

Learning Languages

The Journal of the National Network for Early Language Learning

Fall 2000
Vol.6 No.1

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 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, context, objectives, targeted standards, materials, procedure, and assessment. 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 50011-2205
mrosenbu@iastate.edu

Editorial Assistants

Sandra McJimsey
Trina Garman
Sandra Correa
Laurie Sorensen
Cover Design
Gary Blum

Contributing Editors

International news

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

Classroom activities

Penny Armstrong
Family Resource Center
1700 North Locust
Pittsburg, KS 66762
pennywebb@aol.com

French resources

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

Research

Janis A. Antonek
University of North Carolina Greensboro
32 Snowgoose Cove
Greensboro, NC 27455
jantone@uncg.edu

Funding info./New legislation

Joint National Comm. for Languages
4646 40th St. N.W.
Washington, DC 20016
76306.535@compuserve.com

Spanish resources

Mari Haas
Teachers College
Columbia University
395 Riverside Dr. 12A
New York, NY 10025
haasmarib@aol.com

Teaching with technology

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

Assessment

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

German resources

Marianna Zose
German School New York
50 Partidge Rd.
White Plains, NY 10605
amzose@aol.com

Learning Languages

The Journal of the National Network for Early Language Learning

Volume 6, No. 1 Fall 2000

Articles

- 4 **Early Modern Language Programs in Hungary**
Marianne Nikolov

Features

- 2 **Notes from the President**
- 3 **The ACTFL National Textbook Company Award for Building Community Interest in Foreign Language Education**
- 13 **Small Grants for Research in Early Foreign Language Education**
- 14 **NNELL Election Results**
- 16 **Outstanding German Educator Award and Checkpoint Charlie Foundation Scholarship**
- 17 **Join the Conversation: Sign Up for the Early Language Learning Listserv!**
- 20 **Activities for Your Classroom**
- 22 **Classroom Resources**
- 24 **Position Announcement — *Spanish Teacher Needed***
- 25 **Calendar**
- 26 **The ACTFL/FDP-Houghton Mifflin Award for Excellence in Foreign Language Instruction Using Technology with IALL**
- 27 ***ERIC Digest* Reprint: Thematic, Communicative Language Teaching in the K–8 Classroom**
- 29 **Announcement of New Publication — *Lessons Learned: Model Early Foreign Language Programs***

Learning Languages (ISSN 1083-5415) is published three times a year (fall, winter, and spring). Membership dues for NNELL, which include a subscription to the journal by academic year, are \$25/year (\$30 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, NNELL, Center for Applied Linguistics, 4646 40th St. N.W., Washington, DC 20016-1859. Copyright © 2000 by the National Network for Early Language Learning.

Notes from the President



MAKING A DIFFERENCE . . .

If there is one topic about which our students, politicians, and the public seem to agree, it's the importance of teachers. Everyone is sure that the way to improve student learning is to improve the quality of teachers. Parents have always believed that it matters a lot who their child's teacher is. As a parent, I always worried about the teachers my kids had, because I've always believed that a school is only as good as a child's teacher in a given year. And in many places, the success of early language programs rests squarely on the shoulders of the quality of teachers.

Good teaching matters. Research says so over and over again. In fact, bad teaching matters so much that it takes several years of good teaching for an elementary school student to compensate for the effects of just one bad teacher. Data from a massive and sophisticated study conducted in Tennessee show remarkable differences among teachers who worked with low-achieving students. The least-effective teachers produced student gains of about 14 percentile points a year on standardized tests. The most-effective teachers, in stark contrast, produced gains of 53 percentile points.

Good teaching means good teachers. The public and legislatures are clamoring for higher standards for teachers and who could disagree? Teachers, the people to whom we entrust our most valuable natural resource—our children—should demonstrate the highest possible level of competence. Good teaching irrevocably alters the mind. Like brain surgeons, we have got to keep learn-

ing. None of us would want brain surgery performed by someone who had not updated his or her skills and knowledge for 20 years . . . not even 10 . . . heck, not even 5! Just like brain surgeons, we have to keep current on how we can best do our work.

As teachers, we must strive (as the Army recruiters tell us) to be the best we can be. To do that, we engage in continual professional growth. Professional growth can emanate from important instructional problems that teachers need and want to solve and can help us explore solutions in our own classrooms. In this way, professional growth is embedded in the essence of the tasks we carry out as part of our jobs. As reflective practitioners, we can enhance our professional knowledge and skills by reflecting upon instructional situations and analyzing classroom experiences to try to solve instructional problems. Professional dialogues, conversations, and study groups with peers and other experts also help us build common understandings of our practice. For these reasons, NNELL networking sessions can be a vital source of new understandings about teaching languages to younger learners.

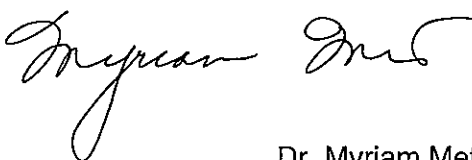
Most of us went into teaching because we cared: we cared about our subject; we cared about the public good; we cared about kids. We still do. Teaching foreign languages to young learners is meaningful and exciting work. I want to close by sharing with you thoughts of an eighteenth-century theologian, John Wesley. On those tough days, when it's important to remember that what

we do can makes a real difference in children's lives, these are thoughts that inspire me to keep on fighting for quality foreign language experiences for all children. I hope they will be meaningful for you too.

*Do all the good that you can
By all the means that you can
In all the ways that you can,
In all the places that you can
At all the times that you can*

*To all the people that you can
As long as you ever can.*

—John Wesley



Dr. Myriam Met
National Foreign Language Center
1029 Vermont Ave., Suite 1000
Washington, DC 20005



***The ACTFL National Textbook Company Award for
Building Community Interest in
Foreign Language Education***

One of the students of Catherine B. (Kay) Hewitt, Lexington Elementary School, Lexington, South Carolina, described this year's winner of the ACTFL-NTC Award as follows: "Madame Hewitt is a French bottle of champagne!" Kay, who is NELL's Political Action and Advocacy Co-Chair, is the ultimate "Builder of Community Interest in Foreign Language Education." She is superhuman when advocating for K-12 foreign language education for all students at the local, state, and national levels.

Advocacy and the 5 C's, especially the 5th C—Communities, are evident throughout every single day as she teaches French to her students at Lexington Elementary School. Once the school day ends and most teachers are exhausted, Kay recharges! She continues to create French language and cultural events and activities, which involve not only her students, but also parents and the community at large. For Kay there are no borders, just a worldwide neighborhood. Throughout South Carolina, as well as throughout the United States, this tireless, fervent, and selfless professional serves as a resource for the development and maintenance of elementary school foreign language programs.

One letter of support in Kay's dossier contained this description of her: "She is a little ball of energy knocking down the wall of apathy with her sledgehammer of pure determination." A parent writes, "I have had occasion to witness and participate in a few of Mme's lessons. Firstly, I was struck by the fact Mme. Hewitt speaks only French to her students at all times. Mme. conducts the entire lesson in French, without exception, whether greeting the children, teaching the lesson itself, or simply instructing students where to sit. Whether in the halls, the cafeteria, or on morning car-greeting duty, Mme. Hewitt greets and speaks to the children in French and encourages them to respond likewise. This enables the children to view French as a usable language in everyday settings, and not something that is isolated to the French classroom."

A second grade teacher writes, "Around our very large elementary school, Kay injects teachers with French Fever. She realizes that if you can get a teaching faculty of nearly one hundred teachers to understand and help spread your message then you can have a powerful voice. She has used her foreign language instruction to help reinforce our reading, writing, and arithmetic curricula. As parents in our growing community question us about the French program at Lexington Elementary, we speak with the voice Kay has given to us."

Congratulations to Madame Kay B. Hewitt!

— Martie Semmer



Early Modern Language Programs in Hungary

*Marianne Nikolov
Janus Pannonius University
Pécs, Hungary*

Hungary is a small landlocked Central European country with a population of ten and a half million. The majority of the population speaks Hungarian as the mother tongue, and the most important ethnic minority groups speak German, Croatian, Rumanian, Slovakian, and Roma. For centuries Latin was the official language; Hungarian did not assume this role until the middle of the nineteenth century. Because of the history of Hungary and its geographic location, the most important foreign language has been German. But in 1949, for political reasons, Russian became the compulsory foreign language in state primary schools from the age of 10 through secondary and in the first two years of post-secondary education. Because of a lack of motivation for learning the language, the vast majority of the population boasted of not even being able to ask for a glass of water in Russian after 10 years of study.

This tradition suddenly changed in 1989 when, as a result of political and social changes, foreign language learning became liberalized and most teachers of Russian found themselves without pupils. Since then English and German have become dominant in state education, but the popularity of these languages dates back to the late 1960s. For the last three decades English and German have been the most requested foreign languages in

extracurricular courses, evening classes, and the private sector.

Despite the fact that Russian did not become a popular foreign language, Hungarians have generally positive attitudes toward learning and knowing modern languages, but only a low percentage of the population would claim to know one. To illustrate the point, a representative inquiry conducted in 1994 found that about 17% of adults said they had a working knowledge of German, 12% of English, and 9% of Russian, while other languages ranged from 1% to 2% (Terestyéni, 1996, p. 4). The majority (90%) of respondents with secondary education background and about 60% of college and university graduates claimed that they could not communicate in any foreign language. On the other hand, 84% of the participants said they wanted to study a modern language. Since the major changes in 1989, and because most joint enterprises and new businesses require a working knowledge of English or German, it has become a major challenge for Hungarians to develop proficiency in Western languages (for more detail see Nikolov, 1999a, pp. 14–18).

An Overview of the Educational System

Primary education begins at the age of 6, but prior to the first year in school all children are expected to

attend kindergarten for at least a year; therefore all children start pre-school at the age of 5. Although recently children can begin their secondary education at the ages of 10, 12, or 14, most of them follow the traditional track and at age 14 enter one of three types of secondary schools: grammar schools, vocational schools, or trade schools. Grammar schools represent the most traditional type of education, with strong academic curricula, requiring students to study two foreign languages. Vocational schools start focusing on professions as well as trade quite early and require one language. Trade schools usually do not offer language study, although some have recently introduced foreign language courses. Students in grammar schools take an exam in a foreign language as part of their school-exit examination. Compulsory education lasts ten years, and the earliest age to leave school is 16; the majority finish school at the age of 18.

The Hungarian educational pendulum has gone from one extreme to the other over the last few decades. Until the late 1980s the system was completely controlled: all students followed exactly the same curricula and syllabi and learned the same units from the same textbooks at the same time of the year. In 1989 the old curriculum became outdated, but since there was no new one to replace it, teachers were suddenly given the freedom to do what they liked while a new national curriculum was being developed.

The National Core Curriculum (*Nemzeti Alaptanterv*, 1995), which was introduced in 1998, defines the first 10 years of state education. The curricula of the last two years of secondary education are regulated only by the school-exit examinations. Now the government is trying to introduce new syllabi for each subject to implement the aims of the National Core Curriculum and to establish new procedures for quality control.

Foreign Languages in the Curriculum

The general objectives of the National Core Curriculum for foreign languages require the teaching of at least one foreign language for practical use and focus on the development of oral and written communication skills. From the point of view of foreign language education, the document represents a step backward: the old curriculum introduced Russian in grade 4 (age 10), but the new curriculum introduces it a year later, in grade 5. Previously two modern languages were mandatory in state education and now only one is, except in grammar schools. In addition, weekly hours are not allocated to subject areas any more and decisions are made locally. Therefore, many teachers fear that the overall time dedicated to modern languages may decrease.

Despite the failure of Russian teaching from age 10, a relatively early start with no obvious success, and the fact that officially foreign languages are to be introduced in grade 5, today's reality is different. Children in early language programs receive an average of 1 to 2 lessons a week—each 45 minutes long—or 3 to 4 lessons in specialized classes. In most cases, local authorities sponsor these programs by manipulating their budgets and make early language studies an integral part of the school curricula. Sometimes parents also contribute to defray the costs. If the school cannot ensure financing of the program, language classes are extracurricular, with schools providing only the space.

Over the last decade early modern language programs have mushroomed all over the country, and the ratio of students studying Western languages in primary schools has increased significantly. In 1996–97 German was studied by slightly more primary-school children (51.5%) than English (45.3%), while only 1.3% studied French and 1.5% Russian (Imre, 1999, p. 201). On the other

Over the last decade early modern language programs have mushroomed all over the country. . . .

... 40% of the children in grade 3 (age 8–9) study a foreign language, and many of them start as early as grades 1 and 2. ...

hand, in secondary schools English is more popular (64%) than German (56%) (Vágó, 1999). The pressure on schools is enormous. Although the officially suggested starting age is 11, most parents want their children to start learning a foreign language as soon as possible. Folk wisdom also supports the general assumption of “the sooner the better.” Schools need to meet these parental wishes in order to attract more children and receive more financial support per child from the ministry.

As Table 1 illustrates, over 40% of the children in grade 3 (age 8–9) study a foreign language, and many of them start as early as grades 1 and 2, four to five years before the age required by the National Core Curriculum. Table 1 also illustrates that about 5% of the population never receive any foreign language instruction. These tend to be children in small villages where there are no early language programs. When these students join bigger schools at age 11, they already lag behind the others. Therefore, they are exempted from learning any foreign language. Most of these children, who never have a chance to learn languages belong to the biggest ethnic group, Romas (Girán & Kardos, 1997). Often the argument against providing them foreign language study is that

they would not be able to develop skills in a modern language because they need extra Hungarian classes.

Studies of the language development of Roma children are hard to find. A recent inquiry examined 158 six-year-olds in nine different educational contexts, including town and village schools where Hungarian and Gypsy pupils attend first grade. Some Roma children performed as well on tasks as their Hungarian partners, irrespective of whether the home language was Hungarian or Gypsy, or whether the children were monolingual or bilingual. The only predictor of success was social background, (Derdák & Varga, 1996). Therefore, excluding Roma children from foreign language classes is not supported by empirical evidence and is contrary to their interest.

On the other hand, about 5% of the children are privileged to be able learn two foreign languages: one language from first, second, or third grade and a second from fifth or seventh. In these cases the first foreign language tends to be taught in intensive courses. Altogether 21% of school children attend intensive courses at the primary-school level (Vágó, 1999, p. 141). Intensive courses teach 2 to 3 classes a week in the first three or four grades and 4 to 5

Table 1: The Number and Percentage of Primary-School Pupils Studying Foreign Languages in Hungarian State Schools in 1996–97

GRADE	NUMBER OF PUPILS STUDYING FOREIGN LANGUAGES IN YEAR	PERCENTAGE
1	19,859	15.9
2	26,815	22.6
3	49,034	40.9
4	112,655	94.3
5	118,631	95.2
6	114,089	94.2
7	114,233	95.6
8	113,503	95.9
Total	668,819	

Note: Adapted from Vágó, 1997 in Halász & Lannert, 1998, p. 430.

classes from grade 5. There is, however, much variation in programs, depending on the availability of teachers and resources.

The German language has played a special role in Hungarian education for reasons that are historical, geographic, ethnic, and economic. The tradition of teaching German dates back to the history of the Habsburg-Hungarian monarchy. In addition, the shared border with Austria, the proximity of Germany, the presence of German minority groups in Hungary, and the importance of links in economy and tourism provide explanations for the predominance of German among foreign languages. Recent data suggest that most of the students learning German in ethnic schools do not come from ethnic backgrounds, but rather from professional families in which parents place a strong emphasis on an early start (Imre, 1999). Some of these early German programs are content-based partial immersion and are continued in a similar ethnic disguise in posh partial-immersion secondary institutions, thus exploiting government money allocated for ethnic education (Imre, 1999, p. 194).

Teachers of Modern Languages

Teachers in Hungary are poorly paid and cannot survive on state salaries; therefore, most of the teachers are women. Language teachers are thought to be fortunate because they can give private lessons and make ends meet by working for private language schools to supplement their primary income. Yet this situation results in teachers being overworked and underpaid. Four different types of foreign language teaching degrees exist in Hungary:

- Five-year single- or double-major university degrees qualify teachers to teach at any institution, most importantly in secondary schools. This is the most prestigious teaching degree, but in most of the cases trainees do no

primary-school practice, although they can teach young learners.

- Four-year double-major college degrees qualify teachers to work at primary schools and teach foreign languages in grades 5 to 8.
- Three-year single-major college degree holders are qualified to teach across the range of educational institutions. This is the most recent type of teaching degree.
- Four-year lower-primary college degrees with a language specialization allow teachers to work in grades 1–6, but most frequently they are hired for grades 1–4.

Holders of the first three types of degrees work as language specialists, while teachers with lower-primary degrees are either classroom teachers who teach their classes and a foreign language as well, or work as language specialists in the lower-primary section of their schools. As a general tendency, it can be claimed that there seems to be a strong relationship between the length and quality of the teacher education program, its prestige, and the target age group that graduates are qualified to teach. Unfortunately, the least amount of curricular input in the target language and culture characterizes the lower-primary teaching degree.

The most serious problem is that there are not enough appropriately qualified teachers in the right posts. Teachers with prestigious degrees find well-paid jobs in business or the private sector, while teachers qualified to teach in primary schools often upgrade their degrees to work in secondary institutions. In 1991–92 less than half of the teachers of English had a teaching degree. Schools were so much in need of teaching staff that they allowed people of other professions or teachers of other subject areas to teach a foreign language with an intermediate-level language certificate. Since then the situation has improved: almost 5,000 teachers of Russian and of other

The most serious problem is that there are not enough appropriately qualified teachers in the right posts.

The fact that not all of the teachers presently working with young learners are qualified or motivated is a potential threat to early programs.

subjects have graduated from three-year retraining in-service programs at universities and colleges (Vágó, 1999, p. 153), and new pre-service teacher-training programs have been implemented.

Despite the efforts of the ministry and international organizations such as the United States Information Agency, the Peace Corps, and the British Council, prospects are still grim for various reasons. Although, for instance, in 1997–98 over 3,000 foreign language majors were admitted to post-secondary education, over half of the graduating teachers do not take up teaching in state schools, mostly for financial reasons (Vágó, 1999). To illustrate the point, a young graduate with some computer skills can make about four times more money at an international firm than at a state school, and hourly rates at private language schools are triple those in post-secondary institutions.

The majority (65%) of foreign language teachers in primary-school posts are ex-Russian teachers (Halász & Lannert, 1998, p. 273), many of whom lack the proficiency, self-confidence, and methodological background necessary in the communicative classroom of young learners. Teachers with better skills used opportunities in the early 1990s to accept posts in secondary schools or in the private sector. Although these teachers at primary schools are familiar with the principles, techniques, and resources of language teaching to young learners, they find them hard to implement in the classroom and very often rely on the old traditional procedures inherited from their Russian teaching. They focus on form, use drills and rote-learning techniques, and rely on the Hungarian language excessively (Nikolov, 1999b & 1999c); thus preventing young learners from developing the appropriate oral skills with which they could later outperform older beginners.

On the whole, the success of early language teaching in Hungary de-

pends on how appropriately qualified, enthusiastic teachers can be attracted to teach in the lower-primary section. The fact that not all of the teachers presently working with young learners are qualified or motivated is a potential threat to early programs. The next section discusses the availability of resources and other conditions of successful language teaching in Hungarian schools.

Resources of Early Programs

The interest in early foreign language instruction has increased during the last few years all over the world. Publishers are offering a smorgasbord of attractive teaching materials and resources that are accessible to Hungarian teachers at bookshops, conferences, and workshops regularly held by experts and publishers all over the country. Unfortunately, the availability of resources cannot counterbalance all the shortcomings in Hungarian classrooms. Early immersion does not exist, and content-based instruction is rare, although teachers' manuals encourage such approaches. Very few teachers supplement officially suggested course books or exploit realia, authentic materials, and student-made materials (Nikolov, 1999b).

When in 1996 Hurst, Derda, and Lawson conducted research into what materials lower-primary teachers use, they identified the following major tendencies:

- Most of the published materials teachers used were British publications, with Hungarian course materials lagging far behind
- Many teachers "over-taught" textbooks: materials designed for one year were exploited for 3–4 years, thus making progress very slow and focused on rote learning, testing, and intensive study of every word
- Some schools used a completely different textbook each year and, in a number of cases, three different Level One books were

- used in the same school
- Often textbooks that teachers used with particular groups did not match the age level for which they were designed.

Young Learners' Attitudes and Motivation

As indicated earlier, Hungarians' general attitudes toward learning and knowing foreign languages are favorable. A peculiar indication of this phenomenon is the fact that almost 60% of the children receive private tutoring, most frequently for modern languages, during their primary-school years (Gazsó, 1997, p. 25). This high percentage has two reasons. Some ambitious parents are extremely committed to their children's progress in school, thus they hire private tutors to give their children special opportunities. Others pay for extra classes because their children need special attention to be able to fulfill school requirements. In both cases parents are obviously dissatisfied with what free state education can provide.

As for young learners' attitudes and motivation toward modern languages, two studies are informative: the first is cross-sectional; the second, longitudinal. Dörnyei, Nylasi, and Clément (1996) investigated the attitudes and motivation of 4,765 eighth graders (age 14) in 212 classes across the country. Children were asked to rank order the first three languages of their choice. The results indicated that the first three languages were English, German, and French, followed by Italian, Russian, and Spanish, with English and German far ahead of the other languages. The study also found a strong preference among students for American English in contrast to British English, indicating a strong U.S. influence through popular culture. This finding is interesting in light of the fact that most teaching materials used in primary schools are British publications.

This study also looked into children's self-confidence concerning

their abilities for achieving proficiency. Their average on a 1 to 5 scale was high, (3.73), and they agreed with the statement that learning a foreign language was a hard job (3.36). These data indicate that Hungarian children have positive attitudes toward language study; most of them expect to be successful in the long run, and they know that serious effort is necessary for them to achieve good results.

The other study (Nikolov, 1999d) explored why children between the ages of 6 and 14 thought they were learning English, what tasks they liked and disliked, and to what extent the traditional taxonomy of instrumental and integrative motivation (Gardner & Lambert, 1972) could be applied to the Hungarian educational context. Findings indicate that the role of integrative motivation (the type of motivation traditionally identified with a higher success rate, related to a positive relationship with speakers of the target language) is unimportant, and young children are not motivated instrumentally either (that is, long-term goals related to the usefulness of knowing languages do not influence them significantly). They progress in the target language if they find classroom activities worth the trouble.

Nikolov's study (1999d) also examined how Hungarian children's motivation changed over their eight years of learning English in three groups in a primary school, all with the same teacher. The study found that the most important motivating factors for children between 6 and 14 years of age included positive attitudes toward the learning context and the teacher; intrinsically motivating activities, tasks, and materials; and they were more motivated by classroom practice than integrative or instrumental reasons. Knowledge as an aim gradually overtook the role of external motivating factors such as rewards and approval. Instrumental motives emerged around the age of 11 or 12, but they remained vague and general.

The most important finding with

... almost 60% of the children receive private tutoring, most frequently for modern languages, during their primary-school years.

. . . long-term success will not be available unless later programs build on early language study.

classroom implications from Nikolov's (1999d) study relates to the way causes of motivation were found to vary by age. For very young children, classes must be fun, and the teacher is the focus. The development of self-confidence also seems to play a major role and external rewards slowly lose some of their attractiveness. Instrumental motives do emerge over the years, but they are balanced by classroom-related motives, even at the age of 14.

As these two surveys show, Hungarian children's attitudes and motivation are favorable toward developing their language skills, but it is essential that young learners find ways of using their hard-won limited proficiency for meaningful purposes. Although some satellite programs in English, mostly American, have become available throughout the country, only a few of them provide learners with comprehensible input.

One of the challenging ways of maintaining motivation to learn the target language is through communication with speakers of the language. Many Hungarian teachers of foreign languages would like to develop links for their learners with both native speakers and other learners of the same foreign language. Such links may not only ensure children's interest, but also could strengthen cultural awareness and understanding. Several schools with German programs have established links with German or Austrian partners. As most Hungarian schools now have access to the Internet, it would be useful for learners of English to develop partnerships with American schools. (If any reader knows of such target groups, the author of this article is willing to arrange such matches. Please contact nikolov@btk.pte.hu.)

Conditions of Early Language Programs

One of the basic assumptions concerning success in learning foreign languages relates to continuity and

intensity of programs. Language teaching may begin very early; its aims may be appropriate concerning the length of instruction and students' needs, but long-term success will not be available unless later programs build on early language study. What children learn in early years must be maintained and further developed to be useful to them as adults. Unfortunately, despite all the encouraging achievements, in many cases a waste of effort and energy is one of the characteristics of early language education in Hungary. The reasons are manifold:

- Early language programs vary greatly thus, it is often impossible to stream children with similar language-learning histories into homogenous groups within primary-school programs
- Secondary schools rarely integrate children's previous language experience in their programs, therefore many children end up as false beginners and become frustrated
- Children often start a brand new foreign language in secondary schools because they are given no opportunities to continue their first foreign language
- Many primary-school teachers use inappropriate methodology, make unrealistic demands, and frustrate learners at an early stage
- Parents often have unrealistic expectations and want immediate results
- Sometimes minimal educational requirements are neglected: children are scheduled in classes of very short periods, such as 20 minutes a week; classes are often inappropriately scheduled into the daily routine of children: children "study" while their peers have recess or free time after school; classes are held in tiny rooms or impossible locations such as, dining halls or small rooms, where physical activities are limited.

Very often parents and school administrators do not realize how important

it is to address all of the above concerns for early language programs to be successful.

Conclusion

This overview gives the reader some insight into the teaching of modern languages to young learners in Hungary. It has demonstrated how different the educational context is from the United States and how the Prussian educational tradition still influences today's processes. Hungary has a large number of children participating in early language programs, in response to parents' demand. Hungary has come a long way since 1989: now there are enough qualified teachers in the country, but unfortunately many of the teachers working with young learners do so because they cannot find more prestigious jobs.

As for the quality of early programs, in Hungary no studies have examined whether an early start is more favorable than a later one. The failure of Russian teaching has proven that even an early start cannot counterbalance the lack of other factors necessary for successful language learning. Realistic aims need to be set for early programs. It is extremely important to make teachers and parents understand what young children are capable of achieving, and how attitudinal and linguistic gains may contribute to success in adulthood. The attitudinal perspective is often neglected; all stakeholders are focused on language proficiency, forgetting the fact that what children learn in primary schools may not be directly useful to them as adult speakers of the language. Therefore, research is needed to explore how early language experiences contribute to the development of language proficiency over the years and how inadequate conditions may prevent some children from becoming successful.

Teacher education seems to be one of the cornerstones of successful early language programs. Enthusiastic teachers who set realistic aims, apply

relevant classroom techniques, and motivate children tend to come up with good results. The other decisive factor is continuity of programs. Early language education may be a waste of time unless secondary schools build on what primary schools have contributed to children's foreign language development.

Teacher education seems to be one of the cornerstones of successful early language programs.

References

- Derdák, T., & Varga, A. (1996). Az iskola nyelvezete – idegen nyelv [The language of school – a foreign language]. *Új Pedagógiai Szemle*, 66(4): 21–36.
- Dörnyei, Z., Nyilasi, E., & Clément, R. (1996). Hungarian school children's motivation to learn foreign languages: A comparison of target languages. *Novelty*, 3(2): 6–16.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second-language learning*. Rowley, MA: Newbury House.
- Gazsó, F. (1997). *A társadalmi folyamatok és az oktatási rendszer* [Social processes and the educational establishment]. Budapest: MTA Nemzeti Stratégiai Kutatások, BKE, Szociológiai Tanszék.
- Girán, J., & Kardos, L. (1997). A cigány gyerekek iskolai sikertelenségének háttere [Background to Roma children's school failure]. *Iskolakultúra*, 10. sz. melléklete.
- Halász, G., & Lannert, J. (1998). *Jelentés a magyar közoktatásról 1997* [A report on Hungarian state education 1997]. Budapest: OKI.
- Hurst, R., Derda, I., & Lawson, F. (1996). A survey on ELT in Hungarian primary schools. *Novelty*, 3(1): 28–39.
- Imre, A. (1999). Az idegennyelv-oktatás kiterjedésének hatása a nemzetiségnyelv-oktatásra [The effect of foreign-language teaching on the teaching of minority languages]. In I. Vágó (Ed.), *Tartalmi változások a közoktatásban a 90-es években*.

[Basic changes in state education in the 90s]. Budapest: Okker Kiadó.

Nemzeti alaptanterv [National core curriculum]. (1995). Budapest: Mvelzési és Közoktatási Minisztérium.

Nikolov, M. (1999a). The socio-educational and sociolinguistic context of the examination reform. In H. Fekete, É. Major, & M. Nikolov, (Eds.), *English language education in Hungary: A baseline study* (pp. 7–20). Budapest: British Council.

Nikolov, M. (1999b). Classroom observation project. In H. Fekete, É. Major, & M. Nikolov (Eds.), *English language education in Hungary: A baseline study* (pp. 221–246). Budapest: British Council.

Nikolov, M. (1999c). Natural born speakers of English: Code switching in pair- and group-work in Hungarian primary schools. In S. Rixon (Ed.), *Young learners of English: Some research perspectives* (pp. 72–88). ELT Review Series. London: Longman.

Nikolov, M. (1999d). "Why do you learn English?" "Because the teacher is short." A study of Hungarian children's foreign language learning motivation.

Language Teaching Research, 3(1), 33–56.

Terestyéni, T. (1996). Vizsgálat az idegennyelv-tudásról [A survey on modern language knowledge]. *Modern Nyelvoktatás*, 2(3), 3–16.

Vágó, I. (1999). Az él idegen nyelvek oktatása: Egy modernizációs sikertörténet [Teaching modern languages: A success story of modernization]. In I. Vágó (Ed.), *Tartalmi változások a közoktatásban a 90-es években* [Basic changes in state education in the 90s]. Budapest: Okker Kiadó.

Note: Marianne Nikolov teaches courses on applied linguistics at Janus Pannonius University, Pécs. She is the author of various teaching materials for young learners of English and articles on child foreign language learning. She has published and edited work on various topics of language education. Her address for correspondence is Dept. of English Applied Linguistics, JPTE, Pécs, 7624, Ifjúság u. 6., Hungary, Her e-mail is nikolov@btk.pte.hu.

SMALL GRANTS FOR RESEARCH IN EARLY FOREIGN LANGUAGE EDUCATION



The National K–12 Foreign Language Resource Center at Iowa State University is offering grants for research in early foreign language education. The goal of this program is to increase interest in research on early foreign language education by making small research awards available to promising doctoral students or researchers in the field. This program will provide from three to six awards ranging from \$1,000 to \$2,000 each during 2001–2002.

Who Is Eligible to Apply?

Graduate students registered in doctoral programs within the United States that lead to a degree with a specialization in foreign language education or assessment are eligible to apply for a grant. The student's dissertation proposal must have been approved by an appropriate committee at the candidate's university and must focus on some aspect of early foreign language learning.

Researchers within the United States at institutions of higher education and at school districts that have early foreign language programs are eligible to apply if their research addresses early foreign language learning.

What Can You Propose to Do?

Applicants are encouraged to address critical research questions on early foreign language learning that have been identified in the literature (or related questions), for example:

- What levels of language proficiency can we expect among participants in early foreign language learning programs?
- What aspects of culture should be promoted?
- How does foreign language learning help or hinder children with identified language-perceptual difficulties?
- What factors influence administrators' decisions on the implementation, continuation, and cancellation of elementary school foreign language programs?
- How does the number of contact hours of instruction relate to achievement of language learning objectives?
- What teacher variables are most consistently associated with achievement of language learning objectives?
- What is the effect of multimedia on children's learning of foreign language?

For More Information:

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; Web site: www.educ.iastate.edu/nflrc.

— NNELL Election Results —

NNELL is happy to announce that Martha "Martie" Singer Semmer has been elected as second vice-president for a three-year term, and Marcia J. Pastorek has been re-elected as secretary for a two-year term. We would like to introduce Martie and Marcia to you.

Martie Singer Semmer

Martie Semmer was a faculty member with the Department of Hispanic Studies at the University of Northern Colorado, in Greeley during the 1999–2000 academic year. While at UNC, she co-developed a FLES methods course. For 20 years prior to 1999, Martie was a P–12 Spanish teacher with Summit School District RE-1 in Colorado, during which time she planned and implemented a districtwide K–5 Spanish program. Martie's leadership roles have included serving as president of the Colorado Congress of Foreign Language Teachers and as a member of the AATSP K–16 Student Standards Task Force. Currently, she is ending a 4-year term with the CSC Board of Directors and serving on the National Board for Professional Teaching Standards Foreign Language Committee. Martie has contributed to professional publications, with the most recent contribution entitled "Chapter 8: Factors that Affect the Implementation of Standards" in *Teaching Spanish with the Five C's: A Blueprint for Success*, edited by Gail Guntermann. She has advocated on behalf of FLES at the local, state, and national levels. She was key to getting a bill passed to include foreign languages in the Colorado Standards-Based Education Act. Martie has a B.S. from the University of Dayton, Ohio, and an M.A. from Adams State College, Alamosa, Colorado. She has been honored with a 1995 Governor's Award for Excellence in Education, the 1995 ACTFL-NTC Award for Building Community Interest in Foreign Language Education, and as a 1998 Disney American Teacher Awards honoree.

In her nomination statement,

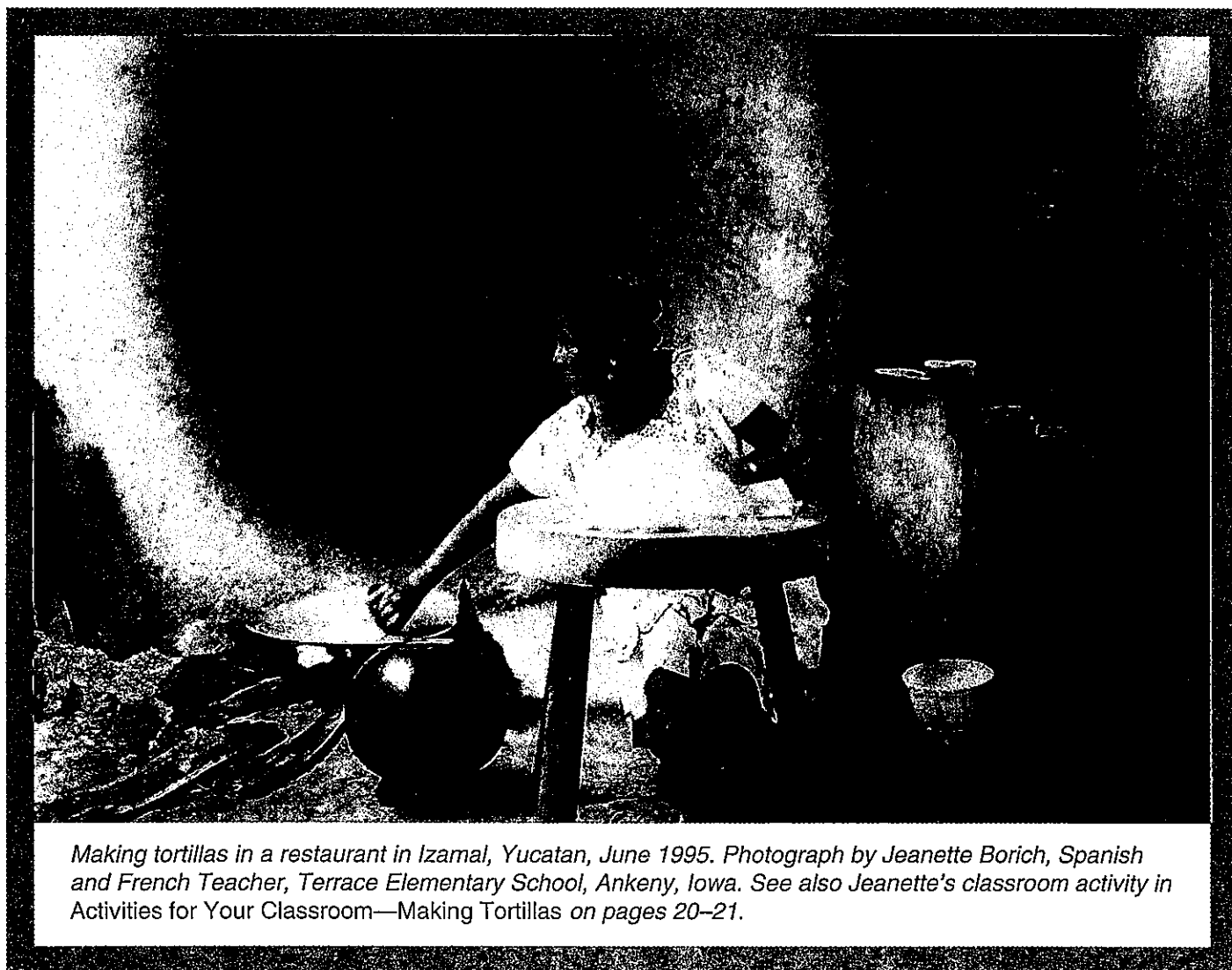
Martie said, "It is truly an honor to be considered a candidate for Second Vice President of NNELL. NNELL leaders and members have been not only a resource, but also a source of inspiration for me throughout my endeavors on behalf of P–16 foreign language education. Two examples immediately come to mind: NNELL was a professional resource for me as I planned, implemented, coordinated, and eventually taught in a districtwide content-related K–5 Spanish program. And, NNELL strongly influenced me as the current Chair of the AATSP Public Advocacy Committee when I coordinated the development of the 1999 AATSP promotional video *Spanish & Portuguese in the Twenty-First Century*. It is long overdue that I give back to NNELL. I would welcome this NNELL leadership role in order to collaborate with members to advance NNELL's ultimate goal of quality long-sequence foreign language education for all students in grades P–8. In addition, I would welcome the opportunity to continue work with the New Visions in Foreign Language Education project. To the difficult issues raised during New Visions, I believe creative solutions are emerging and will continue to emerge from NNELL, as is evidenced by the many NNELL authors in the book *Critical Issues in Early Second Language Learning: Building for Our Children's Future*, edited by Myriam Met. Most important, it is time to collaborate with and to build coalitions with non-foreign language organizations in order to further NNELL's goals. I would welcome the challenge of continuing to expand NNELL's already effective advocacy efforts in our local, state, and national communities."

Marcia J. Pastorek

Marcia Pastorek is the Foreign Language Coordinator at Trinity Episcopal School in New Orleans, Louisiana, where she teaches French in grades 1–4. Her broad teaching experience extends from kindergarten to adults. She has directed a children's summer French immersion camp, has written and directed several children's French plays, and has published children's stories. Marcia is a regular presenter at state and regional conferences and is actively involved in the Louisiana Foreign Language Teachers Association. She has served NNELL for the past two years in the capacity of Treasurer and was nominated to run for a second term.

In her nomination statement,

Marcia says, "Early language learning programs have been a special interest to me since I am a product of such a program myself. I think it is extremely important that in the 21st Century all children become part of high-quality foreign language programs. In our diverse, multicultural world, it is imperative that we strive to do so. NNELL's commitment to leadership, support, and service to early language learning attracted me to the organization. NNELL's vision is also my own personal vision. As a member of the Executive Board, I hope to assist NNELL in its continued efforts to promote opportunities for all children to be a part of quality early language programs."



Making tortillas in a restaurant in Izamal, Yucatan, June 1995. Photograph by Jeanette Borich, Spanish and French Teacher, Terrace Elementary School, Ankeny, Iowa. See also Jeanette's classroom activity in Activities for Your Classroom—Making Tortillas on pages 20–21.



Outstanding German Educator Award and Checkpoint Charlie Foundation Scholarship

Phyllis Farrar, who was appointed Kansas representative to the National Network for Early Language Learning in 1999, received the Outstanding German Educator Award and Checkpoint Charlie Foundation Scholarship (K–8) from the American Association of Teachers of German (AATG) at its annual meeting in Boston, Massachusetts. This award honors excellence in teaching, as evidenced by the individual's ability to stimulate and challenge students intellectually; and the teacher's professional growth and contributions, as evidenced by continued study, the ability to influence the quality of education in classrooms other than one's own, and contributions to the academic environment outside the classroom. Since 1999 the Checkpoint Charlie Foundation has supported this award with stipends for study-travel in Berlin.

Phyllis Farrar teaches German and photography at West Junior High School, Lawrence, Kansas. She is a lifetime member of the Kansas Foreign Language Association, where she was Treasurer from 1996–98 and is now Executive Secretary; a member of the Kansas Association of Teachers of German, where she has served as vice-president and program chair; Advisory Council member in the Central States Conference; and ACTFL member and member of the ACTFL Evaluation Committee (1999). In 1998 Phyllis received the German Teacher of the Year Award from the Kansas Association of German Teachers. In the same year, she received the Best of Kansas Award at the Kansas Foreign Language Association Spring Conference for her unit "Teaching the Holocaust," and this year was awarded a Max Kade Foundation scholarship for encouraging the study of German by young students.

But awards and titles tell only part of the story; Phyllis's colleagues and students fill in the blanks. She runs a student-centered classroom that is rich in German language and culture. Phyllis has compiled numerous units, which allow her students to build a base for life-long learning in art, history, and culture; connect their knowledge to their community through work on German immigration to Kansas; learn about World Cup soccer; and engage with issues of the Holocaust. She spearheaded an action to add a foreign language requirement to the curriculum for seventh graders and has been a mentor teacher for a Community Connections grant from the National Endowment for the Humanities.

When the Vienna Boys Choir came to Kansas, Phyllis arranged, after initial rejection of the idea by tour administrators, for her students to host the choirboys for a day of recreation. Her persistence led to an event that participants remember as a true high point in their schooling.

Phyllis is a team player and "a model of professionalism, dedication, creativity, organization, and tirelessness." NNELL is proud to join AATG in recognizing Phyllis Farrar as an Outstanding German Educator.

Congratulations to Phyllis Farrar!

— AATG



Join the Conversation: Sign up for the Early Language Learning Listserv!

Do you want to feel more connected to your colleagues around the country? Ñandu* is an exciting listserv designed for educators interested in early foreign language learning. This listserv is sponsored by the Improving Foreign Language Instruction project of the Center for Applied Linguistics and the Northeast and Islands Regional Laboratory at Brown University. Nandu participants discuss timely issues, provide resources for one another, and share experiences in early foreign language programs. Join now!

In order to subscribe to Ñandu, write an e-mail message to nandu-request@caltalk.cal.org. Do not write anything in the subject heading. In the message box write: SUBSCRIBE FIRSTNAME LASTNAME; then send the message.

Below is an example of correspondence that occurs on the listserv. Although the first entry is longer than most, it illustrates the important information that is shared—and the feedback received—on Ñandu. The first correspondent, Cherice Montgomery, was invited as an apprentice leader to the institute, which she describes here, to share her talent in creating thematic units. She wrote this message last summer on the Ñandu listserv and received 55 responses.

*Ñandu means *spider* in Guaraní, the indigenous language of Paraguay. Complementing the Ñandutí (spider's web) early foreign language learning Website at <http://www.cal.org/earlylang>, the listserv Ñandu brings the strands of language education together with spider-like agility.

Monday, August 7, 2000

I attended the institute "K-6 Foreign Languages: Leading the Way with Teacher Preparation" held at Iowa State University during this past week.

For those of you who are not familiar with it, this is a summer institute designed to enhance the skills of teacher educators, especially those who have little or no personal experience with elementary school students, and to enrich the professional knowledge and skills of practicing K-6 teachers.

It also encourages interaction between these two groups of people and provides all participants with an opportunity to observe a master K-6 teacher in action with a real class of beginning Kindergarten and first grade students.

I cannot begin to tell you what an incredibly worthwhile experience it was for me. The presenters (Helena Curtain and Carol Ann Pesola Dahlberg) addressed topics such as current K-6 program models; effective K-6 program design; standards-based, thematic curriculum development; effective teaching; authentic assessment; the use of technology in the classroom; and the teacher as researcher, among other things.

The discussions were stimulating and the demonstrations (mostly in German) reminded me of the many thoughts, feelings, and emotions that our second language learners experience as they attempt to negotiate meaning in a language that is entirely unfamiliar to them.

I think I had forgotten how much anxiety that experience can provoke, so it was especially helpful to me in identifying strategies and techniques that I can use to help my students be more successful.

Probably the most powerful part of the institute for me as a secondary teacher,

. . . I am convinced that teaching 100% in the language can not only be done—even at (or maybe especially at) the elementary level, but that it is the best way to teach.

however, was having the opportunity to observe Rita Gullickson (the demonstration teacher) teaching Spanish to a class of Kindergarten and first grade students for one hour on weekdays.

Her teaching was thematic and standards-based. The children were nearly always actively engaged and participating, yet the most impressive part about it was that she did the entire program in 100% Spanish from the very beginning.

When the children came to class on the first day, she spoke to them for about 5 minutes in English, explained to them that everything would be in Spanish, and set up a little magical "transition" routine. The children turned around slowly three times as she marked the rhythm of the turns with taps on a tambourine. They counted together, "one, two, *TRES*." When they got to *tres* everything she said afterwards was in Spanish. When it was time for class to end, they did "*uno, dos, THREE*" and then she spoke to them in English again.

The thing that was so impressive about it was that she really did keep her word. The children could speak to her in English, but she always answered them in Spanish.

As institute participants, we had the opportunity to watch the class and to discuss it after the children left each day. What was most powerful to me was to realize that in just seven hours, many of these children were speaking words, phrases, and even singing songs all by themselves and that they were doing it spontaneously!

After watching Rita in action, I am convinced that teaching 100% in the language can not only be done—even at (or maybe especially at) the elementary level, but that it is the best way to teach.

(I had always believed in it, but wasn't always sure that it was really as attainable a goal, especially with beginning students, as everyone who does it always claims.)

This experience has renewed my own personal enthusiasm and commitment to teaching in Spanish with my Level 1 high school classes next year.

If you have an opportunity to attend this K-6 Institute in the future, I can promise you that it will be a truly revolutionary experience. It certainly was for me!

— Cherice Montgomery
montgomery@feist.com
Wichita, Kansas

Monday, August 7, 2000

Cherice:

I worked with Carol Ann in Atlanta on August 1st and she was amazing. I am so glad to hear someone I really respect online talk about her conference that way. We have paid to have her come to Georgia for several years since 1992 and she and Helena have really been a blessing. I remember them telling me that it can be done and kinda halfway believing. Now in my 9th year I don't try to brag, but I am happy, very happy to be that teacher you described! It CAN be done and anyone else who wants it can have it too. You just have to do it ALL in the language.

I am forwarding your comments to them because they love to hear them. If you are interested in the curriculum that they helped develop in GA, thematic and content-standards based look on my site: <http://www.misterspanishteacher.homestead.com>.

Thanks for the GREAT post!

— Joe Pennington
joe_p@bellsouth.net
Atlanta, Georgia

Tuesday, August 8, 2000

In answer to (a listserv member's) question, yes, it is possible to do 40 minutes/week entirely in the target language. My students from our teaching program did just

that last year in grades K-2 at two of our local district's schools.

I too attended the Institute that Cherice wrote about. It was a superb learning experience. I highly recommend future institutes to all teachers.

— Eileen Zeitz
ezeitz@d.umn.edu
U. of Minnesota-Duluth

Tuesday, August 15, 2000

I am so glad to hear the discussion that is happening. Not to say that I am glad others are having problems, but I guess there is some comfort in knowing that others face the same challenges I do. I sometimes feel like it would take me longer to explain a project in Spanish than it would for the kids to actually do the project. Any suggestions?

— Susan Formento
saformento@worldnet.att.net
Chesterfield, Michigan

Friday, August 18, 2000

I am a true believer that the TL MUST be spoken during my entire class time. If you think of your students as babies/toddlers learning English, you will understand why it is so important to use the TL exclusively. When a baby is learning English, he/she listens. The parents model the language for them.

For example, if a parent asks a baby/toddler to do something, the baby/toddler may not know exactly what the parent is asking, however, if the parent models the directions/command for him/her, usually they will get it. Frustration comes naturally when learning a second language and for the baby/toddler. That frustration will turn into comprehension. The more a child listens to the TL, the more the child will comprehend. Remember, listening skills must be mastered before any speaking will take place; just like a baby/toddler.

I tend to have fun activities and games that are very, very simple. I speak the TL when giving directions, however, I have many, many visuals and I model the directions and make mistakes so that the student understands what I want. If a student states, "I don't get it"; this is good. He/she will get it eventually after the frustration wears off and the comprehension level increases. I teach 2nd and 3rd graders also and by October, they all know I only speak Spanish and THEY LOVE IT!!!! Routine also plays a huge role in the level of frustration. The more of a routine you have, the less frustration you will see.

Hang in there!!!!

— Miriam Arminio
NICKMIRIAM@aol.com
Tom's River, New Jersey

Monday, August 21, 2000

That is so true!!! If we believe . . . anything can happen. In addition, if we support one another, we can make everything happen!!!!

Too many of the teachers think it won't work. But as U and I can attest. IT DOES WORK!!!!!! Thanks for the encouragement. Keep up the good work!

— Tricia McCarthy
Michaeltricia@aol.com
Massapequa, New York

I teach 2nd and
3rd graders also
and by October,
they all know I
only speak
Spanish and
THEY LOVE IT!!!!

Activities for Your Classroom

Making Tortillas

Jeanette Borich
Terrace Elementary
Ankeny, Iowa

Level: Spanish, Grades 1–4

This lesson is a follow-up to a lesson from *Teacher to Teacher: Model Lessons for K–8 Foreign Language* available from the National Textbook Company. It follows the retelling of a Mexican legend, *The Tale of Corn*. This lesson fits into a unit in which the children have studied bread, a product of their own culture. They have also been learning about their own state, Iowa, and one of its important products, corn.

Targeted Standards:

Communication

- 1.2 Students understand and interpret written and spoken language on a variety of topics.

Cultures

- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

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

Comparisons

- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

- 5.2 Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Objectives:

1. Students will place in the correct order the steps for making a tortilla.
2. Students will understand the following statements:
 - *Pongo agua en la masa.* (I put water in the corn meal.)
 - *Mezclo la masa y el agua.* (I mix the corn meal and the water.)
 - *Formo una bola grande.* (I form a big ball.)
 - *Formo las bolas pequeñas.* (I form little balls.)
 - *Palmeo las tortillas* (I pat the tortillas flat.) While you pantomime this action, recite the tortilla poem given in Objective 3 below.
 - *Cocino las tortillas.* (I cook the tortillas.)
 - *¡Me gustan las tortillas!*
¡Tengo hambre! (I like tortillas!
I am hungry!)
3. Students will use the following chant and poem to extend their understanding of the language:

Chant:

 - *Me gustan mucho las tortillas.* (I like tortillas alot.)
 - *¿Tengo razón? ¿Qué sí?*
¿Qué no? (Am I right? Yes? No?)

Poem:

 - *Tortillas, tortillas para mamá.* (Little tortillas for Mama.)
 - *Tortillas, tortillas para papá* (Little tortillas for Papa.)
 - *Tortillas, tortillas para María.* (Little tortillas for María.)

- *Tortillas, tortillas para* [someone in the class]. (Little tortillas for _____.)

Materials:

1. Painted, laminated flashcard-size visuals (from *A Teacher's Guide to a Quetzacoatl Tale of Corn*, 1992) for the seven steps in making a tortilla.
2. Corn meal for tortillas, available at most grocery stores.

Procedure:

Introduce the seven steps for making tortillas with a Gouin Series (Curtain & Pesola, 1994) by displaying the visual and pantomiming the action involved as you say each step. Next have the class pantomime the actions with you, first as a group and later as individuals, as you say the steps. Then encourage students to say the steps with you as you pantomime them.

When the students can pantomime and say the steps easily, teach them the chant, inserting a step in the tortilla-making process as the second line of the chant, for example:

Me gustan mucho las tortillas. (I like tortillas a lot.)

Mezclo la masa y el agua. (I mix the corn meal and the water.)

Tengo razón. ¿Qué sí? ¿Qué no? (I am right. Yes? No?)

Have students pantomime with you the step in line two of the chant as you say it. Then, as you recite the first and last lines of the chant, clap your hands to the rhythm and have students accompany you.

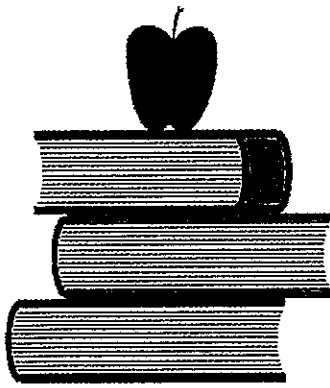
Next, when the students know the chant well, turn the chant into a game by having students check to see if you have pantomimed the step you are saying in the chant or a different one. If you have pantomimed the step correctly, in response to the question at the end of the chant, students will answer *¡Sí!* (Yes!); or, if not, students will say *¡No!* (No!) and will pantomime the correct action for the step. As students become proficient in this chanting game, have them take the role of the leader.

Evaluation:

Following your verbal instruction, students put together a small booklet of the visuals and then tell you, a classmate, or a family member how to make a tortilla.

References:

- Curtain, H., & Bjornstad Pesola, C. A. (1994). *Languages and children: Making the match*. White Plains, NY: Longman.
- Parke, M., & Panik, S.; Mendez Robbins, M. E. (Translator). (1992). *Un cuento de Quetzacoatl acerca del maíz*. Carthage, IL: Fearon Teacher Aids.
- Parke, M., & Panik, S. (1992). *A teacher's guide to a Quetzacoatl tale of corn*. Carthage, IL: Fearon Teacher Aids.
- Redmond, M. L., & Lorenz, E. (Eds.). (1999). *Teacher to teacher: Model lessons for K-8 foreign language*. Lincolnwood, IL: National Textbook.



Classroom Resources

Spanish

Lozano, P. (1999). *Get Them Talking*. Houston, TX: Dolo Publications.

Available from Dolo Publications,
12800 Briar Forest Drive #23, Houston, TX 77077-2201; 281-493-4552
Fax: 281-679-9092; Web site:
www.dololanguages.com; ISBN 0-9650980-7-9. Cost is \$21.95, plus \$3.50 for shipping and handling.

"The rhythms of language seep deep down into the bones and muscles of the speaker where they dwell quietly forever. . . ."

Get Them Talking is a great resource for teaching strategies and learning activities that motivate kids to use the target language in fun and engaging ways. Although the text is written in English so that the activities can be used in any language classroom, examples are often provided in French and Spanish. Many of the activities require students to have some language background, and suggestions are given to use the activities with younger students. The creative, clearly written, and often humorous descriptions and activity pages include suggestions for chanting, singing, and storytelling, as well as activities that use instruments and music and theatre games. Every activity includes a step-by-step description, plus notes and cautions about specific classroom applications and pitfalls. The following information gives you a sneak preview of the contents of the book, which contains many, many more fun activities for language learning.

Lozano begins the chanting section by giving the rationale for using chanting songs or poetry in the classroom. Chanting, she explains, gets the whole class on the "same

enthusiastic wavelength" and students are not as inhibited by chanting as they might be by singing ("chanting is rap and rap is cool"). She cites brain research that speaks to the power of music for learning and retaining language ("The rhythms of language seep deep down into the bones and muscles of the speaker where they dwell quietly forever . . ."). Because chanting inherently includes repetition, "students become familiar and comfortable with vocal patterns and develop a smooth, flowing cadence in the target language." For those of us who are musically challenged, Lozano effectively explains how to ascertain if the beat of a song is written in 2/4 or 4/4 time ("marching" or "walking" songs). The steps for a basic chant include: 1) the teacher and the students establishing and keeping a steady beat with their fingers; 2) the teacher chanting the first four lines of the chant in rhythm; 3) keeping a steady beat, the students chanting the same lines with the teacher; and 4) chanting the remaining lyrics four lines at a time. Examples are included of many different types of chants including, *The Emotional Chant*, *Gesture Chanting*, *The Stompin' Grammar Chant*, *Nonsense Chanting*, and *Frog Chorus*.

The next section builds on the information about chanting and introduces "the magic of music and the power of singing." Ms. Lozano describes how music fits with all of our multiple intelligences. She also reminds us that "we learn by doing," as illustrated by the clapping, bouncing, marching, and role-playing that happen with singing, stressing that the students will remember the songs forever. She gives suggestions for using songs as tools for listening

comprehension, motivation, cultural understanding, self-expression, creativity, improvisation, drill and exercise, analysis, embellishment, and enjoyment. The many activities for using music in the language classroom include: The *White-out Disaster* (similar to a "cloze" song activity sheet with certain words/phrases whited-out but in this case, before listening to the song, pairs of students come up with possible words to fill in the blanks); *Crossover* (in which some of the lines are mixed up, such as, "Oh, give me a range where the buffalo roam . . . Where seldom is heard a discouraging play . . .", the students listen to the song, mark where the language is altered, find the correct word/phrase, and then sing the real song lyrics); and *Runner Dictation*, in groups of three to five, the students choose a reader, who reads song lyrics of poems or songs posted on the wall and relays as much as s/he can remember to the runner, a runner, who relays the words to the writer, and a writer, who writes out the song lyrics).

In the music section of the book Lozano writes, "Music without lyrics is pure sound and emotion that has the power to unleash the imagination, send the mind on new journeys and unlock the creative spirit hidden in all of us." She gives many strategies for using music without lyrics for background material, to reinforce the natural rhythms and accents found in a second language, as the focal point for class discussions, and to get students moving and talking. In an innovative "find someone" activity the students walk or march around the room when the rhythmic instrumental music starts, and when it stops they listen to your question and find someone who . . . has done something, has been somewhere, etc. In *Musical Impressions*, students listen to short cultural music pieces, draw on a piece of paper their impressions of how the music makes them feel, and write short descriptions of the illustration. The teacher then plays the music

again and chooses several students to show and describe their illustrations or lets students show an illustration and the class guesses the corresponding musical selection.

The storytelling section includes tips for choosing stories that teach about the culture behind the language; that reinforce vocabulary and grammar; that show the universality of human experience; and that involve the listener in the storytelling. This involvement is accomplished using stick-figures, creating gestures or actions for specific vocabulary, sequencing the story with illustrations, remembering an event from the story, reciting it, and standing on a story continuum from beginning to end. Storytelling and story-reading tips include making eye contact often, lowering the lights, changing tone and varying the intensity of your voice, and pausing to portray suspense. There is also a section on creating original stories and using the skeleton of an existing story to create a new one. In *Change the Flavor* the students change the adjectives in a story summary you have prepared for them, thereby creating a new flavor. Students cut random pictures from magazines for a *Photo Story*. You then collect the pictures, shuffle them, and distribute 6–10 to each student. The students create booklets of pictures, which you collect and redistribute to different students. Each student now creates his or her own story and later shares it with the class.

Theater Games is the last section of this resource book. These games encompass role playing, "playacting," and creative drama. According to Lozano, they have myriad values for language learning, including exposing students to language in simulated real-life situations, giving students opportunities to infer the underlying meaning of a spoken text from context and body language, helping students develop inter- and intra-personal intelligences, building confidence before an audience, and using body language to assist students in retaining the lan-

"Music without lyrics is pure sound and emotion that has the power to unleash the imagination. . . ."

guage. In *Partner Greetings* you prepare "partner description cards" (a bookworm, long-lost friends, a hot-dog seller and a hungry customer with no money) for each pair of students. The pairs prepare mini-dialogues to present to the class and the class guesses who they represent. *Oh What a Nice Thing* is a nice change from Twenty Questions. In this activity you go around the classroom and whisper the name of an imaginary item in each student's ear (a slice of pizza, a smelly shoe, and an ice cube). The students take a moment to feel the object in their hands before you choose a student to answer questions about it, such as, Is it hard or soft? or What does it say? Other students guess the identity of the object. After several students have answered questions about their objects, you ask the class to deposit their objects carefully into the hands of the person sitting on their left and to whisper to her or him its name, and the activity continues.

Patti Lozano, an experienced and practicing language teacher, writes in a teacher-friendly style that relates her strategies to the classroom, as well as to theory of language learning. This book promises to provide a multitude of interesting and exciting language experiences for teachers and their students.

German

Tankel, L. (1996). *Sag, mir wie spät es ist!* Würzburg: Edition Bücherbär im Arena Verlag GmbH. (ISBN 3-401-07325-7).

Sag, mir wie spät es ist! is an excellent book to use for teaching the telling of time. In addition, it focuses on children's daily schedules, from getting up in the morning to going to bed in the evening. The pictures are colorful photographs of actual children in a multicultural society.

SPANISH TEACHER NEEDED

Sidwell Friends, a coeducational, independent Quaker day school, seeks a full-time Spanish teacher for its Lower School in Bethesda, Maryland, grades PK-4, to begin a new program September 2001. Planning time to develop the program will be provided in the Spring of 2001. Position requires extensive expertise in teaching Spanish to young children and in designing curriculum. Elementary classroom experience highly desirable, as well as a gentle spirit and appreciation of the developmental differences among young children. Native speaker preferred. The position will entail working closely and cooperatively with teachers.

To learn more about this opportunity or to apply, send resume and cover letter describing how your experience meets the above requirements to

Human Resources Director, Reference Code 140
Sidwell Friends School
3825 Wisconsin Avenue N.W.
Washington, DC 20016

FAX: 202-537-2418

Sidwell Friends School is committed as an institution to the ideal of diversity with regard to race, ethnicity, religion, economics, gender, sexual orientation, and physical disability in its student body, faculty, and staff.

Calendar

Spring 2001 Conferences

March 8–10, 2001

Southern Conference on Language Teaching. Myrtle Beach, South Carolina. Lynne McClendon, SCOLT Executive Director, 165 Lazy Laurel Chase, Roswell, GA 30076; 770-992-1256; Fax: 770-992-3464; E-mail: lynnemcc@mindspring.com.

March 15–17, 2001

Southwest Conference on Language Teaching. Burlingame, California. SWCOLT, 10932 W. Puget Ave., Peoria, AZ 85345.

March 29–April 1, 2001

Northeast Conference on the Teaching of Foreign Languages. New York, New York. Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896; 717-245-1977; Fax: 717-245-1976; E-mail: nectfl@dickinson; Web site: www.dickinson.edu/nectfl.

April 26–28, 2001

Central States Conference on the Teaching of Foreign Languages. Indianapolis, Indiana. Diane Ging, Executive Director, CSC, PO Box 21531, Columbus, OH 43221-0531; 614-529-0109; Fax: 614-529-0321; E-mail: dging@iwaynet.net.

Summer 2001 Courses and Workshops

June 17–July 13, 2001

Teacher Preparation for Elementary and Middle School Foreign Languages. Concordia College, Moorhead, Minnesota. Carol Ann Pesola Dahlberg, Concordia College, Moorhead, MN 56562; 218-299-4511; E-mail: cadahlbe@cord.edu.

June 24–28, 2001

National FLES* Institute. University of Maryland, Baltimore County, Maryland. Dr. Gladys C. Lipton, 301-231-0824; Fax 301-230-2652; E-mail: lipton@umbc2.umbc.edu; Web site: http://homepages.go.com/~gladys_c_lipton.

July 16–25, 2001

Teaching Foreign Languages to Young Students. Mari Haas, 212-865-5382; E-mail: hassmarib@aol.com. Registration: The Center for Educational Outreach and Innovation, Teachers College, 525 W. 120th St., Box 132, New York, NY 10027-6696; 212-678-3987.

July 16–26, 2001

K–8 Foreign Languages: Leading the Way with Teacher Preparation. Princeton University, Princeton, New Jersey; 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; Web site: www.educ.iastate.edu/nflrc.

August 8–16, 2001

New Technologies in the Foreign Language Classroom for Methods Professors.
Iowa State University, Ames, Iowa. Marcia Harmon Rosenbusch, National K–12
Foreign Language Resource Center, N131 Lagomarcino Hall, Iowa State Univer-
sity, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail:
nflrc@iastate.edu; Web site: www.educ.iastate.edu/nflrc.



***The ACTFL/FDP-Houghton Mifflin Award for
Excellence in Foreign Language Instruction Using
Technology with IALL***

Dr. Jean LeLoup, SUNY at Cortland, Cortland, New York, and Teaching with Technology Contributing Editor for *Learning Languages*, is truly an innovator and practitioner. She is a very well-known advocate of the effective role that technology can play in foreign language instruction through her publications, presentations and workshops presented throughout the United States.

New technologies and the easy availability of online resources are changing the ways modern languages and culture are taught. Jean LeLoup is at the forefront of this exciting revolution. As a strong advocate of technology and its productive use in foreign language, she, along with her colleague, Robert Ponterio, co-founded and are the moderators for FLTEACH, a nationwide listserv and international forum for foreign language educators. Since 1993 she has dedicated much professional and personal time to the development, maintenance, and expansion of this excellent resource for our profession.

Jean LeLoup is the quintessential professional: knowledgeable, energetic, inspiring, and always excited to learn more. She is truly a gifted instructor. She is extremely well organized, innovative in her approach, and skillful at grounding her pedagogical lectures in theory, while not losing sight of the practicality of day-to-day instruction. She makes technology real to the students—giving practical explanations and always stressing the point that we can make technology work for us as we lead students through the language acquisition process. An important aspect of her teaching to practicing foreign language teachers is that she is also tuned in to their plight, aware of both their capabilities and limitations when it comes to implementing lessons. She is tireless in her efforts, giving hours to students as they explore the tangled web of teaching in the 21st century.

Dr. LeLoup's students identify her as "the most professional, accomplished and caring professor" they have had throughout their careers in Cortland, and the professor they choose as their "role model." They speak of "the incredible atmosphere of respect" she creates in her classes, along with the "comfortable atmosphere of the class" that "allowed them to learn and think critically."

Jean LeLoup is truly a role model—for undergraduates, graduates, and colleagues. Her enthusiasm toward her profession and her warmth toward those she works with are contagious. She has made a difference in the lives of thousands of foreign language professionals. She is one of the forerunners of the integration of technology in foreign language teaching, and this award is most appropriate to honor and recognize her accomplishments.

Congratulations to Jean LeLoup!

— Elizabeth Hoffman



Thematic, Communicative Language Teaching in the K-8 Classroom

MARI HAAS, TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Foreign language instruction for children can be enriched when teachers use thematic units that focus on content-area information, engage students in activities in which they must think critically, and provide opportunities for students to use the target language in meaningful contexts and in new and complex ways. The national standards for foreign language teaching and learning support this approach to language instruction (National Standards in Foreign Language Education Project, 1996).

According to the standards, when teachers plan lessons they should focus on the five Cs of Communication, Culture, Connections with other disciplines, Comparisons with students' native languages and cultures, and use of the foreign language in Communities outside the classroom. Increasingly, foreign language educators are integrating the five Cs of the standards into "content-related" (Curtain & Pesola, 1994) or "theme-based" (Scarcella & Oxford, 1992) curricula. These curricula reinforce or extend the content of the regular classroom curriculum to give coherence to the language lessons. A unit on the solar system, for example, might include vocabulary that describes the attributes of the planets, which students are also learning about in English. Students might also listen to and recite a poem about the moon and the stars, compare the view of the "rabbit in the moon" found in Aztec and Asian cultures to the North American view of the "man in the moon," observe the night sky (phases of the moon and star constellations) in their area at different times of the year, and compare their observations with those of students in other parts of the world through email exchanges in the target language.

Planning Thematic Units

Themes for curriculum units can be derived from many sources. Planning thematic units allows the teacher to incorporate a variety of language concepts into a topic area that is interesting and worthy of study and that gives students a reason to use the language. Teachers should choose themes that lend themselves to teaching language that will be useful for their students. Themes and lessons should integrate language, content, and culture into activities that allow students to practice the foreign language and that prepare them to use it in a variety of contexts. A focus on communication, including the interactions present in all uses of the language (for speaking, listening, reading, and writing) is essential. Students need to be able to interpret the language, express themselves in the language, and negotiate meaning in the language (Savignon, 1997).

In beginning communicative language classes, the teacher's role includes introducing vocabulary and phrases and providing comprehensible language input for the students. Visuals and manipulatives, gestures, sounds, and actions all help students understand the new vocabulary and structures. Students need opportunities to be active participants in tasks that require them to negotiate meaning and practice language in communication with their teacher, their peers, and others.

Pesola (1995) developed the Framework for Curriculum

Development for FLES programs, which begins with a thematic center and creates a dynamic relationship among the factors that teachers must take into account: language in use, subject content, and culture. (See also Curtain & Pesola, 1994, for a detailed description of the framework.) The framework highlights a set of questions to guide curriculum planning:

- Who are the students in terms of learner characteristics, such as developmental level, learning style, and experiential background?
- What are the planned activities, and how will teachers assess students' performance?
- How will the classroom setting affect the planned activities?
- What materials do teachers need to support the activities?
- What language functions, vocabulary, and grammatical structures will students practice through the activities?
- What knowledge about subject content and culture will the students gain?

Examples of Thematic Units

Three thematic units—Visiting the Farm, A German Fairy Tale, and The South American Rainforest—are described below. They were developed by teachers who used Pesola's framework to guide their planning process. In each of these units, the teachers created language immersion settings in their classrooms, planned lessons around themes that were interesting to the students, asked the students to think critically, reinforced concepts and skills from the regular classroom, integrated culture, and gave students many opportunities to use the target language in a variety of situations (Haas, 1999).

Visiting the Farm

Martine's second-grade French class focused on the farm for 4 weeks. The class began each day with an activity that reviewed previously learned language. For example, one student would make an animal sound and call on another student to say the name of the animal. As the students moved from activity to activity, Martine gave them short time limits for specific tasks to be completed on their own or in pairs or small groups. The students used French as they manipulated pictures and completed assigned tasks. Activities included brainstorming a list of names of farm animals in French that students already knew, learning new animal names in French, and drawing a farm mural on butcher paper; singing a song about animals in the barnyard (*Dans la basse cour*); comparing barns in France and the United States; planting two types of vegetables chosen from seed packets of common French vegetables; measuring and charting the plants' growth; tasting radishes with butter (as they are served in France); creating a labeled farm page for their book of all of the places they "visited" in class that year; sorting food by plant or animal and completing and describing a food pyramid; making baguette sandwiches; comparing with a partner pictures of vocabulary words (e.g., the animals on their farm pages, their

favorite foods, the ingredients in their baguette sandwiches) with a partner; listening to the story of the three pigs in French and creating their own versions of the tale (e.g., the three horses and the big, bad, hungry cow), which they acted out; and taking their baguette sandwiches with them to a fantasy picnic on the farm.

A German Fairy Tale

In this 3-week unit, Frederike introduced her third-grade German students to a story based on a Grimm's fairy tale about a pancake (*Pfannküchen*) by singing the song "*Ich Habe Hunger*" ("I Am Hungry") with them, then preparing batter (measuring in grams) and cooking a pancake in class. Next, pairs of students compared the sentences they had cut apart from mixed-up copies of the recipe and resequenced them in the appropriate order. Throughout the unit, Frederike began each class by telling or retelling part of the pancake story. "The Thick, Fat Pancake" ("*Der Dicke Fette Pfannkuchen*") is the story of an old woman who bakes a pancake that does not want to be eaten. It jumps out of the pan and rolls through the forest. The pancake's delicious smell attracts one forest animal after another. The names of the animals describe their characteristics, such as Wolf Sharptooth (*Wolf Scharfzahn*) and Rabbit Longears (*Hasel longohr*). As the animals tell the pancake to stand still so that they can eat it, each one adds another adjective to describe the pancake: "Thick, fat, dear, sweet, yummy, wonderful, golden, delicious, marvelous pancake, stand still! I want to eat you up!" At this request, the pancake laughs and waves and continues rolling down the hill. Finally, the pancake meets two hungry orphans, jumps into their laps and begs, "Eat me, I will give you strength." The orphans then eat the pancake.

The students practiced new vocabulary by drawing pictures on the board as Frederike recited the scene and by sequencing sentences about the story using sentence strips and a pocket chart. The retellings were never boring and always included student input and probing questions that elicited information about the animals in the fairy tale. With each storytelling, Frederike emphasized different vocabulary or introduced a new animal. She also engaged the students in activities that provided practice in using German:

- copying sentences from the story and illustrating them to create personal storybooks
- listing characteristics of the animals, such as the large, sharp teeth of the wolf
- creating surnames for the animals, like Wolf Sharptooth
- playing "inside outside circles" (Kagan, 1986), with one circle of students asking questions about the story and their partners in the other circle answering
- pretending to become animals and pancakes when the teacher waved her magic wand, then role playing their actions in the story
- singing and dancing the "duck dance" and learning the parts of the animals' bodies
- listing what the animals ate and learning the German words for carnivore, herbivore, and omnivore
- practicing reading the fairy tale to a partner
- selecting roles for a play based on the fairy tale and presenting the play for their parents and the first-grade German students
- reading their illustrated storybooks to the first graders.

The South American Rainforest

"¿Necesitamos los portafolios de español?" (Do we need our Spanish notebooks?) is one of the questions students ask as they pre-

pare for Soledad's fifth-grade Spanish class. Soledad begins the first class of this 6-week unit on the rainforest with a song about the weather and questions about the weather outside. Soon the class is working with maps, first with Soledad asking questions about the location of various rain forests in the world, then with the students in the role of teacher, asking other students questions.

The activities that follow lead students to communicate with each other, practice their Spanish, and focus on vocabulary and structure: locating rainforests on the map using their background knowledge from social studies class; contributing to a written description of rainforests on the overhead projector; reading chorally what they have written; and playing games and singing songs that practice the names of animals and their movements. They also work in small groups to tell each other how to color the different animals, to create sentences about animal pictures, to introduce themselves as an animal to their neighbors, to create a dialog between two animals, to write their animal dialogs on chart paper and to read and role-play them, and to edit the dialogs that they have written. They learn about the layers of the rainforest and where each animal lives, what they eat, and what their body coverings are. They write and record conversations between two animals that incorporate all of the information covered in class. They create the sounds of the rain in the rainforest through claps, snaps, and pounding feet. They write a paragraph about the rainforest and, finally, they make *batidos de mango* (mango shakes).

Conclusion

Although each class is different from the others in content and specific activities, all of the teachers planned interesting thematic units that included daily review of language; rich, comprehensible input in an immersion setting; and opportunities to think critically and to process language and negotiate meaning. They also involved students as active and interactive participants in a variety of activities that reflect the goals of the national standards. Although creating thematic units takes time and effort on the part of the teacher, this way of teaching engages students and provides them with a meaningful and exciting context in which to learn a new language.

References

- Curtain, H., & Pesola, C.A. (1994). *Languages and children, making the match* (2nd ed.). New York: Longman.
- Haas, M. (1999). *Thematic, communicative language teaching and learning: Case studies of FLES teachers and their classes*. Unpublished doctoral dissertation, Teachers College, Columbia University.
- Kagan, S. (1989). *Cooperative learning resources for teachers*. San Juan Capistrano, CA: Resources for Teachers.
- National Standards in Foreign Language Education Project. (1996). *Standards for foreign language learning: Preparing for the 21st century*. Yonkers, NY: Author.
- Pesola, C.A.D. (1995). *Background, design, and evaluation of a conceptual framework for FLES curriculum*. Unpublished doctoral dissertation, University of Minnesota, Minneapolis.
- Savignon, S.J. (1997). *Communicative competence: Theory and classroom practice* (2nd ed.). New York: McGraw-Hill.
- Scarcella, R.C., & Oxford, R.L. (1992). *The tapestry of language learning*. Boston: Heinle & Heinle.

Mil gracias to Patty Hans (Martine) from The Wellington School in Columbus, Ohio; Hildegard Merkle (Frederike) from Holy Child School in St. Paul, Minnesota; and Anne Reagan (Soledad) from Crow Island School in Winnetka, Illinois. These exemplary teachers participated in the study that described these thematic units.

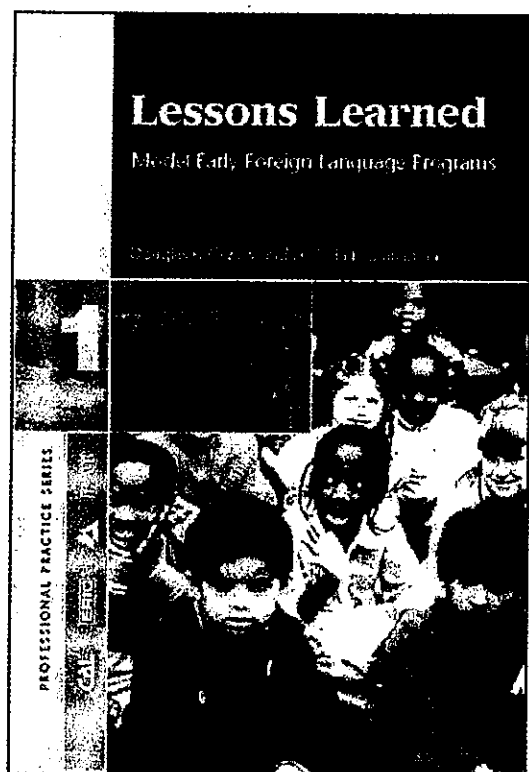


New in 2000 from **CAL** Center for Applied Linguistics and **ERIC**® Clearinghouse on Languages and Linguistics

Lessons Learned

Model Early Foreign Language Programs

by Douglas F. Gilzow & Lucinda E. Branaman



ISBN 1-887744-63-0. xxiv+218 pp. \$18.95

Teachers and administrators need ready access to clear and reliable information about effective practices in language education. The *Professional Practice Series*, developed by the ERIC Clearinghouse on Languages and Linguistics and published by the Center for Applied Linguistics and Delta Systems, is designed to provide practitioners with current information on topics, trends, and techniques in language teaching.

The series' first volume, developed in collaboration with researchers at the Center for Applied Linguistics and the Northeast And Islands Regional Educational Laboratory At Brown University, describes seven successful foreign language teaching programs for Grades K-8 in Connecticut, Florida, Maryland, Massachusetts, North Carolina, Ohio, and Oregon. Each chapter focuses on a particular program, describing the strategies and techniques used by effective teachers and administrators and offering practical guidelines and suggestions to help others implement similar strategies in their own classrooms, schools, and districts.

It is our hope that the *Professional Practice Series* will provide language educators with accessible, timely information, supported by theory and research, that will help them improve and enhance their teaching and their programs.

Jeanne Rennie and Joy Kreeft Peyton, Series Editors

For online information about this series, visit www.practiceseries.com

Order Toll-Free From Delta Systems • Phone 800-323-8270 • Fax 800-909-9901
www.delta-systems.com

Prices are subject to change without notice.

By mail, send the coupon below with payment to

DELTA SYSTEMS CO INC, 1400 MILLER PKWY, McHENRY IL 60050-7030

Please send me _____ copies of *Lessons Learned* (1-887744-63-0) at \$18.95 each, plus shipping (add 10%)

Check one: ☐ Check ☐ Money Order ☐ VISA ☐ MasterCard

Credit card no. _____

Expiration date _____

Signature (if paying by credit card) _____

Name _____

Address _____

City _____

State _____

Zip _____

Please do not return this order form to CAL!

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.

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

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

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

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

NNELL Executive Board

President

Myriam Met
National Foreign Language Center
1029 Vermont Ave., Suite 1000
Washington, DC 20005
mmet@nflc.org

First Vice-President

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

Second Vice-President

Carine Feyten
University of South Florida
4202 E. Fowler Ave., EDU 208B
Tampa, FL 33620-5650
feyten@typoon.coedu.usf.edu

Secretary

Lori Langer de Ramirez
166 Nichols Ave.
Brooklyn, NY 11208
lj17@columbia.edu

Treasurer

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

Past-President

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

Executive Secretary

Nancy Rhodes
Center for Applied Linguistics
4646 40th St., N.W.
Washington, DC 20016-1859
nancy@cal.org

Membership Secretary

Guadalupe Hernández-Silva
Center for Applied Linguistics
4640 40th St., N.W.
Washington, DC 20016-1859
lupe@cal.org

Learning Languages Editor

Marcia Harmon Rosenbusch
N131 Lagomarcino Hall
Iowa State University
Ames, IA 50011-2205
mrosenbu@iastate.edu

NNELL Appointments

Membership

Alicia Vinson
Maxwell Elementary
301 Woodland Ave.
Lexington, KY 40508
avinson@aol.com

Political Action and Advocacy

Kay Hewitt
Lexington Elementary School
116 Azalea Dr.
Lexington, SC 29072
kbhewitt@aol.com

Northeast Rep.

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

Publisher Liaison

Mari Haas
Teachers College
Columbia University
395 Riverside Dr. 12A
New York, NY 10025
haasmarib@aol.com

Mary Lynn Redmond

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

Pacific Northwest Rep.

Madeleine Pohl
American Cultural Exchange
North Seattle Center
10303 Meridian Ave. N., Suite 103
Seattle, WA 98133
pohl@cultural.org

Public Relations Chair

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

Southwest Rep.

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

Central States Rep.

Penny Armstrong
Family Resource Centers
1700 N. Locust
Pittsburg, KS 66762
pennywebb@aol.com

Southern Rep.

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

Membership Form

Please enroll me as a member of the National Network for Early Language Learning (NNELL) and send me a subscription to *Learning Languages* (receive all three issues for the 2000-2001 academic year). Enclosed is a check for \$25.00. (Overseas rate is \$30.00.) Make checks payable to NNELL.

NO PURCHASE ORDERS PLEASE.

Name _____

Title or Grade Level _____

School or Affiliation _____

Mailing Address _____

City, State _____ Zip _____

Check whether this address is _____ Home _____ School _____

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

Home Telephone: _____ Work Telephone: _____

E-mail address: _____

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

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

ADDRESS SERVICE REQUESTED