



Learning Languages

The Journal of the National Network for Early Language Learning

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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
mrosenbu@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

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Articles

- 4 **Designing and Implementing an Innovative Foreign Language Program:
Reflections from a School District–University Partnership**
G. Richard Tucker and Richard Donato

- 13 **New Visions in Foreign Language Education**
Myriam Met

- 16 **International Schools: The Challenges of Teaching Languages Overseas**
Virginia P. Rojas

Features

- 2 **Notes from the President**
- 12 **Award for Excellence Includes NNELL Member**
- 15 **Announcements**
- 23 **Loren Alexander Award Established**
- 24 **Activities for Your Classroom**
- 27 **Classroom Resources**
- 28 **NNELL Membership Secretary: Goodbye and Hello!**
- 29 **Why Should Students Be the Only Ones Who Can Make the Honor Roll?**
- 30 **Explore Argentina! An Exploratory Program Assignment**
- 36 **Publications to Order**
- 37 **Children's Classroom Creations**
- 38 **NNELL Swapshop Breakfast Is a Success!**
- 39 **Nominations Open: NNELL Executive Board for Fall 1999**
- 40 **New Resources Available**
- 41 **Assessment of a Preschool Second Language Program Using Sticker Books as
Portfolios**
- 43 **Calendar**

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Notes from the President



It is my honor and pleasure to serve as president of the National Network for Early Language Learning for 1999. This is an exciting year leading up to the new millennium and the many great challenges that lie ahead. As we reflect on our 1998 accomplishments, I want to thank Susan Walker, now past-president of NNELL, for her outstanding leadership and many contributions. Susan has served foreign language organizations in many capacities, and her many services to NNELL were stellar. She appointed regional representatives and chairs of committees who have been working extremely hard to serve our profession. I wish her the best—and a restful year as past-president. She will continue to serve NNELL as chair of the nominating committee.

NNELL accomplished many things during 1998. We held a successful series of workshops and activities at the ACTFL conference in Chicago. The NNELL Swapshop Breakfast broke all records, with more than 250 participants and more publishers than ever. I would like to thank the publishers who gave so generously of their time to come to the Swapshop Breakfast to share their materials. Special thanks go to the publishers who donated generously to our conference activities. You will see their names listed in *Learning Languages* as contributing members of NNELL. We encourage other publishers to join our contributing membership category, as these funds help us plan activities for our members at the conference.

Also at ACTFL, NNELL sponsored

an exciting booth, where we distributed information to hundreds of conference-goers. Each year we see increasing interest in elementary school language learning. NNELL and the Center for Applied Linguistics continue to contribute tremendously to the information that school districts need as they consider expansion of their programs.

The NNELL Board met at the conference and finished a plan for improving articulation between NNELL officers and state representatives. We now have representatives in almost every state and six regional representatives who work with the second vice-president to disseminate information about NNELL (see NNELL's website at www.educ.iastate.edu/nnell). We have an outstanding advocacy packet, which was designed by Key Hewitt. It is being provided to NNELL members and others through the hard work of the co-chairs of our Advocacy Committee, Kay Hewitt and Mary Lynn Redmond. The advocacy kit is available for purchase (see order form in this issue). If you or anyone you know needs up-to-date, convincing materials for school administrators, teachers, and parents, please order the advocacy kit. It is the bargain of what is left of this century!

Also at the conference, NNELL sponsored a "Meet the Authors" session, where we thanked Myriam Met, Cathy Wilson, and Bill Fleig of Scott Foresman for their hard work in creating a new volume celebrating NNELL's tenth anniversary. The volume, *Critical Issues in Early Lan-*

guage Learning, has sold so many copies that NNELL is receiving a wonderful royalty. It will be used to further our advocacy efforts. If you haven't purchased a copy of *Critical Issues*, check this journal for information on how to order. It makes an excellent gift for school administrators or parents who have helped establish early language programs. It belongs in every curriculum center at colleges and universities and can be used as the textbook for training elementary language teachers or as a part of a secondary methods course. It is also an excellent resource to have in elementary school libraries.

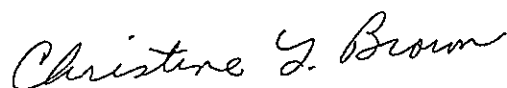
Due to the leadership of Mary Lynn Redmond and Eileen Lorenz, a second volume will be published. Teachers who came together at the Wake Forest University conference will see the fruits of their labor in this volume to be published by National Textbook Company. Available later this year, it will be full of exciting lesson plans that incorporate the national foreign language standards.

Finally, I would like to thank the state and regional representatives for their incredible commitment. Across the country, NNELL representatives are being placed on executive boards of state language organizations to represent the interests of early language learning. We encourage you to go to your state organization and ask that the NNELL representative from your state be a part of the state language organization's executive board so that we can achieve full integration of K-12 education in many more states.

1999 holds special promise for NNELL. We have exciting activities planned. One of the most exciting is that all NNELL state representatives, important policy makers in the United States, and other interested conference-goers will be invited to the

Hartford, Connecticut, area for a small conference on July 10, 11, and 12. Details will be forthcoming to the NNELL state reps. This conference, which will focus on the institutionalization of long sequences of instruction, will provide much needed information on advocacy and articulation of elementary school foreign language programs into middle and high schools. The conference will emphasize sustaining programs in districts and in states. We plan to have plenary sessions with representatives of the national elementary principals, school superintendents, and school board associations, representatives from the National Foreign Language Center, and some of the Title VI National Language Resource Centers in the United States. The purpose will be to work together as state and national representatives to forge a national advocacy campaign to sustain elementary language programs and to create a model for articulation from the elementary grades to the middle and high schools. We are presently seeking sources of funding so that a portion of the state representatives' expenses can be defrayed. If any of you in the readership have ideas about funding sources, I would like to hear from you. We will be staying in the Hartford area and meeting at a local university.

That's all for now. Best of luck in your NNELL work.



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

Designing and Implementing an Innovative Foreign Language Program: Reflections from a School District–University Partnership

G. Richard Tucker
Professor of Applied Linguistics &
Head of Modern Languages
Carnegie Mellon University
Pittsburgh, Pennsylvania

Richard Donato
Associate Professor of Foreign Lan-
guage Education
University of Pittsburgh
Pittsburgh, Pennsylvania

If American students are to leave grades 4, 8, and 12 with demonstrable proficiency in a foreign language, the number of foreign language programs at all levels will need to be significantly expanded and improved.

Recent federal legislation, entitled *Goals 2000: Educate America Act*, calls for American students to leave grades 4, 8, and 12 having “demonstrated competence over challenging subject matter including English, mathematics, science, [and] foreign languages.” Although every European country has a national policy for the introduction of at least one foreign language into the elementary school curriculum of every child (Dickson & Cumming, 1996; Pesola, 1992), it is estimated that foreign languages are offered in only 31% of the elementary schools in the United States (Rhodes & Branaman, in press). However, studies indicate that, as a nation, we are generally receptive to teaching foreign languages in the elementary school. Of the American population, 40% believe that there should be a foreign language requirement in the elementary schools, and 75% think that foreign language study

should be an option available in the elementary school (Eddy, 1980).

If American students are to leave grades 4, 8, and 12 with demonstrable proficiency in a foreign language, the number of foreign language programs at all levels will need to be significantly expanded and improved. This is particularly true at the elementary level. The importance of including foreign language study in the elementary school is also supported by the research on the amount of instructional time required for developing functional proficiency in a foreign language (Carroll, 1967) and by the widely held professional view that language competence can only be achieved in well-articulated, sustained sequences of foreign language instruction (Donato & Terry, 1995). Expanding foreign language instruction in the elementary school will give students an extended opportunity to achieve the goals that have recently been developed and disseminated as the Standards for

Reprinted with permission from Tucker, G. Richard, & Donato, Richard. (1998). Designing and implementing an innovative foreign language program: Reflections from a school district–university partnership. *Studia Anglica Posnaniensia*, 33, 451–462.

Foreign Language Learning (1996) and to develop truly functional ability in a language other than their first language.

The major objection to incorporating foreign language instruction into the elementary school curriculum seems to be that there is not enough time in the instructional day (Baranick & Markham, 1986). Our present national concerns with systemic educational reform and with competitiveness make this a critical time to explore more fully the factors related to the implementation of elementary school foreign language programs. A number of major issues often arise when considering foreign language education in the elementary school (FLES) for majority-language speakers in the United States, that is for speakers of English as a mother tongue: (a) the model of instruction to be implemented—an immersion or standard FLES model; (b) the age at which foreign language instruction should begin; (c) language(s) in which instruction should be offered; (d) the realistic proficiency expectations to be established for elementary school students studying a given language within a given model; and (e) how best to assess the language proficiency of young children.

The goal of this article is to describe the systematic planning and subsequent implementation and evaluation of a new systemwide Spanish program at the elementary level in a small school district in suburban Pittsburgh, Pennsylvania. (The system is a relatively small one, comprising approximately 2,800 students who come from mostly European-American, working-class families.) In the sections that follow we will briefly discuss the following: (a) the active participation by all senior administrators, including the superintendent in a year-long planning effort that culminated in choice of language, teacher selection, curriculum development, and in-service training for all elementary school faculty members;

(b) the ways in which the language program, which is intended ultimately for all children in the district, has been incorporated into the overall curriculum of the district; (c) the status of the current program, which is presently nearing its second full year of implementation; and (d) plans for the future. We conclude by discussing factors that have contributed to the initial success of this exemplary program.

Genesis of the Program

In May 1995, we were invited to attend an informal meeting with the Superintendent of Schools of Chartiers Valley School District and several of his administrative staff. The invitation resulted in part from our previous research evaluating the diverse aspects of the implementation of a Japanese program at the elementary school (see, for example, Donato, Tucker & Antonek, 1996; Tucker, Donato & Antonek, 1996), and partly from the fact that Donato directs the major foreign language education teacher preparation program in the region. This meeting was the beginning of a mutually beneficial and thoroughly enjoyable school district—university partnership that continues to the present day. Superintendent Bernie Sulkowski opened the meeting by articulating a vision for students and for the district—a vision that included doing something different, something daring. He proposed that a new program be developed so that all pupils in the district would study a common foreign language throughout their entire scholastic career. He described clearly how American secondary school graduates in the 21st century will be competing for positions in which numeracy, literacy, problem-solving, and communication skills will be increasingly valued and moreover how students with a bilingual proficiency will possess a comparative advantage over their monolingual English-speaking counterparts. He predicted that tomorrow's graduates will compete for positions not only in

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Baltimore, Chicago, Detroit, and New York, but also in Beijing, Paris, Tokyo, and Zurich.

A number of questions surfaced at the initial meeting: Was the vision plausible? If so, in which language(s) should instruction be offered? Were teachers available? Would the community support such a program? Would members of the school board support such a program—and provide the necessary budgetary authorization? How could the school district and the universities (Carnegie Mellon and the University of Pittsburgh) work collaboratively to their mutual benefit?

The group decided to form an “Elementary Foreign Language Committee” to oversee the planning and implementation of a new and innovative foreign language program. Committee members include the director of curriculum, Kathy Gori, who chairs the group, the superintendent, principals from the elementary and intermediate schools, selected elementary school teachers, the chair of the secondary school foreign languages department, and the university collaborators. To date (that is, through April 1998), the entire group has met on 12 occasions to plan, review accomplishments, and make decisions concerning priorities for future work. As appropriate, subgroups or individuals carry out specific activities, which they report to the committee.

Choice of Language and Timetable for Implementation. One of the first issues confronting the group was choice of language(s). A number of options were considered, including French, German, Japanese, and Spanish. At the time the district offered French, German, and Spanish to students in grades 9–12 on an elective basis. In addition, members of the university partnership proposed that Japanese be considered because of their work with a local innovative program. A number of factors were considered such as likely availability of prospective teachers and materials,

potential community support, and utility of proficiency in the target language for graduates. For pragmatic reasons, the decision was made to select one language only, and to make its study compulsory for all children. At this point, the committee decided it would be useful to conduct a community survey to ascertain the level of support for the program and to obtain feedback concerning the choice of language. A survey instrument was developed, piloted, revised, and administered to a broad sample of parents as well as to all members of the school board. Survey results revealed broad general support for an innovative foreign language education program and support specifically for the teaching of Spanish.

The second major issue was whether to begin the program from the bottom up, that is at the kindergarten level; from the top down, that is working backwards a year at a time from grade 9, at which level instruction then began; or from both ends to meet in the middle. After much discussion around issues such as scheduling, teacher availability, and the necessity of ensuring long-term articulation, a decision was made to propose to the school board the implementation of a Spanish FLES program in September 1996 for all kindergarten children in the district.

Data from the FLES Community Climate Survey developed by a committee member and distributed to selected parents, the school board, and a district steering committee ($n = 60$; 78.3% response rate) indicated that 34% of the respondents preferred a program that introduced children to Spanish (another third of the respondents were split among Japanese, German, French, or indicated that they had no preference) and that this new FLES program should have the goals of developing cultural knowledge (93%), engaging students in the excitement of language learning (80%), and building basic language proficiency (19%).¹

It was also decided to extend the program to grade 1 in September 1997 and to grade 2 in September 1998, with the systematic introduction of new cohorts of kindergarten youngsters. With this plan, the district will have a fully articulated foreign language program from kindergarten through grade 12 in 2004. The Board of School Directors formally approved this plan in April 1996.

Development of an Action Plan. After deciding on the target language (Spanish) and the model for implementation (bottom up), the committee next turned its attention to the following: (1) recruiting an appropriate teacher; (2) planning for curriculum development activities; (3) informing members of the community about the new program; and (4) orienting other teachers and administrators working in the system. These activities continued during the late winter and spring of 1996. A major benchmark was the hiring of the first kindergarten Spanish teacher, Ms. Cassie (Quince) Kuzniewski, who was a dually certified graduate from the University of Pittsburgh in elementary education and in Spanish. The early hiring of Ms. Kuzniewski meant that she was able to devote a substantial block of time to curriculum development activities during Summer 1996, preceding the start of the program. She worked with other curriculum specialists in the district and in continuing consultation with Donato. Curriculum development activities benefited from and reflected work that had been done on the national standards as well as innovative work that had been completed in the school district on "Standards in the Arts."

Overview of the Spanish Program. The Spanish program was begun in September 1996 with 11 classes, comprising a total enrollment of 223 kindergarten students. Each class meets for 20 minutes per day, five days a week. The Spanish specialist (Ms. Kuzniewski) goes to the students in their regular

classroom and, in effect, team teaches with the regular classroom teacher. Growing spontaneously from the enthusiasm for the program, a strong collaboration between the kindergarten teachers and the language teaching specialist developed and continues to mark this program as unique (see Donato, Antonek & Tucker, 1994, concerning the problem of marginality of FLES programs). Rather than expressing indifference toward the new program by neither working to support it nor repudiating it, the kindergarten teachers established close contact with the FLES teacher and freely shared materials during the curriculum development phase of the program and learned Spanish during Ms. Kuzniewski's lessons in their classrooms. The program and its teacher were clearly positioned from inception as an integral part of the kindergarten program and equal participants in the total school curriculum.

The curriculum was developed following the school-district template for planned courses of study. That is, each thematically organized unit (e.g., colors and shapes, numbers, greetings, calendar and weather, clothing and body parts, fiesta and foods) was specified according to: (a) student learning outcome; (b) content, materials, and activities; and (c) procedures for assessment. The main focus of each lesson is vocabulary building and comprehension rather than production. The curriculum reflects this orientation in its assessment procedures, including such activities as coloring, baking brownies, movement activities, and the playing of games. Every attempt is made to integrate Spanish with ongoing activities in art, music, library, physical education, and the computer curriculum. The integrated nature of the Spanish class is explicit and obvious in the curriculum. Children learn numbers by accompanying jumping jack calisthenics with counting, listen to age-appropriate fairy tales in Spanish, and learn days of the

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week in Spanish when learning them in their regular classes. The teacher uses Spanish whenever possible in the classroom for classroom management and outside the classroom to greet students in the hallways. She makes extensive use of manipulatives and visuals and brings in a wide variety of authentic materials. Classes are enriched with visits from Spanish speakers and through a partnership begun in collaboration with students studying Spanish at the secondary level (e.g., the FLORES program—Foreign Language On Request Elementary Spanish program).

Ms. Kuzniewski keeps parents informed about the goals and the actual content of the program by means of a monthly newsletter and by her frequent tape-recorded updates on the "homework hotline." There have also been a number of special presentations for parents, and other interested community members, at regular back-to-school nights and by means of an informational videotape that was prepared for telecast on a local cable channel. In addition, on several occasions parents have been asked to complete questionnaires designed to elicit their attitudes toward various aspects of the program. During the course of the 1996–97 school year, the committee continued to meet regularly to monitor implementation of the program, to plan for an assessment of student progress during Spring 1997, and to begin planning for the extension of the program into grade 1, together with the introduction of a new kindergarten cohort in September 1997.

Formative Evaluation of the Program

Members of the committee decided that it would be important for all stakeholders (e.g., the pupils, their parents, members of the school board) to systematically evaluate the progress of the pupils near the end of their first year of instruction. Accordingly, a curriculum-based interview

protocol was developed, pretested, and revised with the assistance of the university partners. Approximately 44 pupils (2 boys and 2 girls from each of the 11 classes) were randomly selected to participate in a 10- to 12-minute "interview" conducted by the high school Spanish coordinator and one of the elementary school counselors during June 1997. The subtasks of the interview provided a basis for assessing the students' listening comprehension (e.g., responding to a command with an appropriate action, such as *point to the letter M on the rectangle*), their range of vocabulary (asking the child to name in Spanish a range of visuals, such as *elephant, book, school*), and their emerging sense of grammaticality (by asking them to make grammaticality judgments and by asking them to perform sentence repetition tasks with increasingly long sentences designed to exceed short-term memory capacity).

Interviews were recorded for later transcription and analysis. In terms of interview data, children's scores ranged from 55% to 100%, with a median of 89%. This led the evaluator to conclude that "based on the results it is evident that our children are certainly learning Spanish." The results of the formative assessment of the children coincided with our general expectations about their expected progress (e.g., the children's listening comprehension exceeded their oral production; their production was limited to learned material; production began as single-word utterances and formulaic expressions; signs of emerging syntax have begun to appear but the children focus more on content than on the form of their utterances; language mixing was not uncommon; and the children have developed good pronunciation ability in Spanish).

The children and their parents were unanimously positive about the Spanish program and in wanting it to continue. The views of the regular

classroom teachers were equally positive and supportive. None expressed the view that the Spanish program was somehow detracting from other elements of the school district's program. The classroom teacher noted that "we are most pleased with the level of achievement our students have attained [and] inspired by the enthusiasm they demonstrate in so doing."

Expansion of the Program

The committee continued to meet quarterly to discuss various aspects of the program and to plan for its expansion in the 1997–98 school year. Ms. Lisa Bischoff, another dually certified teacher from the University of Pittsburgh, was hired. The two teachers spent time with Donato during Summer 1997, revising the kindergarten curriculum in light of the first year's experience and developing the curriculum for the new grade 1 program.

When classes began in September 1997, all kindergarten and grade 1 children in the district participated in this innovative Spanish FLES program. They follow the model established during the first year—namely 20 minutes of instruction in Spanish five days a week with the specialist teacher who comes to their home classroom. Curriculum development for the second year of the program built on concepts and vocabulary learned during the first year and expanded students' participation in the lesson to include more oral production. That is, the curriculum retained its integrated, thematic focus but moved toward greater oral participation in the lessons by the students.

The committee has addressed a number of major issues thus far during the 1997–98 school year (as of April 1998). In general, members want to ensure that parents of current students, parents of prospective students, members of the school board, and other teachers in the district are as well informed about the program as they can be. To this end the commit-

tee drafted and is currently piloting a "report card" for parents intended to convey information about the content of the curriculum and whether their children are progressing to master the material presented. The reporting procedure has undergone several revisions, attempting to make a "report card" that capitalizes on what children can do well rather than on their deficiencies. Beginning this year, parents will receive a checklist of several functional language abilities (e.g., saying the date and month, identifying classroom items, telling time) with an indication of whether the child has *mastered* the material or is *progressing*. Care has been taken to design the report card so as to not discourage children by sending the unintended message to parents that their children lack an aptitude for language study or are not progressing adequately. Given that we do not know what "adequate achievement" is at this level of instruction, highlighting achievement over failure in a formal report procedure inspires confidence in parents concerning their children's ability to learn another language and bolsters the image of the program in the home. This report card is also an innovative development since the school district has not previously assigned grades or provided other formative information to parents about children's progress in foreign language programs at the elementary grades.

In addition, several back-to-school nights have been held for parents with a focus on the Spanish program; plans have been developed for an evening orientation program for parents of prospective new pupils; an informational video featuring the children and the teachers has been produced for telecast on local cable television; and an in-service program has been planned for this spring (1998) to inform other teachers in the elementary and middle schools about the FLES program.

Lastly, the committee turned its attention to revising the assessment

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measures for Spring 1998 administration. The general plan remains the same—namely to interview a randomly selected sample of 4 children from each classroom (2 boys and 2 girls) at grade 1 and grade 2, for a total this year of approximately 80 students. Interviews will again be conducted by the high school Spanish coordinator and one of the elementary school counselors. The interview protocol will be revised to include more opportunities for the students to demonstrate creative use of language through story telling in relationship to visuals that are composed of images representing lexical items the children have learned in class. Our goal is to be able to describe when the children are able to produce phrases or sentences that involve their combining previously learned material into novel utterances. The assessment instrument will be based on tasks linked to what the children do in their classes (e. g., describing a picture, singing a song, talking about the family). These tasks will elicit language that allows for fine-tuned evaluation of discrete phonological, lexical, and grammatical items and yet are sufficiently open to assess creative and spontaneous production that draws upon, combines, and recombines these discrete features of language. We find this refinement of the testing procedures encouraging, given the dearth of valid and reliable tests for the early language learner and the frequent approach to early language learning assessment that relies often exclusively on comprehension, lexical recall, and production of formulaic speech. This testing is scheduled to occur during early June 1998.

Plans for the Future

The Committee has several short-term tasks, and one major longer-term goal. In the short run, another teacher must be hired for September 1998, when the program will again expand to encompass all kindergarten, grade 1, and grade 2 pupils in the district. Then

the group will need to turn its attention to curriculum revision and development and materials selection for Fall 1998. The middle school staff has also expressed a strong desire to “be prepared” when foreign language enters their program in three years. As the middle school representative on the committee voiced during a recent meeting, “our teachers want to be prepared and some have even started to review their college Spanish.” However, the major goal that the committee has begun discussing is the forthcoming need for smooth and effective program articulation when these elementary pupils reach secondary school. The current high school Spanish program will need to be thoroughly revised for subsequent cohorts of students who will bring to the high school language class a “beyond-the-basic” level of proficiency. The district and the current Spanish teachers will face a major challenge in developing a rich content-based Spanish program that will allow these students to continue to develop cognitive and academic language proficiency in both English and in Spanish by the time of graduation. This concern for articulation is well founded in light of the failures of FLES programs in the 1960s. One commonly observed phenomenon during that period was that former FLES students often repeated basic language lessons when they entered high school. This repetition of previously learned material resulted in a severe lack of motivation in students and diminished their interest and enthusiasm for language study. The source of this instructional discontinuity in language study has been traced to the lack of clearly articulated shared goals and outcomes for language learning in a seamless sequence of instruction. It is not surprising that in foreign language education today articulation programs and studies still dominate the professional literature, grant-funded projects, and conference presentations. The committee is fully aware of these

issues and is currently taking steps to assure that transitions between instructional units and course outcomes will expand student proficiency rather than recycle rudimentary skills each year.

Reflections on a Successful and Satisfying Partnership

A number of factors have contributed to the success of this project to date. The first that comes to mind is the key role played by the superintendent. His active participation in all of the committee meetings has provided immediate and visible credibility and value to the activity. He continually reminds the committee that they are embarking on an innovation by "navigating uncharted waters" that will have far-reaching consequences for the school district in terms of its visibility and reputation. We have also been struck by the extent to which the committee members—mostly monolingual and monocultural themselves—have embraced the goal of multiple language proficiency and cross-cultural competence for their students and themselves and who "act as if" they are multilingual and multicultural. Throughout our association with the committee, we have found the representatives from the district to be continually and genuinely concerned with providing the best possible education for their students that they can. We have never heard a disparaging remark about a pupil, a parent, or a community member; rather committee members express genuine knowledge about and concern for the students' educational, social, and personal well-being. We have found it enormously satisfying to be a part of this committee.

What are some of the issues that have intrigued us over the past two and a half years? Clearly, we have appreciated the opportunity to attempt to extend the generalizeability of some of our ideas about language program evaluation to another setting. But perhaps more importantly, we have enjoyed the challenges (in the words of the superintendent) of "navigating

uncharted waters" in helping to write a curriculum for the early grades; in examining the relationship between what goes on in the language arts curriculum to what we are trying to accomplish in the FLES curriculum; in thinking through and sharing with other committee members various issues related to the introduction of second language literacy in relationship to mother tongue literacy; in examining the complex set of issues related to reporting student progress to parents (we are intrigued, for example, by how parents evaluate the progress of their children in areas in which they—the parents—themselves have no experience); and more generally with the responsibility of injecting substantive issues from time to time into what might otherwise become a procedural dialogue. We have enjoyed our engagement thus far, and look forward to its continuation.

A number of factors have contributed to the success of this project to date. The first that comes to mind is the key role played by the superintendent.

¹ It is interesting to note that these desired outcomes are quite similar to the rank-ordering of goals expressed by parents in our longitudinal study of a Japanese FLES program (Donato, Tucker & Antonek, 1996; Tucker, Donato & Antonek, 1996; Donato, Antonek & Tucker, 1994).

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Award for Excellence Includes NNELL Member

The Iowa-Yucatan (Mexico) Partners, which includes Jeanette Borich, NNELL member, received a 1998 "Award for Excellence" for their Elementary School Curriculum Project. The award was presented in November 1998 at the annual international convention of Partners of the Americas in Washington, DC. Partners is one of the largest volunteer organizations working to promote social and economic development in this hemisphere. The excellence awards are presented each year to recognize exemplary voluntary programs working at the international level.

The Iowa-Yucatan Partners developed a creative curriculum to teach fourth graders about the Yucatan region of Mexico. Through the program's creative design, the Iowa-Yucatan Partners

captured the imaginations of young children through innovative methods of teaching language and culture. They owe much of their success to the participatory nature of the project, which effectively involved Partners and their communities from both Iowa and Yucatan. The Ankeny, Iowa, teachers who collaborated on the project are Jeanette Borich, elementary Spanish teacher, who has served as the Iowa representative for NNELL, and Judy Gronemeyer and Jane Schmidt, fourth grade teachers. The Iowa Partners have funded an additional grant that will make the project available on the Web.

For further information on the curriculum project, please check the Website at <http://idea.exnet.iastate.edu/idea/marketplace/yucatan/>.

New Visions in Foreign Language Education

*Myriam Met
Montgomery County Public Schools
Maryland*

The National K–12 Foreign Language Resource Center (NFLRC) at Iowa State University and the American Council on the Teaching of Foreign Languages (ACTFL) are sponsoring a series of activities focused on the future of the foreign language profession. Entitled *New Visions in Foreign Language Education*, these activities include an invitational planning meeting for 40 persons (1999), followed by a national priorities conference (2000), and the ACTFL conference in the year 2000. Each of these events will involve an increasingly broad scope of participants in the dialogue.

The focus of the first event, to be held in June 1999, is to examine how we might move the foreign language professional agenda forward in light of theories of change, change management, resources available, and our past efforts (both successful and unsuccessful). This planning meeting will lay the groundwork for a series of action-oriented conferences that will follow. The conferences will focus on identifying what we can do as a profession, given our resources and given what we know about managing change; set priorities for the investment of time, energy, and resources; and solicit the commitment of individuals, organizations, and associations to specific action steps (to be determined by them) that will allow us all, as a profession, to work in a collaborative, unified, and nonduplicative way toward our agreed-upon goals.

A steering committee, composed

of four members appointed by the NFLRC (Myriam Met, Deborah Parks, June Phillips, and Marcia Rosenbusch) and four appointed by ACTFL (Elizabeth Hoffman, Ed Scebold, Emily Spinelli, and Ann Tollefson) selected the participants for this first meeting. Selections were made based on suggestions from numerous foreign language professional associations and from the steering committee itself. The steering committee solicited the names of visionaries, divergent thinkers, people who think outside the box and who will contribute substantially to the dialogue at hand. These individuals:

- have a national perspective, broad vision, and strong leadership qualities;
- are respected in their state, region, and/or nationally; and
- are well informed and familiar with the current professional literature and practices.

Selection of participants was made in keeping with the criteria above, and in consideration of the importance of involving a broad and diverse representation from the foreign language profession. The steering committee wanted not only to ensure that the planning team was composed of visionary individuals who could contribute to a national conversation, but also to be sure that the planning team was drawn from national, regional, and state level organizations; was geographically dispersed; represented a variety of languages and levels taught in both the schools and postsecondary

The conferences will focus on identifying what we can do as a profession, given our resources and given what we know about managing change. . . .

A broad range of foreign language professional associations will be represented and actively involved in every step along this process.

institutions; represented diverse backgrounds; and reflected a range of years of service in the foreign language profession.

A broad range of foreign language professional associations will be represented and actively involved in every step along this process. All professional associations were invited to nominate a representative for New Visions and will either have a participant at the planning meeting or a representative invited to serve on a select Board of Reviewers. The Board of Reviewers will be appointed to respond to documents produced at the June 1999 planning meeting, and to serve as a continuing source of targeted feedback and solicited input throughout the three-year process.

The steering committee has identified the following preliminary questions to begin the discussion at the planning meeting:

- What would it take to ensure that all teacher educators had the necessary knowledge and skills?
- What would it take to ensure that all pre-service foreign language teachers were fully prepared in the discipline?
- What would it take to ensure that all pre-service foreign language teachers were fully prepared in the pedagogical and clinical

content of foreign language teaching?

- What would it take to ensure that all experienced foreign language teachers were competent to help their students achieve the national standards?
- What would it take to have clear, measurable ways of assessing competence?
- What would it take to develop and implement varied curriculum models that reflect diverse learners/purposes/outcomes?
- What would it take to assess whether every student had achieved the national standards?
- What would it take for the profession to gain increased control in the agenda-setting and decision-making process?
- What would it take to ensure that every child had the option to participate in a sound program of foreign language study and that every teacher had access to quality professional development?
- What would it take to define a unified professional stance regarding language policy?

Both the NFLRC and ACTFL will continue to provide information about the series of conferences through newsletters and at the Delegate Assembly at the ACTFL Annual Meeting.

Dear Readers:

You were not seeing double if you received two Fall 1998 issues of *Learning Languages*! Because of a production problem on the first run, paper that was too lightweight was used for the cover. Since that issue had already been mailed, the issue was reprinted and you were mailed a corrected copy. If you did not get two copies, the cover of the first issue mailed to you may have been torn en route and your mailing address lost. That is why we use heavy stock paper for the cover!

—The Editor.

Announcing the Ñandu Listserv on Early Foreign Language Learning

You are invited to join Ñandu, a listserv dedicated to sharing information and resources about early foreign language learning, which is just beginning two years of ongoing, exciting discussions.

The listserv Ñandu (Guaraní for *spider*) will create and sustain connections for school district personnel, superintendents, teachers, and teacher educators committed to improving early language programs. This new listserv is made possible by the Improving Foreign Language Instruction in Schools project of the Center for Applied Linguistics and the Northeast and Islands Regional Educational Laboratory At Brown University (the LAB).

LAB staff at the Center for Applied Linguistics, Kathleen Marcos and Nancy Rhodes, will moderate this list to bring new research and information to you in a timely manner and to encourage the exchange of ideas among policymakers and practitioners in the field of K-8 foreign language learning. This information will come from a variety of sources, but you are the most important source.

This listserv will be a companion to the LAB's Web site on early language learning, Ñandutí (www.cal.org/earlylang), which has a wide range of resources on elementary and middle school foreign language instruction. The Guaraní name for *spiderweb*, Ñandutí, provides strong links among foreign language instruction, applied research, and recent developments in teaching and learning.

We encourage you to post your questions on the listserv and to interact with other educators dealing with similar issues. Discussion began in January 1999 and will continue until December 2000. We encourage you to subscribe to Ñandu! To do so, please do the following:

- Send a message to: nandu-request@caltalk.cal.org.
- In the Subject field, type: SUBSCRIBE YOURFIRSTNAME YOURLASTNAME (e.g., SUBSCRIBE GEORGE WASHINGTON).
- Please leave the message field blank.

We hope you will join us on Ñandu! Please contact us at nanduti@cal.org if you have questions.

Position Available

The Park School of Baltimore is seeking a lower school Spanish teacher. This is an opportunity to collaborate in developing and implementing a new program. Elementary experience is strongly preferred. For further information, or to apply, contact Louise Mehta, Associate Head of School, The Park School, Old Court Road, Box 8200, Brooklandville, MD 21022; 410-339-4152; Fax: 410-339-4125.

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) to Kay Hewitt, National Advocacy Co-Chair, Lexington Elementary School, 116 Azalea Drive, Lexington, SC 29072.

Introductory Note: Articles in our journal usually focus on national issues in early language education. We recognize, however, that many of the concerns we face are shared with language educators worldwide. This article is the first of several that we hope will encourage an international dialogue that will promote greater understanding of early language learning. —The Editor.

International Schools: The Challenges of Teaching Languages Overseas

*Virginia P. Rojas, Ed.D.
Consultant in Language Education
North Brunswick, New Jersey*

In international schools a number of factors make for very favorable conditions for successful early language learning.

Should a Korean-speaking third grader study Chinese as a host-country language while immersed in an English-medium school in Hong Kong? Should a Japanese-speaking first grader with learning disabilities enroll in a dual-language program in Japan and, if so, should he learn to read both languages simultaneously? What world language should be offered for study to young learners—a host-country language perceived by parents as not traveling well or another language seen by parents as more globally useful? What specific instructional strategies can a teacher employ when faced with 22 linguistically and culturally diverse sixth graders, only one of whom is a native English speaker, when the exclusive language of instruction is English? These questions, and many like them, are faced every day by teachers who work in American-sponsored, overseas or international schools.

Understanding the International School Context

Early language learning in international schools takes place in a unique linguistic and sociocultural context. Typically established to provide an education in English to the predominantly English-speaking expatriate community, the clientele of interna-

tional schools has become more representative of a greater range of multinational interests. Geographically mobile business professionals, recognizing the importance of English as a world language, want bilingualism for their children and are eager to pay for it in an English-medium, private education system (Baker, 1995). Schools in some countries attract a high proportion of host-country children not only for the opportunity to acquire English but also as a means of an alternative education to that which is provided locally (Sears, 1998).

In international schools a number of factors make for very favorable conditions for successful early language learning. International schools function as an additive bilingual environment, because English is acquired as a second or third language without the loss of the mother tongue (Lambert, 1975). Students in these schools often come from advantaged socioeconomic backgrounds, an attribute traditionally associated with elite bilingualism where the capacity to speak other languages has been perceived as a positive rather than divisive force (Fishman, 1966). Feelings of nationalism and resentment toward immigrants do not blur linguistic goals in international school settings. In addition, overseas educators themselves experience second-

language acquisition and acculturation, a process arousing empathy toward their learners.

Despite these advantages, international schools sometimes struggle with language-in-education policies, program design, and curriculum practices. Administrators and teachers, recruited because of their English-language proficiency and ability to deliver an English-medium curriculum, are frequently monolinguals. Bilingual teachers, for the most part hired locally and usually for the purpose of teaching the host-country language and culture, may have training in the teaching of languages, but they are not always current in second-language acquisition theories and pedagogical practices. Myths on bilingualism run rampant and the professional knowledge base of second-language acquisition processes—especially how languages are learned in school—is meager (Collier, 1995).

Transient staff tend to make fallacious comparisons between bilinguals and English monolinguals, thereby measuring the English-language performance of the former group by the standards of the latter which, by definition, they can never attain (Cook, 1995). English-speaking parents, and some parents of English as a Second Language (ESL) children as well, fearful of the dilution of educational standards, lament the admission of too many nonproficient English speakers into the school.

Parents frequently expect their children to attain total and immediate fluency in the host-country language in spite of the fact that they seldom have more exposure to that language than stateside children do in traditional elementary school foreign language programs. Other parents, hoping to ease the return of their children to their own national schools, seek provision for language maintenance programs for the child's first language as part of the school day or in after-school and Saturday language programs.

Opinions vary on world language

offerings: some parents want language classes similar to those at home, while others feel it is more culturally appropriate to acquire proficiency in the language of the host nation. Some governments mandate host-country language instruction for foreign children and a national curriculum for their own children. Other governments forbid international-school enrollment of their children.

Anecdotal observations of schoolwide discussions expose a range of ideologies and frequently amount to barometers for what the schools might be like: hegemonic bastions of linguisticism and ethnocentrism or sites of cultural pluralism promoting the linguistic rights of children (Skutnabb-Kangas & Phillipson, 1994).

Toward a Typology of Early Language Learners

Depending on one's perspective, teaching in an international school can feel like a visit to Babylon or a visit to a linguist's paradise. Schools around the world vary in their student composition. One school, for example, may have an exclusive population of only host-country children—all of whom enter in preschool and graduate together fifteen years later. Never leaving their homeland, they acquire substantial English-language proficiency and are also able to pass university entrance examinations in their national language.

Another school might have a symmetrical balance of English-language, host-country, and third-culture (often referred to as international) children. This latter population comes from every corner of the world, representing a multiplicity of languages. A school might be so mixed linguistically and culturally that no single language group dominates, easily making English the only common language of communication. Interestingly, school leaders sometimes set quotas in order to attain or maintain a certain linguistic and

... international schools sometimes struggle with language-in-education policies, program design, and curriculum practices.

cultural balance, though ratios have been known to swing in times of economic need.

The majority of international school children, by circumstance, are exposed to more than one language at some point in their geographical or academic life. Not all of them, however, experience second- or third-language acquisition in similar ways and proficiencies range to a great extent. At least fifteen types of early language learners have been identified to date in international schools, using the variables of home language(s), school language(s), and language(s) of country(ies) of residence. In order to contextualize these, representative prototypes are described here and summarized in Table 1:

At least fifteen types of early language learners have been identified to date in international schools. . . .

- Susan is a monolingual English-speaking child whose father comes from the United States and her mother from England. They are posted to Beijing, where Susan attends the International School of Beijing and is beginning to study Chinese language and culture.
- Marsha is the daughter of two American parents who have taught English in Japan for fifteen years. They have acquired some Japanese proficiency themselves and enrolled Marsha in a Japanese-language preschool. She currently attends Nishimachi International School, offering a dual-language program, in order to further her bilingual proficiency. Marsha's parents have requested placement in the Japanese for fluent speakers class, a section usually reserved for native speakers.
- Nicole is the daughter of two English parents, who were posted to France for ten years. Nicole attended a French-language preschool and had a French-speaking caretaker. Relocated to Indonesia, Nicole attends the International School of Jakarta. Nicole's parents wish her to maintain and develop French proficiency and have brought her *au pair* with them as part of that plan. They have no real desire for Nicole to study Bahasa Indonesian, though it is offered as part of the school curriculum.
- José Luis, the son of two monolingual Spaniards, is seeking enrollment at the American School of Valencia.
- María is the daughter of Spanish-speaking parents from Venezuela; her father is English proficient. María attended the International School of Dusseldorf for one year before returning to Venezuela and entering the International School of Caracas. She speaks Spanish, English, and some German, and her parents desire trilingual proficiency.
- Nahal is the daughter of Arabic-speaking parents, both of whom are proficient in English and French. She attended a French-language school in Paris and is now attending the American International School in Egypt. Nahal is fluent in Arabic and French but lacks English proficiency.
- Makoto is the son of Japanese diplomats—his mother speaks Japanese and English, while his father speaks Japanese, English, and Italian. They were posted to Italy for five years, where Makoto attended Marymount International School in Rome. Makoto is currently more fluent in English than in Japanese. The family is returning to Japan; however, they will go overseas again in the next several years. With the hope of retrieving his son's mother tongue, Makoto's father enrolls him at Osaka International School, an English-language school with a Japanese-language program.
- Hyung, the son of monolingual Korean-language parents, is hoping to enroll at the American School of Singapore.
- Beata is the daughter of Polish-language parents; her father is fairly proficient in English. Last year she was at the International School of Tanzania so she speaks some English. She now attends the International School of Kenya and is studying Swahili as the host-country language.
- Anwar is the son of a monolingual American mother and a bilingual Kuwaiti father. He attended an Arabic-language school for the first three years and is now at the American School of Kuwait. Since he has been raised with both languages since birth, Anwar is equally bilingual. His parents

- would like him to study French.
- Rosario is the daughter of an American mother who is fluent in English and Spanish and a monolingual Spanish father. Only Spanish is spoken at home and Rosario attended a Spanish-language school for several years. She is now attending the American School of Madrid.
 - Sean is the son of a monolingual English speaker from Ireland and a Sinhalese speaker from Sri Lanka. Sean has bilingual proficiency in both languages. The family currently lives in Belgium and Sean is enrolled at the International School of Brussels studying in English and learning French.
 - Charles is the bilingual son of an Urdu-language mother and a Swiss-German father. The family is living in Oman, where Charles attends the American-British Academy and studies Arabic as another language. On Saturdays he attends an Urdu-language school, as his mother desires him to be literate. In two years, they will return to Switzerland and Charles will enroll in either a national school or another international school.
 - Gudula is the daughter of a Danish mother and a German father—both of whom speak several languages. Gudula is completely bilingual in Danish and German and speaks some Dutch as a result of living in Holland. She is entering the American International School of Rotterdam and will study Dutch in addition to being immersed in English. After school, she attends a Danish-language program twice a week.
 - Lily is the adopted daughter of a monolingual English speaker who teaches at Shanghai American School. Lily has had a Chinese-language caretaker and attended a Chinese-language preschool. She is at her mother's school now and will study Chinese. Her mother does not know whether to request placement into Chinese for Native Speakers or Chinese for Nonnative Speakers. Next year Lily and her mom will relocate to Israel, where her mother will work at the American School.
- This typology of early language learners is by no means complete or finished. Undoubtedly, as international schools continue to expand and

Table 1. Languages of Students in Overseas Schools

STUDENT	HOME LANGUAGE(S)	SCHOOL LANGUAGE(S)	HOST-COUNTRY LANGUAGE(S)
Susan	English monolingual	English-Chinese	Chinese
Marsha	English monolingual	English-Japanese	Japanese
Nicole	English-French bilingual	French-English	French-Bahasa Indonesian
José Luis	Spanish monolingual	English	Spanish
María	Spanish-English bilingual	English	German-Spanish
Nahal	Arabic-French bilingual	French-English	French-Arabic
Makoto	Japanese-English bilingual	English-Japanese	Italian-Japanese
Hyung	Korean monolingual	English	Chinese
Beata	Polish-English bilingual	English-Swahili	English-Swahili
Anwar	English-Arabic bilingual	Arabic-English	Arabic
Rosario	Spanish monolingual	Spanish-English	Spanish
Sean	English-Sinhalese bilingual	English-French	French
Charles	Urdu-Swiss-German bilingual	English-Arabic-Urdu	Arabic
Gudula	Danish-German-Dutch trilingual	English-Dutch-Danish	Dutch
Lily	Chinese-English bilingual	Chinese-English	Chinese-Hebrew

. . . theoretically
the case
can be made
that many
international
schools qualify
as immersion-
language
schools. . . .

redefine themselves linguistically and culturally, so shall their constituents. Still, having a sense of the kinds of early language learners facilitates a conceptual and operational vision of potential early language learning programs.

Toward a Typology of Early Language Learning Programs [see Table 2. for definition of italicized terms used in this section]

International schools expend most of their language-in-education energy exploring best options for English Language Learners. ESL (or EFL [English as a Foreign Language], depending on one's orientation and definition) support has been characteristically separate and language-led either through an all-day model or a partial-day pull-out model (Clegg, 1996). Children have received English-language instruction for the most part using sequenced ESL materials not necessarily connected to the academic language of students' grade-level classrooms.

It is becoming more common, however, to find *content-based* ESL classes taught by ESL specialists (Clegg, 1996; Echevarria & Graves, 1998). However, due to the fact that students are typically grouped by language proficiency levels, it is difficult for teachers to access the grade-level curriculum. Other schools create *sheltered content* programs whereby ESL students receive all of their academic instruction apart from their English-proficient peers, though this model is more frequently used for older children than for younger ones (Echevarria & Graves, 1998).

A few international schools are successfully restructuring mainstream classrooms by having ESL professionals and classroom teachers collaborate in order to integrate ESL learners and assure development of academic success within the mainstream (Barnett, 1993; Carrasquillo & Rodriguez, 1996; Clegg, 1996; Levine, 1990; Rojas, in progress). Current

research supports this model as a powerful way for effectively schooling English-language learners and as a form of mainstream education that benefits all learners (Collier & Thomas, 1997/8; Nelson, 1996).

An overriding goal of these inclusive efforts is to dispel the prevailing deficit perspective, whereby nonnative English children are viewed as a problem to be fixed by specialists before they are ready for mainstream classrooms. Indeed, theoretically the case can be made that many international schools qualify as immersion-language schools since English is used as the medium of instruction for the majority of nonnative English-language students and since the schools' goals include proficiency in the second language, mastery of subject matter, and cross-cultural understanding (Curtain & Pesola, 1994). Unless the school has this vision and the staff has specific skills, however, immersion is more akin to submersion—a situation in which the majority of second-language learners sink, rather than swim.

Interestingly, these skills are analogous to the mission, core values, and strategic objectives of an increasing number of international schools (Rojas, in progress). Whether or not the schools are *total immersion* depends on the amount of formal study of the host-country language. Some international schools offer up to half of the school day in the host-country language, with several academic subjects taught in that language, thereby looking more like a *partial-immersion* program (Curtain & Pesola, 1994). Several such schools enroll only host-country children in this program option and consider it a bilingual track for nationals. Other schools include native speakers of English, bringing about *two-way bilingual* programs (Curtain & Pesola, 1994). One school in particular is specially designed to do this in the later primary years, which makes it either a late partial-immersion program

Table 2. *Definition of Terms*

Content-Based: The curriculum concepts being taught through the target language are appropriate to the grade level of the students and the target-language teacher takes responsibility for teaching certain portions of the prescribed curriculum.

Early Immersion: Students begin learning through the target language early in the elementary school sequence, usually in kindergarten or first grade.

Late Immersion: Students begin learning through the target language later in their schooling, either at the end of elementary school, at the beginning of middle school/junior high school, or in high school.

Partial Immersion: All instruction is in the target language for part (at least half) of the school day. The amount of instruction in the target language usually remains constant throughout the program.

Sheltered Content: The curriculum concepts being taught are made more comprehensible to learners of the language by using hands-on demonstrations, visual cues, and techniques such as simplifying both oral and written language, and by teaching vocabulary through familiar concepts, taught by either the language or subject-area teacher.

Total Immersion: The target language is used for the entire school day. In some programs the home language of the majority of the students is introduced beginning in grade 2, and is increased gradually through the 5th and 6th grades until up to half of the school day is taught in the home language. In other programs, once the home language is introduced, it is maintained at approximately 20% of the time.

Two-Way Bilingual/Dual Language: These programs are similar to immersion programs except that the student group includes native speakers of the target language as well as native speakers of the home language. Thus, all students learn subject matter through their native language as well as through the second language, and both language groups have the benefit of interaction with peers who are native speakers of the language they are learning.

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for one population or a *dual-language* program for both.

The majority of international schools, however, offer the host-country language as a class during the school day for either native speakers or nonnative speakers. As this criteria is often difficult to determine, the

distinction might be for proficient speakers or for nonproficient speakers. Frequently, international-school parents desire languages other than English or the host-country language as a curricula option. Some schools offer a choice of a world language in the form of an elementary school

language program with the expressed goals of some proficiency and an appreciation of other cultures (Curtain & Pesola, 1994). In countries where the government mandates study of the host-country language, the elementary school language program is, in addition to that, a program for everyone.

Teachers and parents might complain that languages are taking time away from other subjects. When parents are native speakers of the world language offered, they feel frustrated with program outcomes since, in reality, they are seeking mother-tongue literacy. Naturally, there are parents who continually request that their home language be a program option or, at the very least, that their children be excused from host-country or world language study to attend mother-tongue classes. Host-country nationals can be offended by this clamor for world language offerings in place of host-country language for obvious reasons.

Sustaining Success

An examination of international schools' early language learning efforts reveals the schools' exceptional successes in spite of ambiguity and underpreparedness, oppositional intentions, or a disparate array of policies, programs, and practices. The fact is that international schools promote opportunities for children to develop a high level of competence in at least one language other than their own. Some would say to do so is inherent to their very nature though, in many ways, international schools are not very different from their counterparts in English-language countries. These apparent similarities cause administrators and teachers to continually seek answers to the same questions tormenting other educators: What are the advantages and disadvantages of the distinct program options? When should an elementary school foreign language program begin? Is foreign language education for all learners? Which languages

should young students learn? How can technology be used to promote language learning? What strategies are useful for advocating and maintaining language programs (Met, 1998)? And, most importantly, international schools are continually seeking new ways to sustain their movement toward the provision of exemplary early language learning experiences.

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... in many ways, international schools are not very different from their counterparts in English-language countries.

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Loren Alexander Award Established

Dr. Loren Alexander, associate professor emeritus of German and Language Acquisition at Kansas State University, was honored by the Kansas Foreign Language Association, which dedicated an annual award in his name during its 1998 Annual Conference in Overland Park. Only the second named award established by the association in its 67-year history, the Loren Alexander Award will be presented at each annual conference to an outstanding future foreign language teacher who is either a student teacher or a student in a university teacher-preparation program. The recipient of the Alexander Award will receive full conference and workshop registration as well as a one-year membership in the association.

Dr. Alexander taught German and Language Acquisition for 30 years at Kansas State University, where he held a dual appointment in the Departments of Modern Languages and Secondary Education. Dr. Alexander achieved a national reputation as a proponent and facilitator of foreign language instruction in elementary schools. He also founded the KS-FLES Association, now in its fourteenth year. In 1996 Goethe House New York, together with the American Association of Teachers of German (AATG), awarded him the Certificate of Merit for outstanding achievement in furthering the teaching of German at all levels in the United States. He is an honorary Life Member of the Kansas Foreign Language Association and he maintains his active interest in the teaching profession.

Activities for Your Classroom

A Math Lesson: Organizing Shapes, Sizes, and Colors

Alicia R. Vinson
Maxwell Elementary School
Lexington, Kentucky

Context:

This lesson is part of an interdisciplinary unit on shapes that is introduced by reading a Big Book entitled *¿Cuántas formas?* by Square (1989). Although planned as a math lesson for a first grade class in a Spanish partial-immersion classroom, it would work as a FLES unit for children of any grade level who have been exposed to the basic vocabulary of colors and shapes.

Objectives:

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

1. Sort geometric figures according to shape, color, and size.
2. Read a vertical graph.
3. Use a Venn Diagram to compare and contrast objects of different shapes and colors.

Targeted Standards:

Communication

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

Connections

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

Materials:

1. Manipulatives (pictures or cut-outs)

of shapes in three sizes and different colors.

2. Large floor graph (a shower curtain with a grid painted on it, or a floor graph purchased from a company such as Creative Publications).
3. Sets of category labels for the floor graph. Labels should include a set of color words, one of shape words, and one of size words. Sections of sentence strips work well as labels for first grade students because upper and lower case letters can be clearly represented, thus supplementing other first grade core curricula.
4. Hula hoops (graphic organizers).
5. A box of objects of different shapes and sizes to be used with the hula hoops.
6. 11" x 14" paper for student assessment worksheets.

Procedure:

Begin with a rapid review of the vocabulary of shapes and colors using Total Physical Response commands and the colored pictures or cut-outs of shapes of one size. Then introduce the word *tamaño* (size) using shapes of three different sizes: *grande*, *mediano*, and *pequeño* (large, medium, and small). Have the students describe the manipulatives using the two characteristics of shape and size: *Es un triángulo*. *Es grande*. (It is a triangle. It is large.) Encourage them to add one more characteristic to the descriptions: *Es un círculo amarillo pequeño*. (It is a small yellow circle.)

Spread out the floor graph (see Fig. 1) and introduce the category labels. Have the students place a set of labels on the graph and then take turns plac-

Figure 1. Floor Graph

	<i>verde</i>	<i>amarillo</i>	<i>azul</i>
<i>pequeño</i>			
<i>mediano</i>			
<i>grande</i>			

ing the manipulatives in the corresponding columns. This step could be done at least three times, each time changing the set of labels. With each set of labels, have the students take turns reading and interpreting the floor graph.

Introduce the hula hoops, explaining that they represent a Venn Diagram (see Fig. 2) and that this is another way of organizing information. Explain (or demonstrate) what each ring stands for and where various shapes would belong in the Venn Diagram. Have students draw objects out of a magic box or bag and place them where they belong in the hula

hoop Venn Diagram. Make sure that some of the objects fit both categories and are placed within the intersection of the hula hoops. Use some objects that do not fit either category. These objects will be placed outside of the hula hoops. Be sure that there are enough objects so that all students have the opportunity to participate.

Assessment:

Transition into assessment by passing out a piece of 11"x 14" paper to each member of the class (see Fig. 3). Give instructions for folding the paper into an eight-window assessment worksheet.

Figure 2. Venn Diagram

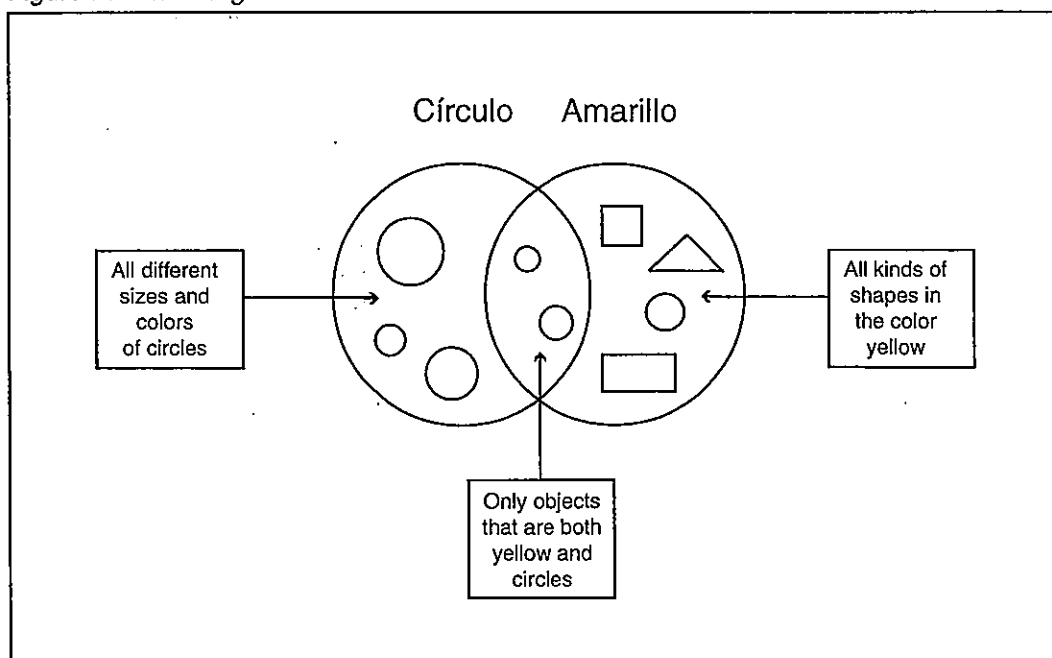


Figure 3. Eight-Window Assessment Worksheet

1 Student's Name	2	3	4
5	6	7	8

Directions to students for the assessment:

1. Number the windows from 1 to 8.
2. In window number 1, write your name.
3. In windows 2 through 8 you will draw shapes, colors, and sizes according to my instructions. Please listen carefully.

- 3 or 4/7 correct responses show major errors and limited understanding
- 0, 1, or 2/7 correct responses show no understanding.

Resources:

Square, A. R. (1989). *¿Cuántas formas?* Cleveland, OH: Modern Curriculum Press.

Creative Publications. 5623 West 115th Street. Alsip, IL 60803 1-800-624-0821, www.creativepublications.com.

Student Assessment:

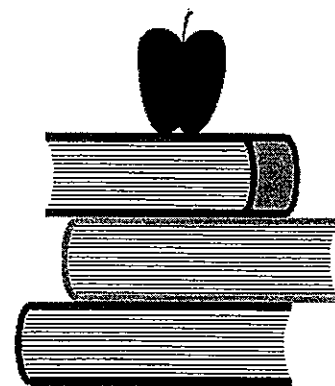
1. During the activities observe whether students have trouble placing the shapes/objects in the proper categories.
2. Evaluate individual assessment activity sheets according to the following rubric:
 - 7/7 correct responses represent effective understanding
 - 5 or 6/7 correct responses represent minor errors but a general understanding

Alicia Vinson (avinson@fayette.k12.ky.us) teaches the Spanish half of a partial-immersion first grade class at Maxwell Elementary School, 301 Woodland Ave., Lexington, KY 40508. She shared this lesson at the NNELL Swapshop Breakfast during the 1998 ACTFL conference in Chicago.

Students Jewan Clay and Jordan Douglas work with a floor graph, using category labels.



Classroom Resources



French

Therrien, L. (1998). *Potpourri Folklorique, from Childhood to Golden Age*. Portsmouth, NH: French American Music Enterprises.

Available from French American Music Enterprises, PO Box 4721, Portsmouth, NH 03802; 603-430-9524. Cost for the CD is \$17 and for the cassette, \$13. Booklet is \$6.50.

This recording is an enchanting collection of songs, ranging from traditional French children's songs to French-Canadian and Cajun folk songs. Ms. Therrien has a lovely, smooth, and clear singing voice, which is a pleasure to listen to over and over. I especially enjoyed the French-Canadian songs that were new to me: *Le Temps des sucres*, *Partons la mer est belle*, and the lively dance *La Bastringue*, among others. There is even a musical rendition of Longfellow's *Evangeline*. A Cajun dance *J'ai été au bal* can easily be taught in the classroom.

Teachers who are looking for ways to bring *la Francophonie* into their classroom will find this recording very useful. Even the traditional French songs Ms. Therrien chooses to sing are not the most easily available. I was happy to have *V'la l'bon vent*, *Sur la route de Berthier*, and *J'ai perdu le dos de ma clarinette*, for example. Her version of *A Vous dirai-je Maman* is slightly different from mine but hers has the Mozart variations in the background. I am especially grateful for *La Carmagnole* and, for good international measure, Lucie Therrien also sings Brahms's lullaby in French, English, and German.

The booklet included with the recording contains words to the songs, translations, and some curriculum suggestions, including detailed dance steps. I found myself singing along and tapping my foot with Ms. Therrien. Perhaps you and your students will do so as well.

Note: See *Learning Languages* 3 (3) pp. 22–23 for a review of two music videos by Therrien.

German

Edelkoetter, L. (1995). *Die kleine Raupe Nimmersatt von Eric Carle*. Singspiel and Compact Disc. Drensteinfurt: Impulse Musikverlag Ludger Edelkoetter.

Available from International Book Import Service, 2995 Wall Triana Highway, Huntsville, AL 35824-1532; 800-277-4247; Fax: 256-464-0071; E-mail: ibis@IBIService.com.

Everybody likes Eric Carle's books. One of the favorites is *The Very Hungry Caterpillar*, which is *Die kleine Raupe Nimmersatt* in German. Now a musical play based on the book is available. This musical play was meant to be a birthday present for Eric Carle—to celebrate his 60th birthday and to commemorate the 20th anniversary of the book. As more and more people became interested in this musical play, the author, publishing company, and the Impulse Music Publishing company made the play available to all of us.

This musical play was meant to be a birthday present for Eric Carle—to celebrate his 60th birthday. . . .

The booklet accompanying the CD contains the music and lyrics, gives instructions on how to set up the stage, and tells what props to use. It also shows how to make costumes used for the play.

This musical play can be used in first through fourth grades. Students will enjoy rehearsing the play, and the play will enhance their language learning. The teacher will be able to integrate mathematics (days of the week), science (egg to caterpillar), and language arts into lessons based on this story. In addition, music, art, and literary appreciation are part of this wonderful musical play.

Spanish

Ada, A. F. (1991). *Días y Días de poesía: Developing literacy through poetry and folklore*. Carmel, CA: Hampton Brown Books.

Available from Hampton Brown Books, Box 369, Marina, CA 93933; 800-333-3510; Fax: 831-384-8940. Cost is \$55, plus \$5.50 shipping.

One of my favorite resources is *Días y Días de poesía: Developing literacy through poetry and folklore*. This comprehensive anthology of poetry in Spanish for children is organized by months, with a poem for each day. The poems are well selected by Alma Flor Ada, who joins the great poets, including Gloria Fuertes, Nicolás Guillén, Gabriela Mistral, Juan Ramón Jiménez, Amado Nervo, and María Elena Walsh, with her own poetry as well as that of a multitude of other wonderful writers. Many traditional poems are included, as well as poets from all over the Spanish-speaking world.

The poems are indexed by concept, theme, and genre. Themes include animals, celebrations, clothing, environments, family, feelings, foods, plants, seasons, space, sports, and weather. It is easy to find the perfect poem to use with most any thematic unit or topic you are teaching. The book even includes teaching suggestions with many of the poems.

This anthology is an investment you will use again and again and again.

Check out Hampton Brown's catalog for other resources!

NNELL Membership Secretary: Goodbye and Hello!

NNELL offers its sincere appreciation to *Lupe Hernandez-Silva* who is stepping down as Membership Secretary, a position she has held since 1988. Lupe, who works at the Center for Applied Linguistics (CAL), has served NNELL by completing such tasks as setting up the mailing list database, maintaining the ever-increasing list, responding to frequent calls from members, organizing mailings to members at least four times a year for elections, information alerts, membership renewals, and renewal reminders, as well as many other tasks. She has carried out these activities with professionalism and grace and many times has gone above and beyond the call of duty by taking work home to complete (such as stuffing 950 envelopes), enlisting the help of her husband and sons. She has served NNELL tirelessly for the last 10 years. We owe much of NNELL's success to her dedication and behind-the-scenes efforts. Goodbye Lupe, and thanks again for all you've done for NNELL!

Annette Holmes, who also works at CAL and is very familiar with NNELL's activities, has been appointed to serve as the new Membership Secretary. You may have spoken to her already since she has had responsibility for filling orders for NNELL packets. We are delighted that Annette will be taking on more responsibility for NNELL and look forward to working with her in our various activities. Hello Annette and welcome to NNELL!

Why Should Students Be the Only Ones Who Can Make the Honor Roll?

***Note:** In Spring 1998, Learning Languages (vol. 3, no. 3) published a congratulatory note concerning Marty Semmer, the NNELL member who received the Teacher of the Year Award from Disney. Marty teaches elementary Spanish in three elementary schools in Colorado and has been a tireless advocate for language learning. She was honored on the annual telecast of "The American Teacher Awards" and received a \$2,500 cash award as a finalist. The following information concerning this year's revised application procedures was supplied by Disney.*

Since 1989, the Walt Disney Company has been proud to present the American Teacher Awards, saluting outstanding members of the teaching profession. These awards salute not only the 36 gifted and dedicated men and women who are honored each year, they also demonstrate our respect for teachers across the country.

In the tenth year of Disney's commitment to recognizing the best in teaching, it is time to re-examine our vision of all that an outstanding teacher can be in the life of a child. Beginning in 1999, the American Teacher Awards will be focused on identifying and honoring those teachers whose methods and approaches exemplify creativity in teaching and who inspire creativity and the joy of learning in their students as well. These teachers will be provided not only with an award and national recognition, but also with professional development opportunities to maximize their abilities as teacher leaders. The outstanding, creative teachers honored by the American Teacher Awards will be supported in sharing their vision not just with the American public, but with other teachers who share their hopes and dreams for America's students.

In order to make this possible,

Disney is reaching out to everyone who has been touched by the work of a creative teacher. Students, parents, fellow school personnel, and members of the community are all encouraged to nominate a teacher. There is no more thoughtful gift to give a teacher who has touched a life than to recognize the role he or she has played in shaping the way a child sees the world. The Walt Disney Company hopes that this nomination process will show thousands of teachers across the country how much their work means to their students, co-workers, and communities.

All nominees will be contacted by Disney and will receive a copy of the American Teacher Awards application. It is the responsibility of the teacher to complete the application, which will then be reviewed by a selection committee made up of leading educational organizations, experts in the field, and past honorees of the American Teacher Awards. The 36 honorees selected will be recognized at a ceremony to air in November 1999 on the Disney Channel.

Nominations for the 1999 American Teacher Awards will be accepted until March 31, 1999. Nominations can be made by phone, toll free, at 1-877-ATA-TEACH or may be submitted online at www.Disney.com.

Explore Argentina!

An Exploratory Program Assignment

Silvia Fernandez
Spanish Teacher
Cape Henry Collegiate School
Virginia Beach, Virginia

About the Program

At Cape Henry Collegiate School, all sixth graders automatically enroll in the foreign language exploratory course. This exploratory program entails a six-week mini course in each of four different languages—Spanish, French, Latin, and Japanese. For a total of six weeks, the students experience 12 classes in each of the foreign languages. When the students reach seventh grade, they enter the sequential program in foreign languages, having the option to select any of the languages offered.

About the Assignment

The Spanish exploratory group traveled back to the Argentina of 1946 on a virtual reality trip using an imaginary time machine. Argentina was selected because it offers a wide range of geography, culture, and sports. The movie on Eva Peron helped to stimulate students' interest in their research for the project. While on the virtual trip, students used encyclopedias and the Internet to investigate Eva Peron, the *Gauchos*, and other areas of social life. Because this assignment was part of an exploratory program, students completed their work in English. Students created

a Venn Diagram to compare and contrast the North American Cowboys with the Argentine *Gauchos*. A *Gaucha* Day, with authentic artifacts and foods, provided closure to the experience.

Students were given the option of presenting the information found in one of two formats—as a scrapbook or as a newspaper article. To be included was a map of South America identifying Argentina and its capital, Atlantic, Pacific, and Antarctic Oceans, *Las Pampas*, the Andes mountains, *Tierra del Fuego*, and Bariloche. Students were also to include the flag, a brief biography of the *Gaucha*, a photo or artifact of the *Gaucha*, a biography of Eva Peron, two photos of Eva Peron and her husband, and a brief personal opinion about Eva Peron. Points were given for each of these required components.

Student Gwen Emmons, whose work is included here, opted for the scrapbook format but thought that writing a travel diary to express her thoughts would be “cute.” She said the idea of the diary “just occurred to her,” she had not used this approach before. Other students also opted for the scrapbook format. Gwen, however, was the only one who used this creative “chatty” approach.

The Spanish exploratory group traveled back to the Argentina of 1946 on a virtual reality trip using an imaginary time machine.

Gwen's Diary — An Adventure through Argentina

Gwen Emmons
Grade 6 Student
Cape Henry Collegiate School
Virginia Beach, Virginia

Sept. 17th

I decided to go to Argentina after Mrs. Fernandez gave us the assignment to make a scrapbook on Argentina. I booked a flight on United Airlines, seat 23, and hopped on. The 15-hour round trip was neat, but I was glad to be off it.

When I got there, it was about 3:45 p.m. I went to my hotel, Days Inn at Buenos Aires, the capital of Argentina. Did you know that as well as a city, Buenos Aires is also a province?

I decided to start my adventure with a tour given to me by a local family. As well as fun, I got tons of information for my reports! Here's what I got:

Argentina has 1,100,00 square miles of land. It is the second largest country in South America. Its name means "silver-land." It was named by a Spanish poet misled by European reports. Argentina may not be chock full of silver, but it is definitely chock full of everything else. Mountain ranges, jungles, prairies, deserts, snow, waterfalls, and many other things are just some parts of the amazing country of Argentina. Many natural resources are in Argentina too, like coal, copper, gold, iron, sulfur, and anything from oil refineries to hydroelectric power plants. Argentina houses the third largest population in South America. It is probably the best educated and best taken care of country in South America too. I mean, they get free medical services in practically all hospitals. Over 95% of the population has gone to school (that's more than in any other South American country), and they have over 50 universities. That may not seem large to us, but that's a big number to them. The tip of Argentina is about 500 miles from Antarctica. The Iguazú Falls form one border, separating Brazil from Argentina, just like Niagara Falls! Actually, many things in Argentina are like those in the U.S., landscape-wise.

By the time the Citraellez family stopped talking, the beautiful Argentina sunset swept over the clouds. I said good bye to the kind family and went back to my hotel.

Sept. 18th

After a great, nine-hour sleep, I was up and ready. I decided not to go to the Eva Peron Foundation. The foundation, created by Eva Peron, was designed to give money to the poor. It was funded by a yearly donation of money from Argentines. Although it sounded neat, a local told me "Evita Village is much nicer." I decided to visit Evita Village, which housed over

4,000 poor Argentines. While I took a bus to Evita Village, I thought about Eva Peron.

Eva Peron is, and was, worshipped here. Not very hard to understand, I think, because she gave so much back to the community. Eva was an asset to her country. Later in her political career she got too powerful and out of hand, banning and jailing opposing people. I believe without her, Argentina would not have flourished so well. In her understanding, compassion, and belief, she is very similar to England's late Princess Diana. Anyone could easily see why she is so loved.

Whoops! I almost missed my stop! I'll talk later.

Sept. 19th

I had such a great time last night. I ate at some local restaurants and learned how to dance the popular dance, the tango. Anyway I learned tons of info on Eva Peron for my report. Here's what I learned on Eva:

Maria Eva Duarte was born in 1919 in Los Toldos, a small town, and was the youngest of five. When her father died, it left her without any financial support, and so at age 15 she ran off with a local musician who promised her that she would be a film star. (What girl could resist that?) The two went to Buenos Aires. Soon after, the musician left. Eva managed to make a living by acting small parts in plays. Her dream of becoming famous was quickly disintegrating. Then, in 1943, Juan Peron came along. They soon fell in love, and the 24 years difference in age didn't matter. They soon married. When Juan, the rising politician, was elected, Eva immediately supported Juan, and the people of Argentina fell in love with her. Eva gave back to the poor. She built hospitals and schools, including the Eva Peron Foundation and Evita Village. When she died of uterine cancer in 1952, the people overthrew Juan. Eva's greatest fear was to be forgotten. I don't think she ever will.

How was it? I hope you like it. Here is my schedule for the rest of my stay:

See Iguazú Falls, Sept. 29th to Oct. 1st

See Las Pampas & Los Gauchos, Sept. 21st

See a soccer match, Sept. 19th

Go skiing in Bariloche, Sept. 23rd to 28th

Okay, let's see, today is the 19th, so I will see a soccer match. I heard there's a match today at 4:50 at the local stadium. I wonder who's playing?

5:34 p.m.

The soccer matches in Argentina are so neat! I am full of team spirit as the local team (the Spanish name was so hard to pronounce, I can't even write it) is beating the Brazilian team (another hard name), and it just



started! The score is 7 to 4, with the Argentines in the lead. Make that now 8 to 4, now that Señor Devarro makes another goal. I am really glad I am taking Spanish because I can understand a lot of what the announcers are saying, but sometimes they talk way too fast!

The game ended at 6:18. I got a thick slab of steak at the stadium's local restaurant. Argentines are big beef eaters. No, not those guys outside of Buckingham Palace, but beef eaters. Maybe it's because of the Pampas, where much of the Argentine meat is grown. I am going to visit the Pampas sometime during my trip, and maybe I can find out more about them.

Sept. 20th

I spent my day walking around Buenos Aires. I took lots of photos and did some shopping for my family and friends. It then started to rain at 3:30, so I went to my hotel room and did some of my homework from Cape Henry. This trip was long, so I was going to miss a lot of work and thus have a lot of work to do. Finally, at 10:23 p.m. I decided the rain was not going to let up and I ordered room service.

Sept. 21st

Wow! It is hard to believe all the gauchos on this bus! There are about 34 on this bus only! The gauchos, Spanish cowboys, spend their days roaming the pampas. A friend gaucho told me about the pampas:

The word *pampas* comes from the Quecha Indian language, meaning "flat area." The pampas are a vast spread of grassy, fertile plains that spread over the majority of central Argentina, near Santa Fe and



Rosario. The Patagonia is just south of the pampas, and they too are often confused. No real danger threatens the pampas, except for a few violent windstorms. Because of these fertile grasses, the pampas provide much of Argentina's wheat and beef. No wonder they are so favorable to meat! Because of all those cows roaming the pampas, they need something to guide them. That's where the gauchos come in. They ride on horses and lead the cattle to grassy areas where they can graze, sort of like the cowboys of America.

The bus ride may have been bumpy, but it was fun. I am at this moment renting a horse to ride through the pampas. My gaucho friend is giving me a sort of tour of the area. Well, gotta go!

Sept. 22nd

Well, the tour was very pretty. Side effects: sunburn and a really sore behind. But I enjoyed seeing the small villages and the cute baby calves. Anyway, I am really psyched about going to ski. I've never been skiing, much less in Bariloche. The trip should take roughly eight hours. This time, though, I am taking a chartered train. I'm all packed up and ready to leave my hotel. See, when I go to Bariloche, I don't return to Buenos Aires. From Bariloche, I go to the Iguazú Falls. From the Falls I get a plane home. So today, I'm going to look at some of the art in the area. Hopefully, it won't rain.

Sept. 23rd at 5:00

Well, right now I am on a train and really exited. This is my first skiing trip and I hope it will be exiting. I'm really tired and I hope to get some sleep soon. I should get to Bariloche around 1:00 p.m., so I've brought lots of homework to do. Well, it's time for me to get some sleep. I'll be back.

Sept. 23rd at 9:17

Hi! It's already getting prettier as the train goes along. I've just finished a map showing the route I'm taking. Good news! We might be to Bariloche at 12:00 p.m. Anyway, here's what I'm going to do the next few days:

*Sept 24, get my first skiing lessons
Sept 25, do some of my own skiing
Sept 26, more skiing lessons
Sept 27, hang around.*

I've decided to stay in Bariloche till the 27th and not the 28th. That way, I'll have more time to go to Iguazú Falls. Anyway, it's about 10:00 a.m. and I'm starving. How do you say, "train service, please" in Spanish?

Sept. 24th

My first skiing lessons! I'm so excited. I already have rented my skiing gear. Hopefully, I won't get sunburned again! My instructor is Antonio Ferdneud. He is very funny. I am taking private lessons for two days on basic skiing techniques. I'm really excited.

... Okay, okay. I'm not Picabo Street. I fell 14 times and cut my chin, sprained my ankle, and got so much snowburn I look like a cherry Popsicle. My skiing lessons are over for today and probably for the rest of my stay. It was fun, though, and I did ski for about seven hours. Oh well. Back to homework.

Sept. 25th

I called my parents. I will leave Bariloche tonight on a plane and go to Iguazú Falls till the 27th. Then I will go home. ☹

Sept. 25th @ 2:00 a.m.

First class is fun!!! But I can't sleep. It's really hard to sleep on a plane. I don't like it. But the service is fun. People are so nice to me, because:

- ☺ *I have a sprained ankle*
- ☺ *I am a kid*
- ☺ *I am just generally cute!!!*

Oh good. I'm getting tired.....ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ

This hotel room is GREAT! ☺! ☺! ☺! It smells good, has a built in refrigerator, a great view of Iguazú Falls, and, the most important thing of all, FREE SAMPLES OF EVERYTHING!!!! And they have cute little pictures of bunnies on the wall. Now I've decided I'm going to go on a short tour of the falls' history. Actually, my parents told me I had to do something educational, so this looked more exciting than the Parella Cheese Factory. So, here I go!

The falls are like Niagara Falls. The rainbows are really pretty and the people are nice, just like in Buenos Aires. That seems so long ago. The tour was cool. I almost fell in the water. Whoops! Anyway, I forgot to bring my lap top, so I didn't write anything down. Tomorrow I am going shopping! ☺

Sept. 27th

I am going to leave Argentina tonight. I am really sad. I am going to a zoo today, full of Argentina's special animals. They are supposed to be adorable! Llamas, here I come!!

Sept. 27th at 7:00

Those llamas spit on me! They were cute until they did that. All the other animals were nice to me, and almost all of them had a young addition to the family.

I am going home. I will miss Argentina, but I miss my family more. Oh boy, they are handing out the peanuts on the plane!!!!!! 😊

ERIC Review Published on K-12 Foreign Language Education

The ERIC Clearinghouse on Languages and Linguistics, located at the Center for Applied Linguistics, is pleased to announce the publication of *K-12 Foreign Language Education*, Volume 6, Issue 1 (Fall 1998, 72 pp) of *The ERIC Review*.

K-12 Foreign Language Education focuses on language education from kindergarten through grade twelve, highlighting the importance and benefits, for individuals and for society, of knowing more than one language. Lead articles examine current trends and challenges in the field of foreign language education and the many benefits of second language learning. Shorter pieces address topics such as program models, national standards, student assessment, professional development of teachers, uses of technology for foreign language learning, and job opportunities for foreign language speakers. Guidelines for establishing and maintaining a foreign language program are presented, along with lists of resource organizations and tips for searching the ERIC database. A sampling of articles follows:

- Second Language Learning: Everyone Can Benefit
- Foreign Language Education in the United States: Trends and Challenges
- Starting a Foreign Language Program
- National Standards: Preparing for the Future
- Heritage Language Students: A Valuable Language Resource
- Federal Support for Foreign Language Education
- Using the Internet for Foreign Language Learning
- Foreign Languages and Job Opportunities

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Critical Issues in Early Second Language Learning: Building for Our Children's Future

This professional resource book provides valuable insights and information about second language study in the elementary school. Thirteen key issues are thoughtfully explored by the profession's leaders and innovators. Any educator or parent interested in implementing a foreign language program or teaching second languages in an elementary school will want to read this important book. Edited by Myriam Met. Foreword by Madeleine K. Albright.

Critical Issues in Early Second Language Learning

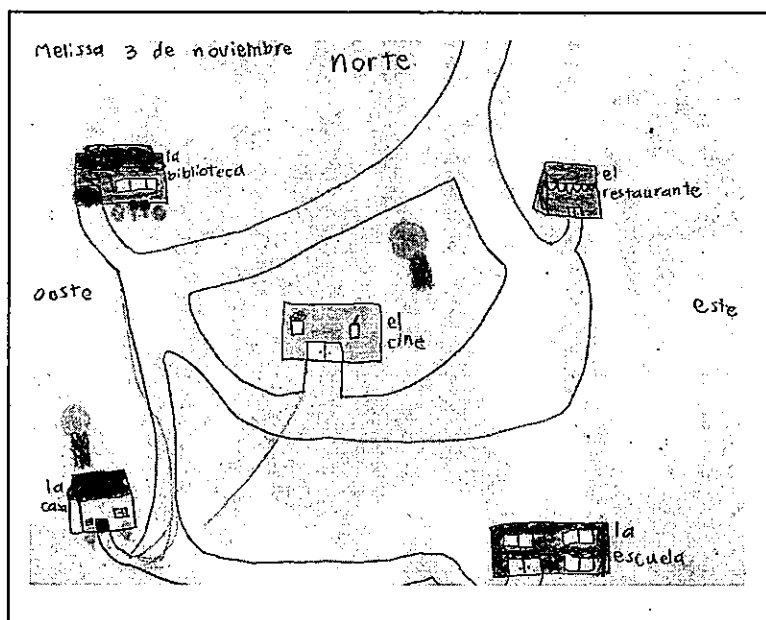
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Children's Classroom Creations



Melissa prepared this community map and description as part of a unit in which students studied their community and compared it to communities in countries where Spanish is spoken.

Melissa Zabel

Grade 3

Lakeside Elementary

Grand Rapids, MI

Jennie Frazier

Spanish Teacher

Mi comunidad se llama Lima. En mi comunidad hay la casa, el cine, el restaurante, la escuela y la biblioteca. El restaurante está en el este. Hablan español en mi comunidad. En la escuela no llevan uniformes. Mi casa es blanca, negra, y azul. (My community is Lima. In my community there is a house, a movie theater, a restaurant, a school, and a library. The restaurant is in the east. Spanish is spoken in my community. In school students don't wear uniforms. My house is white, black, and blue.)

Melissa 3 de noviembre
Mi comunidad se llama Lima
En mi comunidad hay la
casa, el cine, el restaurante,
la escuela, y la biblioteca.
El restaurante está en el
este. Hablan español en mi
comunidad. En la escuela no
llevan uniformes. Mi casa es
blanca, negra, y azul.

NNELL Swapshop Breakfast Is a Success!

Seventeen publishers displayed their products and contributed prizes for the raffle.

The FLES Swapshop Breakfast sponsored by NNELL at ACTFL in Chicago was a soldout event. Over 200 elementary and middle school educators and methods professors, most bringing copies of an activity to share with the other participants, enjoyed the continental breakfast as they chatted with tablemates and visited the publishers' tables. Christine Brown, President of NNELL, welcomed the participants, introduced the NNELL board members, and gave a short report on NNELL activities. Seventeen publishers displayed their products and contributed prizes for the raffle. Winners went home with posters, software, storybooks, magazines, T-shirts, and much more.

NNELL greatly appreciates the support of the following publishers: Scott Foresman/Addison-Wesley, EMC/Paradigm Publishing, MEP, Early Advantage, National Textbook Company, Edumate Educational Materials, Sosnowski Associates, Languages for Kids, Le Français Fantastique, Cheng & Tsui, Milan Presse, North-South Books, Bayard Presse, Klett Edition Deutsch, Master Communications (Asia for Kids), REI America, Inc., and Soleil Software.

Bayard Presse

301-299-5920; Fax: 301-983-8917
Publishes educational magazines in French, Spanish, and Chinese for every level from kindergarten to college.

Cheng & Tsui

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exec@cheng-tsui.com
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Early Advantage

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Publishes MUZZY, the BBC Language Course for Children offered in Spanish, Italian, French, and German for children pre-K-8.

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Le Français Fantastique

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marilyn@ican.net
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Master Communications (Asia for Kids)

513-563-3100; Fax: 513-563-3105
master@afk.com
<http://www.afk.com>
Distributes a variety of materials that relate to the languages and cultures of

China, Japan, Korea, Vietnam, the Philippines, and more.

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Publishes high quality children's picture books in French, German, Spanish, Japanese, and Italian.

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Distributes French and Spanish materials from European and Canadian publishers, including children's literature, cassettes, software, and texts for immersion schools.

NOMINATIONS OPEN:

NNELL Executive Board for Fall 1999

NNELL is currently seeking nominees for second vice-president and secretary. Nominations for these positions should be made in the form of a letter and should include the nominee's name, home address, and telephone number. Nominees must be current NNELL members. The second vice-president serves a one-year term, then succeeds to first vice-president, president, and past-president, serving for a total of four years. The secretary serves for two years and is responsible for the minutes of the board meetings and maintaining the historical records. It is essential that the nominees be able to attend the annual board meeting, which is held one or two days prior to the ACTFL annual meeting in November.

Please send letters of nomination no later than April 15, 1999, to Dr. Susan P. Walker, Chair, Nominating Committee, 4560 Ohio Ave., St. Louis, MO 63111. E-mail: spwalker@stlnet.com.

Mail ballots will be sent to members in April. The results will be announced in the Fall 1999 issue of *Learning Languages*.

Order K-8 Latin Program Information . . .

The American Classical League is making available two curriculum information packets on exemplary Latin programs. One is designed for elementary school programs, the other for middle school. These 6- to 10-page packets include an overview of each program, grade levels suitable, methods of instruction, and the successes of the programs' students on standardized tests of English skills. Also included are reviews of the program, names and addresses of textbook publishers and project directors, sample pages of curriculum, and costs. Additional information includes the benefits of studying Latin, resource centers for teaching and informational materials, sources for locating or hiring Latin teachers, workshops for Latin teachers, and mentor-teachers of Latin.

To order, indicate the number of packets desired:

Packet B911A - Exemplary Latin Programs for Elementary Schools
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Each packet is available for \$7; postage and handling is \$5 for orders up to \$10, and \$7 for orders more than \$10. Remittance must accompany order. Materials shipped as ordered are not returnable. Allow three weeks for delivery. To order, contact: The American Classical League, Miami University, Oxford, OH 54056; 513-529-7741; Fax: 513-529-7742.

Where in the United States are schools that teach foreign languages to young children?

Coming soon . . . An exciting new resource with answers!

National Directory of Early Foreign Language Programs

compiled in 1998 by Lucinda Branaman, Nancy Rhodes, and Annette Holmes

A state-by-state searchable Web database with nearly 1,500 public and private elementary and middle schools that start teaching foreign languages before grade 7.

Includes these program details:

- school name and address • contact person • program • program description • languages taught
- program goals • grade levels • materials • minutes of instruction per week • and more!

Available on the Web in early Spring 1999.

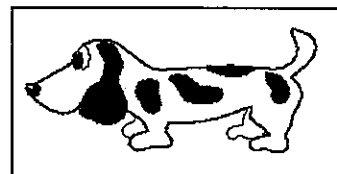
Check the Web site at www.cal.org/ericcl/earlyfl/ for the announcement of its availability.

This directory was compiled by the Center for Applied Linguistics with funding from the U.S. Department of Education, Office of Postsecondary Education, International Research and Studies Program. For more information, contact Annette Holmes (annette@cal.org) at CAL, 4646 40th St. NW., Washington, DC 20016.

Assessment of a Preschool Second Language Program Using Sticker Books as Portfolios

Kim Chase

Middle School French Teacher
Lyman C. Hunt Middle School
Burlington, Vermont



Beginning second language instruction at the preschool level presents more benefits than drawbacks because the typical preschool student is still acquiring his or her first language. Since most preschoolers are not yet literate, however, designing a meaningful, practical assessment is a challenge. One solution to the problem is using sticker books.

No matter what type of assessment you are currently using, you can add sticker books as a simple, effective means of recording students' progress. If you invest in small composition books or three-ring paper folders filled with blank paper and some quality stickers, your students can create individualized portfolios or dictionaries of the words they have learned.

I use stickers at the end of each class. If, for example, we are learning about colors, I might bring in large dot stickers in the three primary colors. In order to get a sticker, students must be able to name the color they want. As we progress, I increase my expectations, asking students to say "Please," "Thank you," and later, to use a whole sentence, such as "I want the yellow one," "I would like the small cow," or "May I have the big star?"

I encourage students to put the stickers in their books the way they want to. Some will methodically fill one page after the other. Others will scatter their stickers randomly, and still others will create pictures with their stickers. Rarely have my preschoolers orga-

nized their sticker books the way I organize my classes, i.e., thematically. And yet, they are always able to go back and name each sticker they have chosen, even when it appears out of the context I had attempted to create.

Using a variety of different stickers ensures that each child will have a unique sticker book, but it's important to make sure everyone gets a turn at having first choice because there will always be a favorite sticker. Stickers with unusual textures such as fuzzy, shiny, or puffy are very popular and provide opportunities to use new words. Since "sticker time" tends to be one of the most motivational moments in the class as far as getting the children to speak in the target language, be sure to make the most of the teachable moment. What kind of brown dog? The spotted one or the big one? What kind of eyes? The blue ones or the funny ones?

If you are teaching second languages at the preschool level, you are probably already using toys, manipulatives, games, songs, and realia, not to mention stories and chants. In my preschool classes, we always begin with a song, *Bonjour mes amis, bonjour!* (Hello my friends, hello!) Then we talk about some of the words we learned last time, to increase students' sense of success and progress. This is often a good time to share sticker books and to see how everyone used their stickers last time. As the year progresses and we have more stickers, I usually feature a

... "sticker time" tends to be one of the most motivational moments in the class. . . .

I encourage children to take their sticker books home so they can show their parents what they have been learning.

different child's sticker book each time. This makes children feel important and also provides a handy review of what we have been learning so far.

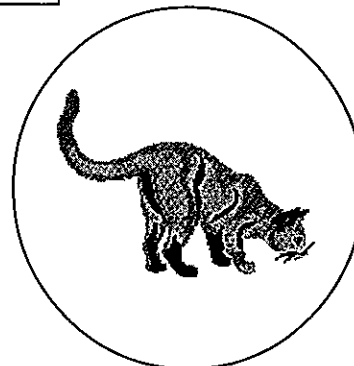
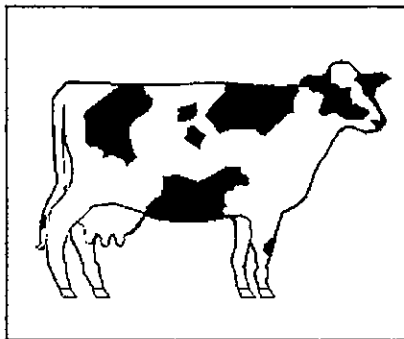
I encourage children to take their sticker books home so they can show their parents what they have been learning. Leaving books at home can be a problem, in which case the three-ring folder comes in handy since you can just give the child a blank piece of paper, which can be added to his or her folder later.

Parents are usually very enthusiastic about their preschooler speaking a second language, and they are eager to be involved with their child's learning. If parents are not native or proficient speakers, however, I do not encourage them to speak the target language at home with their children. (Although parents who took four years of French in high school may know a thing or two about grammar, most preschool language students will acquire almost native-sounding accents. "Wait for your children to teach you the right way to say it," I suggest.) To include parents in our progress, I make a tape of all the words we have

been learning in class. This way, parents and children can learn together, and children can identify stickers when they hear the word on tape. On the other side of the tape, I record songs we sing in class so parents can learn to sing them, too. With a tape player that has dubbing capability, updating tapes can be done fairly quickly. If you are teaching in a pilot program in which continuation depends upon your ability to demonstrate success, both the sticker books and the tapes will go a long way toward providing you with positive public relations.

Obviously, an adequate assessment of preschool students will need to involve more than individualized sticker books. But if you are like the vast majority of preschool teachers I have come across, you are already unusually resourceful and innovative. Just add the sticker book to your long list of teaching tricks!

Kim Chase taught preschool French classes for four years at the YMCA in Burlington, Vermont.



Calendar

Spring 1999 Conferences

April 6–10, 1999

50th Anniversary Conference, Pacific Northwest Council for Languages, Tacoma, WA. Ray Verzasconi, Oregon State University, Kidder Hall 210, Corvallis, OR 97331; 541-737-2146; Fax: 541-737-3563; E-mail: verzascr@ucs.orst.edu.

April 8–10, 1999

Southwest Conference on Language Teaching, Reno, NV. Audria Cournia; 1348 Coachman Drive, Sparks, NV 89434; Fax: 702-358-1605; E-mail: acournia@compuserve.com.

April 8–11, 1999

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

April 15–18, 1999

Central States Conference on Language Teaching, Little Rock, AR. Pam Seccombe, Little Rock, AR 72204; lehsec@aol.com.

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; E-mail: cadahlbe@cord.edu.

June 22–27, 1999 and

June 26–30, 1999

The National FLES* Institute, University of Maryland, Baltimore County, MD. Gladys Lipton, Director, Department of Modern Languages, 100 Hilltop Circle, Baltimore, MD 21250; 301-231-0824; Fax: 301-230-26542; E-mail: lipton@umbc2.umbc.edu.

July 19–29, 1999

Teaching Foreign Languages to Young Students, Teachers College, Columbia University, New York, NY. Maria Haas, 395 Riverside Drive, 12A, New York, NY 10025; 212-865-5382; E-mail: 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; 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/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

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166 Nichols Ave.
Brooklyn, NY 11208
fjl17@columbia.edu

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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
mnettlet@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
rwcarlst@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

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Learning Languages
Department of Curriculum and Instruction
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