

Learning Languages

The Journal of the National Network for Early Language Learning

Spring 1999
Vol.4 No.3

Learning Languages: The Journal of the National Network for Early Language Learning is the official publication of NNELL. It serves the profession by providing a medium for the sharing of information, ideas, and concerns among teachers, administrators, researchers, and others interested in the early learning of languages. The journal reflects NNELL's commitment to promoting opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own. See the inside of the back cover for more information on NNELL.

In an effort to address the interests of the profession, both practical and scholarly articles are published. Practical articles describe innovative approaches to teaching and the administration of effective language programs for children. Scholarly articles report on original research and cite both current research and theory as a basis for making recommendations for practice. Scholarly articles are refereed, i.e., reviewed anonymously by at least three readers. Readers include members of the NNELL executive board, the editorial advisory board, and invited guest reviewers who have expertise in the area. Refereed articles are identified as such in the journal. Write to the editor to request a copy of author guidelines for preparing articles, or retrieve them from NNELL's website: www.educ.iastate.edu/nnell.

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.

Editor

Marcia H. Rosenbusch
Department of Curriculum and Instruction
N131 Lagomarcino Hall
Iowa State University
Ames, IA 50011
mdrosenbu@iastate.edu

Editorial Assistants

Sandra McJimsey
Sheila Dietz
Trina Garman

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

Penny Armstrong
Pittsburg Community Schools
510 Deill St. P.O. Drawer 75
Pittsburg, KS 66762-0075
pennywebb@aol.com

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

Mari Haas
Teachers College
Columbia University
395 Riverside Dr.
New York, NY 10025
mbh14@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 4, No. 3 Spring 1999

Articles

- 4 **Advocacy for Early Language Education: A School Board Presentation**
Virginia Gramer

- 9 **Organizing a Language-Immersion Day for Middle School Students**
Aurora Hermo and Boni Luna

- 13 **Recent Developments in Early Language Learning in Japan**
Katsutoshi Ito

- 21 **"Te quiero, Tito"—FLES Email Project**
Deby Doloff

- 23 **GLOBE Integrates Mathematics, Science, Social Studies, and Technology into the Foreign Language Classroom**
Teresa J. Kennedy

Features

- 2 **Notes from the President**

- 15 **Clarification! How to Order a NELL Advocacy Packet**

- 16 **The Educational Excellence for All Children Act of 1999**

- 20 **Children's Classroom Creations**

- 26 **Publication Announcement: *Teacher to Teacher: Model Lessons for K-8 Foreign Languages***

- 27 **Activities for Your Classroom**

- 30 **Classroom Resources**
 - French
 - German
 - Spanish

- 32 **Calendar**

Learning Languages (ISSN 1083-5415) is published three times a year (fall, winter, and spring). Membership dues for NELL, which include a subscription to the journal by academic year, are \$20/year (\$25 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, NELL, Center for Applied Linguistics, 4646 40th St. N.W., Washington, DC 20016-1859. Copyright © 1999 by the National Network for Early Language Learning.

Notes from the President



I am delighted to begin this issue of *Learning Languages* with three pieces of very good news!

For the first time ever our membership has exceeded 1,000 members! Words of thanks for a job well done go to NNELL officers, regional representatives, and state representatives who have been sponsoring NNELL sessions both locally and regionally. These efforts have certainly paid off in a growing membership!

We are celebrating the publication of the volume that is the outcome of the NNELL institute, held in the summer of 1997, on the national student standards: *Teacher to Teacher: Model Lessons for K-8 Foreign Languages*. Congratulations to Mary Lynn Redmond and Eileen Lorenz, co-editors, for this volume! Look for the announcement and ordering information on page 26 of this issue.

Included in this issue of the journal is a part of the Elementary and Secondary Education Act of 1999 (ESEA) proposed by the Clinton Administration. You will be delighted to see in it a strong commitment to early language learning! Write to your senators and representatives in Congress to encourage their support for this important legislation. The vote will take place in Congress during the 1999-2000 year. You will see in this issue of the journal a sample letter of support that you can access on the NNELL Website (www.educ.iastate.edu/nnell). You also can access the addresses of your members of Congress from the Website. We encourage you to personalize the letter before you send it.

I am also pleased to highlight several of the wonderful articles in this

issue of *Learning Languages* that have been provided by our authors, editor, and editorial staff.

The feature article is an excellent example of a presentation to a local school board in support of early language learning. Author Virginia Gramer includes vignettes of students from her program who have benefited from their early language learning in their world of work and studies as young adults.

Contributing Editor for International News, Helena Curtain, includes another article in the series she has invited on early language learning in other countries. In this issue, Professor Katsutoshi Ito reports on early language programs in Japan. The challenges in establishing programs are similar throughout the world and, as Professor Ito suggests, international cooperation on early foreign language education makes good sense.

If you have never organized an immersion day, the article included in this issue may give you just the encouragement you need to establish your first immersion day program. Guidelines for organizing such an event are included in the article, as well as examples of content that have been successfully used with young language learners.

Also in this issue is an article on the GLOBE program, an international network of students and teachers who collect atmospheric, hydrologic, geologic, and biometric data to report to GLOBE and NASA via the Internet. We are publishing this information as part of our ongoing effort to provide content-related information that is

highly compatible with national standards in foreign language, mathematics, and science.

On the warm and fuzzy side, you'll find an article on the traveling, brown, stuffed bear that is now part of an e-mail project for students from 11 schools in 9 states, as well as Argentina and Spain. This bear travels to schools and conveys good wishes and information from his travels.

A special thank you goes to Nancy Rhodes and Marcia Rosenbusch for their hard work as executive secretary and journal editor, respectively. As most of you know, in addition to her full-time position at the Center for Applied Linguistics, Nancy fields hundreds of requests for information regarding NNELL and elementary foreign language. Marcia, a full-time faculty member at Iowa State University, also adeptly leads the only Title VI Language Resource Center devoted to K-12 language education. Without Nancy's and Marcia's leadership, tireless efforts, and commitment, NNELL would not be the thriving organization it is today. Our deep and heartfelt thanks to both of them.

On a final note for this issue, I am delighted to report that we have received funding for a small conference to be held in Hartford, Connecticut, this July for NNELL state representatives, regional representatives, and officers. Space permitting, we will also open the meeting to foreign language teachers and supervisors in the area. Our goal is to invite representatives from 20 organizations that lie outside the field of foreign language to a small working conference on early language teaching, learning, and

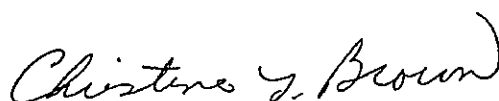
nurturing. For some time, the NNELL executive board has discussed the need to meet with leaders of other elementary and secondary education groups.

The goal of this conference is to provide the leaders of these organizations with a nationwide update on the exciting field of K-12 foreign language education, while at the same time forging a consensus on how to "institutionalize" language programs more effectively in the public and private school context. While NNELL does not have the financial resources at this time to generate a national advocacy effort, we hope that a dialog with related education groups might be a first step on the path to greater mutual support. Portions of the conference will be devoted specifically to advocacy efforts, articulation needs, and curriculum development needs around national and state standards.

We are encouraged by the enthusiasm on the part of state representatives for this kind of conference. We are committed to continuing these efforts on behalf of early language teachers.

All the best to you as the summer unfolds and provides time for renewal.

. . . we hope that a dialog with related education groups might be a first step on the path to greater mutual support.



Christine Brown
Director of Foreign Languages
Glastonbury Public School District
232 Williams St.
Glastonbury, CT 06033
Email: Cbrownglas@aol.com

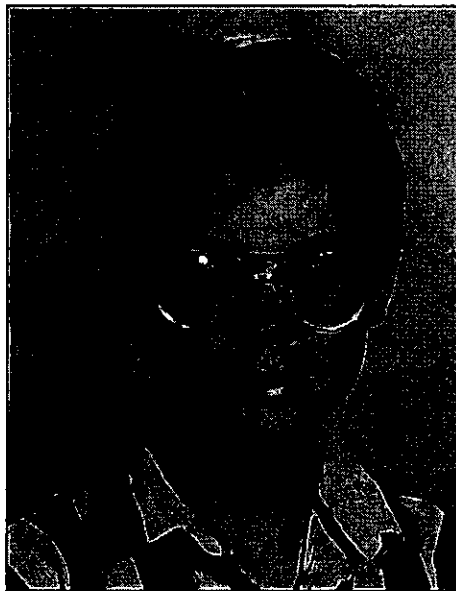
Introductory Note: The following article was given as a presentation to the American Council on the Teaching of Foreign Languages (ACTFL) Delegate Assembly at the 1998 ACTFL Convention in Chicago. The Assembly consists of representatives from all state and regional foreign language organizations as well as language-specific organizations. The subject of the meeting was "Advocacy for Foreign Languages." The author was given the assignment of exemplifying a presentation to a board of education (not her own) to promote the continuation of the district's elementary school foreign language program.
—The Editor.

Advocacy for Early Language Education: A School Board Presentation

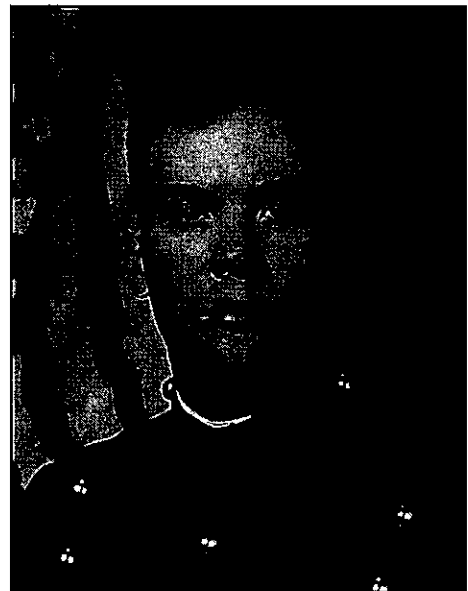
*Virginia Gramer
Foreign Language Facilitator
Hinsdale Elementary School District 181
Hinsdale, Illinois*

Good evening, ladies and gentlemen of the board of education. Thank you for inviting me here. I know that you have a big issue before you—the future of your elementary school foreign language program. First of all, I would like to show you some pictures.

Because of his language skills, Jeff Means was able to spend a very rewarding term at St. Cyr, the French Military Academy. Jeff returned last year to finish his junior year at West Point. One of his current assignments is to write the curriculum, based on his experiences, for a semester French course for the United States Military Academy.

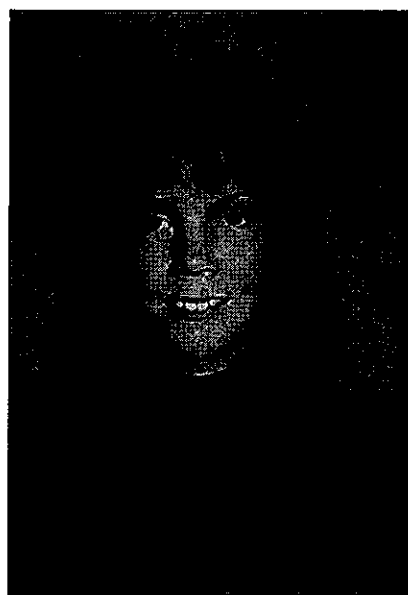


Jeff Means



Katherine Remus is now a junior at Georgetown University, majoring in political science. Katherine had a job last summer, as did many of her classmates, but Katherine was paid considerably more than her friends and had a wonderful trip in the bargain. She worked for Coca-Cola in France, using her computer skills in marketing the World Cup Soccer Games, Tour de France, and Wimbledon. She got the job after a half-hour interview in French, on the phone.

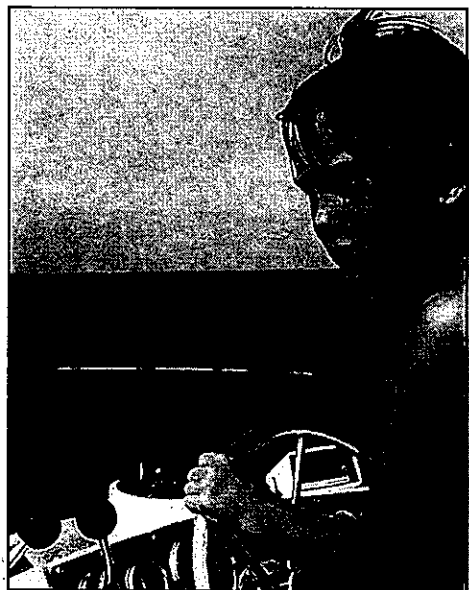
Stuart Moffett, unlike Katherine and Jeff, was not a quick starter. He did not get down to serious business right away. Just out of school, he had a few positions, which no parent would think would bode well for his future economic well-being. One of them was with Club-Med. Stuart's French was good enough to get him the job and by the time he moved on he was assumed to be a native speaker. Because of his dual-language ability he was hired by a German bank, and during his tenure there he has become proficient in German. As you are probably aware, second and third foreign languages become successively easier to learn after one has mastered the first. That certainly was



Katherine Remus

true for Stuart. He now deals in commodity trading, much of it on the phone in French and German and, occasionally, even English. However, Stuart is again moving on. He has decided that he has finally found his niche in high finance and he is coming back to the United States to get his MBA.

Richard Acker turned out to be someone to reckon with as a legal

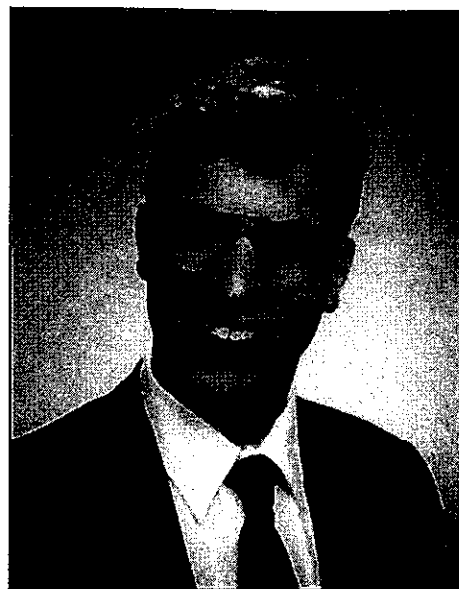


Stuart Moffett





Richard Acker



eagle. The foreign language requirement for an MA at Princeton in international relations and public policy posed no problem for Richard. He had entered graduate school with proficiency such that he was able to write his master's thesis in French. His language skills opened up opportunities for him in international law. He worked on a research project on solar energy in French Africa, and he is now with a law firm in California dealing with global environmental legal issues. A year ago former students of various ages were asked to reflect on their experiences in elementary school. Richard credited the "seeds that were planted" when he was in his elementary foreign language program with his fascination with the language and the culture of so many areas of the world. He expressed gratitude to "the administrators who had the foresight to bring children to new languages when they were still young enough to absorb them."

Christina Martonffy, who has a teaching fellowship at Indiana University and is now working on her Ph.D. in French, like Richard, was asked to remember her school years in the district. "It was at Oak School, too, that I was first exposed to French, and I

would so look forward to the times when our French teacher would come into our classroom and open the doors of a language and a culture that continue to hold me in thrall! I could not be more grateful to the district for giving me the opportunity to begin the study of a foreign language at an early age, for (as has been proven time and again) the younger one starts, the better."

Not all of those who have utilized



Christina Martonffy

foreign language training have been college bound. Lizzie B. started as a clerk in hospital admitting and, because of her innate talents in dealing with people and the fact that she could do so in several languages, she is now a department head dealing with patient and personnel issues.

Our district and those with programs like ours could each have dossiers several inches thick chronicling stories like these about students for whom languages opened up opportunities that they would not have had without their linguistic skills. It would be logical to ask about the students who did not polish their language skills or those who did not use them in a career. I would suspect that there are just as many of those as there are those of us who study math for 10 to 12 years, or in my case 16 years, and utilize it mainly to balance our checkbooks or to reduce a recipe by half; or those of us who come the closest to putting our 12 to 14 years of science education to the test by reading the nutritional labels on cereal boxes.

But I would suggest that foreign language instruction has numerous positive outcomes and long-lasting fringe benefits if one starts in the elementary school. There are certain skills that are better learned at an early age. Research into the development of the brain and the ways in which children learn now confirms that which was only confirmed by observation before—young children *do* possess unique language-learning abilities. Children store a second language in the same part of the brain in which they store their first language, giving their command of the second language a naturalness difficult to achieve later in life. When students begin language learning as they approach adolescence, the second language is stored in a different area of the brain and is learned in a different way.

Research studies also tell us that children who have studied another

language show greater cognitive development in the highest levels of thinking skills and are more proficient in tasks requiring divergent thinking and figural creativity. They score higher on standardized tests in reading and math than non-foreign-language students and are more open to cultural diversity.

Our own language takes on an added dimension when we compare it with another. Just as we never saw the world on which we live until we left it and viewed it from our foothold in space, we do not understand our own language until we view it from the perspective of another.

Language instruction at an early age keeps the door open to the skills of learning by listening. The minute children enter school, reading becomes the first priority and, throughout their school years, the printed word gradually replaces listening as the main conduit to new learning. Critical listening is a skill which atrophies if not used, so that most adults no longer trust their auditory memories and become compulsive note takers.

Foreign language is one of the few instructional areas in which listening is the road to knowledge and skill, in which the medium *is* the message.

Barbara Walters interviewed Prince Charles shortly after the birth of his second child. When asked what he would wish for his children, he said, "The gift of languages." This princely gift has been bestowed on the children of many nations around the world—even those in third-world countries. Elementary school foreign language programs are proliferating in many school districts in our own country but we are only beginning to see this as a national priority. Terrill Bell said, "No nation has a separate future anymore." Are our children, who are the future of our nation, being as well prepared as their counterparts in other areas of the world, their future competitors, customers, allies, or even enemies, in that basis of almost all human endeavor—communication?

. . . foreign language instruction has numerous positive outcomes and long-lasting fringe benefits. . .

Nelson Brooks, a noted linguistic professor at Harvard, said, "Foreign language in the elementary school is quite literally the chance of a lifetime." Once passed by it does not come our way again.

I hope, members of the board, that foreign language will emerge as one of your priorities and that the children of your district can experience—as the children in many districts in this country have—the satisfaction, the fun, and the rewards of learning another language at a time when such learning is the easiest to initiate, incredibly effective, and results in a priceless life skill.

The elementary school foreign language program in Hinsdale, Illinois (a K–8 district) started in 1960 with a pilot group of half of the district's fourth graders. All fifth graders have 30-minute sessions in either French or Spanish four times per week. In the middle school, French and Spanish are core subjects, meeting every day for 45 minutes.

Author's note: In any kind of advocacy situation, it is advantageous to know the disposition of the audience—parent group, board of education, or administrators and teachers. I have always attended school board meetings in my own district, not all, but enough so that I am familiar with each board member's mode of operation and their relationships with the superintendent and with one another. It is much easier to make an effective "pitch" if one knows who is catching. In addition, when making a case for elementary school foreign language programs to any group, I try to leave with them the essence of what I have presented, in printed form, something, that they can take with them and digest, or refer to, later. I recommend the brochure, "Why, How, and When Should My Child Learn a Second Language?", which may be downloaded from the ERIC Document Reproduction Website at www.accesseric.org.

Organizing a Language-Immersion Day for Middle School Students

Aurora Hermo
Kent Place School
Summit, New Jersey

Boni Luna
The Montclair Kimberley Academy
Montclair, New Jersey

Immersion Day Scenario

On a Saturday morning in February, a group of fifth through eighth grade students arrived at Kent Place School in Summit, New Jersey, and were immediately given passport applications. After completing their applications in Spanish, each received a passport that allowed them to begin their immersion adventures. Once in their small groups, they began their first activity. One group learned about *arpilleras* from a Chilean native who illustrated the discussion with colorful *arpilleras* from Chile. Then they worked together to plan an *arpillera* based on a school theme, such as a classroom project, a school dance, or sports. Working on a burlap background, they created an original *arpillera* by cutting, pasting, and sewing scraps of fabric in an applique picture that depicted their chosen theme.

Meanwhile, another group learned about the symbolism, design, and meaning of the Aztec calendar with a Spanish teacher from Mexico. Using the authentic Aztec designs, including animals and symbols from nature, students created and decorated their own versions of the calendar. The large calendars were then mounted on tagboard.

A third group listened to poetry read by the author, an Argentine poet, musician, and educator who lives in Mexico, Jorge Luján, and viewed the beautiful pictures of the Mexican folk

toys that inspired the poetry. The younger students designed and drew original toys and described them to the group in Spanish. The older students wrote their own poetry based on the pictures of the toys (see *Juguetes Fantásticos* in *Learning Languages 3* [1], pp. 10–11).

In the computer lab, students were completing a survey in HyperStudio totally in Spanish, dealing with their families, school lives, interests, and communities. They also had their pictures taken with a digital camera and then integrated the photos with the program.

Another group worked in the art room learning about *amates*, a traditional Mexican picture painted on bark paper. As students viewed original *amates*, they noted the interesting borders and the themes of everyday life, such as a festival, a wedding, or planting the fields in Mexico. They then chose their own theme to illustrate in their large group *amate*.

The remaining group prepared a Mexican lunch of *quesadillas* (tortillas with cheese), *sincronizadas* (tortillas with ham and cheese), and *aguas frescas* (fruit punch made with fresh fruits).

Throughout the day, the groups rotated through each activity. As a culminating project, all of the students and instructors met in a large common room to share their creations. The calendars and *arpilleras* were displayed on the walls and the six *amates*

were connected to create a large *amate* mural. As a farewell activity, everyone joined in singing songs in Spanish led by Jorge Luján. The students were exhausted from, and excited about, their experience. They had actually communicated in Spanish for five hours! They talked about it for months and often begged their teacher to plan another immersion day.

Planning an Immersion Day

After successfully organizing two immersion days for middle school students and with the possibility of a third, we decided to reassess the rationale and merits of this type of cultural experience. What follows is a synopsis of why we feel an immersion day is an important activity and the steps a teacher might take in order to undertake such an endeavor.

A common misconception is that immersion days are strictly for students with a high level of proficiency and language ability. Most immersion language programs are taught at the elementary school level, however, when looking for immersion day models, we found that most were designed for high school and university students. We still wanted to provide our middle school students with a language experience that was different from the one they receive on a day-to-day basis in the classroom. We wanted to give them an authentic linguistic and cultural experience

outside the boundaries of their everyday class.

Foreign language classes, like most classes, are often organized around material that "must be taught." Typically, students are limited to specific types of activities due to classroom size, number of students, and time constraints. An immersion day extends the language experience and provides an opportunity for learning within a different context. Students who otherwise may have difficulty in a traditional classroom setting might do well in a more creative environment. We observed that on many occasions the less academically successful students became leaders in this type of setting. They took more linguistic chances, were more assertive, and used alternative modes of communication to get their ideas across.

A well-planned immersion day should reproduce real-life experiences. (See Figure 1 for a sample schedule.) Students must interact with a variety of people and engage in a number of diverse activities not otherwise possible in a standard classroom.

The first immersion day involved students in grades five through eight at Kent Place School. For the second day, Kent Place hosted the students from Montclair Kimberley Academy, a school nearby. The second immersion day followed a similar format with a central theme, *la feria de Sevilla*. We averaged about 50 students at each

A well-planned immersion day should reproduce real-life experiences.

Figure 1. Sample Schedule for Language-Immersion Day

Name: _____

TIME	ACTIVITY	PLACE	PROFESSOR
9:30 - 10:15	Dance	Hauser	Mr. Baum
10:15 - 11:00	Games	Annex/Hauser	Mrs. Muslin
11:00 - 11:45	Cooking	Hauser/Cocina	Mrs. Caamano
11:45 - 12:30	Art	Annex/Kasten	Mrs. Luna
12:30 - 1:15	Storytelling	Annex/Ryan	Dr. Langer
1:15 - 2:00	Party	Hauser	All

immersion day. This number enabled us to keep classes small. Our format had students follow a set schedule with activities and sessions in varied locations throughout the school.

Guidelines for Planning

We have elaborated a series of guidelines that we recommend teachers consider when planning an immersion day. These guidelines include suggestions on themes, time, instructors, funding and publicity, logistics, and assessment.

Themes. Whether the organizer chooses a thematic or a nonthematic immersion day depends largely on resources and the availability of talented instructors. In our experience, both types of days work equally well. Our first year's experience brought together a unique set of multitasking individuals. Some of the sessions were sewing a Chilean *arpillera*; designing a mural based on the Mexican *amates*; creating a Hyper-Studio project; redesigning an Aztec calendar; writing poetry; designing imaginary toys; and cooking a Mexican meal.

Our second immersion day centered upon the *Feria de Abril* in Seville. The activities focused on southern Spain. Some of those sessions included learning to dance *sevillanas*; playing traditional Spanish games; painting postcard-inspired posters; interactive storytelling; and cooking a Spanish meal.

Time. The date needs to be set taking into account major holidays, vacations, and teacher commitments. The immersion day could be used as a culminating activity for the year, the end of a semester, or during a foreign language week. Another consideration should be whether to schedule it on a weekday or the weekend. Using a Saturday, as we have done, has proven successful because of guest teachers' availability, the use of a facility, and the lack of interference with the normal school day.

The length of the day should not



Two Montclair Kimberley Academy students, Steven Singer and Cooper Knowlton, relax after dancing *la sevillana*.

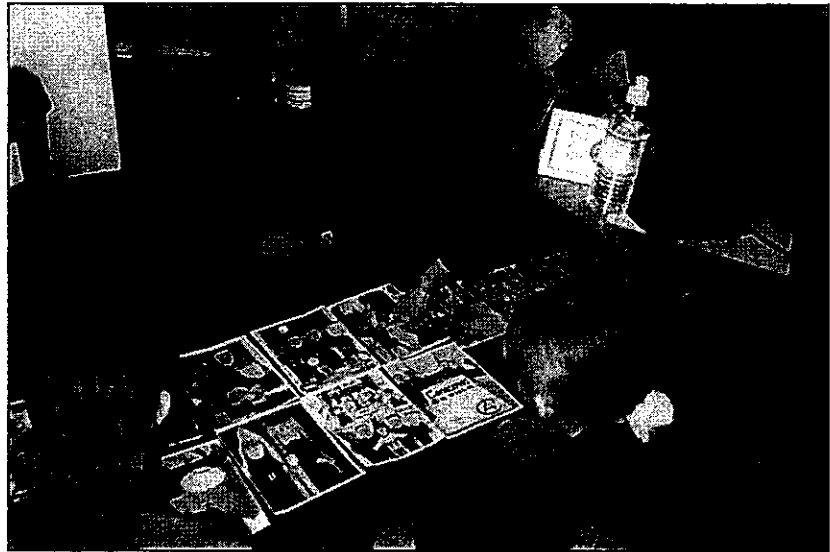
exceed four and one-half hours. The intensity of the day could prove exhausting for both teachers and students.

Instructors. When choosing the instructors, draw from academic and nonacademic fields. When possible, use outside people whom the students do not know. This eliminates the comfort that comes from knowing a particular teacher's style. The student must then deal effectively with the unexpected, which parallels a more authentic experience.

Funding and Publicity. Since this is an extracurricular activity, funding will be needed. There will be expenses such as food, supplies, and stipends for guest teachers. Calculate how much is needed per student to cover all expenses; charge students a flat fee. Partial funding may also be available from the foreign language department.

Publicity is vital before and after the event. Teachers must actively re-

Students in the storytelling workshop with Dr. Langer de Ramirez order pictures from a story in sequence.



cruit students. School announcements should be made and flyers should be sent home. The school's publicity department should be notified of the special event. A follow-up assembly or a display with photographs and work from the day should be prominently displayed at the school to encourage interest in the next immersion day.

Logistics. On the day itself, a central registration area is needed to distribute schedules. The organizers designed schedules that blocked the day into forty-five-minute periods for both teachers and students (see Figure 1). Schedules must be drawn up carefully with the students' ages and compatibility in mind. Keeping the groups small is also important. In order to eliminate confusion, schedules should be reviewed with students at the registration area.

Passports were created using Works Wizards. As a student entered the room the teacher would stamp their passport to mark passage into a new area. At the registration area students were reminded that "Spanish Only" was a requirement for the day. Each teacher enforced this rule by addressing students only in Spanish and reminding them of no English throughout the day.

A central meeting area will be needed to conclude the day's activity. The entire group should gather to

share and display the work produced that day. A spokesperson should narrate the proceedings while everyone eats the food that was prepared during the cooking class. Other classrooms will be needed for the activities being presented, i.e. computer room, kitchen, and art room.

Assessment. The final component of the day is an assessment of the day's activities. The session leaders and the organizers should gather to discuss how the day could be improved and generate ideas for the following year. Student input is invaluable. A follow-up questionnaire could be sent home or distributed during class time. Our assessments as instructors have been informal; usually they take place at a teacher's home while we enjoy a meal together. One person takes notes while the rest brainstorm.

Planning our immersion days has been professionally and personally rewarding. On one level we were able to formulate ideas and involve colleagues from other schools, friends, and even family. We exposed our students to new activities and cuisine, different instructors, and even the opportunity to interact with students from another school. The immersion days have been both enriching and stimulating to our respective language programs.

Planning our immersion days has been professionally and personally rewarding.

Recent Developments in Early Language Learning in Japan

*Professor Katsutoshi Ito
Kanagawa University
Yokohama, Japan*

Early language learning in Japan has a long history. As early as 1872 Japanese elementary schools introduced foreign language as an elective subject. Students from third grade and above could choose from among four languages: English, French, German, and Dutch. This system was abolished in 1879, but only five years later in 1884, English was taught again. It came to be the only foreign language taught as an elective subject at public elementary schools in various parts of the country. During the last world war, however, English language education was completely eliminated from public elementary schools. In 1946 it was restarted, only to disappear once again by 1955.

In 1972, however, in Chiba prefecture (city), where Narita international airport is located, English began to be taught once a week as an extracurricular activity to fifth and sixth graders at 15 public elementary schools. No doubt stimulated by what had happened in Chiba prefecture, other prefectures across the country began to teach English as a part of a program called "Education for International Understanding." It has been left up to each prefecture to decide the type of English language program to be implemented. Some areas have been teaching English as part of the regular curriculum, others as an extracurricular activity. In some cases, students from various grades are taught together in one classroom. Some public elementary schools have been teaching English once a week, others, only a few times a year—often

in conjunction with school events involving international guests.

Currently, in Yokohama, one of the largest international cities in Japan, over two-thirds of public elementary schools are learning English as part of education for international understanding. Since 1986, Yokohama has been hiring International Understanding Instructors who are English speakers of various nationalities, not all of whom are from English-speaking countries. For example, in 1994, there were 51 English teachers from 21 countries. Since the English teacher changes every year, the students are exposed to a variety of cultures and languages. I observed one English class taught by a Portuguese woman who also taught about Portuguese culture and routine expressions in Portuguese, such as "thank you" and "good-bye." Another class I visited was taught by an elementary school teacher on leave from a sister city in Kansas.

The Ministry of Education, possibly spurred by the developments in early language learning across the country, started an experiment at two elementary schools in Osaka in 1992. This experiment later was expanded to 12 elementary schools in other prefectures. By 1996, at least one school in every prefecture was chosen by the ministry to conduct an English-teaching experimental program. Some schools teach English from grades one through six, which is the last year of elementary school. (This is followed by three years of junior high school and three years of high school.) The Ministry of Education will assess the

... it is expected that English will be taught in all elementary schools in the nation by the year 2003.

results of the experiment and, based on these results, it is expected that English will be taught in all elementary schools in the nation by the year 2003.

There are many problems related to early language learning yet to be solved. One major problem is how to find and train enough qualified teachers with sufficient English proficiency to staff 20,000 elementary schools! As to the content to be taught, the Ministry of Education is considering a framework of holistic, integrated (*soogo gakusyuu*) instruction in which international understanding, environmental problems, information, and welfare together with conversation in foreign language are studied as a whole. How to teach this international understanding framework is being left in the hands of the school districts. The Ministry of Education seems to avoid the implementation of a foreign language as such, but chooses to incorporate English as a part of holistic, integrated learning. The nature of the learning and its relationship to the teaching of English is still open to debate.

Private Elementary Schools

A recent survey indicates that over 85% of private elementary schools are teaching English as well as several other foreign languages. Seventy-five percent of these schools start foreign language teaching in grade one, and 10% start in grade four. Many of these schools teach English twice a week. English immersion programs are in place in a few elementary schools, such as the one at Kato Gakuen in the city of Numazu.

There has been a great discrepancy between private and public elementary schools regarding foreign language education. In addition, many children learn English at private institutions before entering junior high school, where the teaching of English officially starts in most schools. Approximately 50% of students entering junior high school have already had some English instruction. This makes

it very difficult for junior high school English teachers because they have both English-experienced and non-English-experienced students in the same classes. The planned introduction of English in 2003 in the public elementary schools is expected to rectify this unfortunate situation.

Role of JASTEC

In the field of early language learning, the Japan Association for the Study of the Teaching of English to Children (JASTEC) is a non-profit professional research organization founded in 1980 with the aim of promoting English language teaching at an early age. Its original membership was 100, but it has now increased to 800. JASTEC is headquartered in Yokohama and has five branches across the country. Activities of the organization include an annual convention and three regional meetings, as well as separate meetings held by each branch. JASTEC holds teacher training seminars two or three times each year and conducts both cross-sectional and longitudinal research.

The organization has completed a survey of the number of children receiving English language instruction before they reach junior high school and the number of schools that carry out an "education for international understanding" curriculum that includes English language teaching. In 1995 the organization sent an appeal to the Ministry of Education asking for the implementation of early foreign language (English) education in public elementary schools. Although the organization has no official ties to the Ministry of Education, sometimes Ministry members participate in JASTEC workshops. Also, organization members are sometimes asked to observe experimental English classes and give advice.

The association has an international committee, of which the author is currently the chair, that aims to have international links with organizations such as NNELL for the promotion of

early foreign language education worldwide. The international committee is planning to have a joint conference with the Korea Association of Primary English Education (KAPEE) in the near future. In addition, the committee has translated *Languages and Children, Making the Match* by Helena Curtain and Carol Ann Pesola (Dahlberg) into Japanese in order to make this resource available to early language learning teachers in Japan.

In conclusion, it is the author's

sincere wish that the day will come in the not-too-distant future when international cooperation becomes possible for the promotion and improvement of early foreign language education. This is imperative to prepare the children of the world for the shouldering of world responsibilities in the 21st century.

Note: The author can be reached at the following address: 1345-9, Isshiki, Hayama-machi 240-01 JAPAN.

CLARIFICATION!

How to Order a NNELL Advocacy Packet

The NNELL Advocacy Packet contains a variety of materials that will help parents and educators in their support of early language learning programs. The advocacy packet provides an organized "hard copy" of many useful materials, including articles, bibliographies, lists of resources, as well as pamphlets, and letters.

To order your packet, send \$5 (check or money order made out to NNELL—**no purchase orders, please**) to Kay Hewitt, National Advocacy Co-Chair, Lexington Elementary School, 116 Azalea Drive, Lexington, SC 29072.

The Educational Excellence for All Children Act of 1999

On May 19, 1999, President Clinton and Secretary Riley unveiled The Educational Excellence for All Children Act of 1999—the Administration's proposal for reauthorizing the Elementary and Secondary Education Act (ESEA). ESEA, established in 1965 as part of President Johnson's War on Poverty, is the federal government's single largest investment in elementary and secondary education. The current ESEA expires on September 30, 1999. The new legislation, when passed by Congress and signed into law, will reauthorize federal elementary and secondary education programs for five years.

The legislation aims to strengthen school accountability, raise student achievement, and improve teacher quality. A key component of the legislation is the increase of opportunities for all children to learn foreign languages. The following text, Title X, Part 1, is the section that pertains to foreign language instruction.

Proposed Federal Legislation: Title X, Part I — Elementary School Foreign Language Assistance Program

What's New

The Educational Excellence for All Children Act of 1999:

- Promotes the goal that all students will develop proficiency in more than one language;
- Emphasizes the importance and effectiveness of foreign language instruction in the early grades by expanding access to high-quality foreign language programs in elementary schools;
- Supports state leadership in improving foreign language instruction in all schools by supporting the development of standards and assessments, dissemination of information on promising local practices, and efforts to improve the supply of qualified foreign language teachers;
- Stimulates an increase in the number of elementary school foreign language teachers by supporting the recruitment and training of new teachers; and
- Encourages the development and use of new technology applications to bring foreign language instruction to students in creative and effective ways.

The Elementary School Foreign Language program responds to the growing demand for multilingualism created by growing diversity within the United States and increasing cultural exchange and economic interdependency worldwide. Research indicates that, although foreign language instruction is most effective when it begins in elementary school, fewer than one-fourth of public elementary schools in the United States teach a foreign language.

The Foreign Language Assistance Program (FLAP), currently authorized under Title VII-B, supports the instruction of a foreign language for all children. Our proposal would strengthen this program by supporting new and promising approaches to improving the quality of foreign language instruction and dramatically increasing access to them, particularly for elementary school students.

What We've Learned

Foreign language instruction in public elementary schools has grown over the past 10 years. The portion of public elementary schools offering a foreign language increased from 17% in 1987 to 24% in 1997. However, public schools still lag behind private elementary schools and international schools in offering such instruction.¹

Percentage of Schools with Foreign Language Instruction		
	1987	1997
Public elementary schools	17%	24%
Private elementary schools	34%	53%

Elementary school foreign language programs are often “exploratory,” characterized by developing only basic reading and writing skills and an appreciation for other cultures. Despite indications that such programs produce significantly fewer gains than programs directed at developing proficiency, roughly 45% of elementary language programs in 1997 were exploratory.²

With increasing numbers of elementary schools offering a foreign language, continuity with middle and secondary school programs has become an issue. Recent research indicates that only 10% of secondary schools take previous language achievement into account when assigning students to classes.

State leadership can help ensure the growth of high-quality foreign language programs. Currently, 35 states have policies or mandates for secondary school foreign language programs; six states—Arizona, Arkansas, Louisiana, Montana, North Carolina, and Oklahoma—have foreign language mandates for their elementary schools. [NOTE: A seventh state, New Jersey, has recently mandated elementary school foreign language.—Ed.] By 1998, 19 states had developed foreign language standards.

Technology is also beginning to expand opportunities for foreign language exposure and learning. While most of the current commercially developed foreign language software emphasizes grammar drills and practice, translations and modifications of popular math, language arts, and word processing software are being developed in foreign languages.³ To meet the demand for instructional support, the emphasis in technology should be on the innovative uses of developing tools—including software, Web-based instruction, and digital television—that explore the necessary balance between exposure, guided practice, and interactive experiences to help students become fluent.

According to recent survey data, 40% of elementary schools would like to add a foreign language program. This interest signals a significant opportunity to create and expand high-quality elementary school foreign language programs.⁴

What We Propose

Our proposal establishes a national goal that 25% of all public elementary schools should offer high-quality, standards-based, foreign language programs by 2005, and that 50% should offer such programs by 2010. These programs would be tied to challenging standards and focused on developing student language proficiency, not simply exposing students to the language or culture. Finally, our proposal would support transitions between elementary and secondary school foreign language programs.

The Educational Excellence for All Children Act of 1999 would:

- Support state capacity to expand and improve foreign language instruction at the elementary school level. Our proposal would support the development of foreign language standards and assessments, as well as the dissemination of information on promising practices and use of technology to improve instruction. Our proposal would also encourage states to work as partners with teacher preparation programs to expand the pool of elementary school foreign language teachers. States could, for example, work to develop or expand teacher education programs, support alternative routes to teacher certification, or stimulate recruitment of multilingual teachers into foreign language instruction in elementary schools.
- Continue support for local programs to create and improve elementary school foreign language programs. Over the past five years, FLAP has helped almost 60,000 public school students learn foreign languages. The program helps meet the growing need for professional development, innovative classroom materials, and curriculum development. Our proposed Elementary School Foreign Language initiative would continue to support these efforts with an emphasis on increasing foreign language instruction in elementary school and improving transitions between middle and secondary school language programs. Efforts would emphasize developing fluency, rather than cultural exposure.
- Increase access to high-quality foreign language instruction through the use of advanced technology and telecommunications applications. Our proposal would stimulate the development of new applications, software, authoring and tutoring tools, and methods for delivering high-quality instruction by encouraging states and districts to explore new uses of educational technology in foreign language instruction.

Notes

1. Schulz, R. (1998). Foreign language education in the United States: Trends and challenges. *ERIC Review*, 6 (1, Fall), 6–13.
2. Branaman, L. E., & Rhodes, N. C. (1998). *A national survey of foreign language instruction in elementary and secondary schools*. Washington, DC: Center for Applied Linguistics.
3. Curtain, H., & Pesola, C. A. B. (1998). *Languages and Children: Making the Match*. White Plains, NY: Longman.
4. Branaman, L. E., & Rhodes, N. C. (1998). *A national survey of foreign language instruction in elementary and secondary schools*. Washington, DC: Center for Applied Linguistics.

Note: The complete text and analysis of this proposed legislation can be found at <http://www.ed.gov/offices/OESE/ESEA/prospectus/titlex-foreign.html>.

Note: The NNELL Executive Board urges you to write letters to your senators and representatives in Congress to express your support for The Educational Excellence for All Children Act of 1999. Download this letter from NNELL's Website (www.educ.iastate.nnell.html) and personalize it by adding comments based on your own experiences to make your letter more effective. Look for this letter in the section on advocacy issues. Use the links on the Website to access the addresses of your senators and representatives for easy mailing. For greatest impact, follow up your letter with a phone call.

Dear (Members of Congress),

We are writing to express our strong support for The Educational Excellence for All Children Act of 1999, Title X, Part I—Elementary School Foreign Language Assistance Program.

We believe that all children should have opportunities to develop a high level of competence in at least one language in addition to their own. We know from the results of numerous surveys that parents also strongly support early language learning for their children.

Yet, important obstacles stand in the way of making competence in two languages a reality for our nation's children. Among these are the:

- extremely limited opportunities for all students to begin foreign language study in the early grades and to continue that study through a long, articulated sequence of instruction that focuses on fluency (K–16 and beyond);
- shortage of teacher preparation programs for elementary school foreign language teachers at our nation's colleges and universities.

We applaud The Educational Excellence for All Children Act of 1999 for proposing strong federal support for elementary school foreign language instruction because:

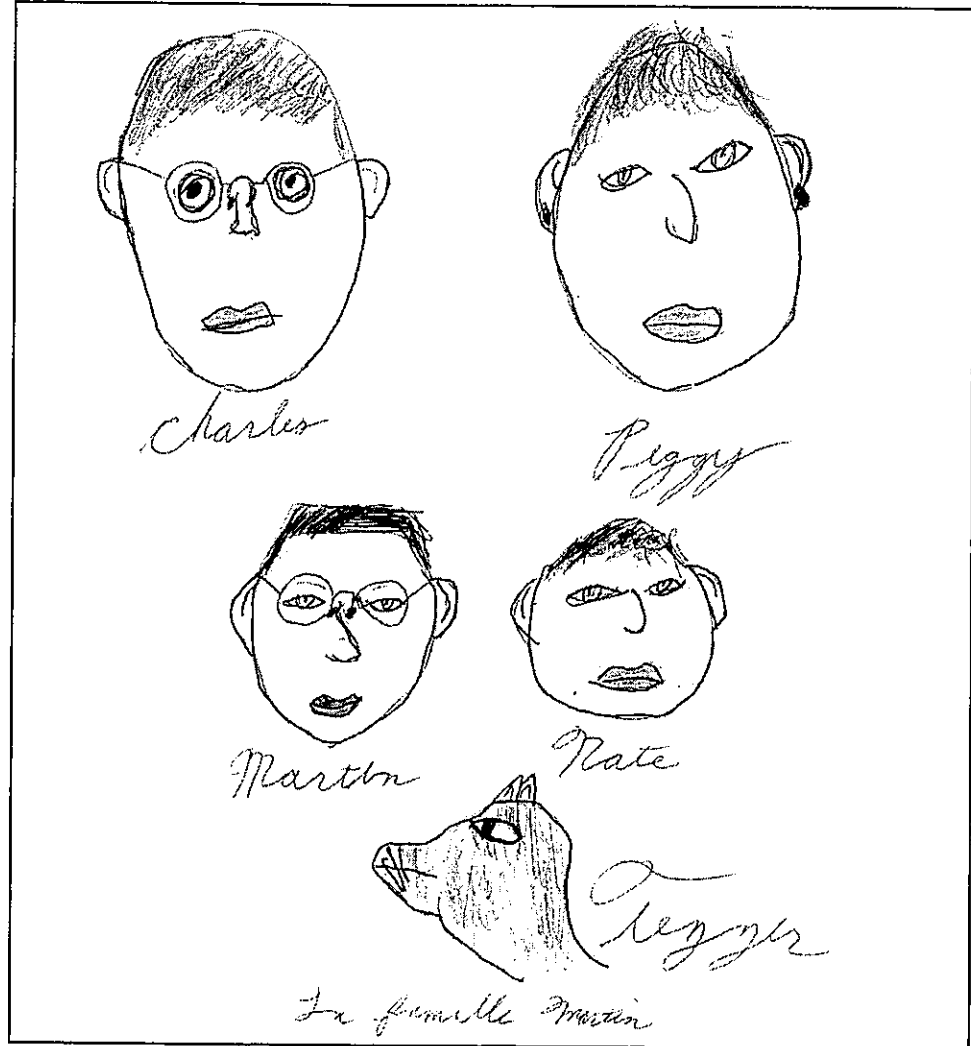
- We believe that increasing states' capacity to expand and improve elementary school foreign language instruction will have an important impact on the number and quality of teachers and programs.
- We believe that the proposed support for local districts will encourage them to establish or strengthen existing elementary programs and encourage articulation across levels to create stronger programs.
- We believe that this act will help prepare our nation's children for the future by increasing their opportunities to become fluent in two languages.

The Executive Board of the National Network for Early Language Learning urges your strong support for The Educational Excellence for All Children Act of 1999.

Sincerely,

Executive Board
National Network for Early Language Learning

Children's Classroom Creations



La famille Martin: Il y a quatre personnes dans la famille Martin. Peggy Martin est la mère. Charles Martin est le père. Nate Martin et Martin Martin sont les enfants. Martin a un chat. Il s'appelle Tigger. (The Martin Family: There are four persons in the Martin family. Peggy Martin is the mother. Charles Martin is the father. Nate Martin and Martin Martin are the children. Martin has a cat. Its name is Tigger.)

Martin Martin

Grade 6

Sward School

Oak Lawn, Illinois

Kathy Durkin

French Teacher

“Te quiero, Tito”— **FLES Email Project**

Deby Doloff
Foreign Language Chair
Far Hills Country Day School
Far Hills, New Jersey

“Te quiero, Tito” has been said and written by hundreds of children from eleven schools in nine U.S. states, Argentina, and Spain over the past three years. Tito *el osito* is a brown stuffed bear about one and a half feet long who has become a world traveler and is beloved by the many elementary school-aged children involved in our program. For the past three years, the children have followed his adventures through the monthly email messages Tito writes to them.

Because technology provides opportunities for keypals and Web access to culturally authentic sites, I have become committed to creating lessons that provide authentic communication links for my kindergarten to third grade classes. While the older students have been trained in the use of technology and easily apply it in their classes, many younger students are not yet ready to put the computers to such a use. Consequently, three years ago I organized the Tito Email Project. Inspired by some teachers who used teddy bears in classes, I came up with the idea of a traveling bear who would write about his adventures to students by email. I discussed my idea with teachers on the foreign language listserv discussion forum FLTEACH (see more on FLTEACH in Volume 2 [2] p. 11) and found six elementary schools willing to participate. I set the parameters of the project so that Tito would write an email letter when he arrived at the school saying (in Spanish of course!) that he had arrived safely and that he was looking forward to

doing such and such with the children of that particular school. Then, before he left, he would email again saying what he did with the children at the school and where he was going next. All the schools agreed to participate.

To begin, I wrote an introductory letter by email to everyone in the group asking them to write back to everyone else in the group and to include the name of their school, a description of their language program, their mailing address, phone, and preference for the time of Tito's visit. I included in this introductory letter the list of email addresses to whom their letter would be sent so they could make a “Tito test.” That is, I listed all the email addresses in a paragraph labeled “address to . . .” so they could copy and paste it into their “to . . .” address on their electronic mail program. Then when they emailed back, their letter would be sent to each school in the group. This was the “Tito test,” which indicated whether or not they were communicating with everyone in the group. Despite initial confusion of how to send the email to all addresses, we all successfully communicated with each other.

I then set up a calendar for visits. In the first year I allotted two weeks: one week for a visit and one week for travel. This plan, however, did not work well. In the second year I amended it to one month to provide time for the visit and for travel because the mail was not always reliable and we had vacation times also to consider. Tito went to visit the school in Argentina



during the months of July and August in order to accommodate the Southern Hemisphere's difference in seasons. In the third year, I combined December/January and March/April as one visit each because of the large amount of vacation time in those periods. Once the calendar was agreed upon, we began the project.

Tito visited with the classes of my school first. In the younger grades, the children helped Tito with his wardrobe, learning some clothing vocabulary. They made him paper T-shirts to carry in his suitcase. They also gave him a school T-shirt and cap to wear. The older children prepared his emergency identification papers. They practiced common questions with him in Spanish, such as how to say and spell his name; how to say what school he goes to and what state he is from; and how to say who his friends are. They made him a set of emergency cards with this information to include in his suitcase. Tito wrote letters to the other schools about his activities and then packed his bags and shipped out to the next school.

In the past three years, Tito has visited New Jersey, Georgia, West Virginia, Missouri, Washington, Oklahoma, Colorado, Florida, Texas, Argentina, and Spain. He has visited many of these schools for each one of the three years. Each time he visits a school he takes away more souvenirs. The box returning to me in June the first year was twice the size of the box he left in. He brought home a number of photo albums, drawings from the children, little trinkets they made, souvenirs from the schools, video, tapes of typical music, food items, etc.

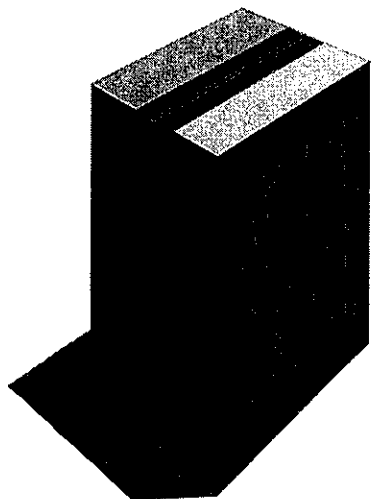
In this third year, because of the expense of mailing, we decided to try to limit our souvenirs. We also agreed on a theme in the third year so we could share our regional customs and have a basis for comparison. The themes this third year are recreation and food. So far, Argentina has shared magazines of typical sports and recreation, photos of Tito and friends

doing things in school, a tango CD and samples of *mate* tea. New Jersey sent photos of Tito with children doing common activities and playing games and also sent some salt water taffy for the other classes to try. In class, students learned the tango and made taffy to share with him.

On his world jaunts, Tito has also had some friends join him. In the second year, his friend Patón from Argentina (a large stuffed dog) joined him. During that year, Tita from Florida (a stuffed white bear) also joined the troupe. Upon returning to Argentina in the third year, Patón stayed home but instead sent his son Patín (a smaller stuffed puppy). And in the fall when he returned home to New Jersey, Tito had wonderful news! He announced his engagement to Tita. Sporting a "diamond bracelet," Tita was beaming with joy. Tito and Tita told everyone about the happy occasion by email. When Tito and Tita return in June, they will be married, and then will spend their honeymoon in Argentina.

Although we all teach elementary school-aged children, the schools that participate in this program are very different from each other. There is a large public school, a small elementary school, an independent school, and a parochial school, all with elementary school foreign language programs. There is also a transitional bilingual kindergarten, a pre-K-8 *colegio* in Argentina, and a K-12 *colegio* in Spain. Each school has included Tito and his friends in different ways into its curriculum. Some have had parties; some have taken them on vacations; some have had their pictures in the local papers. But every school has followed Tito's escapades through his email letters and we all have learned greatly from each other.

How do I measure the success of this program? Well, it certainly is not an objective assessment. I look for little signs. I see a student reading the newspapers and magazines from Argentina. I see them read the little notes in Spanish on the drawings and

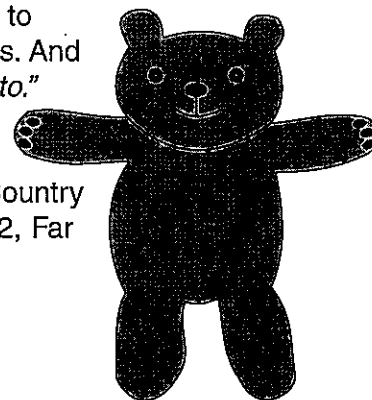


compare handwriting and their names in Spanish to their own. I see them eager to learn and dance the tango. I notice that they listen closely to the email letters to find out what Tito has been doing. I see them studying the photos from students elsewhere and hear them remark that they look just like us or that the classrooms are different from ours. These are what tell me that we have made authentic linguistic and cultural connections.

"When is Tito coming back?"

"Where is Tito now?" I hear these questions often from my students. It fills me with great pleasure to see my students eager to hear Tito's letters. I, too, get excited when he returns to share with us his many souvenirs. And I, too, have to say "*Te quiero, Tito.*"

Note: To communicate with the author, write to her at Far Hills Country Day School, P.O. Box 8, Rte. 202, Far Hills, NJ 07931; or email her at debyd@aol.com.



GLOBE Integrates Mathematics, Science, Social Studies, and Technology into the Foreign Language Classroom

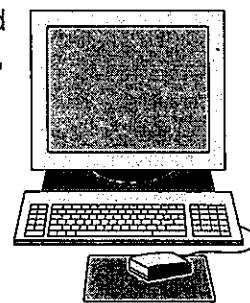
*Teresa J. Kennedy
College of Education
University of Idaho
Moscow, Idaho*

Global Learning and Observations to Benefit the Environment (GLOBE) is a worldwide network of students and teachers representing over 6,500 schools in more than 75 countries. GLOBE students collect atmospheric, hydrologic, geologic, and biometric data from their schools' 90 x 90 meter pixel study site and report their scientific data to GLOBE and NASA/NOAA scientists via the Internet.

The GLOBE program is an excellent vehicle for learning a foreign language while exploring science, mathematics, social studies, and technology, providing the perfect foundation for interdisciplinary and content-based study. In addition, the GLOBE program effectively addresses the five goal areas of the national foreign language student standards (communication, cultures, connections, comparisons, and communities) (1996).

The countries without shading on the accompanying map (see Figure 1) participate as international partners in the GLOBE program. Although GLOBE manuals are presently available in English, Spanish, French, and German, many of the international partners have translated GLOBE materials such as the teachers' guides, cloud charts, and web pages into their native languages, providing foreign language teachers with content curriculum that can be easily incorporated into their classrooms.

The GLOBE program provides a unique, hands-on setting for content-based K-12 language study through the age-appropriate educational materials and learning activities developed by more than 100 international scientists and specialists in environmental education. Students reinforce and further their knowledge of mathematics,



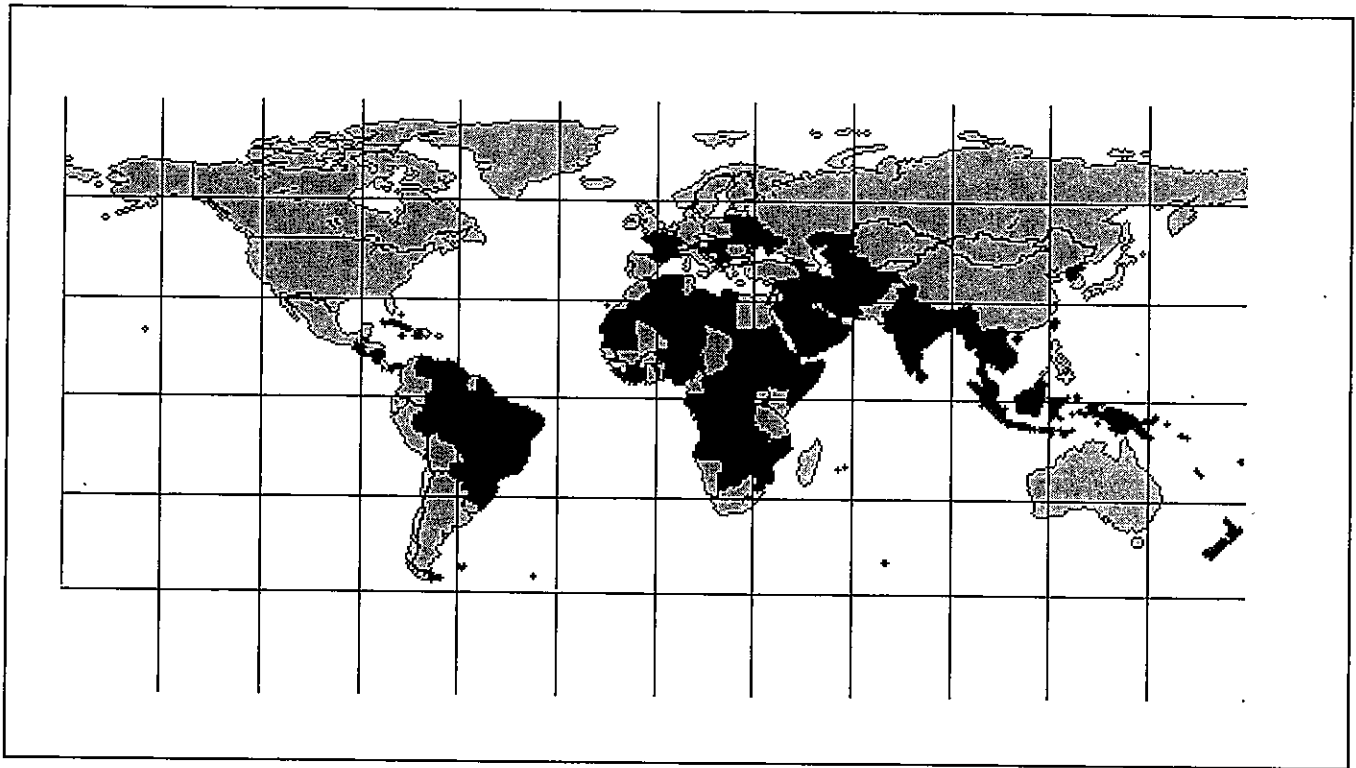


Figure 1. International Partners in the GLOBE Program

science, social studies, and technology through the foreign language as they measure, calculate, report, and enter data on the Internet.

Opportunities to meet the student standards' goals of cultures and communities are evident as students engage in conversational exchanges with their peers in other countries who are conducting the same scientific protocols in their classrooms through organized GLOBE Web Chats. Students also may utilize GLOBE-Mail, an email system connected to all GLOBE schools, to communicate with their peers in other countries.

Program Development and Evaluation

The GLOBE program was introduced in 1994 by U.S. Vice President Al Gore. It officially began operations on the 25th Earth Day, April 22, 1995. The program as a whole is characterized by strong teacher and student enthusiasm, adaptability to a wide range of grade levels and contexts, compatibility with inquiry and collabora-

tive learning, and substantive educational use of the Internet (Finarelli, 1998). In addition, the GLOBE program is highly compatible with national science and mathematics standards.

The GLOBE Year 2 Evaluation (SRI International, 1997) reported that GLOBE science and education activities help students reach higher levels of achievement in science and mathematics. The program evaluation also reported evidence that involvement in GLOBE activities increases not only students' ability to take the environmental measurements and conduct the specified protocols included in the program, but also their ability to apply more broadly the principles of sound sampling and data collection, as well as data interpretation.

To date, GLOBE students have provided over 2.5 million environmental data reports for use by the world science community. In only three years, the GLOBE program has made remarkable gains in educational reform as well as increased environmental and cultural awareness in our world.

Model GLOBE Foreign Language Program

Students at McDonald Elementary in Moscow, Idaho, designated a GLOBE Star School in 1997, have received international attention for their unique application of the GLOBE program. These students are in their second year of participation with the GLOBE program as a primary part of the school district's elementary foreign language program. The Idaho program is a partnership between the Moscow School District and the University of Idaho's Foreign Language Department, Institute for Mathematics, Interactive Technology and Science (IMITS), and the College of Education. The FLES staff consists of Moscow School District teachers and administrators, community volunteers, and university faculty who collaboratively plan the curriculum.

Native speakers from Spain, Mexico, Guatemala, Costa Rica, Colombia, Ecuador, and other Spanish-speaking countries who are studying at the University of Idaho are teamed with pre-service Spanish language teachers, providing instruction to K-6 elementary students in the Spanish language for 30-minute periods three times each week on a Monday-Wednesday-Friday schedule. The 90-minute weekly instructional periods concentrate on at least 95% of the class time spent in the Spanish language. Students conduct the GLOBE protocols as well as address other concepts related to science, mathematics, and social studies as specified by the regular classroom teachers through the medium of the Spanish language.

The GLOBE program does not constitute a curriculum within itself. It is a supplemental program. Decisions on how to integrate the GLOBE cur-

ricula are made at the local level. Therefore, the regular classroom teachers contribute insight on curriculum direction by choosing the protocols that complement their existing classroom content and learn the foreign language along with their students. Native Spanish-speaking community volunteers also assist with the program and work directly with the pre-service teachers during instruction. A similar model for GLOBE implementation is currently being utilized in an exploratory program at a neighboring school, St. Mary's Elementary School, which focuses on French, German, Japanese, and Russian. For more information about these programs see <http://freya.phys.uidaho.edu/fles>.

Joining the GLOBE Program

All GLOBE activities are conducted under the guidance of GLOBE-trained teachers. The first step in becoming a GLOBE teacher in your school is to attend a training workshop in your state. Schedules for workshops and registration forms are available on the GLOBE homepage at <http://www.globe.gov>. Information is also available from the GLOBE Help Desk at 800-858-9947.

References

- Finarelli, M. G. (1998). GLOBE: A Worldwide Environmental Science and Education Partnership. *Journal of Science Education and Technology* 7 (1), 77-84.
- National Standards in Foreign Language Education Project. (1996). *Standards for Foreign Language Learning: Preparing for the 21st Century*. Yonkers, NY: Author. ERIC Document Reproduction Services No. ED 394 279.
- SRI International. (December, 1997). *GLOBE Year 2 Evaluation: Implementation and Progress*. Menlo Park, CA: SRI Project 6992.

National Textbook Company is pleased to announce the publication of

Teacher to Teacher: Model Lessons for K-8 Foreign Languages

*Mary Lynn Redmond, Editor
Wake Forest University*

*Eileen Lorenz, Associate Editor
Montgomery County (Maryland) Public
Schools*

This 256-page volume is the outcome of the institute that NNELL sponsored in July 1997, entitled "National Standards for Foreign Language Learning: Curriculum Reform for K-8 Foreign Language Education."

The institute was held at Wake Forest University. Funded by the Foreign Language Association of North Carolina and Wake Forest University, the three-day meeting brought together NNELL state and regional representatives for the purpose of increasing their knowledge of the national student foreign language standards and focusing on specific ways that the standards could be infused into the early language curriculum.

The model lessons, in Spanish, French, German, Latin, Chinese, and Japanese, use the standards as guiding principles for the teaching of language, content, and culture in grades K-8. The lessons, which represent a sample of the total number of lessons needed to carry out an entire unit, are designed to be taught in the foreign

language at the beginning level of instruction. The lessons are intended to serve as a resource for foreign language specialists, supervisors, and others involved in aligning the national standards for foreign language learning with state and local curricula. The front matter of the volume includes a Preface, an Introduction, the national standards for foreign languages, and the standards included in the lessons.

The authors hope that *Teacher to Teacher: Model Lessons for K-8 Foreign Languages* will serve as a springboard for foreign educators across the United States to unify efforts to provide a well-articulated K-8 sequence of exemplary foreign language study for every child.

The book is available at a cost of \$19.95. NNELL members may purchase the book at a discounted price of \$15.96. To order, call National Textbook Customer Service in Lincolnwood, IL: 1-800-323-4900; request the book by ISBN number: ISBN 0-8442-2850-8.



At the 1997 NNELL institute, Dr. Sharon McCullough (left) and Virginia Gramer prepare the model lesson "Dr-r-ring, dr-r-ring"; Number, Please," which is included in *Teacher to Teacher: Model Lessons for K-8 Foreign Languages*.

Activities for Your Classroom

A Geography Unit: Making Connections with a Sister Parish in Venezuela

Edmée Fernández
Pittsburg State University
and St. Mary's Elementary School
Pittsburg, Kansas

Context:

St. Mary's Elementary School is a Catholic school that offers an exploratory program in Spanish in the third through sixth grades. The sixth grade students are beginners and have a half-hour class once a week. This unit is content-related to a Social Studies unit concurrently taught in the regular classroom. A priest from the St. Mary's school parish presently works in cooperation with a sister parish in the Venezuelan city of Barquisimeto. The event that triggered this unit was a fundraiser organized by the Pittsburg parish to support the program in the Venezuelan parish.

Objectives:

At the end of this unit the students will be able to:

1. Identify the countries of South America.
2. Locate Venezuela on a map in relation to its neighboring countries.
3. Recognize and use geographical terminology on maps of South America and Venezuela.
4. Name the most salient features on a map of Venezuela.
5. Identify and locate the capital and the principal cities on a map of Venezuela, especially Barquisimeto.
6. Use the Internet to research the Venezuelan city of Barquisimeto and identify the most interesting sites.

Targeted Standards:

Communication

- 1.2 Students understand and interpret written and spoken language on a variety of topics.
- 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Community

- 5.1 Students use the language both within and beyond the school setting.

Materials:

1. Large floor map (painted on a shower curtain) of Venezuela (see Venezuela map in Figure 1).
2. Large map of Venezuela, made of cardboard and showing the names of the capital, the principal cities, and main geographical features (Salto Angel, Río Orinoco, Pico Bolívar, Isla de Margarita, Lago de Maracaibo, Los Andes, etc.). This map has to be of a manageable size so that it can be cut into pieces later to make into a puzzle.
3. Set of labels on white bond paper with the words for the main geographical terms: *isla*,

península, río, montaña, salto de agua, catarata, lago, llano, istmo.

Procedure:

Place the students around the floor map of South America and point to Argentina. (When showing the countries of South America it is better to start with the southernmost countries because they are normally the least known by North American students. In this particular case, the students had already done a Social Studies project on Argentina and it provided a nice point of departure for a project on the northernmost country in South America, Venezuela.)

Describe and locate the country with descriptions such as: *Argentina es un país muy grande* (Argentina is a big country), *es el país más grande de Sur América después de Brasil* (it's the largest country in South America after Brazil), *al norte limita con Paraguay y Bolivia* (to the north it borders with Paraguay and Bolivia), etc. Then move up on the map following the same technique with the rest of the countries until you reach Venezuela.

Guide the students to indicate the countries themselves by giving them instructions such as *Muéstrame un país que está al norte de Argentina*. (Show me a country that is north of Argentina.) Then encourage oral production with questions such as *¿Cómo se llama el país que está al oeste de Venezuela?* (What is the name of the country to the west of Venezuela?) *¿Qué hay al este de Argentina?* *¿al oeste de Ecuador?* *¿al norte de Colombia y Venezuela?* (What is to the east of Argentina? To the west of Ecuador? To the north of Colombia and Venezuela?)

Place the students around the map of Venezuela and describe and locate the country using the procedure above. Place the labels with the geographical terms on the map as you name the main geographical features of the

country. Then point to locations on the map and ask yes/no questions (pointing to Lago de Maracaibo, ask *río, ¿sí o no?*) and either/or questions (*¿Es el Pico Bolívar un lago o una montaña?*)

Distribute the labels among the students. Say the name of a geographical feature and have the student place the corresponding label on the map (the teacher says, *Salto Angel* and a student places the label *salto de agua* in the correct location). A variation of this activity is to say the name of a place (Orinoco) and have the students show the appropriate corresponding label (*río*), and vice versa.

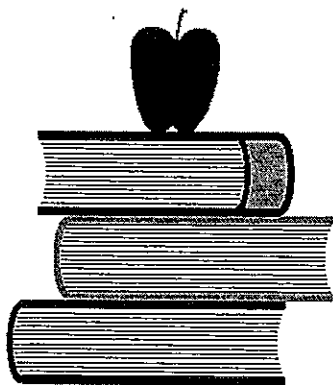
Finish by locating the city of Barquisimeto and describe its geographical location and its status as a state capital.

Follow-up Activity:

Students research on the Internet about the city of Barquisimeto and its main sites of interest. They create a bulletin board using information and pictures from the Internet as well as pictures of the Pittsburg priest with his Venezuelan colleague and parishioners in Barquisimeto. The bulletin board is displayed in the school hallway for everyone to see and other Spanish classes make special trips to see the display and understand its contents and the relationship between the two sister parishes.

Assessment:

1. Group evaluation: The map of Venezuela is cut into puzzle pieces that the students put together.
2. Individual evaluations:
 - a) Matching activity consisting of two columns, one with names of places in Venezuela and the other with geographical terms.
 - b) Using blank maps of Venezuela, students identify locations as directed by the teacher.



Classroom Resources

French

Apicella, M. A., & Challier H. *Gaston, méthode de français* Vol. 1, 2, 3, and *Guide pédagogique*. Evanston, IL: Midwest European Publications.

Available through Midwest European Publications, Inc., 915 Foster St., Evanston, IL 60201; 847-866-6289; Fax: 800-380-8919. Cost is \$11.95 per volume. Teachers guide available at \$18.95 per guide per volume. Two accompanying cassette tapes are \$25.95 per volume.

Gaston is a puppet, created to resemble a Frenchman with curly hair and a mustache, who belongs to Lucie and Thierry. He is the lead character in this beginner's series of soft-cover texts for teaching French to children. The books are attractively produced, in full color, and well sequenced. They contain two-page cartoons featuring Gaston's adventures with his live friends and dolls, games, songs, puzzles, and exercises. Language is presented in chunks and is very colloquial. More than most materials produced in Europe for teaching French to children, the language in this series is simple, follows standard curriculum needs, and is appropriately paced. The use of Gaston, who is French and speaks and understands only French, keeps all exchanges in the target language. The *Guide Pédagogique*, which is quite useful, is also written only in French. Two cassette tapes and a series of posters are part of the course.

German

Fackelmann, J., Müller, R., & Patho, K. (1996). *Findefix*. Wörterbuch für die Grundschule. 2. Erweiterte Ausgabe. München: Oldenbourg Verlag.

The dictionary comes in "lateinische Ausgangsschrift," "vereinfachte Ausgangsschrift," and "Schulaustrgangsschrift." Each costs \$11.88 plus shipping. Available from International Book Import Service, Inc., 161 Main St., PO Box 8188, Lynchburg, TN 37352-8188; 800-277-4247; Fax: 931-759-7555; Email: ibis@IBIService.com. (Note that this is a new address.)

This dictionary will be very useful to elementary students because it provides the new spelling that has been introduced in the German school system. The index of the *Findefix* first gives instructions on how to use the dictionary and gives tips on quickly looking up the correct new spelling. It also provides short exercises on how to study the new spelling alone or with a partner and special exercises for selected words. It also introduces the new rules on how to correctly separate words at the end of a line of text.

The main part of the alphabetized spelling dictionary is extremely well organized. Nouns are listed both in the singular and plural and asterisks are used to refer to special rules for some words. Another part of the book gives hints on how to write an essay, provides information on difficult tenses, and gives tips on writing stories, such as how to avoid repetition. In the back of the *Findefix* is a special section on *before* and *after*, which provides both

the old and the new spelling for selected words.

This *Findefix* dictionary is very helpful as an elementary school classroom resource. In our school, we have several *Findefix* dictionaries for reference in each of the German classrooms and the students enjoy looking up words. An interesting note is that many elementary students in German schools (Bavaria) buy their own *Findefix* since it is an essential tool for completing their homework.

Spanish

Grupo Cañaveral. (1997). *Cantemos con los niños hispanos Series* (Vol. I *¿Dónde vas, Carbonerito?*, Vol. II *Amapolas y Patitos*, Vol. III *Arroz con Leche*). Miami, FL: Trapiche Records and Books.

Available from *Grupo Cañaveral, Inc.*, 159 N.W. 85th Court, Miami, FL 33126-3816; 888-226-8273; Fax: 305-261-0103; Email: gcanaveral@aol.com; Website: <http://www.hispanicmusic.com>. Cost: CD \$14.98, Cassette \$7.98, Lyrics Booklet \$3.99, Activity Book \$7.98 (available for Volumes I and II only at this time.)

Volume I: *A la rueda, rueda; Al ánimo; Tres hojitas verdes; La cojita; ¿Dónde vas, Carbonerito?; Juguemos en el bosque; Tres palomitas; Las mañanitas; El barquito chiquitico.*

Volume II: *El patio de mi casa, Mis diez deditos, Naranja dulce, El ratoncito Miguel, Cumpleaños feliz, Allá en el fondo del mar, Amapolas y patitos, Los tres cochinitos, La cucaracha.*

Volume III: *Arroz con leche, Los pollitos dicen, Cielito lindo, El burrito sabanero, Debajo de un botón, Niños por la paz, Comadrita la rana, Marecita, Un canto de amistad.*

Grupo Cañaveral believes "*La música es cultura. Conocer nuestra cultura es conocernos a nosotros mismos.*" The music on these three volumes for children includes traditional songs from Latin America and Spain. It is the mission of this group to preserve Hispanic American musical roots. The three children's recordings are part of a larger collection of traditional Hispanic American music for adults.

The instrumentals accompanying these songs have a strong Latin beat. The voices are clear and rich. Tunes are traditional with a touch of rap and marching music mixed in. Most of the songs are traditional with several original compositions also included. Rhyming chants, game songs, and lullabies are interspersed with the songs. Each volume has nine songs and the music track of each song is repeated without the words. A songbook with the lyrics written in large type is available for each volume. Activity booklets give suggestions for related curriculum integration and games, as well as explain interesting cultural aspects of the songs.

Tres palomitas (Volume I) is a song/lullaby in which three young ladies stroll down the main street of their town. The activity booklet describes what towns were like in colonial times with the *alamedas*, the central plazas, and the people out for *paseos*. Soldiers try to woo the young ladies, who tell them to go back to their *cuartel*. Teaching suggestions include turning the song into a story, investigating towns in Latin America and comparing them to the students' town, and learning the names of family members and their relationships to one another.

El patio de mi casa (Volume II) is a traditional song that can be used when teaching the house vocabulary. The activity book gives suggestions for discovering what is in the students' patios or backyards, playing an interactive game with pictures of objects that are found, or not found, in the backyard, and role-playing the action verbs for things the students might do in the

backyard. The rhythmic song also works as a jump rope rhyme.

Debajo de un botón is a simple traditional song that will invite students to try to sing it faster and faster.

*Debajo de un botón, tón, tón,
Que encontró Martín, tén, tén,
Había un ratón, tón, tón,
¡Ay! Qué chiquitín, tén, tén.
¡Ay! Qué chiquitín, tén, tén.
Era aquel ratón, tón, tón,
Que encontró Martín, tén, tén.
Debajo de un botón, tón, tón.*

This song could also be made into a game substituting a small picture of a *ratón* with pictures of other vocabulary words to find under a *botón*.

These three volumes represent a wealth of music that will engage teachers and their students and help preserve the songs that many Spanish-speaking parents remember from their childhood, but which are slowly disappearing from the musical repertoire of their children.

Calendar

Summer 1999 Courses and Workshops

June 20–July 16, 1999

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; Email: cadahlbe@cord.edu.

July 6–8, 1999

Current Issues: Books in Spanish for Young Readers. Center for the Study of Books in Spanish for Children and Adolescents, California State University San Marcos, San Marcos, CA 92096-0001; 760-750-4070; Fax: 760-750-4073; Email: ischon@mailhost1.csusm.edu.

July 19–21, 1999

Literature In Spanish for Children and Adolescents/*La Literatura en Español Dirigida a Los Lectores Infantiles y Juveniles*. Center for the Study of Books in Spanish for Children and Adolescents, California State University San Marcos, San Marcos, CA 92096-0001; 760-750-4070; Fax: 760-750-4073; Email: ischon@mailhost1.csusm.edu.

July 19–29, 1999

Teaching Foreign Languages to Young Students, Teachers College, Columbia University, New York, NY. Mari Haas, 395 Riverside Dr., 12A, New York, NY 10025; 212-865-5382; Email: mbh14@columbia.edu.

August 7–15, 1999

New Technologies in the Foreign Language Classroom Institute, Iowa State University, Ames, IA. Marcia Harmon Rosenbusch, National K–12 Foreign Language Resource Center, N131 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; Email: nflrc@iastate.edu.

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

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

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

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

NNELL Executive Board

President

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

First Vice-President

Myriam Met
Montgomery County Public Schools
850 Hungerford Dr.
Rockville, MD 20850
mmet@umd5.umd.edu

Second Vice-President

Kathleen Riordan
Springfield Public Schools
195 State St. P.O. Box 1410
Springfield, MA 01102-1410
riordank@springfield.mec.edu

Secretary

Lori Langer de Ramirez
166 Nichols Ave.
Brooklyn, NY 11208
fjl17@columbia.edu

Treasurer

Marcia Pastorek
Trinity Episcopal School
1315 Jackson Ave.
New Orleans, LA 70130
mpastorek@trinityno.com

Past-President

Susan Walker
Parkway Northeast Middle School
181 Coeur de Ville Dr.
Creve Coeur, MO 63141
spwalker@stlnet.com

Executive Secretary

Nancy Rhodes
Center for Applied Linguistics
4646 40th St., N.W.
Washington, DC 20016
nancy@cal.org

Membership Secretary

Annette Holmes
Center for Applied Linguistics
4640 40th St., N.W.
Washington, DC 20016
annette@cal.org

Learning Languages Editor

Marcia Harmon Rosenbusch
N131 Lagomarcino Hall
Iowa State University
Ames, IA 50011
mrosenbu@iastate.edu

NNELL Appointments

Membership

Alicia Vinson
Maxwell Elementary
301 Woodland Ave.
Lexington, KY 40508
avinson@fayette.k12.ky.us

Political Action and Advocacy

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

Southern Rep.

Jan Kucerik
Bay Point Elementary School
2152 62nd Ave., South
St Petersburg, FL 33712
jkuce@aol.com

Publisher Liaison

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

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

Southwest Rep.

Michael Nettleton
Smoky Hill High School
16100 E. Smoky Hill Rd.
Aurora, CO 80015
mnettle@worldnet.att.net

Public Relations Chair

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

Pacific Northwest Rep.

R. William Carlstrom
Edmonds Cyberschool
7821 224th S.W.
Edmonds, WA 98026
rwcrlst@whidbey.com

Central States Rep.

Penny Armstrong
Pittsburg Community Schools
510 Deill St. P.O. Box 75
Pittsburg, KS 66762-0075
pennywebb@aol.com

Northeast Rep.

Janet Glass
Dwight-Englewood School
315 E. Palisade Ave.
Englewood, NJ 07631
glassj@d-e.pvt.k12.nj.us

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 1998-1999 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 _____

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

Telephone: Home _____ Work _____ E-mail: _____

Mail this form and your check to:
National Network for Early Language Learning
Center for Applied Linguistics
Attn: Nancy Rhodes, Executive Secretary
4646 40th St. N.W.
Washington, DC 20016

Marcia H. Rosenbusch, Editor
Learning Languages
Department of Curriculum and Instruction
N131 Lagomarcino Hall
Iowa State University
Ames, Iowa 50011

ADDRESS SERVICE REQUESTED