book were submitted by your FL colleagues at all instructional levels; all activities are detailed using the categories of content, description, and evaluation. The examples in this resource can serve as an excellent beginning point for enhancing the curriculum with technology.

Clearly, important considerations for incorporating e-mail, or any communications technology, in your classroom must include curricular

relevance, pedagogical rationale, and course objectives. With critical attention to these crucial points, and with information and knowledge gained through participation in the groups discussed above, you will be well-prepared to begin integrating technology into your lessons.

Not so long ago, direct communication with FL speakers was possible only in-person and accessible to those schools located mostly in large metropolitan areas where the chances of having a sizable international population existed. Realia gathered on too-infrequent trips abroad often supplied a large part of the cultural information imparted to students.

Modern communications technologies have shrunk our world even more than the airplane has, and the foreign countries that once seemed so far away are now a phone line away. Innovative and adventuresome FL teachers willing to experiment with these technologies can provide their students with authentic language input, output, and culture on a regular basis. The FL and culture can come alive in their classroom as never before.

The FL teachers themselves can get professional development support, maintain a relationship with colleagues around the world, improve their own FL skills, and, in general, enhance their teaching and their students' learning. Not bad for just having e-mail.

Notes

¹It is important to investigate these companies and their offerings thoroughly in order to get the best deal for your particular needs. Careful comparison shopping and a good understanding of how the rates work are "musts" when deciding on a service provider.

²For an extensive discussion of these issues, see LeLoup & Ponterio, 1995c.

³For a more extensive discussion and explanation of FLTEACH, see LeLoup & Ponterio, 1995b.

References

- Bedell, S. (1993). Review of electronic lists for language learning. *Athelstan*, 5, 13-15.
- Finnemann, M. D. (1996). The World Wide Web and foreign language teaching. *ERIC/CLL News Bulletin*, 20 (1), 1, 6-8.
- Hofmann, A. N., & Hubatsch, I. (1994). American students of German in northern California and Colorado correspond via Internet E-mail with students in Germany. Electronic article stored in FLTEACH archives and accessible via the following paths: gopher://gopher.cortland.edu:71/FLTEACH/flteach.penpals
- Knight, S. (1994). Making authentic cultural and linguistic connections. *Hispania*, 77 (2), 289-294.
- LeLoup, J. W., & Ponterio, R. (1995a, Winter). Networking with foreign language colleagues: Professional development on the Internet. *Northeast Conference Newsletter*, 37, 6-10.
- LeLoup, J. W., & Ponterio, R. (1995b). FLTEACH: Online professional dialogue. In M. Warschauer (Ed.), *Virtual connections: Online activities & projects for networking language learners*. (pp. 375-392). Honolulu, HI: University of Hawai'i Press.
- LeLoup, J. W., & Ponterio, R. (1995c). Basic Internet tools for language professionals. In M. Warschauer (Ed.), *Virtual connections: Online activities & projects for networking language learners*. (pp. 393-412). Honolulu, HI: University of Hawai'i Press.
- Shelley, J. O. (1996). Minneapolis and Brittany: Children bridge geographical and social differences through technology. *Learning Languages*, 2 (1), 3-11.
- Warschauer, M. (Ed.). (1995). *Virtual connections: Online activities & projects for networking language learners*. Honolulu, HI: University of Hawai'i Press.

Job Opening

Montgomery County (Md.) Public Schools anticipates vacancies for immersion teachers (Mandarin, French or Spanish) in the 1997-98 school year.

Candidates should be trained elementary school teachers with native or near-native oral and written command of the target language. Preference is given to teachers with experience in immersion or bilingual settings. Teachers must be eligible for a Maryland teaching certificate at the appropriate grade levels.

Montgomery County is located in suburban Washington, D.C. and provides opportunities to teach in a district that has offered immersion for over 20 years, and to work with many veterans of immersion instruction.

Apply in writing, with letter of interest and resume to Judy Zauderer, Staffing Specialist, Dept. of Personnel, 30 W. Gude Drive, Rockville, MD 20850.

Education Under Fire:

Changes in the 105th Congress? Not Hardly!

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

Elections tend to force most candidates toward the moderation of the political center. But what happens after the elections are over? Legislatively, last year was characterized by a highly ideological House of Representatives committed to the elimination of education reform, educational exchanges, the national endowments, foreign language assistance, bilingual education, and professional development, among other things.

In addition, the House passed the English Language Empowerment Act making English the official language of the United States' government and also passed an immigration bill that would deny public education to the children of undocumented aliens.

In the intense negotiations that characterized the end of the 104th Congress, however, a much more moderate Senate and a determined Clinton administration prevailed and federal education spending was actually increased by over \$3.5 billion.

The National Endowment for the Humanities (NEH) and educational exchanges both received reprieves and were funded at \$110 and \$185 million, respectively. Goals 2000 received \$141 million more than last year. Professional development was increased by \$35 million to \$310 million (\$300 million less than the President requested). Bilingual education increased by almost \$40 million, but this amount is still less than the amount allocated two years ago. Foreign languages and international studies in higher education

increased to \$60 million, while foreign language assistance was reduced to \$5 million. Research gained \$12 million and technology education was a big winner with an increase of over \$220 million.

Finally, the House and the Senate could not reach agreement on block grants. English as the official language legislation died in the Senate. In the immigration bill, the Senate's unwillingness to accept and the President's willingness to veto, resulted in the removal of the provision that would deny public education to undocumented children. And bills phasing out the National Endowment for the Arts (NEA) and NEH died in committee.

One thing is certain, national education policy is no longer the bipartisan, noncontroversial issue it has been in the past. The divisions are severe and serious. Make no mistake, attacks on education are not going to cease in the 105th Congress. They may become more subtle and incremental. But to cite the rhetoric and policies of the leadership in the House of Representatives, all of whom will be back in the 105th Congress—they are committed to eliminating the Department of Education; getting rid of the National Endowments for the Arts and Humanities; making education policy the sole province of the states; killing education reform and standards in the cradle; making English the nation's official language; and ensuring our children's futures by balancing the budget through education cuts.

*Make no
mistake,
attacks on
education
are not
going to
cease in the
105th Con-
gress.*

While a few of the more extreme ideologues lost, more of last year's House freshmen are returning to Congress. Joining them will be 72 new Representatives elected in November. In the 105th, the House's composition will be 227 Republicans, 207 Democrats, and one Independent. Consequently, the nature and policies of this august body should not change very much.

Because it has different rules and represents larger constituencies, the Senate is generally more moderate than the House. Certainly, this has been the case for the last two years.

Some of the strongest supporters of education and languages have been moderate Republicans such as James Jeffords, Mark Hatfield, Arlen Specter, William Cohen and Nancy Kassenbaum. Three of these moderates retired and two of them were replaced by conservatives. Also retiring were three of languages' greatest champions: Paul Simon, Bill Bradley, and Claiborne Pell.

In this election, languages lost some good friends in the upper chamber where we have consistently had the greatest support. The Senate now has 15 new members, totaling 55 Republicans and 45 Democrats. And despite the Senate's natural moderation, the results of this election will produce a shift to the right for that body.

Finally, during its first two years,

the Clinton administration accomplished greater and more sweeping education reforms than any administration since Lyndon Johnson's Great Society. Goals 2000: the Educate America Act, the School to Work Opportunities Act, the Improving America's Schools Act, a revised Head Start program, major changes in student financial assistance, and the National Service Corps were all initiated and enacted under President Clinton.

The President vetoed last year's extreme cuts in the education budget and insisted on this year's increases. President Clinton's commitment to education was a key element in his campaign and is a significant component in his agenda for his final term.

Already the "spin doctors" are interpreting the results of the election to make any public theme or mandate unclear. What seems likely is that where education is concerned, neither the President nor the House will move very far from their positions of the last two years. What may change is that a less moderate Senate is now more likely to side with the House than with the President in the debate and decisions that will effect national education policy. It is possible that this scenario could be mitigated by a loud and clear message from the American public supporting the national role in education. But that's up to you.

In this election, languages lost some good friends in the upper chamber where we have consistently had the greatest support.

NNELL Members Work Locally to Promote Languages

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

*Do you
know some-
one who
exhibits
exemplary
political
action and
advocacy?*

NNELL's state representatives are beginning to have a powerful impact on foreign language education nationwide! Read about the wonderful work completed in just a few months by our California State Representative, Katia Parviz-Condon—certainly a role model for our state representatives (see page 22). Congratulations to the Kansas NNELL session leaders who won the "Best of Kansas" award for their session, and thanks to Kansas State Representative, Penny Armstrong, who informed NNELL of this honor (see page 20).

At the NNELL Executive Board meeting at ACTFL in November, seven honorary certificates were awarded for "exemplary political action and advocacy." The recipients, who are members of NNELL, had been nominated by their state representatives:

- ★ Marty Semmer, Colorado
- ★ Jan Couseric, Florida
- ★ Sue Bizerra, Florida
- ★ Mary Sosnowski, Massachusetts
- ★ Mary Lynn Redmond, North Carolina
- ★ Pamm Greene, Ohio
- ★ Loraine Shand, Vermont

If there is someone in your state whom you would like to nominate, contact Kay Hewitt (see address on last page of this journal).

Now for a report on some of the political action and advocacy efforts reported by state representatives:

Alabama: Alabama has established an advocacy committee with Kathie

Gascoigne (Elementary) and Beth Johnson (Secondary, Post-Secondary) serving as co-chairs.

Florida: Florida established a Political Action Committee at their state conference in October 1996. NNELL member Jan Couseric was instrumental in devising a statewide political action plan at that conference. A state-wide NNELL newsletter, which advertised workshops and encouraged advocacy efforts of all members, was distributed before the conference by Sue Bizerra, NNELL state representative.

Massachusetts: Mary Sosnowski, state representative for NNELL, reports that the Massachusetts Foreign Language Association actively protested the proposed "English Only" legislation in the U.S. Congress through a letter writing campaign. A state mandate to assess students in the core curriculum areas was recently amended by the State Board of Education, but world languages was removed from the testing timeline for 1998. Foreign language professionals in the state of Massachusetts are presently petitioning the State Board of Education and its Commissioner, John Silber, to reinstate world languages in the 1998 assessment timeline.

North Carolina: In North Carolina, the political action and advocacy committee was formed in 1995 and is co-chaired by Sylvia Thomas and Dr. Burgunde Winz. The committee,

Advocacy for Second Languages in North Carolina (ASLINC), meets at the annual fall conference and spring workshops of the Foreign Language Association of North Carolina (FLANC). To date, the committee has been active in the promotion of foreign language study and in implementing strategies to maintain the programs in the elementary grades through grade 12. ASLINC has published a brochure entitled "North Carolina and Foreign Languages - A Worldly Combination" that is available to teachers, administrators, parents, community leaders, school board members, and politicians. It also has formed an alliance with the Foundation for International Education. Through the Foundation's support, FLANC will be able to implement statewide initiatives that promote K-12 foreign language study.

Ohio: The Ohio Foreign Language Association has a well-established Political Action Committee with Pamela Greene as their Chairperson. Pamela advocates for all levels of foreign language learning including

the elementary school level. The Political Action booth at the Ohio Foreign Language Association Conference that she runs allows foreign language professionals to call their legislators or write letters to them from the booth. Recently, Senator John Glenn was given the "Non-Educator Friend of Foreign Language Award" at the 1996 State Conference. Ohio feels that it is important to highlight its legislators who are supportive of their profession and concerns.

Vermont: The active 14-member Vermont Foreign Language Association Board acts as a Political Action Committee on an "as needed basis." Lorraine Shand serves on this Board because of her membership with NNELL. The theme for their Association's Fall 1996 Conference was "Advocacy." The guest speaker was Dr. J. David Edwards, Executive Director of the Joint National Committee for Languages-National Council for Languages and International Studies (JNCL-NCLIS).

Legislative Alert

At this time of critical budget decisions which will affect the quality of American education into the 21st century, and legislation such as Official English which threaten the civil rights of many Americans, it is crucial that your Senators and Representatives know how you feel about these and other legislative issues. It is especially urgent that you contact those legislators who consistently support education as well as those who continue to underfund and undervalue public education.

Written by Pamm Greene, Chair, Political Action Committee for News from the Hill. Reprinted by permission from *The Cardinal*, Vol. 35, No. 1. p. 37.

Sources of Support

For most (65%) states, the biggest reported supporters (of foreign language education) were their state Boards of Education. The largest percentage of reported critics were the state legislators. Forty percent of state governors made no public comments about language instruction. This information indicates two immediate needs: 1) the need to educate governors on the importance of language instruction and 2) the need to inform legislators (and reverse their opinions) about the importance of language instruction.

Reprinted by permission from the 1996 JNCL/NCSSFL State Survey Executive Summary.



Awarded to NNELL Session

Congratulations to the presenters of the NNELL session at the Kansas Foreign Language Association (KFLA) annual conference held October 11, 1996—this session was selected "Best of Kansas!" The award is especially significant because it was given by an organization that is traditionally oriented towards middle and high school language teaching. It is even more of an honor considering that this was the only elementary school foreign language session on the program and it was scheduled at 8:00 a.m.—at the same time as the workshop presented by the keynote speaker.

The team that presented includes two French teachers, Stephany Orr and Marie-Elise Rothstetter, and two Spanish teachers, Leslie Mason and Kathy Smith. They are from the Blue Valley School District in Overland Park, Kansas, where their supervisor is Diane DeNoon, District Coordinating Teacher of Foreign Language K-

12. Blue Valley has committed to an elementary school foreign language program that is being implemented incrementally and will be fully in place in all 15 elementary schools (kindergarten through fifth grade) in the year 2000.

Penny Armstrong, the Kansas NNELL Representative who provided information on this important award to the NNELL Executive Board (through her regional representative, Debbie Wilburn Robinson), commented, "There appears to be a groundswell of interest in FLES among secondary language teachers here in Kansas. One of the frequent comments made on the overall conference evaluations by participants was that there should be more sessions next year directed towards elementary foreign language interests."

Penny reports that the KFLA board has expressed a desire to work cooperatively with the KS-FLES organization, promoting conferences and sharing resources and information.

Nominate a Colleague for NNELL Executive Board



NNELL is currently seeking nominees for the executive board positions of second vice-president and secretary. Nominations of current NNELL members should be sent no later than March 15 to: Eileen Lorenz, Academic Programs, Montgomery County Public Schools (MCPS), 850 Hungerford Drive, Rockville, MD 20850. E-mail: elorenz@umd5.umd.edu

Mail ballots will be sent out to members in April; results of the election will be announced in the Fall 1997 issue of *Learning Languages*.

The second vice president serves a one year term and succeeds to the office of first vice-president, president, and immediate past president, serving

a total of four years on the executive board.

The secretary serves a two year term, and is responsible for preparing and mailing the minutes to board members and maintaining the historical records.

As well as completing the duties assigned to their position, nominees must agree to attend the annual NNELL executive board meeting held one to two days prior to each November conference of the American Council on the Teaching of Foreign Languages. The 1997 NNELL Executive Board meeting will be held on November 19 (afternoon) and 20 (all day), in Nashville, Tennessee.

Children's Drawings Requested for 10th Anniversary of NNELL

Be a part of NNELL's 10th anniversary celebration by submitting your students' artwork for possible publication!

Several selected drawings will be featured in the 10th anniversary issue of *Learning Languages* to be published in the fall of 1997. Other drawings will be used as placemats at the 1997 NNELL Swap Shop Breakfast held at the meeting of the American Council on the Teaching of Foreign Languages (Nov. 20-23, 1997).

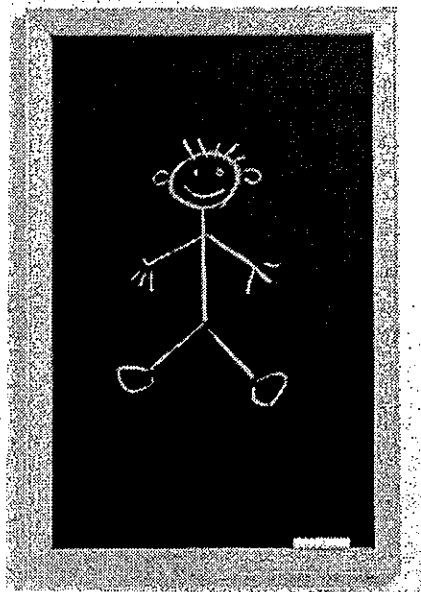
Have your students use 8 1/2" x 11" white paper and ask them to make the drawings based on a theme related to foreign languages. Students may use crayons or markers. On the back have each student write his/her name, address, and grade. Artwork from students in grades kindergarten through eighth grade may be submitted.

If published in *Learning Lan-*

guages, your student will receive a letter of thank you from the editor. If used as a placemat, we will encourage the Swap Shop attendee who receives the placemat to write a thank you note to the student, encouraging the student to continue to study a foreign language.

Send student drawings by May 1, 1997, to: Editor, Marcia H. Rosenbusch, *Learning Languages*, N157 Lagomarcino Hall, Iowa State University, Ames, IA 50011.

This idea comes to us from the Ohio Foreign Language Association and the Foreign Language Association of North Carolina.



Kinder lernen Deutsch Video Prepared

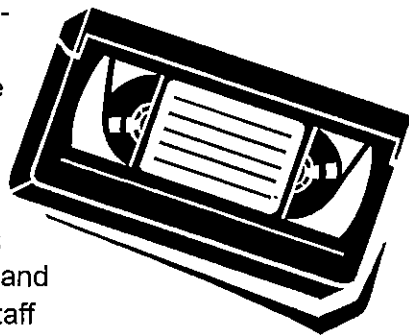
Scenes of children learning German, information about effective planning and teaching strategies, glimpses into German elementary school classrooms—these are the building blocks for a new *Kinder lernen Deutsch* videotape. Funding from the German government has made possible the use of existing footage and the filming of new sequences for a 15- to 20-minute videotape focused on the characteristics of effective German instruction at the elementary school level.

This videotape is designed to be used either alone as an introduction to effective foreign language instruction for children, or as a source of examples for longer presentations about

German for children. It emphasizes the importance of meaningful context, the effective use of the target language, and the role of story and play in child-appropriate instruction.

Carol Ann Pesola and Rita Gullickson, the primary writers and editors of the video, are both staff members in the summer program at Concordia College.

For more information contact:
The American Association of Teachers of German, 112 Haddontowne Court #104, Cherry Hill, NJ 08034; 609-795-5553; Fax: 609-795-9398; E-mail: 73740.3231@compuserve.com; Website: <http://www.stolaf.edu/stolaf/depts/german/aatg/index.html>



Katia Parviz-Condon

Promotes Early Language Learning



Congratulations to NNELL's California State Representative, Katia Parviz-Condon! She has accomplished a tremendous amount in the short time she has been a state representative. The following list of activities is excerpted from Katia's report to her regional representative, Elena Steele, who shared it with the Executive Board at their annual meeting at ACTFL in Philadelphia. Bravo, Katia!

1. In early June, I completed a mailing to 60 California independent schools in which I sent NNELL brochures to the K-8 foreign language teachers.
2. As a result of the mailing, I was asked to visit The Country School in North Hollywood, the John Thomas Dye School in Bel Air, as well as the Center for Early Education in West Los Angeles. All are interested in beginning a FLES or FLEX program. I provided the schools with a NNELL resource list, as well as other materials that could be useful for the implementation of a program. I emphasized the importance of a clearly articulated sequential program.
3. My school, Viewpoint School, Calabasas, CA will host the California Association of Independent Schools (CAIS) Faculty Professional Day in March of 1997, at which I distributed brochures and promoted NNELL membership. Expected at this event were 80-150 participants from Southern California.
4. I will conduct a FLES/NNELL Networking Session at the annual conference of the California Teachers Language Association (CLTA) in Anaheim, April 19, 1997.
5. As the California Representative, I have also written to President Clinton, as well as Senators Boxer and Feinstein to express my concerns over the "English Only" bill.
6. My next project consists of contacting local school districts as well as foreign language departments of colleges and universities in the area to advocate for early language learning.
7. I will be contacting MCLASC (regional organization for Southern California) with the hope of including a short description of NNELL in their newsletter and my name as a contact person.

Overseas Opportunity Offered

The International Visiting Teacher Program provides opportunities for K-12 teachers to work alongside an overseas colleague for 3 to 4 weeks during the summer. Earn 6 semester graduate credits. Placements are available worldwide in 30 countries and in all disciplines, and are personalized to meet your needs.

For more information contact:

Dr. Carol LeBreck, Director
University of WI-River Falls
410 S. Third Street
River Falls, WI 54022-5001
Phone: 715-425-3778;
Fax: 715-425-3696;
E-mail: Carol.K.LeBreck@uwrf.edu
Website: <http://www.uwrf.edu/ivtp/welcome.html>

Activities for Your Classroom

—Let's Have Fun with Bracelets!—

Odile McNally
Viewpoint School
Simi Valley, California

Objective:

Students in grades K-2 will correctly identify colors.

Materials:

- Colored plastic bracelets - the more the better!
- Wrapping paper roll with a small diameter, or a long, thin stick
- Box or paper bag

Procedure:

Seat students in a circle. Put all bracelets in a surprise box or bag. Shake it and ask students to guess what is in the box or bag.

Drop the entire contents on a desk in front of you, pick up one bracelet, and ask students to identify the color. Or, pull out one bracelet at a time from the box or bag. If a student identifies the color correctly, he/she keeps the bracelet.

Next, pass out the rest of the bracelets to the students. Make sure that each student says, "*Merci!*" (Thank you!)

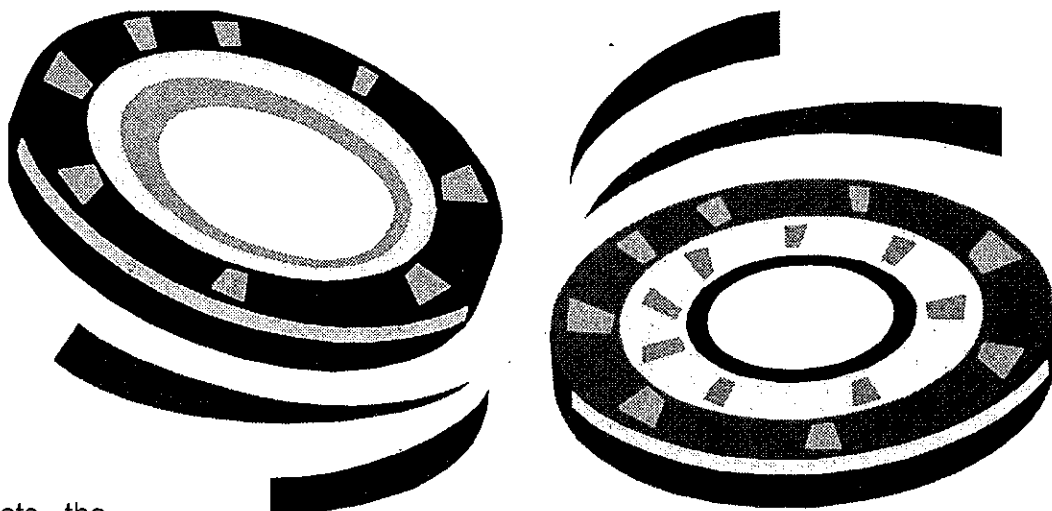
To reinforce the names of the colors, tell students to "*Donnez-moi les*

bracelets rouges" (Give me the red bracelets).

Circulate around the room while students place the red bracelets on the wrapping paper roll or stick you are holding. Do this quickly. Students must call out the color as they place the bracelet on the roll. Automatically, the students will say "*Rouge, rouge, rouge*" (Red, red, red) in an urgent tone of voice!

When all bracelets have been placed on the roll, ask students to count to three, then drop all the bracelets at once into the bag.

This activity can be repeated with other colors. As a culminating activity, have a student play the role of the teacher and call out the color of bracelets he or she wants.



NNELL believes that your success stories should be shared! We have included here the first of what we hope will be a series of stories about successes in early language learning that we will share. If you have such a story, contact the Editor to explore the possibility of preparing it for publication in Learning Languages.

How a Foreign Language Program Blossomed: One School's Story

Josephine Konow
Spanish and Italian Teacher
Hudson Middle School
Hudson, New York

We spent one glorious week with pen-pals and teacher-partners with whom we had been exchanging letters, photos, and phone calls.

Four years ago I was beginning my twentieth year of elementary school teaching and had a sixth grade assignment at the Hudson Middle School in Hudson, New York. Knowing that I was an instructor of Italian in the Language Immersion Program at SUNY New Paltz and had instructed adult education courses at Columbia Greene Community College, the superintendent of our district approached me with the idea of becoming involved in a student exchange program with Italy. We would be part of New York State's PEACE program (Partners in Educational and Cultural Exchanges).

I was delighted and immediately shared the news with my homeroom class. I incorporated Italian lessons into our program once a week and before long my sixth grade colleagues were requesting lessons for *their* classes. We arranged a swap—I would teach a foreign language lesson in their classes in exchange for their teaching a writing lesson or map skill with my homeroom. That spring, my principal approached me about teaching Spanish and Italian full-time to our fifth and sixth graders during the following school year.

By September's opening day, we had a schedule in place. I taught 14 classes, and a fifth grade colleague with Spanish certification taught 2 classes for a total of 16 thirty-minute

language classes that met every other day. Our fifth grade classes enjoyed a program in which they learned about other people and countries of the world besides learning Italian and Spanish, each for half of the year. At the conclusion of the year, parents and students selected the one language to be studied in sixth grade.

Meanwhile, interest and participation in our student exchange program grew. In the fall of 1992, 24 students and 8 teachers traveled to Venice, Italy for the field trip of a lifetime. We spent one glorious week with pen-pals and teacher-partners with whom we had been exchanging letters, photos, and phone calls. Then, a week after our return to New York, our new Italian friends visited us here in our school and homes. This exchange was the highlight of our school year. In fact, the principal of the Italian school wanted our exchange to continue because of its tremendous success and the goodwill it created. His wife, also a middle school principal who came to the U.S. as our guest, eagerly wished for such a program with her school. Thus, plans were made by the Italian and U.S. administrators for the following year's exchange.

By school year 1993-94, our foreign language program expanded to seventh grade, and we were happy to increase our class time to one full 39-minute period per class, every other day. We borrowed a high school

Spanish teacher for one period per day, and were now teaching all grade levels from fifth to twelfth grade. Our second Italian exchange took place in the fall of 1993, with our pen-pals traveling to the U.S. first, then we visited Venice in the spring of 1994. Thus far, 48 of our school's students have participated in our exchanges, and our expectations are high for its continuance.

In the 1995-96 school year, we added yet another Spanish/Italian teacher to our blossoming foreign language department. We three

teachers are fortunate to have a common planning time every morning. We are energetic and our spirits wear sombreros as we sip cappuccino to solve the problems of our day. Although we share two rooms, we make lemonade from lemons and call it cozy. As for our third exchange—those permission slips are coming in fast, and we have booked our Alitalia flight.

There is one more positive note to report—with our supportive administration, we are striving to expand even further. Hopefully, we will soon embrace the fourth grade into our fold!

Book Review

Jennifer Locke
Center for Applied Linguistics

Makin, L., Campbell, J., & Jones Diaz, C. (1995). *One Childhood Many Languages: Guidelines for Early Childhood Education in Australia*. Pymble, Australia: Harper Educational Publishers.

Available (\$31) from Julie Holt, Export Manager, Addison Wesley Longman, 95 Coventry St., P.O. Box 1024, South Melbourne, Victoria, Australia 3205; Fax: 011-61-3-969-10838; E-mail: JulieH@awl.com.au

Although written for an Australian market, *One Childhood Many Languages* covers many early language learning issues that are common in the U.S., such as early language development, bilingualism and biliteracy, program planning and related implications, and serving culturally and linguistically diverse backgrounds.

The book provides a theoretical

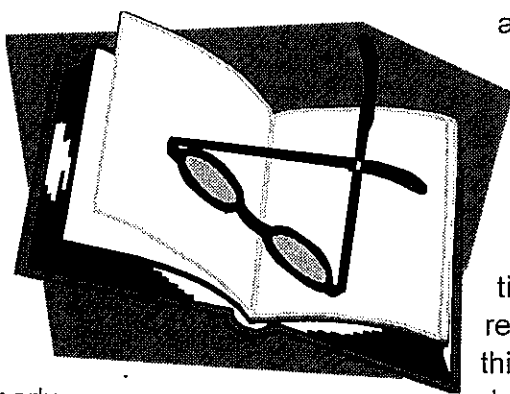
examination of critical issues related to the acquisition of one or more languages during early childhood. Written for students, teachers and caregivers, the book skillfully translates theory into practice. The authors stress the interactive and individual nature of learning, the importance of providing a cultural context, and the need for educators to take

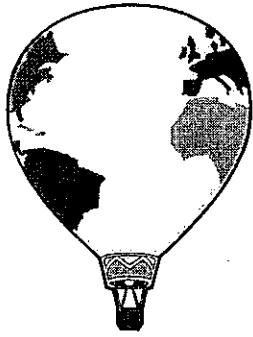
account of children's previous knowledge, backgrounds and special needs.

Reader activities in the form of suggestions for further reading, questions to think about, role playing activities, and

discussions are provided at the end of each chapter.

Note: Author Laurie Makin is a recent contributor to *Learning Languages*. She authored "Bilingualism in Early Childhood Education: What Do We Do?" in Vol. 1, No. 3, Spring 1996.





Proficiency Testing for Middle School: *Voyage à EPCOT/Viaje a EPCOT*

Margaret Keefe Singer
Louisiana Department of Education
Baton Rouge, Louisiana

In Louisiana, as well as in other states, classes of graduating eighth grade students go on end-of-the year class trips. Many of these groups travel to exciting places they have never been before, such as EPCOT Center in Orlando, Florida.

When a group of middle school and high school French teachers were asked to invent a context for Louisiana's Eighth Grade French Proficiency/Credit Exam, they constructed test components based on real-life situations, such as students would encounter on their class trip.

The teachers chose EPCOT as the context because it represents one possible situation in which students could actually encounter speakers of the languages they are studying.

After the Eighth Grade French Test was completed, Spanish teachers reviewed it and found the EPCOT theme usable for testing Spanish students as well. Thus, in the 1995-96 academic year, both the French and Spanish tests were piloted in Louisiana schools. Currently, Louisiana is writing its standards framework for foreign languages, and the tests are being adapted to the standards.

Local school systems have been exploring the use of the instrument as a potential information source for placing students into second year high school courses. This test is also likely to impact teaching in the classroom since activities are highly communicative and contain examples of higher level thinking skills.

The test activities are constructed to assess performance in the four language skills of speaking, listening, reading and writing, based on the

functional objectives found in the Louisiana State Department of Education Curriculum Guide (Bulletin 1734). The four skills are represented in the various activities and are interwoven throughout the storyline of the test, just as one might encounter them in real-life situations.

The individual items on the test are grouped into contextualized real-life situations that are called "activities." Table 1 lists the test activities by skill and shows the titles of the activities. Listening activities make up 31% of the test, reading activities 27%, writing 19%, and speaking 23%.

Student Booklet

The Student Booklet contains the listening, reading and writing activities as well as the student questionnaire. Instructions for all these activities are recorded on an audiocassette.

Listening Activities

The listening texts (mostly conversations) reflect natural and authentic language (natural rhythm, intonation, repetition, hesitations, pauses, etc.). Since oral language is automatically redundant, most of the listening activities are not repeated.

Students are instructed that they will be expected to complete a specific task before they encounter a situation. The difficulty of the required tasks ranges from simple identification of vocabulary, to categorizing information, to making judgments about the information given.

Figure 1 illustrates one of the listening activities designed to make use of higher-level thinking skills.

Table 1
List of Activities by Skill for Eighth Grade Proficiency Exams

Activity Number	Listening 31%		Reading 27%		Writing 19%	
	No. of Items	Title	No. of Items	Title	No. of Items	Title
1 (1-7)	7	Fundraiser				
2 (8-10)	3	Going Alone to the Fundraiser?				
3 (11-14)			4	What to Bring		
4 (15-20)	6	Making the Rooming List				
5 (21-35)					15	Writing Jeannette/Rosita
6 (36-39)	4	On the Plane				
7 (40-43)	4	What Room Number?				
8 (44-46)	3	Madame/Señora, May I?				
9 (47-53)			7	The Brochure		
10 (54-56)	3	What Did They Say?				
11 (57-60)			4	Enough Money		
12 (61-67)	7	Excuses!				
13 (68-71)	4	Buying Souvenirs				
14 (72-88)			17	Jerome's Jaime's Journal		
15 (89-92)			4	Deciphering Postcards		
16 (93-103)					10	Pen Pal
TOTALS	41		36		25	

Speaking Section: 23% Theme = 15 points Situation = 15 points (see Figure 4)

Activity 12: Excuses, Excuses

Everyone is getting tired about now. The students are beginning to invent excuses in order to get out of certain activities. They have an excuse for everything! It's amazing how teenagers can suddenly get sick when they don't want to do something!

Listen to the tape of the students' excuses. You are to determine whether or not the student's excuse is accepted by the teacher. Circle letter "A" if the excuse is accepted without doubt, letter "B" if it is accepted with doubt. If the excuse is NOT accepted and no solution is given, circle letter "C." If the excuse is NOT accepted and a possible solution is given, circle letter "D."

Let's try an example to get used to the activity.

Claire *Aujourd'hui, nous avons beaucoup marché. Et je n'ai pas pris mes bonnes chaussures. Oui, je sais, j'aurais dû mettre mes chaussures de tennis. Aie, j'ai des blessures partout! Je ne peux même pas marcher pour me rendre à ma chambre.*

Prof *Pauvre Claire. Ecoute, j'ai une idée. Tu sais ces chaises roulantes qui sont à louer? On pourrait en louer une et comme ça tu pourrais venir avec nous au pavillon de France demain. Tu pourras aller n'importe où. Dors bien ce soir car on va se lever tôt demain matin! (5 seconds)*

In this example you should have circled letter "D," since Claire's excuse, blisters on her feet, was not accepted and a solution, a wheel chair, was proposed. Any questions?

Excuse Accepted		Excuse Not Accepted	
Without Doubt	With Doubt	Without Solution	With Solution
A	B	C	D

Figure 1. Sample listening activity.

answer English questions about what they read. Another involves helping Jerome write a school newspaper article about the trip to EPCOT. Yet another reading activity requires the students to read postcards written by students when they were on their trip and to make a judgment about the writer's feelings regarding the trip. A sample of one of the postcards is shown below in Figure 2.

writer's feelings regarding the trip. A sample of one of the postcards is shown below in Figure 2.

Votre élève,
David

Writing Activities

the interview is based. The teacher then sets up the theme so that the student expresses him/herself more or less spontaneously. If the student is unable to do so, the teacher is instructed to ask more precise questions. The seven themes covered are 1) the family (the family tree), 2) food, (creating a menu), 3) birthdays, 4) locating places in school, 5) spending money, 6) talking about places in the target culture, and 7) the weather.

Situation (student/student)

In the situation (role play) section, two paired students draw one situation card each, then select one of the two situations. The situations are interwoven into the EPCOT context and are cued conversations. The students are

In the individual interview the student draws a theme card on which

You are finally at home and thinking about all of the great experiences you had during your trip. You decide to write a postcard to a girl from Belgium that you met at the Moroccan Pavillon, Monique, as you promised. When you met her it was in a large group and you really didn't get a chance to tell her all about yourself.

Fill out the postcard and tell Monique the following:

- about yourself (your name, your age, where you live)
- about your family (your family members, pets)
- about your likes and dislikes (food, school, clothing, subjects, weekend activities, etc.)
- ask her questions about all of the above topics
- ask her to answer your letter

Required Length: 40 words minimum. Use the back of this page if necessary.

<p style="text-align: right;">, Louisiane</p> <p>Chère Monique,</p> <p>Te rappelles-tu de moi? On s'est rencontré à Epcot le mois dernier.</p> <p>Je m' appelle</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div> <p>Mlle Monique Masai</p> <p>73 avenue de l'Emeraude</p> <p>1040 Bruxelles</p> <p>B-Belgique</p>
---	---	--

Figure 3. Sample writing activity.

Two students are discussing what they are going to pack in their bags for the trip to EPCOT.

Student 1:

- Start the conversation by asking your friend what he/she will bring.
- You are very practical and make suggestions to your friend on what he should not bring (too many items, winter items).
- Justify your suggestions based on the weather in Orlando.

Two students are discussing what they are going to pack in their bags for the trip to EPCOT.

Student 2:

- You want to bring a lot of clothes to EPCOT. Ask your friend his/her advice on what to bring based on your wardrobe. Say as much as you can. Ask about winter clothes as well as summer clothes.
- Object to your friend's suggestion not to bring a certain item.
- Close the conversation by saying that you will ask the teacher's opinion.

Figure 4. Sample speaking activity.

Situation (student/student) cont.

asked to take three minutes to prepare the situation and then say as much as they can while expressing what is indicated on the conversation cards (see Figure 4).

something from it as they work through the situations. They also realize that they are being trained to function in real-life situations and that they need much more than grammar exercises to do so.

The Louisiana Department of

Situation/Role Play					
Name:				Situation #:	
School Number:				Role (Student 1 or 2):	
School Name:					
Parish:					
Accuracy		Comprehensibility		Relevancy	
Student is able to correctly structure:		Student's communication is understood:		Student communicates:	
(3 points possible)		(6 points possible)		(6 points possible)	
		6 always		6 all of the info	
3 sentences		4 almost always		4 almost all of the info	
2 parts of sentences		2 sometimes		2 a fair amount of info	
1 one-word utterances		1 rarely		1 some info	
0 no part		0 never		0 none	
_____	+	_____	+	_____	= _____
					/15

Figure 5. Sample evaluation form.

In both the interview and situation, the student is evaluated in three categories: accuracy, comprehensibility, and relevancy of information. See Figure 5 for a sample evaluation form for these two activities.

The French test has been piloted three years and the Spanish test two years. Reactions from teachers have been varied. Teachers are at first intimidated by the natural rate of the discourse and "unedited" conversations. They also comment on the amount of time it takes to give this type of test.

However, once teachers understand that this test is not an achievement test and that their students are not expected to score 100%, they feel less threatened and use the results for feedback on their overall program.

Students, for the most part, enjoy this type of test and usually learn

Education has learned much from these documents. It has identified the need to provide professional development for teachers concerning proficiency-based teaching and testing as a priority topic for this school year.

In fact, in a preliminary effort to address this need, the Department collaborated with Louisiana State University and provided a summer immersion institute for the development of teaching materials. Participants were selected from various parishes throughout the state and were charged with disseminating the information after the institute via extension workshops in their school districts.

Federal funds for this project were provided through the U.S. Department

EPCOT Please turn to Page 31

Marcia Rosenbusch Receives ACTFL Award for Leadership

Marcia Harmon Rosenbusch, Adjunct Assistant Professor in the Departments of Curriculum & Instruction and Foreign Languages & Literatures at Iowa State University, is the recipient of the 1996 Florence Steiner Award for Leadership in Foreign Language Education at the Postsecondary level. She was nominated by NNELL and received the award on November 22, 1996, at the 30th annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL), held in Philadelphia.

This prestigious award, supported by the Illinois Council on the Teaching of Foreign Languages, honors the memory of Florence Steiner, a teacher, department chair, and ACTFL President-Elect who was widely known for her professional knowledge and ability to communicate with teachers.

Recipients of this award have demonstrated their excellence as a teacher and/or as a professional leader in foreign language education.

Dr. Rosenbusch is the Director of the federally-funded National K-12 Foreign Language Resource Center at Iowa State University. In addition to teaching, she has served on many professional committees, including the Iowa Governor's Commission on



Mary Lynn Redmond and Marcia Rosenbusch

Foreign Language Studies and International Education, the ACTFL FLES Committee on Priorities for the 1990s, the ACTFL and NFLC SLOM Project, Project 2017, and the AATSP FLES* Commission.

The editor of *Learning Languages: The Journal of the National Network for Early Language Learning*, *FLES News*, and *Iowa FLES Newsletter*, Dr. Rosenbusch is the author of more than three dozen publications relating to language acquisition.

During the past two decades, she has conducted numerous presentations throughout the country. Dr. Rosenbusch has received a variety of awards including the "Outstanding Educator Award" and the "Best of Iowa" Award, presented by the Iowa Foreign Language Association.

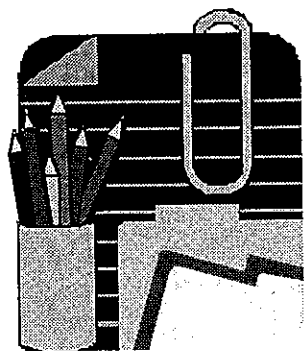
EPCOT

continued from Page 30

of Education's Foreign Language Assistance Program.

For more information, contact: Margaret Keefe Singer, Louisiana Department of Education, Foreign

Languages Section, P.O. Box 94064, Baton Rouge, LA 70804; 504-342-3453; Fax: 504-343-0308; E-mail: mksing@aol.com.



Classroom Resources

German

Scarry, R. (1969). *Mein allerschönstes ABC*. Köln: Delphinverlag.

Scarry, R. (1994). *Mein allerschönstes Autobuch*. Köln: Delphinverlag.

Both books are \$18 and are available through International Book Import Service, Inc., 2995 Wall Triana Highway, Huntsville, AL 35824-1532; 800-277-4247; Fax: 205-464-0071; E-mail: ibis@ibiservice.com

All children love Richard Scarry books. *Mein allerschönstes ABC*, which was translated into German by Katrin Behrend, is a very practical and useful book. It attractively combines funny stories, the learning of words,

ABC

and pictures that include characters that are both cheerful and colorful. Students will enjoy reading or just browsing through this book. The words featured in the book are arranged in alphabetical order and there are short stories included about each of the words. The book includes about five hundred words and demonstrates how they are used in the German language.

Mein allerschönstes Autobuch is another favorite of elementary school students. It was translated by A. V. Hill and is illustrated in a very colorful and appealing way. Papa and Mama Grunz and their children, Pim and Pum, are taking a trip in their car and

encounter all kinds of cars, trucks, and other things that move. It is definitely a fun book for students of German to read.

Fourteen more Richard Scarry books are available which address a variety of topics, including the seasons, weather, detectives, fairy tales, adventures, knights and dragons, school, and the fire department.

French

Lorenzini, L. (1990). *Rémi, Le grand et le petit*. Paris: Editions BIAS.

Lorenzini, L. (1990). *Rémi, Les joies et les peines*. Paris: Editions BIAS. Available through the Children's French Store, 1490 Danforth Avenue, Toronto, Canada M4J-1N4; Tel. and Fax: 416-465-3015. Cost is \$4.95 each, plus shipping.

Here are two good books that teachers can use to create relevant and appropriate lessons for young students. The *Rémi* series are picture books that come to France via Italy. Each book is built around a concept important in the life of a young child.

In *Rémi, Le grand et le petit*, Rémi, an adorable five-year old, is trying to decide what is big and what is small. He compares himself to his older brother and to his father. He notices that his teddy bear does not grow, but that he does, and that his classmates are all the same age but

not the same size. He notices differences in perspective: how the tree at the back of the garden looks smaller from a distance and bigger up close. He gets sick and finds out about germs, tiny invisible organisms. The pictures are delightful and the text is just right for a class of young beginners exploring the world for themselves.

In *Rémi, Les joies et les peines*, Rémi is wrestling with his feelings. Sometimes he feels good, sometimes he feels bad—he never stays the same. The pictures and incidents show Rémi experiencing a range of emotions: happiness, sadness, embarrassment, jealousy, disappointment, etc.

Both of these books are good jumping off points for lessons that will appeal to very young learners. The language is simple and appealing.

Spanish

La nueva edad de oro: Revista para los niños de America. Miami, FL: Fundación José Martí.

For a yearly subscription (4 issues) send a \$13.50 check (\$10 + \$3.50 postage) to: The José Martí Foundation, 3400 Coral Way, Suite 602, Miami, FL 33145; 305-444-2233; Fax: 305-445-1194.

A great way to incorporate reading into an elementary program is through the use of magazines because they usually contain small chunks of manageable language, fun games, and activities. Unfortunately, most magazines are too advanced for use with elementary school language classes.

La nueva edad de oro: Revista para los niños de America is written in language that is simple, yet authentic. It not only includes the games kids

love, but it contains a wealth of information about a country that is often overlooked in the Spanish language curriculum—Cuba.

La nueva edad de oro is a wonderful collection of articles, poetry, ideas, crossword puzzles, brain teasers, and other activities. The stories are creative and interesting to read. The writers of this wonderful teaching resource obviously know that there is nothing more motivating to a child than to be asked about him/herself.

In contrast to texts and readers that guide children with a heavy hand towards pre-determined answers, the questions in this magazine focus on the reader's opinions and feelings. There is space provided within the pages of the magazine on which children are encouraged to draw their own images and write their own thoughts.

For example, after a short discussion of machines of the future, the reader is invited to draw a machine. The readings are ideal for pair work and as stimuli for class discussions.

Cuba is located a mere 90 miles away from Florida's southernmost coast. We do not seem, however, to have as much access to their cultural resources as we do, for example, to our other neighbor to the south, Mexico. *La nueva edad de oro* fills this void with colorful pages of drawings, poetry by José Martí, a Cuban poet, and an open invitation to the children of the Americas to create their own images and writings.

By giving children the opportunity to speak about their world, and the language with which to do it, *La nueva edad de oro* will surely succeed in achieving what Martí proposed in starting the magazine before the turn of the century: "*Lo que queremos es que los niños sean felices.*" (What we want is for children to be happy.) Your students will indeed be happy if you introduce them to this "golden" resource.



Waldorf Schools: Seventy-Six Years of Early Language Learning

Refereed Article

*Michael Navascués
Professor of Hispanic Studies
University of Rhode Island
Kingston, Rhode Island*

Foreign language programs in the elementary schools, which in the United States are still relatively few in number, usually have as an underlying premise that childhood is the most appropriate age for starting the vital task of learning another language. It is no secret that children have a natural imitative ability and an uninhibited curiosity about the world. These are desired qualities in a second language learner, and unfortunately, they begin to fade as the child grows into adolescence.

This article presents an overview of the history, curriculum, and methodology of a type of elementary school foreign language program that has been developed over many decades in an independent school movement, known in this country as Waldorf education. The information and ideas presented are based on: 1) interviews with Waldorf foreign language teachers at a number of schools¹ and observation of their classes, 2) readings researched primarily during a semester sabbatical, 3) attendance at an intensive summer workshop conducted by master foreign language teachers at the Waldorf Institute of Sunbridge College (Chestnut Ridge, NY), and 4) observations and experiences teaching in my own Waldorf Spanish class from first to eighth grades.

What is Waldorf Education?

With over 500 schools in 32 countries, Waldorf education is con-

sidered the fastest-growing independent school movement in the world. It was founded by Rudolph Steiner (1861-1925), the Austrian educator and philosopher who pioneered and stimulated innovations not only in education, but in areas such as holistic medicine, agriculture, and curative homes for the handicapped. He also established new directions for the arts, including painting, eurythmy, drama and architecture.

In all of his initiatives, Steiner consistently sought to apply his underlying philosophy of the human spirit to the social and cultural endeavors in which he was involved. Steiner and his collaborators strove for practical means to address many pressing issues of the modern era, and were especially successful in the field of education.

Steiner guided the establishment of the first Waldorf school in Stuttgart in 1920, and soon the ideas he espoused were enthusiastically received by educators who began schools in other parts of Europe.

The first Waldorf school in America opened in New York City in 1928. The schools in Germany were closed by the Nazi regime, but reopened at the end of World War II. As of 1992 there were 138 Waldorf schools in Germany, serving an estimated five percent of the total number of school children. In Barnes 1992, it was reported that there were 91 schools at various stages of development in the United States, Canada,

and Mexico. According to the Directory of Waldorf Schools in North America (web site: <http://www.io.com/~karisch/waldir.html>) there are currently 107 Waldorf schools. In recent years, Waldorf education has begun to attract the attention of some urban public schools faced with mounting problems. In Milwaukee, Wisconsin, Waldorf educators were invited by the school board, in 1991, to establish a Waldorf school as part of the school choice program in the Milwaukee Public Schools (Staley, 1992). In California and New York, Waldorf educators at teacher training institutes have initiated outreach programs for public school educators.

Waldorf education is a holistic pedagogy based on Steiner's conception of the developmental stages of childhood. Each phase of the curriculum is designed to meet the needs of children at a particular period of their development. Waldorf teachers have a lively and profound interest in their pupils, and, like all good teachers, they strive to generate a real enthusiasm for learning, encourage the potential and respect the individuality of each student.

A unique feature of the elementary grades is the practice of keeping the teacher with the same group of children from first to eighth grades. While this arrangement is not always realized in practice, most pupils do continue with the same teacher during the first few years of school. This helps create a strong and trusting bond, and sense of security and continuity for the children. The main lesson—such as reading, history, mathematics, sciences, and geography—is taught daily for about two hours, in intensive blocks lasting about a month. The arts—painting, drawing, singing, and instrument playing—are not considered peripheral frills, but are an integral part of the curriculum. Special subjects such

as foreign languages, gymnastics, handwork, and eurythmy are taught by specialty teachers. While each Waldorf school is autonomous, there is a rigorous process for attaining full accreditation by the Association of Waldorf Schools of North America, which provides teacher training through several institutes and colleges.²

The Waldorf Foreign Language Curriculum

Two Languages. The curriculum calls for all children to take two foreign languages from grades one through eight. There is no debate about this issue; every school accepts this as a given of the Waldorf curriculum. If it is not always fully implemented, it is due to a scarcity of qualified language teachers and/or budgetary problems, and not to any opposition among faculty and parents. In fact, the parents, who like most Americans, are usually monolingual, are generally thrilled that their children are receiving an early exposure to foreign languages.

Why two foreign languages? It is considered important that two languages be taught in order to provide a deeper, three-way balance of languages and cultural outlooks, rather than the simple polarity of the native tongue and one foreign language. Steiner pointed out that "the different languages in the world permeate man and bring the human element to expression in quite different ways" (Steiner, 1972, p. 174).

Since each language relates to the human being in a unique fashion, one language may strongly evoke the element of feeling or musicality, while others may more strongly affect the will, the imagination, or the intellect. Thus, "the effects produced on the nature of man by one particular genius of speech (i.e., character or spirit of speech) must be balanced by the

The curriculum calls for all children to take two foreign languages from grades one through eight.

*[Steiner]
urged the
gentle immer-
sion of the
children in the
sounds and
rhythms and
beauty of the
language
during the
first years of
school.*

effects of another" (p. 174). For these reasons then, Waldorf schools try to offer two foreign languages that have distinct and contrasting structures and sound systems. In Germany, French and English are usually taught. In this country, the choice is generally German and either French or Spanish; in a few schools, Russian and Japanese are taught. The decision is made by the faculty and is often influenced by local circumstances and the availability of qualified teachers.

The Approach. In his lectures to teachers and educators, Steiner did not provide any detailed blueprint for a foreign language program, but he did articulate a number of basic principles and numerous practical suggestions, out of which has evolved the Waldorf approach.

Steiner was critical of the traditional language teaching approach that focused on grammar, translation, and memorization of rules and vocabulary. He considered the reliance on translation to be a very ineffective and inefficient strategy. Children could not be led into the living reality of a language in a positive and natural way when it was presented as an abstract, artificial puzzle. Thus, he urged the gentle immersion of the children in the sounds and rhythms and beauty of the language during the first years of school. The transition to writing and reading would come later as a natural evolution of what had previously been experienced in the spoken language.

Steiner did not deny the importance of grammar, but believed its study should best be delayed until about nine or ten years of age, when it could better provide a firm support for the child at that stage of development. He urged that grammar should be introduced to the child in an imaginative, conversational way, using inductive methods whenever possible.

Oral Focus. Today, the Waldorf language teacher continues to rely

exclusively on oral methods during the early grades. The young child's still powerful imitative capacity and unbounded curiosity about the world are strong assets to be drawn on by the teacher by using imaginative and lively strategies. Generations of Waldorf language teachers have been bringing to their classes culturally authentic poems and songs (translations of American songs being clearly inappropriate), folk tales, puppets, baskets of food, suitcases full of clothing, circle games, finger games, and any other props and activities that imaginatively foster language awareness and acquisition in the child.

Much of the activity in the first year or two is carried out by means of choral repetition and recitation. The children seem more ready to respond chorally, and they feel a sense of security in the group recitations. The stronger personalities may dominate the chorus while the shyer ones acquire confidence before being singled out.

Curriculum. The children's immediate physical and social environment becomes the focus for the gradual introduction of vocabulary groups and phrases—the classroom with its various objects, the human body and clothing, the home, the family, the world of nature with its plants, animals, and changing weather and seasons, numbers, daily routines, and so on. Basic regular and irregular verbs are employed and reiterated, to accustom the child to the use of complete and meaningful statements and questions and to the use of inflected verb endings. The pupil's attention can be readily engaged by working with these word families, since they represent familiar and concrete aspects of his or her own experience. Although the objects are familiar, the sounds representing them are strange and new, and this novelty delights a child's curiosity, as any elementary school

foreign language teacher can attest. These language functions are conveyed, insofar as possible, without the use of English. The child experiences the sounds, rhythms, and meanings of words in the target language, without switching back and forth to the mother tongue.

Story-telling. Story-telling is an important feature of the Waldorf elementary school curriculum in general, and it is likewise incorporated into the foreign language lesson. The teacher tells or reads a brief story, vividly recreating a fable or fairy tale and capturing the imagination of the young audience with the aid of gesture, mime, drawings (done by the teacher), book illustrations, puppets or any other convenient props. Sometimes the teachers tell a familiar story from English class so the pupils will recognize the characters and situation. It is not considered important that they comprehend the precise meaning of each word or phrase at this stage. What matters is grasping the gist, picturing the tale through the sounds of the language, and enjoying the experience.

Content-based. Connections between the foreign language class and the main lessons are considered important, as they can help create a meaningful and exciting experience for the child approaching another language and culture. Geography, history, literature, and mathematics are viewed not only as main lesson subjects, but also as material that may be utilized in varied ways in the foreign language. Through this content-based approach, Waldorf schools have tried to cultivate an awareness of the interrelationships of learning, so that the child may perceive the world as a whole composed of many wonderfully related parts, rather than as isolated fragments.

Reading and Writing. As indicated, a fundamental principle of the

Waldorf method is the avoidance of reading and writing in the foreign language class during the first three grades. Just as the child learns the native tongue through a process of immersion in the speech of others, followed by observation and imitation, so the school child is introduced to two other languages via the human voice, and not through an abstract process of analysis and decoding of written symbols. While the child is learning to read and write the native tongue, he or she is made to feel comfortable in the foreign language class, experiencing at first only the differing sounds and rhythms of the language and exploring the culture. Foreign language grammar per se is not taught during these years either, although the teacher may introduce in a non-abstract way a few basic points, such as gender of nouns, subject pronouns or verb endings.

Waldorf teachers believe that to introduce an analysis of the written language and the grammar at this early age (6 to 8 years) would produce more frustration than it is worth, and in the end would be counter-productive to the creation of positive learning attitudes. This belief seems confirmed by the fact that pupils entering a Waldorf school at a later age, having missed the first two or three years of aural/oral exposure to the language, often exhibit frustration and hostility toward the new subject, even after an extended period of extra tutoring. This is due not only to the pupils' sense of being behind the level of their classmates, but also to the fact that they have lost the initial, irreplaceable experience of approaching the foreign language through non-analytical, purely oral methods. Catch-up tutoring is necessary and helpful, but it cannot replace the warm, "incubating" language experiences of the first few years. Another observable phenomenon regarding the late beginners is that they usually have more difficulty in

The teacher . . . captures the imagination of the young audience with the aid of gesture, mime, drawings, book illustrations, puppets or any other convenient props.

Dramatizations are an important ingredient in Waldorf foreign language classes . . .

correct pronunciation, especially when faced with the written language from the start.

Fourth grade is deemed the appropriate time to introduce writing, reading, and grammar to the foreign language class. Textbooks are not used in this phase, as they are considered too dry and intellectual for the nine-year-old-child, who still remains, or should remain, primarily a being of feeling and imagination. Writing is presented first. The pupils keep a notebook for each language and first copy material the teacher has written on the board. It is very important that the initial material be something with which the class is already familiar, such as a poem or story. This procedure of writing down material previously internalized enables the children to recognize readily what they are copying, and provides an initial sense of confidence in writing and reading the foreign language. Since they are familiar with the sounds and general content of the written matter, they can proceed to read it orally with relatively few problems. Later, the story material (but not the poems) can be used to extract lessons in grammar and vocabulary, and sections of the students' notebooks are subsequently devoted to these areas. The class has already learned some basic grammatical notions in English class, and these are now applied to the foreign language lessons and expanded. After the stories, poems, or songs are copied, they are illustrated by the children. Each pupil thus develops colorful notebooks similar to the ones they compile in the main subject lessons.

Grammar. Grammar is presented without textbooks, often by using an inductive method. A passage may be read, and the class will be encouraged to identify a particular concept, for instance, verbs or nouns. From this discussion a general principle can be

inferred. The teacher may then write a rule concisely on the board, with a few example sentences. The class may be encouraged to find other examples in the story. Prior to writing, verb conjugations are learned by oral recitation, often accompanied by rhythmic movements, such as clapping hands with a neighbor or marching.

Reading, writing, and the elements of grammar thus occupy a major portion of the curriculum in the fourth, fifth, and sixth grades, and extend as well into the junior high years. Different aspects of the culture—geography, customs, proverbs, legends, history—are also presented in short units, and the class continues to sing songs and recite verses and tongue-twisters. A printed book might be introduced for the first time in fifth or sixth grade. The problem, which no doubt exists for all teachers, is to locate lively, interesting, and imaginative materials that are appropriate for this age group and for their language level. Simplified versions of a few folk tales circulate in Waldorf resource books, but beyond this the teacher must search for materials pertinent to the individual class needs; simplification and editing by the teacher may be a necessity.

Dramatizations. Dramatizations are an important ingredient in Waldorf foreign language classes, providing a special zest and change of pace that may be just what the children need at a particular time of the year. The whole class participates, either in individual roles or as part of a narrating chorus. Rehearsals may get chaotic and it may seem that lines will never be learned in time or costumes created, but by the time of the public performance (other classes and parents are usually invited), group spirit and pride take hold, and the performances turn out to be quite gratifying and enjoyable. Such experi-

ences provide a sense of accomplishment in using the language in a meaningful form that is both social and artistic. Playlets have been created by teachers by adopting literary pieces. Traditional German and Spanish ballads, for instance, may lend themselves to dramatized versions, since many contain dialogue, appealing characterizations, adventure, and scenes of intense pathos or drama. Moreover, the rhythm and rhyme of the verses facilitate memorization. Other sources that have been used include Grimm Brothers folk tales, and medieval Christmas plays.

Lesson Plan. The teacher's lesson plan in a Waldorf elementary school foreign language class naturally varies from grade to grade and from teacher to teacher. A certain pattern of similar activities, however, is discernible. Most teachers try to keep to roughly the same order of activities in a given class grade, so that the pupils may derive from this orderly progression a sense of security, strength, and familiarity (in general, a regular classroom rhythm is considered important for the developing child).

A fairly rapid pace is needed to encompass the diversity of activities within a class period. A quick and lively tempo and frequent change of activities help maintain the attention and curiosity of the class. Waldorf language classes in the first and second grades are generally 25 to 30 minutes long; they are later expanded to periods of 40 or 45 minutes. In principle, classes in each language ought to be given three times a week in the elementary grades.

Conclusions

Language teachers consulted in the course of this survey were enthusiastic about the Waldorf approach, and enjoyed the creativity and inde-

pendence that it entails. They tend to agree that it produces effective learning results in children, such as positive attitudes, excellent pronunciation, awareness and appreciation of varied aspects of the culture, solid training in the fundamental structures of the language, basic ability to read simple or adapted passages, and ability to understand and respond to uncomplicated oral communication about familiar topics.

The foregoing is not intended to imply that Waldorf language programs are without problems. A particularly acute problem has been that of recruiting and retaining qualified foreign language teachers. Native or near-native speakers are usually sought, but there are few opportunities for formal training in Waldorf foreign language methods and materials, apart from occasional workshops. Salaries are generally below those of public schools and younger schools often hire on a part-time, per class basis. Teachers may have to learn on the job, holding discussions with experienced teachers, studying on their own, and visiting classes or, when possible, attending workshops.

Certain fundamental features of the Waldorf approach stand out in the writer's view as essential both to its effectiveness and uniqueness. These are: the teaching of two foreign languages to all pupils from first through eighth grade, the oral/choral methods of the early years; the delay of writing, reading, and formal grammar, and their gradual introduction without the use of textbooks; the introduction of writing and reading through the use of familiar oral materials; the avoidance of conventional textbooks until at least the sixth grade—and then only in small doses; the imaginative use of a wide variety of authentic cultural materials—singing,

A quick and lively tempo and frequent change of activities help maintain the attention and curiosity of the class.

Spring 1997 Conferences

March 6-8, 1997

Southern Conference on Language Teaching with South Carolina Foreign Language Teachers' Associations, Myrtle Beach, SC. Lee Bradley, Executive Director, Valdosta State University, Valdosta, GA 31698; 912-333-7358; Fax: 912-333-7389.

April 3-6, 1997

Northeast Conference on the Teaching of Foreign Languages, New York City. Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896; 717-245-1977.

April 10-13, 1997

Central States Conference on the Teaching of Foreign Languages, Columbus, OH. CSCTFL, Madison Area Technical College, 3550 Anderson Avenue, Madison, WI 53704; 608-246-6573; Fax: 608-246-6880.

April 17-19, 1997

Southwest Conference on Language Teaching with Texas Foreign Language Association, Dallas, TX. SWCOLT, Joann K. Pompa, Mountain Pointe High School, 4201 E. Knox Rd., Phoenix, AZ 85044.

Summer 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 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.

August 6-14, 1997

New Technologies in the Foreign Language Classroom 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.

NOTES

continued from Page 2

school program with an article describing this highly successful and long-lasting program. Second, we provide information about the visionary Waldorf Schools elementary foreign language programs, which were begun in this country early in this century. Third, we applaud the successful and exciting middle school Spanish and Italian program in Hudson, New York.

I would like to wish you all continued success in the academic year and a most rewarding 1997!



Mary Lynn Redmond

Associate Professor of Education
Wake Forest University
P O Box 7266
Winston-Salem, NC 27109
redmond@wfu.edu

games, poetry, folk tales, drama, geography, biography, history, etc.; the practice of orderly rhythm in the lesson plans; and the gradual expansion of a holistic curriculum that dovetails with the overarching school curriculum and philosophy.

Waldorf education assigns a highly significant role to the long-range learning of foreign languages. Languages are learned, not merely for economic or practical considerations (for which they are often touted by America's pragmatists), but because they are beneficial for the child's personal and social development. As multilingual people know, learning languages, when properly done, is mind-expanding and helps to foster sympathy and appreciation for other people and their different modes of thinking, living, and perceiving reality. Some of the methods and curricular approaches employed in Waldorf schools might well be adaptable to other school systems, although certain features could prove difficult to transplant.

What is especially worthy of emulation is the commitment to an integrated, long-range, broadly humanistic curriculum of foreign language learning from first grade through high school. Such a concept and commitment, pioneered by Waldorf schools, are sorely needed in American education today. The Waldorf approach offers a model that affirms the paramount value of learning languages from an early age—a model that ultimately "strives toward . . . the development of a true sense of brotherhood among human beings" (Querido 1984, p. 83).

Notes

¹The following schools were visited by the author, mostly during a 1993 spring sabbatical: Great Barrington Rudolph

Steiner School (Great Barrington, MA); Waldorf School (Lexington, MA); Santa Fe Waldorf School (Santa Fe, NM); Washington Waldorf School (Bethesda, MD); Green Meadow Waldorf School (Chestnut Ridge, NY); Hawthorn Valley School (Harlemville, Ghent, NY); Emerson Waldorf School (Chapel Hill, NC); also La Escuelita, an after-school FLES program directed by Dr. Norma Garnett (Warwick, RI). The author currently teaches an eighth grade Spanish class at Meadowbrook Waldorf School (Wakefield, RI). Thankful acknowledgments are extended here to the many teachers who graciously cooperated in these visits and discussions; and to the University of Rhode Island for granting a sabbatical to support this project.

²Further information regarding the association and the location of affiliated schools may be obtained by writing: Association of Waldorf Schools of North America, 3911 Bannister Road, Fair Oaks, CA 95628.

References

- Barnes, H. (1992). The origins of the Waldorf movement and its current challenges. *Renewal, A Journal for Waldorf Education* 1 (1), 4-7.
- Grittner, F. (1991). Foreign languages for children: Let's do it right this time. *Hispania* 74, (1984). 182-186.
- Querido, R. (1984). *Creativity in education: The Waldorf approach*. San Francisco, CA: H. S. Dakin.
- Staley, B. (1992). The urban Waldorf program in Milwaukee: Waldorf education comes to the public schools. *Renewal, A Journal for Waldorf Education* 1 (1), 8-11.
- Steiner, R. (1972). *A modern art of education* (2nd ed.). Letchworth, Hertfordshire (U.K.): Rudolph Steiner Press.

Additional Resource

Spock, M. (1985). *Teaching as a lively art*. Hudson, NY: Anthroposophic Press. (A useful short introduction to Waldorf Education.)

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

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

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

NNELL Executive Board

President

Mary Lynn Redmond
Wake Forest University
Department of Education
Box 7266, Reynolda Station
Winston-Salem, NC 27109
redmond@wfu.edu

First Vice-President

Susan Walker
Parkway Northeast Middle School
4560 Ohio Ave.
St. Louis, MO 63111

Second Vice-President

Christine Brown
Glastonbury Public Schools
232 Williams St.
Glastonbury, CT 06033
cbrownglas@aol.com

Secretary

Mercia Foster
Immaculate Conception School
4 Riden Circle
Charles City, IA 50616
fosterner@cheers.niacc.cc.ia.us

Treasurer

Marty Abbott
Fairfax County Public Schools
7423 Camp Alger Ave.
Falls Church, VA 22042
74553.211@compuserve.com

Past-President

Eileen Lorenz
Montgomery County Public Schools
850 Hungerford Dr.
Rockville, MD 20850
elorenz@umd5.umd.edu

Executive Secretary

Nancy Rhodes
Center for Applied Linguistics
1118 22nd St. NW
Washington, DC 20037
nancy@cal.org

Membership Secretary

Guadalupe Hernández-Silva
Center for Applied Linguistics
1118 22nd St. NW
Washington, DC 20037
lupe@cal.org

Learning Languages Editor

Marcia Harmon Rosenbusch
N157 Lagomarcino
Iowa State University
Ames, IA 50011
mrosenbu@iastate.edu

NNELL Appointments

Membership

Virginia Gramer
Monroe School
Foreign Language Office
210 N. Madison
Hinsdale, IL 60521

Bylaws

Maureen Regan-Baker
22 Pearl St.
Stonington, CT 06378

Southern Rep.

Carine Feyten
University of South Florida
College of Education
EDU 208B, Tampa, FL 33620-5650
feyten@typhoon.coedu.usf.edu

Publisher Liaison

Patty Rierson Hans
The Wellington School
3650 Reed Rd.
Columbus, OH 43220
hans@Grendel.wellington.org

Political Action and Advocacy

Kay Hewitt
Lexington Elementary School
116 Azalea Dr.
Lexington, SC 29072
leslib@lex1.k12.state.sc.us

Southwest Rep.

Elena Steele
Clark County School District
Department of Foreign Language
Curriculum and Instruction
601 N. 9th St., Office 31
Las Vegas, NV 89101

Public Relations Chair

Evelyne Armstrong
Charles Wright Academy
7723 Chambers Creek Rd. West
Tacoma, WA 98467
evelynearm@aol.com

Pacific Northwest Rep.

Jo Ann Olliphant
11004 111th St. S.W.
Tacoma, WA 98498
jolliphant@aol.com

Central States Rep.

Debbie Wilburn-Robinson
Ohio State University
249 Arps Hall
1945 N. High St.
Columbus, OH 43210
robinson.468@osu.edu

Northeast Rep.

Harriet Barnett
225 Clinton Ave.
Dobbs Ferry, NY 10522
actflhq@aol.com

Membership Form

Please enroll me as a member of the National Network for Early Language Learning (NNELL) and send me a subscription to *Learning Languages* (receive all three issues for the 1996-1997 academic year). Enclosed is a check for \$15.00. (Overseas rate is \$20.00.) Make checks payable to NNELL.

NO PURCHASE ORDERS PLEASE.

Name _____

Title or Grade Level _____

School or Affiliation _____

Mailing Address _____

City, State _____ Zip _____

Check whether this address is _____ Home _____ School _____

_____ Check if this is a renewal _____ Check if this is an address change from last year _____

Mail this form and your check to:
National Network for Early Language Learning
Center for Applied Linguistics
Attn: Nancy Rhodes, Executive Secretary
1118 22nd St. NW
Washington, DC 20037

Marcia H. Rosenbusch, Editor
Learning Languages
Department of Curriculum and Instruction
N157 Lagomarcino Hall
Iowa State University
Ames, Iowa 50011

ADDRESS CORRECTION REQUESTED