



Learning Languages

The Journal of the National Network for Early Language Learning

Winter 1998
Vol.3 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 to request a copy of author guidelines for preparing articles, or retrieve them from NNELL's website: www.educ.iastate.edu/currinst/nflrc/nnell/nnell.html

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

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

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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 \$20/year (\$25 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, NNELL, 1118 22nd St. NW, Washington, DC 20037.
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Notes from the President



*We have
many things to
be thankful for
and to
celebrate.*

The National Network for Early Language Learning (NNELL) begins a new decade with optimism for the future of early language learning. We want to dedicate the next 10 years to renewing our commitment to programs of excellence, capitalizing on the enthusiasm in the field, continuing to be strong in our advocacy, and celebrating the contributions of our constituency. We would also like to work more closely with other organizations in our profession.

As we look back on ACTFL, with the excitement of attending the convention and the tenth anniversary celebration of NNELL, we have many things to be thankful for and to celebrate: the friendship and camaraderie with colleagues, both old and new, the inspiration we received from speakers and presenters, the new ideas, strategies, and techniques we learned, and the opportunities to share and discuss practices and philosophies with our colleagues.

The tenth anniversary of NNELL provided us with many opportunities to celebrate together, from expressing our gratitude and best wishes to the outgoing board members (officers, regional representatives, and committee chairs) and welcoming the new board members, to the outstanding Swapshop Breakfast with great door prizes from publishers (thanks to Patty Hans, Publisher Liaison), to the culminating activity of our annual meeting and network session in which we deviated from our regular format to pay tribute to NNELL in song and to distribute excellent prizes to attendees

from sponsors of NNELL's anniversary celebration. We are very grateful to Audrey Heining-Boynton and her committee for all their hard work on the booth at ACTFL and their efforts to make this occasion so successful.

We would like to take this opportunity to acknowledge and express appreciation to the outgoing officers: Mary Lynn Redmond, Past-President, for her boundless energy and dedication, and for the outstanding Summer Institute at Wake Forest on the National Standards; and Mercia Foster, Secretary, for her prompt and accurate minutes.

Also, we are grateful to the outgoing regional representatives and committee chairs who have worked tirelessly for the past six years. These regional representatives are as follows: Carine Feyten, Southern; Harriet Barnett, Northeast; Debbie Wilburn-Robinson, Central States; JoAnn Olliphant, Pacific Northwest; and Elena Steele, Southwest. The committee chairs are: Virginia Gramer, Membership, and Maureen Regan-Baker, Bylaws. Their leadership and devotion have helped NNELL grow into a strong, viable organization.

We would also like to welcome the new board members: Myriam (Mimi) Met, Second Vice-President; Lori Langer de Ramirez, Secretary; Alicia Vinson, Membership; and the new regional representatives: Jan Kucerik, Southern; Janet Glass, Northeast; R. William (Bill) Carlstrom, Pacific Northwest; Penny Armstrong, Central States; and Michael Nettleton, Southwest. With these new board

members comes a sense of renewed dedication, growth, and a positive future for NNELL. We look forward to their contributions and expertise to support the mission of NNELL.

Additionally, as part of the celebration of NNELL, under the leadership of Mary Lynn Redmond, another project began that will soon come to fruition. We eagerly anticipate the publication of the Tenth Anniversary Volume: *Critical Issues in Early Second Language Learning: Building for Our Children's Future*, edited by Myriam Met (see announcement in this issue).


As we reflect on the last 10 years and the progress that has been made in the area of early language learning—the increased interest in programs for young students, start-up of new programs, continuing support for existing programs, and, most of all, the progress and growth of our students—we celebrate our efforts and vow to continue them.

With all the positive aspects to reflect upon, however, there are also problems, concerns, and struggles to combat everyday: lack of support and funding, shortage of qualified teachers, implementation of new programs without adequate facilities, materials and curriculum, and . . . the list goes on. These are all considerations that were part of the impetus for creating a network of dedicated teachers, administrators, and advocates to promote and provide a support system for those interested in the field of early language learning. These issues all contributed to the development of NNELL.

As we pause to reflect on the accomplishments of NNELL to date and on its origins, we should also ask ourselves: Have we done enough? Have we focused on the real reason the network/organization began? Are we reaching the goals that were set

for NNELL? Where do we go from here—for the next five years? For the next 10 years?

Our long-range planning committee met this winter to make future plans for NNELL (see article in this issue). We welcome the thoughts, ideas, concerns, and suggestions from our membership, as well as from others who are interested in furthering the goals and mission of NNELL.



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The Américas Award: Authentic Children's Literature in Your Classroom

Christi Rentsch de Moraga
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How many times have you looked for a story to enhance your teaching, a story that takes place in Latin America, one whose text and pictures ring of authenticity? When you need it, the perfect story seems elusive—or you find one that is not age appropriate for your students.

Good news! A valuable resource is available—a list of commended books, published every year since 1993. These are stories that reflect cultural authenticity in the Americas.

The award recognizes U.S.-published works of fiction, poetry, or folklore (from picture books to works for young adults) in English or Spanish that authentically and engagingly present the experience of individuals in the Americas.

The Américas Award for Children's and Young Adult Literature was created by the Consortium of Latin American Studies Programs (CLASP) to encourage and commend authors and publishers who produce quality children's and young adult books that portray Latin America, the Caribbean, or Latinos in the United States, and to provide teachers with recommendations for classroom use. The award recognizes U.S.-published works of fiction, poetry, or folklore (from picture books to works for young adults) in English or Spanish that authentically and engagingly present the experience of individuals in the Americas. The intent is to move beyond geographic borders, focusing instead on cultural heritages within the hemisphere of the Americas.

The committee reviews annually over 60 books submitted by publishers. Reviewers consider 1) quality of story; 2) cultural authenticity/sensitivity; and 3) potential for classroom use. The award and commended list are announced each spring and a formal

presentation is held at the Library of Congress, Washington, D.C., in early summer. For the first three years (1993–1995), one book that was outstanding among all the others was recognized. The committee often found that a picture book, as well as a novel for young adults, stood out; however, only one award could be given. To rectify this, the committee creatively secured funding in order to honor two books. In the summer of 1997, two 1996 books were honored.

Award-Winning Books

Past and present winners are as follows:

- 1993 *Vejigante masquerader*, by Lulu Delacre (Scholastic)
- 1994 *The Mermaid's Twin Sister*, by Lynn Joseph (Clarion)
- 1995 *Tonight, by Sea*, by Frances Temple (Orchard)
- 1996 Picture book: *In My Family/ En mi familia*, by Carmen Lomas Garza (Children's Book Press)
- 1996 Young adult: *Parrot in the Oven, Mi vida*, by Victor Martínez (Joanna Cotler, Harper Collins Publishers)
- 1997 Picture book: *The Face at the Window*, by Regina Hanson (Clarion)
- 1997 Young adult: *The Circuit: Stories from the Life of a Migrant Child*, by Francisco Jimenez (University of New Mexico Press)

These seven gems are as varied and diverse as the complex cultures

thriving in the Americas. Lulu Delacre, well known for her artwork, portrayed a lovely tale of a little boy who wanted to participate as a *vejigante* in the February carnival of Ponce, Puerto Rico. *The Mermaid's Twin Sister* weaves the mysteries of Trinidad's *jumbies*, *obeahs*, and *duennes*. These are perfect ghost stories for around the campfire.

Tonight, by Sea recounts the heart-wrenching ordeal that Haitians endured in the early 1990s trying to escape hunger and oppression by crossing to *lot bo d'lo* (*L'autre bord de l'eau*), the other side of the water—Miami. The 1997 young adult award went to Victor Martínez for his poignant coming-of-age tale set in the 1950s, about Manny, a young teen struggling to find his way in a dysfunctional family (alcoholic father, brother who cannot keep a job, pregnant sister, and mother whose survival technique is feverish cleaning). The author draws you magnetically into this tale, which makes you want Manny to “turn out all right,” no matter what.

The second award in 1997 went to Carmen Lomas Garza for her bilingual book *In My Family/En mi familia*. Lomas Garza, whose artwork became famous for *Family Pictures/Cuadros de familia*, has done it again with a superb sequel. Young children pierce the cultural curtain with her highly detailed pictures and simple, yet profound, vignettes.

Books in the Classroom

How to use such books in the classroom? If you have the luxury of an immersion school system, read and discuss the bilingual stories directly in the target language. *En mi familia* and *Vejigante masquerader* offer the text in Spanish, as do the following excellent choices from the commended lists:

- *De oro y esmeraldas: Mitos, leyendas y cuentos populares de*

Latino América (1996), by Lulu Delacre

- *México mío* (1996), by Tony Johnston
- *El canto de las palomas* (1995), by Juan Felipe Herrera
- *La isla* (1995), by Arthur Dorros
- *Medio pollito* (1995), by Alma Flor Ada
- *El espíritu de Tío Fernando* (1995), by Janice Levy
- *La tortillería* (1995), by Gary Paulsen
- *The Tree is Older Than You Are: A Bilingual Gathering of Poems and Stories from Mexico with Paintings by Mexican Artists* (1995), selected by Naomi Shihab Nye
- *Estrella de ángel* (1994), by Alberto Blanco
- *The Bossy Gallito/El gallo de bodas* (1994), by Lucía González and illustrated by Lulu Delacre
- *Cool Salsa: Bilingual Poems on Growing up Latino in the United States* (1994), edited by Lori Carlson
- *De colores and Other Latin American Folk Songs for Children* (1994), selected by José-Luis Orozco
- *Las nanas de abuelita* (1994), by Nelly Palacio Jaramillo

On the other hand, if you are an elementary school foreign language teacher in a less intensive program, you know that reading the entire story in Spanish is unrealistic without a great deal of preparation (vocabulary and key phrases). Only a few children at the beginning level will respond well to a story read all in Spanish, unless the book has outstanding pictures and a text with a few anchor words so the children do not get lost. For example, *Chato's Kitchen*, by Gary Soto (a 1995 Américas Honorable Mention), comes to life through the many types of savory Mexican food that Chato, *el gato*, prepares because he has invited the neighbors for dinner—literally he wants to eat his *vecinos*. Your students

When the topic of the book is directly related to the foreign language curriculum, you can weave the story into your lessons.

will enjoy the surprise ending in which the mice do not get eaten. The story fits in well for a unit on Mexican food.

When the topic of the book is directly related to the foreign language curriculum, you can weave the story into your lessons. The Américas Award's first winner, *Vejigante masquerader*, is a perfect example. My sixth graders study Puerto Rico in both social studies and Spanish class. The *vejigante*/carnival theme meshes language learning with cultural appreciation. The book includes a glossary of chants that students love reciting in class: *Toco, toco, toco, toco. Vejigante come coco.*

I point to the pictures while I read the story in simplified Spanish, emphasizing the dialogue.

Text Simplification

Since the Spanish text is still too hard for the students to listen to directly, I give them a modified version, which I read. I point to the pictures while I read the story in simplified Spanish, emphasizing the dialogue. With the book *Vejigante masquerader*, the students tune into the idea that a child has worked hard for something (in this case making his *vejigante* costume and earning money to pay for the mask) and has it ruined the day before the big event because he was bullied (in this case by a goat). They listen to the Spanish because they want to know what will happen. If time permits, children will love making *vejigante* masks, for which the book provides instructions.

Other stories that you can read using a simplified text include:

- *Saturday's sancocho* (1995), by Leyla Torres; a Columbia girl learns to make *sancocho* by clever bartering in the market
- *The Spirit of Tío Fernando: A Day of the Dead Story* (1995), by Janice Levy
- *Isla* (1995) and the prequel *Abuela* (1991), by Arthur Dorros; good for a city/community unit
- *Pacual's Magic Pictures* (1996), by Amy Glaser Gage; good for a unit

on the rainforest

- *Going Home* (1996), by Eve Bunting; Mexican farmworkers take children on a trip back to Mexico

For discussing racial differences, an excellent book that can be read in simplified Spanish (although the original was in Brazilian Portuguese) is *Niña bonita* (1996), by Ana María Machado. For *En mi familia* (1996), by Carmen Lomas Garza, take several days and have students make their own illustrations as they listen to the culture capsules.

Books for French Classes

For elementary school French classes, use the technique of reading a simplified text with *The Faithful Friend* (1995), by Robert San Souci (a friendship between a rich black Martiniquais and his poor white friend, and a love affair stymied by voodoo). With the 1995 winner, *Tonight, by Sea*, you might use a different strategy. Since the French curriculum, by the sixth grade, emphasizes *la francophonie* I decided to read the entire novel aloud so students would better understand the cultural and political situation. As I read, the students illustrated the scenes in a booklet. In French, we went over family members and parts of a boat. To understand the book better, we talked about *Créole* and looked at how some phrases were related to French. For example, *Ak tou ko* refers to *Avec tout le corps*, meaning throw your whole body into whatever you have to do. The book gives children, especially from wealthy communities, a better conception of what it is like to grow up with so very little that even a pig's hair can be useful in the making of a boat.

Books on Specific Cultures

Novels with deep insight into specific cultures that fit nicely into interdisciplinary units, and which are

appropriate for sixth through eighth graders, include:

- *Celebrating the Hero* (1993) and *So Loud a Silence* (1996), both by Lyll Becerra de Jenkins; two Columbian stories that are not about the drug cartel scene
- *Imagining Isabel* (1994), by Omar Castañeda; a teacher trainee from a Mayan village is thrown into the harsh reality of contemporary Guatemalan politics
- *Ransom for a River Dolphin* (1994), by Sarita Kendall; a mestizo girl helps save a pink Amazonian dolphin from poachers with the aid of rainforest herbal knowledge
- *Beyond the Ancient Cities* (1994), by José María Merino; the son of a lost conquistador experiences the clash of Spanish and indigenous cultures in the 16th century
- *An Island Like You: Stories of the Barrio* (1995), by Judith Ortiz Cofer; 12 sensitive, intertwining tales that take place in and around a Puerto Rican barrio in New Jersey
- *Hearth of a Jaguar* (1995), by Marc Talbert; fascinating archeological literature of a Mayan coming-of-age struggle
- *Parrot in the Oven, mi vida* (1996), by Victor Martínez (this year's award for young adults)

Since many of these works are lengthy and far too long to read aloud during the elementary school foreign language class, try coordinating with the language arts teacher on a joint project. The foreign language teacher could transform some of the scenes into dialogues to be acted out in the target language.

Positions Open on Awards Committee

If you enjoy reading children's literature, both picture books and novels for young adults, you may be

interested in serving on the review committee. Positions rotate and generally last for three years. Presently two positions are open. The positions will be filled by June 1998.

There is a lot of reading—and it is fascinating! Members of the committee (which include teachers, children's librarians, bilingual education and children's literature specialists, and outreach staff) usually take notes on all the books and judge them according to the three criteria. Teachers are the best judges of classroom application. You can take books to class and see which ones work with students. They honestly tell you if they do not like certain stories and why.

The committee holds three or four teleconferences per year during which the members discuss which books should be dropped from the list, which should be commended, and which should receive the award. Should you be interested in serving, write a letter of intent and send it with your resume to Julie Kline at the address below.

I have to admit that after serving for four years, I count this honor as one of my favorite professional activities. It is fun to read the diverse books, and the intellectual exchange with my fellow committee members has been stimulating. This work has given me new ways of thinking. Even though I will never be able to use many of these books in class, I feel that I have been personally enriched and have become a better teacher.

Try coordinating with the language arts teacher on a joint project.

NOTE: For a complete list of commended works, send a stamped self-addressed envelope to:

Julie Kline, Award Coordinator
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University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, WI 53201
or e-mail her: cla@csd.uwm.edu

NNELL Initiates Dialogue on Vision for Future

Current executive board members, past presidents, committee chairs, and regional representatives were invited to the Center for Applied Linguistics (CAL) in Washington, D.C., on January 30–February 1, 1998, for the National Network for Early Language Learning Long-Range Planning Meeting. The meeting was held to review NNELL's accomplishments during the past 10 years and to chart its future for the next five years.

The meeting was held to review NNELL's accomplishments during the past 10 years and to chart its future for the next five years.

Attendees included Susan Walker, President; Christine Brown, First Vice-President; Mimi Met, Second Vice-President; Eileen Lorenz, Past-President; Audrey Heining-Boynton, Past-President; Nancy Rhodes, Executive Secretary; Marcia Rosenbusch, Editor, *Learning Languages*; Evelynne Armstrong, Publicity Chair; Alicia Vinson, Membership Chair; Penny Armstrong, Central States Regional Representative; and R. William Carlstrom, Pacific Northwest Regional Representative. Also attending were Donna Christian, President of CAL, who opened the meeting, and Charles F. Davis, President of Franklin, Davis & Associates, who served as the long-range planning consultant.

Davis began the meeting by reviewing the seven questions that he had proposed be addressed during the three-day meeting, highlighting key issues that NNELL should consider in its planning. The seven questions included: What is NNELL? Why does it exist? Where is NNELL going? How will it get there? How well is NNELL doing now? What does NNELL offer its members? Where does NNELL

get assistance in meeting its goals?

Through a discussion of common beliefs and vision, the group reaffirmed NNELL's mission statement from January 1991:

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

Possible short-term goals to accomplish NNELL's mission were discussed and include the following: revise/fine-tune the organizational structure and infrastructure, increase collaboration with other organizations, increase membership, investigate funding possibilities from foundations, initiate a plan for a NNELL conference strand at regional conferences, and initiate a plan for a public awareness campaign.

Long-term goals and implementation plans are currently being finalized. The board is seeking information from various sources to assist in making decisions and will continue its discussions in conference calls and at regional conferences in the spring of 1998. The five-year plan, which

will be completed this spring, will appear in the fall issue of *Learning Languages*.

The group extended thanks to Eileen Lorenz, Chair, Long-Range

Planning Committee, for expertly chairing the meeting, and to the National Textbook Company for sponsoring two dinners during the meeting.

NNELL Tenth Anniversary Volume Is Published

Critical Issues in Early Second Language Learning:

Building for Our Children's Future

April 15 is the publication date for the NNELL Tenth Anniversary Volume, edited by Myriam Met. In this professional resource book, 13 key issues are thoughtfully defined by the chapter authors, then explored and developed by other significant leaders and innovators in the field of early language learning:

- Issue 1: What Are the Advantages and Disadvantages of FLES, FLEX, and Immersion?
by Audrey L. Heining-Boynnton
- Issue 2: When Should an Elementary School Foreign Language Program Begin?
by Helena Curtain
- Issue 3: Is Foreign Language Education for All Learners?
by Marcia Harmon Rosenbusch
- Issue 4: Which Languages Should Young Students Learn?
by Nancy Rhodes
- Issue 5: Content-Based Language Instruction
by Fred Genesee
- Issue 6: How Can Technology Be Used to Promote Language Learning?
by Carine Feyten and Joyce Nutta
- Issue 7: Articulation: Challenges and Solutions
by Martha G. Abbott
- Issue 8: Assessing Foreign Language Abilities of the Early Language Learner
by Richard Donato
- Issue 9: What Strategies Are Useful When Advocating for the Initiation of Programs?
by Gladys C. Lipton
- Issue 10: On Implementing an Elementary School Language Program: Reflections and Considerations
by Paul A. García and Virginia Gramer
- Issue 11: What Strategies Are Useful for Maintaining Language Programs?
by Christine Brown
- Issue 12: Foreign Language Teachers for Children: The Vision and the Reality
by Carol Ann Pesola Dahlberg
- Issue 13: Priorities for a Research Agenda for Early Language Learning
by G. Richard Tucker

Also included are a Foreword by Secretary of State Madeleine K. Albright and an introductory overview in which Eileen B. Lorenz and Mary Lynn Redmond detail the history of the early language movement over the past decade and the vital role that NNELL has played in those efforts. Any educator or parent interested in implementing an elementary school foreign language program will find *Critical Issues in Early Second Language Learning* invaluable.

Scott Foresman-Addison Wesley • ISBN 0-673-58919-6 • Cost is \$18.96

To order, call 1-800-552-2259

Culture and Children's Literature: Standards-Based Thematic Units

In the summer of 1996, the National K–12 Foreign Language Resource Center (NFLRC) at Iowa State University, Ames, Iowa, offered the Culture and Children's Literature Institute of France and Mexico. Forty participants (20 teachers of French and 20 of Spanish) were selected from applicants across the nation to participate in the 10-day institute. The institute focused on effective strategies for the development and teaching of thematic curriculum units based on cultural knowledge and children's literature of France and Mexico.

Leaders of the institute were: Eileen Lorenz, K–12 Foreign Language Specialist, Montgomery County Public Schools, Rockville, Maryland (for French); and Mari Haas, K–12 Foreign Language Specialist, Teachers College, Columbia University, New York City (for Spanish).

A key component of this institute was small group collaboration in the development of thematic units integrating language, culture, and content. Each small group selected a work of children's literature and created a unit. During the fall of 1996, the teachers piloted their units in their own classrooms after which final revisions were made, and the units were edited and published by the National K–12 Foreign Language Resource Center.

Included here are excerpts from two of the units.

—Marcia H. Rosenbusch, Editor

Excerpt 1

Taken from pages v, 10–11, 18–21, and 30–31 of *A Standards-Based Thematic Unit: Crictor*; co-authored by Mary Payne Coblin (Capital Day School, Frankfort, Kentucky), Dorothy Huss (Severn River Junior High, Arnold, Maryland), Bonnie Kirk (All Saints Day School, Carmel, California), Melissa Lonneman (Grahamwood Elementary School, Memphis, Tennessee), and Claire Melville (Buker Middle School, Salem, Massachusetts); edited by Marcia Harmon Rosenbusch and Eileen Lorenz; ©1998 Iowa State University, National K–12 Foreign Language Resource Center.

A Note on this Unit [p.v]

Imagine opening a birthday gift to find that someone has sent you a boa constrictor from somewhere in Africa. Crictor, the main character of the story, arrives in a package delivered by the mail carrier. Madame Bodot, his new owner, is an elementary school teacher in a small village in France. The story unfolds as the village confronts a crisis and Crictor saves the day with his unusual talents, and is honored as a hero for his bravery.

This unit links language, content,

and culture as it introduces students to an entertaining story about boa constrictors and life in French villages of the past. Lessons integrate *comptines*, poems, and rap to offer students engaging activities that focus on language and culture.

Children's literature in French is an often untapped resource that offers students authentic material for second language learning. Incorporating many of the national student standards for foreign language learning, this unit links *Crictor* with learning experiences

in French that reinforce the content areas of math, language arts, and science. Students relate their math skills to *Crictor* as they estimate and then measure the length of objects using the metric system. They work together in French to learn more about boa constrictors and to explore key elements of the story by identifying the characters, setting, problems and solutions, as well as by sequencing the story events.

The institute brought together kindergarten through grade twelve teachers of French to expand and enrich their knowledge of French language, culture, and children's literature. Working collaboratively, sharing ideas and classroom experiences, the teachers developed units organized around children's literature

in French. They explored key events from history and culture that have shaped modern-day France. Historical events, the geography of France, and real and fictionalized heroes were woven together and examined to rediscover certain aspects of France today.

We invite you to take your students into the France of yesterday to visit a typical village and to experience an adventure with Tomi Ungerer's *Crictor*.

—Eileen Lorenz
Culture and Children's Literature
Institute Leader
K–12 Foreign Language
Specialist
Montgomery County Public
Schools
Rockville, Maryland

*We invite you
to take your
students into
the France of
yesterday to
visit a typical
village and to
experience an
adventure with
Tomi
Ungerer's
Crictor.*

Activity 5 — Rap [pp.10–11]

Objectives

Language

- Students will identify elements of rhyme present in the rap selection about *Crictor*.
- Students will understand the key language elements from the story *Crictor* in a different context.

Content

- Students will recite the main idea of the story through rap.

Culture

- Students will understand that rap is a form of musical expression that exists in France.

Targeted Standards

- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices and Perspectives of Culture
- 3.1 Making Connections
- 3.2 Acquiring Information
- 5.1 School and Community
- 5.2 Lifelong Learning

Materials

A large chart on which the rap *Le rap Crictor* (included in this activity) is written (clarify key expressions with a sketch), and individual copies of the rap.

Procedure

Perform the rap on the first day, using a large chart with the words and simple sketches to reinforce the meaning. Tell students that rap is a form of musical expression in France. Or, have them listen to some examples of French rap. After several days of the whole class reciting it from the chart paper, distribute individual student copies of the rap. Tell students that they will have the option of reciting the memorized rap individually instead of taking the written quiz. Be sure to review presentation skills with the class, so that students understand that practicing how the rap is recited is an important part of their preparation. At the end of class, provide students with a handout defining your expectations for the unit and clarifying the new vocabulary taught.

*Tell students
that they will
have the option of
reciting the
memorized rap
individually
instead of taking
the written quiz.*

Le rap Crictor

Tu me demandes, que est Crictor?
C'est un vrai boa constricteur

De l'Afrique c'est un cadeau.
Il va être un très grand héros.

Il aime bien agiter la queue.
Avec les scouts il fait des noeuds

C'est un serpent très fort, très long.
Avec l'alphabet il est bon.

Dans la neige il aime s'amuser.
Pour le froid il a son gilet.

Il aime son lit et les enfants.
Tout le monde aime ce beau serpent.

Le cambrioleur, il est fini.
Oui, Crictor est plus fort que lui.

Il y a une médaille et une statue
Qu'on admire dans une grande rue.

De l'histoire Crictor, c'est la fin.
J'espère que vous l'aimez bien!

Activity 8 — French Village [pp.18–21]

Objectives

Language

- Students will understand and use *la pharmacie, la bibliothèque, le tabac, le centre ville, la banlieue, les bâtiments; Quels bâtiments se trouvent . . . ?*

Content

- Students will compare and contrast the French village (as presented in the story *Crictor*) with a typical American town.

Culture

- Students will describe a French village as presented in the story *Crictor*.

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices and Perspectives of Culture
- 2.2 Products and Perspectives of Culture
- 3.1 Making Connections

Materials

Crictor, plain paper, chart/paper, 5-6 rolls of tape, scissors, pencils, markers or crayons, pictures or works of art of buildings or stores, and a Venn diagram and *Les critères pour la note: Le village français* (included in this activity).

Procedure

Use visuals to review with students the names in French of stores and buildings such as *la pharmacie*, *la bibliothèque*, *le tabac*, etc. Place pictures of various buildings around the room and ask students to go to various buildings. Ask students questions such as: *Où es-tu? Qu'est-ce que tu achètes au tabac?* etc. (Note: Teachers may elaborate on this activity for beginning students and use it to introduce and reinforce new language.)

Using large pictures and/or works of art, brainstorm in French with students the organization of an American town: what buildings are usually present; the location of the buildings vis-à-vis each other; what buildings are found in the town center and which are found in the suburbs, etc. Ask one student to record on chart paper a list of buildings found in the town center. Ask another student to list buildings found in the suburbs. Ask students to work with a partner to develop a Venn diagram showing buildings found in the town center, outside of the town center, and in both areas.

Ask students to work with a partner to look through *Crictor* and record their observations regarding buildings found in the French town that serves as the setting for the story.

Ask students to work with a partner to develop another Venn diagram comparing and contrasting a typical American town and the French village that is the setting for the story *Crictor*.

Assessment

Ask each student to draw a map of a French village (based on the model and information presented in *Crictor*). Tell them that they must include: five specific buildings; a main street and two secondary streets; and one public place, such as a park, that contains a monument to some famous person or event. All items must be labeled in French and/or given a French name (such as the streets). Review the rubrics for this evaluation (included in this activity) with students.

Note: While the town that serves as the setting for *Crictor* represents what the typical French village used to look like, it is important not to present this to students as a town in France today. Demographics and routines in daily life are changing and this "romanticized" image of the typical French village is rapidly changing and, in many cases, no longer exists as portrayed in the text.

Les critères pour la note: Le village français

- +5 points — chaque bâtiment (un minimum de 5 bâtiments)
- +5 points — le groupe que fait le village le plus grand
- +5 points — le groupe que fait le village le plus original
- +5 points — une rue principale et 2 petites rues
- +5 points — les noms marqués en français (les rues, le parc, les bâtiments)
- +1 point — pour chaque élément supplémentaire dans le village (un pont, un parc, une statue)
- 1 point — chaque fois que quelqu'un dans le groupe parle anglais

Activity 13 — Metric Measurement [pp.30–31]

Objectives

Language

- Students will understand and/or use: *l'estimation, la mesure. Je pense que _____ mesure _____ centimètre(s).*

Content

- Students will estimate and measure the length of a variety of objects using a metric ruler.

Culture

- Students will use the system of measure used in most French-speaking countries.

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 3.1 Making Connections

Materials

Metric rulers, objects in bags, and *Estimer et mesurer* (included in this activity).

Procedure

Review the metric system by showing students what one centimeter looks like. If possible, use small centimeter blocks that frequently are used to teach measurement in math classes. Select several classroom objects of varying length and ask students first to estimate the length and then measure to compare the estimation with the actual length. Remind students that there is a difference between estimating and wild guessing.

Next, divide the class into groups and distribute bags of objects to each group. If possible, place an object in each bag that relates to the story *Cricor*. Ask students to work together estimating, measuring, and recording their work on the worksheet (included in this activity). Remind students that they must mark the unit of measure (centimètres/cm) after each estimate and each measurement in order for their answer to be mathematically correct. Tell students that if they do not know the name of the object in French, they may sketch a picture of it on the worksheet.

Noms des membres du groupe: _____

Date: _____

Estimer et mesurer

L'OBJET	L'ESTIMATION	LA LONGUEUR
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Excerpt 2

Taken from pages iv, 25–29, and 45–48 of *A Standards-Based Thematic Unit: Cuadros de familia*; co-authored by Katia Parviz-Condon (Viewpoint School, Calabasas, California), Donna Kleinman (The Stanley British Primary School, Denver, Colorado), Joseph Brown (Liberty Bell Elementary School, Coopersburg, Pennsylvania), and Angela Roa (Bank Street School, New York City, New York); edited by Marcia Harmon Rosenbusch, Mari Haas, and Irma Josefina O'Neill; © 1998 Iowa State University, National K–12 Foreign Language Resource Center.

A Note on this Unit, [p.iv]

Cármen Lomas Garza is the author and illustrator of a children's book that portrays life in a Texas town on the Mexican border. She explains, *Desde que era pequeña, siempre soñé con ser artista. Dibujaba cada día; estudié arte en la escuela; y por fin, me hice artista. Mi familia me ha inspirado y alentado todos estos años. Este es mi libro de cuadros de familia.* (From the time I was a young girl, I always dreamed of becoming an artist. I practiced drawing every day; I studied art in school; and I finally did become an artist. My family has

inspired and encouraged me for all these years. This is my book of family pictures.) (p. 3)

As we read *Cuadros de familia*, we begin a journey through the life of an extended Mexican-American family; we participate in their everyday activities, their celebrations, their occupations, and their dreams.

The unit integrates language, content, and culture in lessons where students actively participate in learning language as they hear and interact with the vivid images in Lomas Garza's paintings. Although created for middle school Spanish classes, this unit can

The use of thematic units for middle school is a new way of organizing curriculum that is encouraged by the national student standards for foreign languages. . . .

be adapted for all levels of instruction.

The use of thematic units for middle school is a new way of organizing curriculum that is encouraged by the national student standards for foreign languages, particularly through the goals of Communication, Cultures, and Connections. Although the growing body of Spanish children's literature is an enticing invitation to create thematic units to enrich and transform the traditional curriculum, examples of integrated curricula are not easy to find.

In the 1996 Culture and Children's Literature Institute, K-12 Spanish teachers studied the history and culture of Mexico from pre-Columbian to modern times in preparation for the development of curriculum units. They also had many opportunities to participate in and reflect on activities that exemplified the wonderful possibilities for student learning when children's literature in

Spanish is used to create lessons for the Spanish class.

The unit presented here not only beautifully demonstrates how to use children's literature to teach Spanish, but clarifies how language, content, and culture can be integrated in lessons that actively involve students in language learning. As you explore this unit, you will discover the joy of using children's literature as the basis for the thematic teaching of history, culture, and language in your own curriculum.

We hope that you, too, will begin to use children's literature in your own classroom and that your students will often chant the traditional saying, "*colorín, colorado, este cuento se ha acabado.*"

—Mari Haas

Culture and Children's
Literature Institute Leader
K-12 Foreign Language
Specialist
Columbia University
New York City, New York

Lesson 5 – *Poesía: A tapar la calle* [pp. 25–29]

The traditional poem featured in this lesson is a perfect extension of the language and culture students work with in early lessons in this unit. The simple couplet presents family members and food in an engaging and fun manner. Just as the book illustrations depict colorful scenes from artist/author Lomas Garza's life, this poem gives students experience with authentic literature and lets us imagine the family members strolling down the street enjoying an afternoon snack. This unit was written by four teachers of Spanish, who at the time of the institute, were working in four different schools across the country.

—Mari Haas

Objectives

Language

- The students learn new food vocabulary.

Content

- The students practice basic addition.

Culture

- The students learn a traditional Mexican poem.

Vocabulary and Structures

Verbs: *pasar (pase), comer (come), haber (hay), dibujar (dibujen), tocar (toquen), señalar (señalen).*

Family: *el tío, la tía, el abuelo, la abuela.*

Food: *la sandía, la ciruela, el buñuelo, el pepino, la manzana.*

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices and Perspectives of Culture
- 5.1 School and Community

Materials

Teacher

Pictures/objects for the magic box: *la sandía, la ciruela, el buñuelo, el pepino, la manzana*; colored geometric shapes; *A tapar la calle: Formas geométricas* (included in this lesson), Post-it notes, construction paper.

Student

Pencil, colored pencils or crayons, construction paper, and blank *Loto* cards.

Activity 5.1 — *A tapar la calle* Poem

Although some of the vocabulary for this poem was taught in a previous lesson, you will want to review the words by using the object pictures in a warm-up TPR activity. Post the pictures on the board, and/or place the objects on a table at the front of the room, then give students commands, such as: *Señalen la sandía, Toquen la ciruela*, etc.

Then show the students the traditional poem *A tapar la calle* written on sentence strips and placed in order in a pocket chart. (One source for this traditional poem is Alma Flor Ada's *Días y días de poesía: Developing Literacy Through Poetry and Folklore – Anthology*, which is available from Hampton Brown Books for Bilingual Education, P.O. Box 369, Marina, CA 93933; 800-333-3510.)

A tapar la calle

<i>A tapar la calle,</i>	<i>Que pase mi tía</i>
<i>que no pase nadie.</i>	<i>comiendo sandía.</i>
<i>Que pase mi abuelo</i>	<i>Que pase mi primo</i>
<i>comiendo buñuelos.</i>	<i>comiendo pepino.</i>
<i>Que pase mi abuela</i>	<i>Que pase mi hermano</i>
<i>comiendo ciruelas.</i>	<i>comiendo manzana.</i>
	—Traditional

Ask the students *¿Cuántas palabras hay en el poema?* pointing to the words to help students understand the word *palabra* and prompting them to count. Then introduce the word *comer* by acting it out. Next, read the poem to the class, using props from the magic box (and gestures) to convey its meaning. After the poem has been read twice, ask two to three students to read it aloud. Next, cover up the key words with Post-it notes, (*buñuelos, ciruelas, sandía, pepino, manzana, abuelo, tía, tío, primo, hermano*). Read the poem again, and have the students volunteer orally to fill in the blanks. Then ask for two or three more student volunteers to read the poem to the class. Next, remove the sentences from the pocket chart, mix them up, and ask a volunteer to reorder the sentences in the chart.

Activity 5.2 — Assessment

Have the students copy the poem onto a piece of colored construction paper and then illustrate it in such a way that the meaning is conveyed through the pictures. Assess the student work based on criteria such as presentation, clarity of illustrations, and accuracy. Display the illustrated poems in the classroom. Have students read the poem to a family member at home and record her/his reaction.

Activity 5.3 — Preparing the Loto Card

Give each student a blank *Loto* (Bingo) card (included in this lesson). To prepare the cards, give commands to the students to draw the family members and the food names in the various shapes. For example: *Dibujen a la madre en un cuadrado, dibujen la manzana en un círculo, dibujen la sandía en un triángulo*, etc. Prepare an enlarged sample in advance to show the students what a finished *Loto* card will look like.

Activity 5.4 — Play Loto

Follow normal Bingo procedures, except say the words in Spanish. Students are required to listen for the words, and look for the picture on their cards. If a student covers all the spaces required, he/she shouts out *Loto*. In order to confirm the win, the student must look at the pictures on his/her card and say all the words correctly in Spanish. Reward the students with a treat, if you deem it appropriate.

Activity 5.5 — Assessment

Give each student a copy of the worksheet *A tapar la calle: Formas geométricas* (included in this lesson). Read the poem, and upon reaching the key words, give oral commands to the children: *Dibujen un buñuelo en el rectángulo. Dibujen una ciruela en el círculo. Dibujen una sandía en el triángulo. Dibujen un pepino en el rectángulo. Dibujen una manzana en el círculo*. Collect the students' sheets and score them for the number correct out of the five possible drawings that illustrate their understanding of the vocabulary words. Once you have returned the graded assessment sheets to the students, reinforce the food vocabulary and the geometric shapes by asking questions such as: *¿Qué hay en los rectángulos? ¿Qué hay en el triángulo?* Once again, ask for volunteers to read the poem aloud to the class.

Activity 5.6 — Homework

Ask the class to learn *A tapar la calle* for a poetry recital competition in class at a later date. Encourage the students to act out the poem as they recite it. Have the class decide on a list of criteria to evaluate the performances and then have them judge each other in the competition. At the end of the competition, reward all the students for their efforts by bringing in a treat, for example, watermelon. The competition could be held at an assembly, or with another Spanish class, with parents and community members as the audience.

*Encourage
the students
to act out the
poem as they
recite it.*

Lesson 8 – Jugando con poesía [pp. 45–48]

Objectives

Language

- Students review all vocabulary studied in unit to date.

Content

- Students read poem.
- Students write and illustrate their own poems.

- Students participate in poetry reading of their poems.

Culture

- Students chant and play traditional Mexican street game.

Vocabulary and Structures

Food: *la sandía, el tamal, el mango, la papaya, la hamburguesa, la naranja, el pollo, el maíz, los tacos, las papas fritas, la pizza, el pastel, la carne, la masa, la hoja, el agua, la salsa.*

Family: *la madre, el padre, el abuelo, la abuela, el hermano, los tíos.*

House: *la casa, el jardín, la cocina, el comedor, el patio, el dormitorio, la sala, el baño*

Geometric shapes: *triángulo, rectángulo, cuadrado, círculo.*

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices and Perspectives of Culture
- 3.1 Making Connections
- 4.2 Culture Comparisons
- 5.1 School and Community

Materials

Teacher

Chart or butcher paper for word walls, chart of poem, double-sided tape, index cards, flash cards or pictures of vocabulary from unit

Student

Patterned poetry sheet *A tapar la calle: Poesía original* (Included in this lesson), markers, fly swatters (optional).

Activity 8.1 — A tapar la calle Game (Traditional Street Game)

Display a chart of the poem and read *A tapar la calle* again with the class. Read it a few times until the students can recite it fairly fluidly. The students play the game according to the following directions: half of the children stand in a line holding each other, hand to wrist, saying the rhyme. The other children try to break through the hands of the players or pass through the openings under their arms. The row of handlocked players do whatever movements they can to block the players trying to break through. They move themselves but can not let go of their hands.

Activity 8.2 — Vocabulary Review

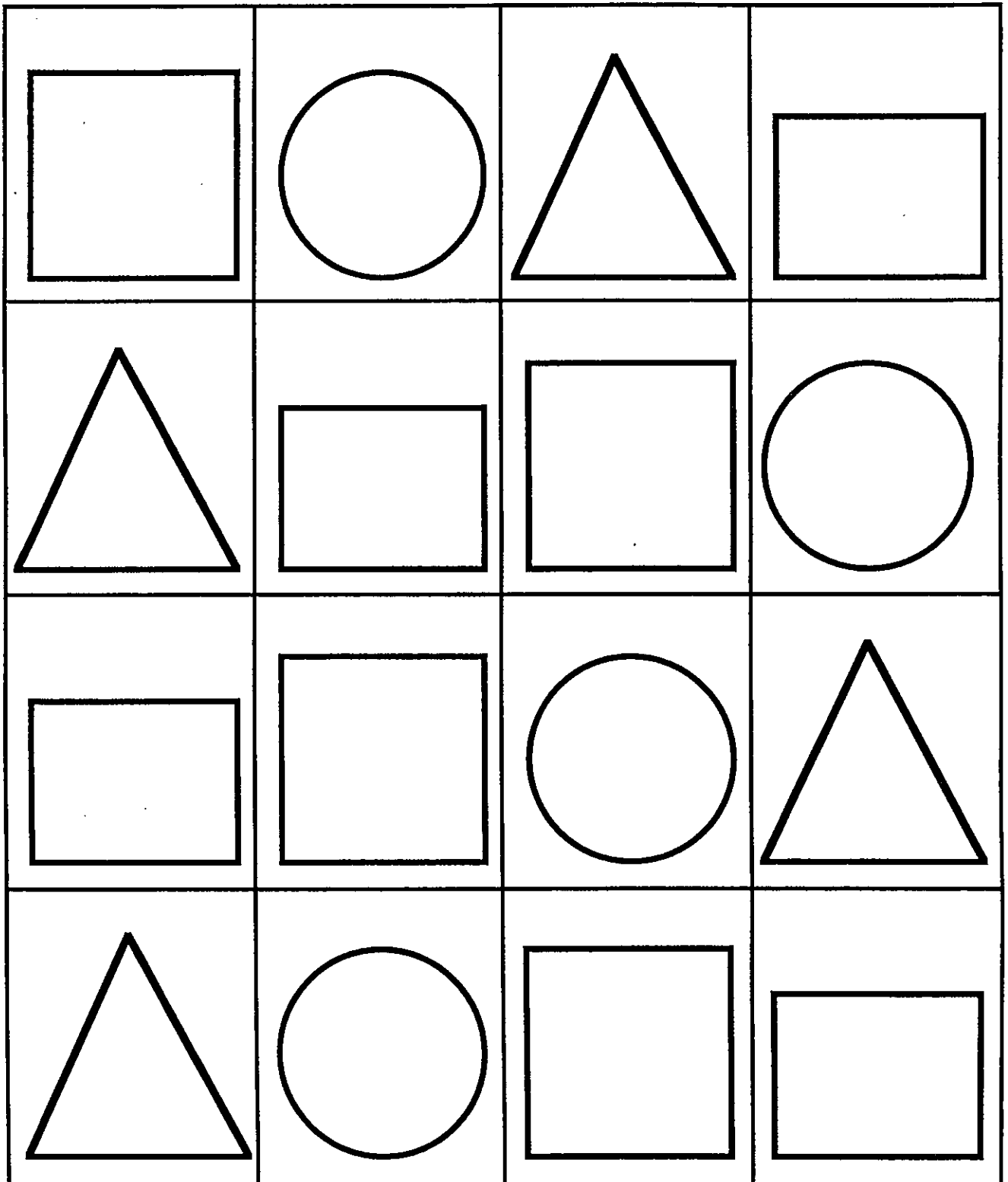
With the input of the students, create word walls on a chart or butcher paper using all the vocabulary learned in the unit so far. Write the headings of the categories of family, food, house, and shapes in large letters. Say, *Clase, hagamos una lista de vocabulario. ¿Cuáles son las palabras de los miembros de la familia, las habitaciones de la casa, las comidas y las formas geométricas que aprendimos?*

As the words are accumulated on the chart, review them, possibly choosing to make a game out of it. An exciting game is *matamoscas*. Display written words or pictures depicting the vocabulary words on the chalkboard, using double-sided

Nombre _____

Fecha _____

Loto



Nombre _____

Fecha _____

A tapar la calle: Formas geométricas

A tapar la calle,

que no pase nadie.

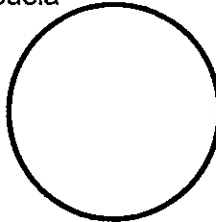
Que pase mi abuelo

comiendo



Que pase mi abuela

comiendo



Que pase mi tía

comiendo



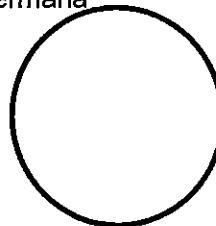
Que pase mi primo

comiendo



Que pase mi hermana

comiendo



tape. Have the students form two teams that line up on opposite sides of the chalkboard. The first person in each team holds a fly swatter and when you say the word, both students race to swat the word or picture on the board. Whichever team swats the correct word first, wins a point. Play proceeds until a team reaches a pre-determined amount of points.

Activity 8.3 — Patterned Poetry

By now the students should have a good sense of the rhythm and rhyme of the poem. . . .

Once again, display the chart or sentence strip version of the poem *A tapar la calle*. The whole class, small groups, and individual students take turns reading the poem aloud. By now the students should have a good sense of the rhythm and rhyme of the poem and you may even ask for volunteers to dramatize it with props and gestures while it is recited. Explain that each student will now have the opportunity to create their own poem after you model how to do it.

Show the poem and cover the last word in each line with a large index card using double-sided tape. Make it clear that students should look at the chart of brainstormed vocabulary and then suggest new words from the chart to write in. Have the class read the newly created poem. Then create another poem with the class asking for volunteers to fill in the blanks. At this point, have students brainstorm some appropriate rhyming words and write them on a chart.

After several new poems have been created and read by the class, distribute a prepared pattern of the poem to the students, *A tapar la calle; Poesía original* (included in this lesson), in which a blank line replaces the last word in each line that is either a family member or a food. With the aid of the previously prepared web or chart of the vocabulary learned in the unit so far, have the students fill in the blanks with the food and family words of their choice, thereby creating original poems. For example, students could use *amigo/higo*, *hermana/banana* in place of *primo/prima* in the poem. Since this particular poem rhymes, be aware that the newly created poems should rhyme. You will have to provide dictionaries, display the chart of rhyming words brainstormed earlier, and possibly facilitate another brainstorming session to generate more rhyming words from which the students may choose to create their own poems.

Activity 8.4 — Illustrate Poems

Ask the students to choose a title for their poem and illustrate it. They may choose to draw a small picture for each line or a larger picture that represents the feeling of the entire poem.

Activity 8.5 — Assessment: Poetry Reading

Have students invite their classroom teacher and other students or teachers into the classroom to listen to a sharing of the individual poems. To assess these oral presentations, create a rubric including the criteria you consider important, such as fluidity of the reading and pronunciation. Write comments on the individual assessment index cards.

Nombre _____
Fecha _____

A tapar la calle: Poesía original

A tapar la calle,

que no pase nadie.

Que pase mi _____

comiendo _____.

Que pase mi _____

comiendo _____.

Que pase mi _____

comiendo _____.

Que pase mi _____

comiendo _____.

Que pase mi _____

comiendo _____.

Note: For more information about the six standards-based thematic units developed by participants in the Culture and Children's Literature Institute, contact: National K-12 Foreign Language Resource Center, N157 Lagomarcino Hall, Iowa State University, Ames, IA 50011; Telephone: 515-294-6699; E-mail: nflrc@iastate.edu; website: <http://www.iastate.edu/currinst/nflrc/nflrc.html>

Job Openings

The Department of Teacher Education in the College of Education at Northeastern Illinois University in Chicago announces an opening beginning Fall, 1998, for a **tenure track faculty position in early childhood/bilingual-bicultural education**. Qualifications for the position are: earned doctorate; successful classroom teaching experience at early childhood/elementary level; state certification; competence in instructional technology; commitments to culturally diverse and inclusive settings, pre-service and in-service education; experience in curriculum development and/or distance delivery desired; ECED/BLBC field experience required; experience in program development and grant writing; candidate should be bilingual (Spanish/English preferred). To apply, submit letter of application, current vita, and names, addresses, and telephone numbers of three references to: Dr. Beverly Otto, Chair; Department of Teacher Education, Northeastern Illinois University, 5500 North St. Louis Ave., Chicago, IL 60625-4699.

Madison Number One Middle School, Phoenix, Arizona, seeks a **middle school Spanish Teacher** for grades 5–8. Madison Public Schools offer: seven computers in every classroom, top achievement/expectations, master teachers, highly collaborative staffs, continuous professional growth and support of teachers, cutting-edge curricula, urban resources for speakers, field trips, enrichment in a suburban setting. Interested candidates may fax or mail a letter of intent and resume to: Madison Number One Middle School, Attn: Dr. Robert Chartier, Principal, 5525 North 16th St., Phoenix, AZ 85016; 602-664-7110; Fax: 602-664-7199.

Community Consolidated School District 65 Park Ridge-Niles, Parkridge, Illinois, is seeking a **Spanish and a French teacher**; both full-time positions are for grades 2–5. Responsibilities will include planning, developing, and teaching content-related curriculum units. Qualifications are: Illinois Elementary Teaching Certificate (Type 03 or Type 10), Spanish/French Teaching Certificate (Type 09) or Spanish/French language endorsement or, for Spanish, the Illinois Elementary Bilingual Teaching Certificate (Type 29). Fluency in the languages. Advanced proficiency on the ACTFL scale, study abroad or living experience in a country where the language is spoken, experience in teaching the languages in grades K–6 and/or evidence of successful supervised student teaching experience; experience in teaching subject content areas in grades K–6 and/or evidence of successful supervised student teaching experience in grades K–6, and familiarity with various types of elementary school foreign language programs. To apply, send or fax a letter of introduction and resume to: Dr. Jerry Hawver, Assistant Superintendent for Curriculum and Instruction, District #64, 164 S. Prospect, Park Ridge, IL 60068; Fax: 847-318-4351.

Alicia R. Chacon International Language School in El Paso, Texas, seeks **full-time German and Japanese teachers** for grades K–6. These students are working toward literacy in three languages. These positions will be responsible for 4–6 classes daily as well as some team teaching with the current teachers. Applicants need to be certified or eligible for certification as foreign language or elementary school teachers, possess strong language skills, have a good knowledge of the target culture, have experience working with young children, be able to plan and implement content-related lessons at age-appropriate levels, be familiar with language immersion and FLES methods and be innovative, creative, energetic, and willing to learn. For more information, please contact Mr. C. R. Schulte, Principal, 221 Prado Road, El Paso, TX 79907; 915-860-7480.

Activities for Your Classroom

Mis cosas favoritas: Exploring Likes and Dislikes

Kathy Olson Studler
St. Paul Academy
St. Paul, Minnesota

Objective:

Students, working with partners, will orally compare their likes and dislikes as they individually fill in a Venn diagram with sections for *Me gusta*, *Te gusta*, and *Nos gusta*. They will give an oral report to the class about their own, their partner's, and their shared likes and dislikes using *Me gusta*, *A (partner's name) le gusta*, and *Nos gusta*.

Targeted Standards:

- 1.1 Interpersonal Communication.
Students express their likes and dislikes to their partners.
- 1.2 Interpretive Communication.
Students interpret written and spoken language about likes and dislikes.
- 1.3 Presentational Communication.
Students present their own, their partner's, and their shared likes and dislikes to the class.
- 5.1 School and Community. Students share the results of their study of likes and dislikes with the school community.

Materials:

- Prepare a booklet for each student entitled *Mis cosas favoritas* in which students will add information about their likes and dislikes. At the bottom of each page of the booklet write one of the following expressions: *Mi fiesta favorita*, *Mi*

lugar favorito, *Mi deporte favorito*, *Mi color favorito*, *Mi música favorita*, *Mi comida favorita*, *Mi pasatiempo favorito*, *Mi estación favorita*, *Mi animal favorito*.

- Magazines for cutting out illustrations of their likes and dislikes and/or drawing materials to illustrate the same.
- A blank Venn diagram with the categories: *Me gusta*, *Te gusta*, and *Nos gusta*.
- A sheet of questions to prompt students as they interview a partner during the classroom activity, for example: *¿Cuál es tu fiesta favorita?* *¿Cuál es tu animal favorito?*
- Two large sheets of paper to model the making of a Venn diagram.

Procedure:

Provide many opportunities for discussion and practice prior to this activity to develop and extend students' vocabulary for the categories being described: colors, sports, festivals or celebrations, etc. Additionally, provide practice for students to learn how to use appropriately the structures for *Me gusta*, *Te gusta*, *Le gusta*, and *Nos gusta*. Have students complete the booklets in advance of the classroom activity using either cut-outs from magazines and/or drawings that express for each topic their personal likes and dislikes.

The Spanish teacher and an assis-

tant, student or a puppet will model the activity by each describing his/her favorite things, noting anything they have in common as they share information. For this part of the activity, demonstrate that students will refrain from showing each other the illustrations from their booklets, *Mis cosas favoritas*, as additional clues to meaning unless absolutely necessary. Encouraging this strategy will help students develop their listening comprehension skills.

On two large sheets of paper, model how the information that each partner shares is used to complete the three sections, *Me gusta*, *Te gusta*, and *Nos gusta*, on his/her own Venn diagram. Each student will fill in the information about the partner with whom he/she is working in the section labeled *Te gusta*.

Model how students will give a brief oral presentation of the information on their Venn diagrams upon completion of the activity. Emphasize to students that when they report to the class on the preferences of their partner, in place of *Te gusta* _____, they will substitute, *A (partner's name) le gusta* _____.

Students will work with a partner to complete the activity as modeled. Each describes his/her favorite activity, then they work together to complete the Venn diagrams and practice

presenting the information for their oral reports on their findings.

Have students take turns presenting their information to the class. Collect the booklets in advance of the presentations so that students will only be viewing the presenter's booklet, which, together with the Venn diagram, should contain the information the class needs to understand the oral presentation.


You may prepare a large Venn diagram on paper to compare the findings from two different classes that you teach, or two different grade levels. Or, you may compare the class's findings with a class in a partner school in this country or abroad. This information will provide interesting material to graph and share with the school community on a bulletin board. Another variation would be for students to predict what their classmates or partners might say are their favorite things prior to the lesson.

Assessment:

As the students present their oral descriptions, they will demonstrate their ability to describe their favorite things and those of their partner. They will also demonstrate that they have understood the information that their partner has shared.

Venn Diagram: Las cosas favoritas

Nombre: _____
Nombre: _____



Talking without Using My Hands: A Short Reflection of a Third Grade Language Immersion Teacher

Joyce Y. Iliff
Japanese Immersion Teacher
Richmond School
Portland, Oregon

The other day, I spoke to a seventh grader with whom I worked when she was a third grader. As I spoke to her about school, her extra-curricular activities, and her family, I realized that something was different from when I spoke to her in third grade.

I noticed that my hands were still. Yes, I did have a coat in my hands, but they were very still. Next, I noticed that my body was still. I was not moving. My body was not gesturing every verb, adjective, adverb, or prepositional phrase. With this student, I was talking to her and simply standing still.

Then I listened to the child and realized that this seventh grader can

negotiate meaning by herself. Yes! I may have been using some sheltered language to her, after all I was her third grade teacher. This seventh grader can now ask questions freely and manipulate the target language enough to carry on a conversation. Wow! I can talk to this child freely without thinking too much. The child is now thinking all by herself and manipulating the target language for comprehension. What growth she has made in four years!

The next morning, I went back to my third grade class. As I led a class discussion using my hands and body, I thought of that "one day" when I will be able to talk to these students without using my hands.

Changes in Contributing Editors Announced

Several changes in Contributing Editors take place with this issue of the journal. Two editors are retiring and two join the editorial board.

Retiring Contributing Editors. Many thanks to Diane Fagin Adler, who served as Classroom Activities Editor through the transition from *FLES News* to *Learning Languages*, and to Lori Langer de Ramirez, who served as Spanish Resources Editor until she resigned to serve as Secretary of NNELL. Both have done a superb job, always providing timely and interesting material for their sections. Thank you!

New Contributing Editors. NNELL welcomes Jeanette Borich as the new Classroom Activities Editor. Jeanette teaches Spanish and French in first through third grades in the Ankeny, Iowa, Community School District. Jeanette, an active member of NNELL for many years, is a leader in early language education in Iowa. Mari Haas, K-12 Foreign Language Specialist at Teachers College, Columbia University in New York City, is the new Spanish Resources Editor. NNELL members will remember Mari as a past president of NNELL. Both editors ask that you send your submissions to them at the addresses listed on the inside front cover of this journal.

Congratulations to Kinder Lernen Deutsch for Their First Ten Years!

Ten years ago a small group of determined advocates for German in the elementary schools developed a plan to support German in grades K–8. With generous funding by the *Ständige Arbeitsgruppe Deutsch als Fremdsprache (StADaF)* from the German government and the Goethe-Institut, the *Kinder Lernen Deutsch (KLD)* Steering Committee has made great progress. The major, long-range components of the initiative include:

Planning, Parity, and Implementation Grants.

Over \$50,000 has been granted to 37 schools thus far for the purpose of planning and program development. A new award to schools wishing to add German to the middle school offerings to establish parity with other languages is the latest addition to the grant program.

Support for In-service and Pre-service Teacher Education.

The Concordia College, Minnesota, month-long summer seminar has retrained over 150 German teachers to teach at the K–8 level. In addition, a 10-day version of the Concordia Program is now offered at Plymouth State College, New Hampshire, each summer. The American Association of Teachers of German (AATG) also offers the services of several consultants from its professional development directory free of charge.

The Video Project.

A methodology videotape and a teacher preparation tape will be ready in 1998.

Development of Materials for Teaching German K–8.

Existing materials have been identified and evaluated and a selection of appropriate materials has been made available from the AATG Materials Center. Among these materials are: the *Loseblattsammlung*; the KLD *Liedersammlung*, annotated bibliographies, several children's books, *Bildalphabet*, and videos from the Goethe-Institut and InterNationes.

Public Relations/Networking.

A network of KLD consultants specially trained to assist school districts and individual teachers and parents in establishing an elementary school German program has been created. A session on KLD is always offered at the AATG annual meeting and has been the topic of several AATG chapter meetings as well. A KLD Kit is available, with materials describing the benefits of early language study. The annual KLD *Infoblatt* informs AATG members about the project, and the KLD Talking "T" (with audiocassette) is available to interest young and old learners in German K–8.

Cooperative Projects.

Many generous partners have supported the first 10 years of *Kinder Lernen Deutsch* activities: the German government, the Goethe-Institut, and InterNationes, as well as the National K–12 Foreign Language Resource Center at Iowa State University, the BBC, the Fairfax County Network, and many others.

Special thanks go to the high level of expertise and energy of the KLD Steering Committee: the original members—Helena Curtain, Carol Ann Pesola Dahlberg, Pat Pillott and *Fachberater* Horst Bussiek (now back

A network of KLD consultants specially trained to assist school districts and individual teachers and parents in establishing an elementary school German program has been created.

in Germany), and Susan Thorne and *Fachberaterin* Jheel Jonen-Dittmar, who have since joined the Committee.

Note: For ordering the materials described or for more information

about *Kinder Lernen Deutsch*, contact AATG, 112 Haddontowne Court #104, Cherry Hill, NY 08034-3668; 609-795-5553; Fax: 609-795-9398; E-mail: aatg@compuserve.com.

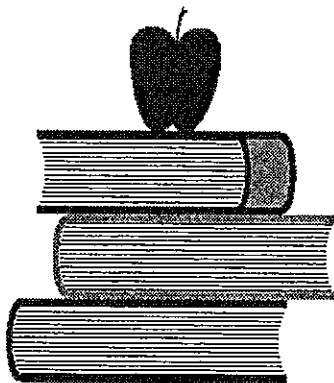
Cultures des Pays Francophones de l'Afrique de l'Ouest

A compact disk (CD-ROM) and manual have been developed to support the teaching of the cultures of Francophone West Africa in French and Social Studies classes. These materials were produced with the support of a grant from the National Endowment for the Humanities.

The CD-ROM includes cultural information on the traditional and current aspects of life in West Africa, illustrated by over 400 pictures. The presentation has both English and French tracks and is enhanced by music, activities for students, maps, video clips, a brief history, a French-English glossary, and comprehensive essays for teacher (or advanced student) reference. Some of this material has been repeated in the manual; sample lessons and resource lists are also provided for teachers. System requirements for using the CD-ROM are a color-capable Macintosh computer, 13-inch or larger color display, system software version 7.0 or later, QuickTime, 5MB of RAM, and a CD-ROM drive.

To order a copy of this CD-ROM and accompanying manual, send a check in the amount of \$50 made payable to Montgomery County Public Schools. Telephone 301-279-3911 to inquire about special prices for quantity orders. Please send the order and payment to the following address:

Foreign Language Coordinator
Montgomery County Public Schools
850 Hungerford Dr., Room 258
Rockville, MD 20850



Classroom Resources

Spanish

Lopez, A. (1996). *Hispanic Folk Arts and the Environment: A New Mexican Perspective*. Glenview, IL: Crystal Publications.

Available from Crystal Productions,
1812 Johns Drive, Box 2159,
Glenview, IL 60025-2159; 800-255-
8629, E-mail: crystal@interaccess.com. Cost is \$85.

This review focuses on unique resources that feature the rich Hispanic cultural heritage of Northern New Mexico.

These interdisciplinary curriculum materials will help you develop an excellent thematic unit for your Spanish classes. Created by educators at the Museum of International Folk Art in Santa Fe, New Mexico, the materials include a curriculum guide (illustrated with black and white photos), a videotape showing nine Hispanic artists working with traditional materials, and 20 (8" x 10") color photographs of the land, the people, the folk arts, and artists. Goals defined in the bilingual curriculum guide are for students to understand and appreciate Hispanic folk traditions, both past and present; to recognize the influences of the natural environment on the folk life and folk arts of the Río Grande region; and to experience Hispanic cultural traditions by participating in related activities.

The Hispanic folk arts are the oldest expressions of European folk arts in North America originating with the Spanish/Mexican colonization of present-day New Mexico. These curriculum materials give students an opportunity to see how environmental

forces and human activity are related by exploring four interrelated topics: Land, River, and Hispanic Settlements; Building Community: The Roots of Adobe; Folk Arts in the Home: Río Grande Weaving; and Foodways of the Río Grande. The following introduction to Land, River, and Hispanic Settlements illustrates the clear writing style and abundance of information contained in the guide:

En los valles y montañas del norte de Nuevo México se encuentran comunidades que emontan a los primeros años de la colonia española. En comunidades como Chimayó, Río Chiquito, Las Trampas y Abiquiú aún se puede palpar el ritmo del pasado. La gente todavía canaliza el agua de las sierras por un sistema de acequias para poder regar sus sembrados. Vacas, borregas y caballos aún se encuentran pasteando en tierras ancestrales.

En muchas de estas comunidades los artesanos siguen trabajando de una manera parecida a la de hace cien o más años. La gente teje "fresadas," talla santos de madera, crea muebles de madera de pino, compone corridos en el arcaico dialecto español, sigue quemando leña de piñón en sus hogueras y asando maíz en hornos de adobe. (p. 10)

The activities in the guide give step-by-step instructions including an introduction, objectives, vocabulary, materials, motivation, preparation, procedure, evaluation, classroom connections (for math, language arts, and social studies), community connections, adult resources, and a list of related children's books and folktales.

Most activities can be easily adapted for Spanish classes. Activities include:

(1) making a three-dimensional model of the original Hispanic settlements along the Río Grande (using vocabulary words such as *el arroyo, el llano, la mesa, la plaza, and los ranchos*—perfect for creating a “Gouin Series” or series of commands to follow in making the model);

(2) creating a “human loom” and weaving on a cardboard loom (using vocabulary words such as *tejer, cardar, hilar, la lana, el nudo, las estrellas*—perfect for a language experience story after the students weave rag rope wefts over and under the warp strings their peers are holding and also perfect for describing the patterns in traditional New Mexican weaving as well as in their own weaving piece); and

(3) making flour and/or corn tortillas (using vocabulary words such as *el maíz, la mano, el metate, la semilla, el trigo*—perfect for a sorting activity comparing foods from Europe and the Americas and researching the food traditions in the students’ own families).

These comprehensive materials will give teachers a solid background in the history and culture of Northern New Mexico and the visuals necessary to create exciting thematic

units for Spanish classes.

Sense and Nonsense, Inc., & Sundstrom, M. (Illus.). (1994). *The Southwest Treasure Box*. Espanola, NM: Juniper Learning.

Available from Juniper Learning, Box 1328, Española, New Mexico 800-456-1776 or 505-753-7410; Fax: 505-747-1107. Cost is \$268.

The *Southwest Treasure Box*, (a great companion to *Hispanic Folk Arts and the Environment*) is a large cardboard case filled with materials to make the tri-cultural history and culture of Northern New Mexico come alive in your classroom. Perfect for use in a magic box or bag, the following folk art and natural objects are included: a miniature adobe brick; blue corn, anasazi beans; a painted clay pot; a railroad spike; wool from churro sheep that has been carded; dyed churro yarn; a hand-woven mini-rug; a piece of cholla cactus deadwood; piñon pine cones; a sage stick; pumice and a pottery shard; and examples of iron pyrite, mica obsidian, gypsum, and turquoise.

You will also find a teacher's guide and two student books (one in English and one in Spanish) in the box. Beginning with introductory questions in each section, the guide provides information about the land, the people, and the history of New Mexico. It gives background information on the history and use of all of the materials in the treasure box, useful vocabulary for learning about the materials, recommended supplemental reading, and ideas for activities. The last section of the guide provides blackline masters of animal patterns for tinwork, Pueblo Indian bird designs, vocabulary practice sheets, a simple Pueblo Indian tale and a New Mexican/Spanish folktale. The student books contain short information/reading passages

These comprehensive materials will give teachers a solid background in the history and culture of Northern New Mexico. . . .

and a variety of activities to go with the materials. In the *Tiempo de vacaciones* section, the students use a map to travel on a fantasy trip through Northern New Mexico.

In addition, the box has a bulletin board kit complete with a large full-color map of the area, color photographs of many of the topics from the guide, such as an indigenous woman baking bread in an horno at Taos Pueblo, turquoise jewelry, a churro sheep, a woman carding churro wool, a cholla cactus in bloom, and a steam engine in Chama.

Although the activities are designed for bilingual classes, the treasure box gives you a wealth of information, materials, and ideas to use or adapt for your Spanish classes. If you can't go to New Mexico to research and collect all of the materials, the *South-west Treasure Box* is an exciting resource!

Other Juniper Learning kits, such as the following, are available:

- *The Tinsmith Workshop*: This kit contains everything you need to have your students create designs on tin: 35 pieces of pre-cut tin; reusable pattern; six tool sets including mallet, pounding pad, and traditional tamping bit; completed sample; instruction booklet with historical background; and a coupon for ordering pre-cut tin. Cost is \$98.
- *The Adobe Builder*: This hands-on adobe building project includes a teacher's guide for a four-week classroom unit, architectural blueprints, and construction materials. The \$98 cost includes materials for one 8" x 10" house, \$180—materials for three houses and \$260—materials for five houses.

French

Smith, D. (1991). *Trouve-moi! Un livre pour jouer à cache-cache*. Paris: Albin Michel Jeunesse.

Available from the Children's French Store, 1490 Danforth Ave., Toronto, Canada MAJ-1N4; Tel. and Fax: 416-463-1427. Cost is \$25.

Here is a book to help very young children learn prepositions in a fun way. In this interactive, pop-up book, the child (or the teacher) plays hide-and-seek by placing a cut-out figure on, around, behind, or underneath elephants, crocodiles, camels, polar bears, or penguins—to name just a few of the parade of animals. Although the language is very simple, the vocabulary is appropriate for young learners. I can envision children in the classroom being inspired to make their own *Trouve-moi!* books, complete with cut-outs. This versatile book will supplement a lesson on animals or inspire the development of new *trouve-moi* games.

German

Rieder, E. (1996). *Das ABC - Buch*. Stuttgart: Ernst Klett Verlag.

Available through Klett Edition Deutsch. Christiane Fredrickson, 7327 Woodrow Drive, Oakland CA 94611. Tel and Fax: 510-339-2721. Cost is \$14.30.

This book is part of a beginner's lesson series to teach written German to second language learners at the elementary school level. The book is divided into topics depicting everyday life—the garden; a birthday cake; animals; a tree house; soccer; a cold; a toothache; fairy tales; apples, pears and plums; camping; and games. The chapters are arranged according to the letters of the alphabet, but chap-

ters on specific and unique German letters and letter combinations also are included. This book also is useful in teaching grammar and sentence structure.

Workbooks and cassette tapes for student practice, which include rhymes, finger plays, songs, and

puzzles, are available for *Das ABC - Buch*. These materials appear to be well-suited for elementary school students beginning with the second grade level, but middle school and high school students could also benefit from this resource.

Virginia Gramer Honored as Outstanding Teacher

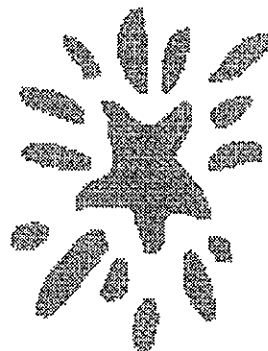
Congratulations to NNELL member, Virginia Gramer, who has been named the Outstanding Elementary Teacher of the year by the American Association of Teachers of French.

Virginia has taught French in Hinsdale Elementary School District 181, Hinsdale, Illinois, since 1960, when the school board responded to demands by parents for foreign language by introducing French and Spanish into the curriculum. Virginia teaches French to 120 fifth graders at six schools and coordinates French and Spanish programs in the elementary and middle schools of the district.

She conducts her lessons in French and the students learn to converse in the language about what they are doing at home—such as helping to prepare dinner, playing on the computer, listening to music on compact discs, or watching television. When they become confident with their new French phrases, they practice at home by calling each other on the telephone.

Virginia links French with other subjects, such as geography and mathematics. With the winter Olympics in Japan, she taught the names of countries, the colors of teams, the events, and distances in the metric

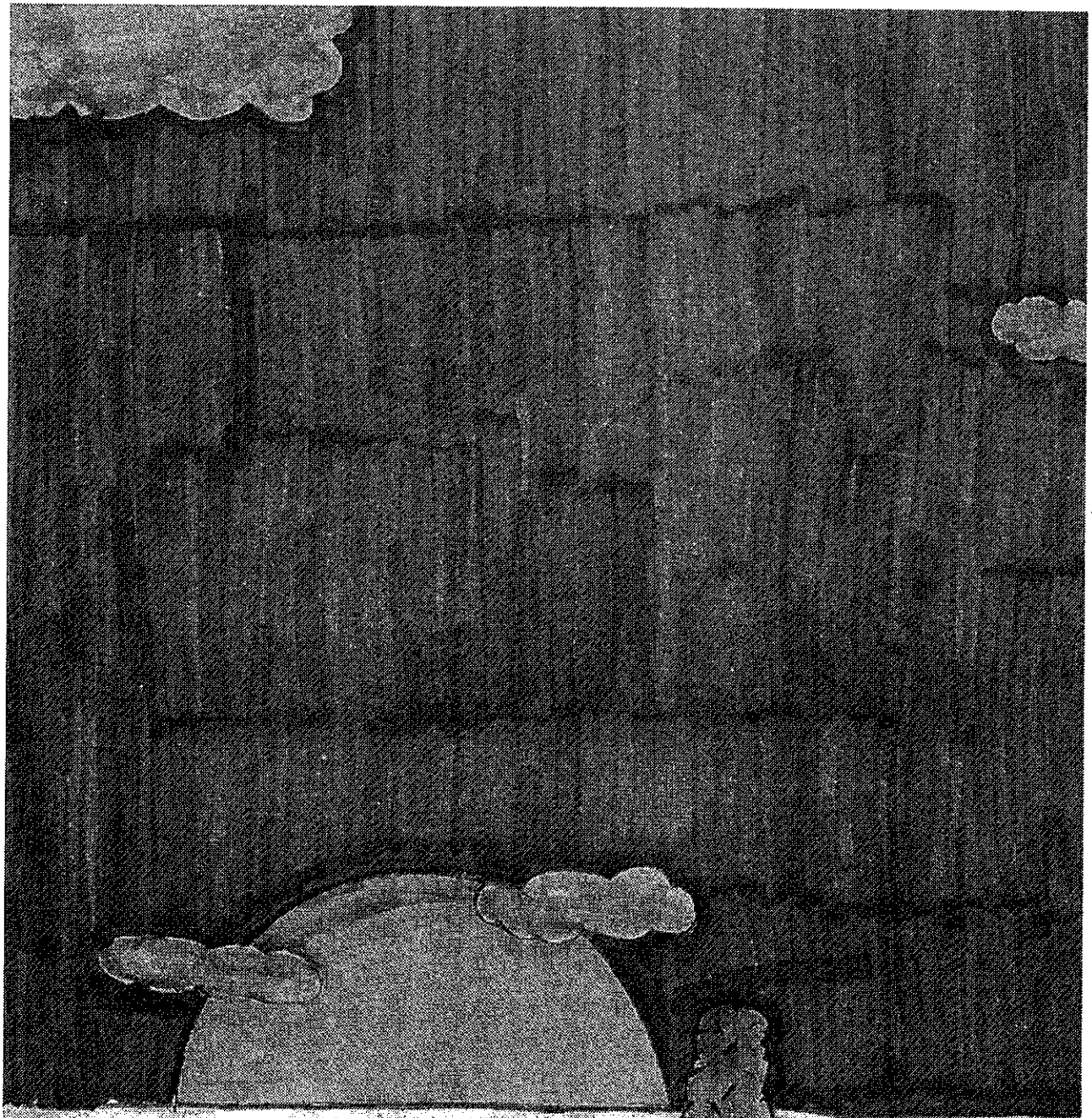
system in French. Her students are very enthusiastic about learning and the parents in the community are strongly supportive of the district's foreign language program. Congratulations from NNELL to Virginia Gramer on her well-deserved award!



Thanks to NTC for NNELL Stickers

NNELL thanks National Textbook Company and Mr. Keith Fry for donating 8,000 NNELL logo stickers to commemorate the network's tenth anniversary celebration at ACTFL last November in Nashville. Members of the NNELL Board, past and present, "stickered" the badges of as many of the 5,500 conference participants as possible, to make the profession aware of NNELL and its commitment to early language learning. Watch for the blue and white NNELL stickers at your next state or regional conference—a member of the NNELL board may "sticker" you!

Children's Classroom Creations



Me gusta el sol de

Mejico

Tracy L. Mehlman

Grade 5

Trinity School

New York, NY

Adriana González-Novello

Spanish Teacher

Calendar Spring 1998 Conferences

April 16–19, 1998

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

April 23–28, 1998

Southwest Conference on Language Teaching and Arizona Language Association, Mesa, AZ. Carl H. Johnson, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

Summer 1998 Courses and Workshops

June 14–July 10, 1998

Methods for Elementary and Middle School Foreign Languages, Concordia College, Moorhead, MN. Carol Ann Pesola Dahlberg, Old Main 109B, Concordia College, Moorhead, MN 56562; 218-299-4511; Fax: 218-299-4454; E-mail: cadahlbe@cord.edu.

June 22–28, 1998

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 23–28, 1998

The National FLES* Institute, University of Maryland, Baltimore County, MD. Gladys Lipton, Director, Department of Modern Languages, 1000 Hilltop Circle, Baltimore, MD 21250; 301-231-0824; Fax: 301-230-2652; E-mail: lipton@umbc2.umbc.edu.

June 27, 29, 30–July 1, 2, 3, 6, 7, 8, 1998

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 22–August 1, 1998

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.

August 7–15, 1998

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.

NNELL

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

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

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

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

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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 1997-1998 academic year). Enclosed is a check for \$20.00. (Overseas rate is \$25.00.) Make checks payable to NNELL.

NO PURCHASE ORDERS PLEASE.

Name _____

Title or Grade Level _____

School or Affiliation _____

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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

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Center for Applied Linguistics
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