



# Learning Languages

The Journal of the National Network for Early Language Learning

Winter 2000  
Vol.5 No.2

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

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

#### *Editorial Assistants*

Sandra McJimsey  
Trina Garman  
Tracey Schneider

#### *Cover Design*

Gary Blum

## Contributing Editors

#### *International news*

Helena Curtain  
University of Wisconsin - Milwaukee  
10523 W. Hampton Ave.  
Milwaukee, WI 53225  
[hcurtain@uwm.edu](mailto:hcurtain@uwm.edu)

#### *Classroom activities*

Penny Armstrong  
Pittsburg Community Schools  
510 Deill St., P.O. Box 75  
Pittsburg, KS 66762-0075  
[pennywebb@aol.com](mailto:pennywebb@aol.com)

#### *French resources*

Myriam Chapman  
Bank Street School for Children  
610 W. 112th St.  
New York, NY 10025  
[myriamchapman@earthlink.net](mailto:myriamchapman@earthlink.net)

#### *Research*

Elsa Statzner  
National - Louis University  
1209-A Central St.  
Evanston, IL 60201  
[mruggero@nwu.edu](mailto:mruggero@nwu.edu)

#### *Funding info./New legislation*

Joint National Comm. for Languages  
4646 40th St. N.W.  
Washington, DC 20016  
[76306.535@compuserve.com](mailto:76306.535@compuserve.com)

#### *Spanish resources*

Mari Haas  
Teachers College  
Columbia University  
395 Riverside Dr. 12A  
New York, NY 10025  
[haasmarib@aol.com](mailto:haasmarib@aol.com)

#### *Teaching with technology*

Jean W. LeLoup  
ICC Department  
SUNY/Cortland  
P.O. Box 2000  
Cortland, NY 13045  
[leloupj@cortland.edu](mailto:leloupj@cortland.edu)

#### *Assessment*

Peggy Boyles  
Foreign Language Coordinator  
Putnam City Schools  
5401 N.W. 40th St.  
Oklahoma City, OK 73122  
[pboyles@ionet.net](mailto:pboyles@ionet.net)

#### *German resources*

Gertie Kessler  
Orange Hunt Elementary School  
6820 Sydenstricker Rd.  
Springfield, VA 22152  
[jkessler@erols.com](mailto:jkessler@erols.com)

# Learning Languages

---

The Journal of the National Network for Early Language Learning

Volume 5, No. 2 Winter 2000

---

## Articles

- 4 **Let's Assess: Connecting Students, Parents, and Teachers**  
Janet Kucerik
- 10 **Content-Based Language Learning—Why and How?**  
Mihaela Brumen

---

## Features

- 2 **Notes from the President**
- 3 **NNELL Participation in New Visions 2000 Is Encouraged**
- 17 **NNELL President Receives Anthony Papalia Award**
- 18 **NNELL at ACTFL**
- 19 **ACTFL '99 Features Lively FLES Swapshop**
- 22 **News from NNELL State Reps**
- 23 **Activities for Your Classroom**
- 26 **Classroom Resources**
- 28 **The Nation's Plans for a Report Card on Foreign Languages—  
and NNELL's Recommendations**
- 30 **NNELL's Response to Plans for the 2003 National Assessment of Educational  
Progress in Foreign Languages**
- 31 **Calendar**
- 32 **Announcement from Amity**
- 32 **ERIC Language Link: An Online Newsletter**

---

*Learning Languages* (ISSN 1083-5415) is published three times a year (fall, winter, and spring). Membership dues for NNELL, which include a subscription to the journal by academic year, are \$20/year (\$25 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, NNELL, 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*

---



If no one has said this to you recently, please allow me:

Thank you, thank you, thank you! Thank you for being a teacher. Thank you for teaching foreign languages—something most of the public and even some of our own colleagues don't appreciate enough. Thank you for caring enough about the future of America's children to teach in the elementary or middle school. No one can appreciate how hard you work or how important your work is, unless of course, that person is a fellow NNELL member.

Teaching is hard work. Good teaching is even harder. And good foreign language teaching in grades K-8 is among the hardest jobs of all. It's physically demanding work. Some teachers see as many as 10 classes a day (or more!). Just the physical demands of moving from room to room, being physically active and engaging for 10 different groups of students who are pretty active themselves is demanding. And let's not forget the physical effort involved in making materials for all those students, loading and unloading those carts, and getting them from one end of the building to another. Oh, and don't let me neglect those of you who are also travelling between buildings!

But, I don't just mean that good K-8 foreign language teaching is physical hard work (although it surely is)—it's intellectually and emotionally demanding too. Good teaching requires careful, thoughtful planning, analyzing learner performance in light of curriculum goals. It means identifying where

you want kids to end up, and then selecting among many alternatives the best ways to get them there. It means knowing about second language acquisition theory and how to apply it in your classroom; it means knowing what is developmentally appropriate to the children's age, cognitive maturity, and background knowledge; it means being responsive to the social needs of your students; and it means tailoring instruction to be responsive to the specific needs, abilities, and interests of the children with whom you work. You've got to know a lot and be darn smart to be a good foreign language teacher of younger learners.

Too few people in the schools and in our communities appreciate the high-quality work you do, your dedication to the cause of early language learning, and how you keep on giving 200% day after day despite occasional lack of resources, administrative support, or community interest.

NNELL has committed itself to quality foreign language learning for all children. NNELL cannot do it without you. So, again and again and again, I thank each and every one of you for making America's schools a better place and for caring enough to devote yourself to the children you serve. You truly do make a difference!

Dr. Myriam Met  
Coordinator of Foreign Languages  
Montgomery County Public Schools  
850 Hungerford Drive  
Rockville, MD 20850

## **NNELL Participation in New Visions 2000 Is Encouraged**

The National K–12 Foreign Language Resource Center (NFLRC) at Iowa State University, Ames, Iowa, and the American Council on the Teaching of Foreign Languages (ACTFL) are collaborating on an initiative that seeks to address significant issues in foreign language education and to outline a plan of action that will be undertaken by the profession. (ED: See a description of the plan for New Visions in *Learning Languages*, Vol. 4, No. 2, pp. 13–14.)

In June 1999, a planning meeting was held at Aberdeen Woods, Georgia, to discuss what the profession might do to address these critical concerns. From that meeting, five discussion papers emerged on the following topics:

- Architecture of the Profession
- Curriculum, Instruction, Articulation, and Assessment
- Research
- Teacher Development
- Teacher Recruitment

During the November 1999 ACTFL convention, the New Visions documents were discussed at the meeting of the ACTFL Delegate Assembly and at a special forum session on the project; the points raised during these discussions appear as an addendum to each discussion paper. You may obtain copies of the five papers from NFLRC or ACTFL or from the organizations' Web sites: [www.educ.iastate.edu/nflrc](http://www.educ.iastate.edu/nflrc) or [www.actfl.org](http://www.actfl.org). Your feedback on the papers is encouraged. To respond, use the form included on the Web sites or request a paper copy from NFLRC or ACTFL.

The next step in this process will be a retreat from June 15–18, 2000, at a conference center in Leesburg, Virginia. These facilities will accommodate up to 200 registrants, who will devote their time and expertise to refine the work done to date and to answer the following questions:

1. What can the profession do?
2. What are the priorities for these actions?
3. Who will do the work (the individuals, organizations, associations and related agencies that will collaborate to achieve the agreed upon objectives in a nonduplicative manner)?

NNELL members are encouraged to take part in this important national dialogue. An application form for the retreat may be requested from NFLRC or ACTFL or may be downloaded from the Web sites noted above. Applications will be accepted until space is filled. Limited fellowship support will be provided to participants who are unable to obtain institutional support and therefore would be unable to attend.

# Let's Assess: Connecting Students, Parents, and Teachers

*Janet Kucerik  
Bay Point Elementary Magnet  
School  
St. Petersburg, Florida*

A third grader anxiously awaits his turn. His foreign language teacher has spotted the colorful cards tucked behind his name on the pocket chart that hangs prominently at the front of his classroom. Today is his day! He is particularly eager, because he knows the work he has done will allow him to advance to a new level of language learning, and he will receive a new sheet of cards to take home and show his mother or father. When his name is called, he stands and confidently names in Spanish the terms for the members of the family. After this recitation he names a food he likes to eat and—using a well-practiced expression—one he does not. His classmates applaud. His classroom teacher smiles with pride. His Spanish teacher beams with satisfaction and continues with her lesson. The Spanish teacher has “tested” three students in this third-grade classroom today, a practice repeated during almost every lesson as a natural component of each 25-minute lesson. Although she sees more than 200 students a day, the Spanish teacher is able to monitor individual growth in the listening and speaking proficiency of each student by using a process that integrates assessment and instruction. The data collected provide valuable information to her, her students, and their parents. It does not, however, feel like a test. It feels like success.

It does not,  
however, feel  
like a test.  
It feels like  
success.

## Background

Like most elementary school foreign language teachers, the teachers at Bay Point Elementary Magnet School in Pinellas County, located in St. Petersburg, Florida, have had a lengthy struggle defining how to assess students effectively. The large numbers of students, the sacrifice of instructional time, artificial testing conditions, and difficulty in establishing authenticity in assessments have combined to pose a challenge familiar to many programs. The Pinellas County team's attempts at monitoring and documenting student progress have included a variety of testing procedures, among them yearly individual testing of oral and aural skills, group listening comprehension tests, and random sampling of children at certain grade levels for individual oral interviews. All undertakings resulted in significant interruption of instructional time and the feeling that artificial testing scenarios had little connection to classroom experience.

In an effort to align assessment with the teaching process, the team progressed to creating rubrics that identified skills acquired during classroom activities, such as fantasy trips, paired activities, and dramatic presentations (Curtain & Pesola, 1994). Although the connection to the learning experience was stronger, the resulting compilation of data still did not serve the desired purpose.

Needed was a process that integrated assessment with instruction and presented clear results that were accessible to parents and students (Stiggins & Knight, 1997). A bonus would be the ability to use the results for program evaluation and modification.

### **Assessment Goals**

The teachers involved in the program recognized the need to involve all stakeholders in the assessment process as a way of attaining needed and practical results. A connection between parents, the classroom teacher, the student, and the foreign language teacher was envisioned, and a set of goals for an efficient home-assessment program began to emerge. These goals provide parents with information about the foreign language program and their children's progress and offer them the means to practice and support language learning at home; they also connect the foreign language practice to the classroom routine and provide classroom teachers with the means to review skills regularly with students. The goals empower students to set learning objectives and direct their own achievement. Finally, the goals integrate assessment with instruction, using a manageable process to produce assessment data that enable the foreign language teacher to generate useful student and program evaluations.

### **Materials**

The assessment process that was developed uses 1) a pocket chart in each classroom, 2) assessment cards held in the pocket chart, which are written to reflect the linguistic goals of the program (printed on durable stock paper), 3) name cards for each student in the program, and 4) a "profile sheet" for recording the long-range achievement of each student. The profile sheet is kept in the student's portfolio and is updated regularly.

### **Parent Communication**

Parents are introduced to the program by way of a letter that explains the goals of the program and the role of the parent. The Pinellas team has also found yearly workshops to be useful in demonstrating the assessment process to the parents.

### **Process**

Students become familiar with the program on the first day of class by way of a pocket chart. It noticeably displays a name card for each child in the classroom. Each student receives Assessment Card A (see Fig. 1), which contains ten skills, written in the native language, printed as small cards (10 fit on an 8 1/2" by 11" sheet). Beneath each skill is also printed a place for the student's name, the date, and parent signature. Students are instructed to take the assessment card home and practice the skills with a family member until they feel ready to present them in class. Consistent practice and growing confidence in the use of language, not rapid completion of cards, are the goals.

Once a child is ready to return a card to school, she cuts it out and places it behind her name in the pocket chart in the classroom. Each day after the warm-up portion of the foreign language lesson, the teacher uses the cards placed in the pocket chart by students to review skills and assess students. Thus, in addition to reviewing skills with all students, individual student progress is assessed. If a student demonstrates that she can successfully complete the task, the teacher initials the completed card. Completed cards are later recorded on the student's profile sheet. Students receive the next level assessment card once all of the skills on the previous card have been successfully presented in class.

### **Benefits**

*Student Progress.* The positive nature of the program is reflected in

The goals empower students to set learning objectives and direct their own achievement.

Figure 1. Assessment Card A.

|  |  |
|--|--|
| <b>I can count up to 10 objects in Spanish.</b><br><br>Name:<br>Date:<br>Parent's Signature: | <b>I can identify 3 shapes in Spanish.</b><br><br>Name:<br>Date:<br>Parent's Signature:  |
| <b>I can name 4 foods in Spanish.</b><br><br>Name:<br>Date:<br>Parent's Signature:           | <b>I can identify 5 body parts in Spanish.</b><br><br>Name:<br>Date:<br>Parent's Signature:  |
| <b>I can identify 6 colors in Spanish.</b><br><br>Name:<br>Date:<br>Parent's Signature:      | <b>I can identify 4 animals in Spanish.</b><br><br>Name:<br>Date:<br>Parent's Signature:   |
| <b>I can name 3 family members in Spanish.</b><br><br>Name:<br>Date:<br>Parent's Signature:  | <b>I can say the days of the week in Spanish.</b><br><br>Name:<br>Date:<br>Parent's Signature:   |
| <b>I can greet an adult in Spanish.</b><br><br>Name:<br>Date:<br>Parent's Signature:         | <b>I can respond yes / no to the following questions in Spanish</b><br><b>1. ¿Te gusta el chocolate?</b><br><b>2. ¿Te gusta el español?</b><br><br>Name:<br>Date:<br>Parent's Signature: |
| Parent's Comments or Questions:  |  |
| Pinellas County FLES Team/ 1997 <b>A</b>   |  |

active participation of the students, who are empowered by the privilege of informing the foreign language teacher when they are ready to be tested. This assessment model provides clear learning goals. Students are able to set personal goals and control their achievement (Stiggins, 1997). Particularly important to most early foreign language programs is the consideration of students new to the program.

The Home Assessment Program allows students, no matter what their grade level or past language experience, to begin at level A and progress at a comfortable pace.

Pinellas County teachers report that the repeated home and classroom practice results in higher levels of language competence than was recorded with traditional assessments. Another payoff of the program has



been increased student involvement in the assessment of peers, a valuable team-building component (Stiggins, 1997). Students who have mastered certain skills model and encourage others to learn those skills. Assessment is no longer isolated from classroom experience; it is a shared, public event.

Student participation in the Home Assessment Program, although not used as criteria for any traditional student grade, has increased significantly with each year of implementation. In the program's first year, 65% of third graders returned cards regularly and progressed through at least one level of the program. That participation increased to 72% in the second year. Currently, 85% of the third-grade students who were introduced to the program this year bring cards back regularly and are enthusiastically involved in the program. Teachers also report increased confidence and accuracy in students' use of Spanish with each year they continue in the program. Since material is introduced and reintroduced, children have an opportunity to grow in confidence and language proficiency (Shrum & Glisan, 1994). This outcome is a result of the spiraling nature of the foreign language curriculum, as it builds skills needed for communication and focuses on continuous improvement (Omaggio, 1986).

*Classroom Teacher Involvement.* Sharing in the foreign language assessment process is the classroom teacher, who may also participate in the foreign language assessment program. Classroom teachers who feel they are a part of the language teaching team can extend language learning in the regular school day (Curtain & Pesola, 1994). Establishing specific, undemanding roles for the classroom teacher makes an integrated content-related foreign language program much more feasible. Involvement in the language program can be uncomfortable for the classroom teacher who

has limited or unsuccessful experience with second-language learning.

The Home Assessment Program, however, not only isolates skills that classroom teachers can practice with their students, but also allows the classroom teacher to use his or her native language while eliciting student practice of the target language. In addition, the program allows the classroom teacher to set goals for his or her own language development while participating in the program along with the students. Often the classroom teacher learns from the students.

An additional benefit of the assessment program is that all students in the class are exposed to more Spanish, and skills are reinforced repeatedly. As part of daily morning exercises, at the end of the day, or whenever the teacher has several minutes before lessons or while awaiting the arrival of a specialist, the classroom teacher can use the pocket chart to ask a child to perform or practice a skill. The process empowers the student, giving her the opportunity to showcase a skill she has mastered. Classroom teachers at Bay Point who use the cards during school-day transition times report that the cards are a source of pride for the students and a valuable connection to the foreign language program.

*Parent Involvement.* Parents traditionally are not included in the testing process. It is often particularly difficult to involve parents in the foreign language program, yet the importance of total community involvement in the school program has become a vital component of quality school programs (Carregal et al., 1999). Their own limited or negative experiences with second language learning can make parents reluctant to participate in their child's learning.

Giving them a role in the assessment process not only connects them to their child's learning, but also raises their awareness of what is being taught in the program. Throughout the

. . . all students in the class are exposed to more Spanish, and skills are reinforced repeatedly.

school year, parents are informed about what their students should be practicing at home and how well they are doing.

### Evaluation Results

*Classroom Teachers.* In a recent questionnaire designed to elicit feedback on the Home Assessment Program at Bay Point, a fifth-grade teacher wrote, "Students share their knowledge with their parents, which helps to reinforce concepts with additional practice; the program also helps the child develop organizational skills."

A fourth-grade classroom teacher added, "The Home Assessment Program allows parents to appreciate the growing level of their child's understanding of Spanish. Homework is presented in a fun, collaborative setting, and is often tied to the regular curriculum. Finally, it provides me with a way to practice Spanish with my students."

A fifth-grade classroom teacher shared that she practices the skills on the cards along with her students. "I have a student sign my card once I am able to recite the skill correctly."

*Parents.* A questionnaire was distributed to a sampling of Bay Point parents who had participated in the Home Assessment Program for at least one year to determine in what ways, if at all, the program keeps them informed about the foreign language curriculum. One Bay Point parent responded, "I see the progress being made by my child. I also see the progression of the program as a whole."

Another parent wrote of her experience with the Home Assessment Program with her son, grade four, and her daughter, grade five: "Since I have no knowledge of Spanish, the program gives me a tool to help my children study. It also gives me an idea of how they are progressing. Because we treat it as 'homework,' it raises the level of seriousness of the course, teaching the children that they must work in order to learn. Finally, it allows me to regularly reinforce the value of learning a second language."

"I see the progress being made by my child. . . ."

The results of a survey distributed to all parents who had children in either fourth or fifth grade and who had had the opportunity to participate in the Home Assessment Program for at least one full year were encouraging. With 72 parents responding, 60 parents, or 83% of respondents, knew what the Home Assessment Program was and said that their child had participated in the program. Within that subgroup of 60, 59 parents, or 98%, felt that the program helped them to better know what their child was learning in Spanish class. Ninety-seven percent of the subgroup parents reported that their child enjoyed completing cards at home and felt that their child was routinely able to return signed cards to school without a problem. Eighty-three percent of these parents thought that the program increased the amount of time their child spent practicing Spanish outside of the classroom.

When originally piloted, the program included an assortment of grade levels, K-5. After one year with the program, it was determined that the cards were too difficult for young children (grades K-2) to handle and return successfully to school. For this reason, an alternative assessment program was developed for the primary grades.

### Conclusions

Concerns about constraints of time, the usefulness of the testing results to parents and program evaluators, and the degree to which testing was connected to instruction and student language proficiency convinced Bay Point foreign language teachers to develop a radically new assessment program. In addition, implementation of national and state standards contributed to the need to identify assessment goals aligned with the strands, standards, and benchmarks of the standards.

The new program needed to 1) reflect a more direct connection between teaching and testing, 2) involve all

stakeholders, and 3) be built around the philosophy of continuous improvement (Carregal et al., 1999). Since a large portion of classroom time is spent in learning language for communication in meaningful contexts, the new testing program needed to do the same, while producing results that would be both accessible to students and parents and valuable to foreign language teachers for program planning (Stiggins & Knight, 1997).

With the implementation of the Home Assessment Program at Bay Point Elementary, student performance has been placed in a perspective of student progress and achievement and provides evidence that program goals are being achieved (Met, 1998). Perhaps most important to the Bay Point foreign language teachers, however, is that the repeated home and classroom practice results in higher levels of language competence than previously recorded with traditional assessments and there now are data that show teachers the instructional gaps related to student performance.

Now in its third year, the Home Assessment Program continues to evolve as it meets the need of a changing elementary school foreign language program. Integrated with the lesson, student-centered, efficient, and progressive, it is a test that feels like success.

## References

- Carregal, et al. (1999). *Bringing the sunshine state standards into the classroom*. Tampa, FL: University of South Florida and Florida Dept. of Education.
- Curtain, H., & Pesola, C. A. (1994). *Languages and children: Making the match*. White Plains, NY: Longman.
- Met, M., (Ed.). (1998). *Critical issues in second language learning*. Glenview, IL: Scott Foresman-Addison Wesley.
- Omaggio, A. (1986). *Teaching language in context*. Boston, MA: Heinle & Heinle.
- Shrum, J. , & Glisan, E. (1994). *Teacher's handbook: Contextualized language instruction*. Boston, MA: Heinle & Heinle.
- Stiggins, R. (1997). *Student-centered classroom assessment*. Upper Saddle River, NJ: Prentice Hall.
- Stiggins, R., & Knight, T. (1997). *But are they learning?* Portland, OR: Assessment Training Institute.

. . . the repeated home and classroom practice results in higher levels of language competence. . . .

---

**Note:** Further information on this or any of the Bay Point Elementary products is available using the following e-mail addresses: Sylvia Amaya (silcris@aol.com), Janice Johnson (jschw6@aol.com), Jan Kucerik (jkuce@aol.com).

---

# Content-Based Language Learning—Why and How?

*Mihaela Brumen  
University of Education  
Maribor, Slovenia, Europe*

The content-based approach gives students a more integrated view of their own learning. . . .

## Introduction

The content-based approach in early foreign language education is of great value because it goes beyond linguistic content to integrate all school learning into instruction. Early foreign language learning has always tended to use themes as a vehicle for teaching; the primary difference today is the importance that is attached to the content itself (Genesee, 1998). Current perspectives emphasize the use of authentic, meaningful, and often cognitively challenging content (Met, 1997; Genesee, 1998). A major emphasis is on subject matter content from the school curriculum—math, science, social studies, and other subjects. Yet Curtain and Haas (1995) note that content in the foreign language classroom may even expand beyond the school curriculum to include varied sources, such as the learners' everyday life and specific cultural themes.

In some approaches, the content assumes as much significance as the language when it comes to evaluating the success of instruction (Genesee, 1998). Immersion programs, for example, focus on academic content as the medium of language instruction. The success of these programs is critically dependent on students' mastery of the academic content to the same degree and level as students in native-language classrooms. In other cases, academic content may serve as the medium for language instruction, but during evaluation greater signifi-

cance is attached to mastery of language skills than to the accompanying academic or cognitive skills associated with the content being taught (Snow, et al., 1989).

The content-based approach gives students a more integrated view of their own learning by enabling them to see the interconnection between the various subjects they study. For example, when students study about the four seasons, food, or the hospital in social studies and these same topics are addressed in the foreign language classroom, there is reinforcement of learning and a strong sense of related learning.

Genesee (1998) identifies a number of reasons for content-based approaches in early foreign language learning—the most relevant of which will be addressed here. First, for young children, language, cognitive, and social development go hand-in-hand. Language is a primary vehicle for social and cognitive development during childhood. Content-based language instruction maintains the integrity of these critical components of development. Second, few young learners are motivated to acquire language for its own sake. Foreign language instruction that uses meaningful and developmentally appropriate content motivates language learning. Third, integrating language instruction with authentic content and communication provides critical cognitive and social substrates for learning language

and represents a real communicative and cognitive value. Fourth, foreign language instruction that integrates authentic content, especially domain-specific content, such as science or social studies, acknowledges and maintains the domain-specific ways in which language is used in real-world contexts. In other words, learners in content-based classrooms learn socially and culturally appropriate ways of using the target language.

There are a number of excellent descriptions of the content-based approach (Lipton, 1998). One famous example, which is often presented in workshops on early language learning, is the caterpillar story, written by Eric Carle.

The following content-based unit has been useful in my early foreign language classroom, in which I teach ten- and eleven-year-old children, who started to learn English when they were six and seven years old. This project is about hats (see Fig. 1). It took us five lessons to finish our unit, which addressed the following subjects: science, language arts, mathematics, social studies, music, physical education, and art.

### Brainstorming

To begin, I chose a simple topic—hats—and wrote the word in the center of a large piece of paper and drew a circle around it. In groups of four, the students brainstormed and wrote down the key words related to the word, within the limits of their target-language (English) vocabulary (see Fig. 2). In the very early stages of language instruction, the teacher may choose to accept some mother tongue equivalents and then write these down in the target language. Such a brainstorming session might yield the following words:

|          |          |            |
|----------|----------|------------|
| woman    | wool     | cloth      |
| man      | wind     | Robin Hood |
| red      | Nike     | winter     |
| children | Fishbone | rain       |
| boys     | Benetton | green      |

|        |                        |
|--------|------------------------|
| girls  | Little Red Riding Hood |
| colors | cold brown             |
| blue   | straw purple           |

### Mapping

I guided the students in identifying groups of related words within the long list and developing names for these secondary categories. We wrote the names around the central idea word, connecting them to the central idea and to each other with lines, and then listed the related words beneath the new subcategory title. Figure 3 shows what the categories in one example looked like. Using graphic organizers can be an effective type of strategy for helping students to develop skills such as comparing, contrasting, and analysis (Curtain & Pesola, 1998).

### Singing

Songs learned in the target language have the double benefit of giving students experience with an important dimension of the target culture and helping them to internalize the vocabulary, rhythms, and structures of the new language. We chose a song connected with hats, "My Hat Has Three Corners," which students already knew in the mother tongue (Slovenian) and which they had also learned in English and German (many of the children can speak German because we live not far from the Austrian border). Singing and miming the song in three different languages was quite an experience for students.

### Recognizing, Labeling, and Describing

Proponents of cooperative learning indicate that it has an important place in the development of social skills (Curtain & Pesola, 1998). Cooperative activities also have an important place in the development of language, since as students work cooperatively they develop language functions that are an integral part of the foreign-language curriculum. Learning how to interact in

Using graphic organizers can be an effective type of strategy for helping students to develop skills such as comparing, contrasting, and analysis.

Figure 1. Content-based unit about hats.

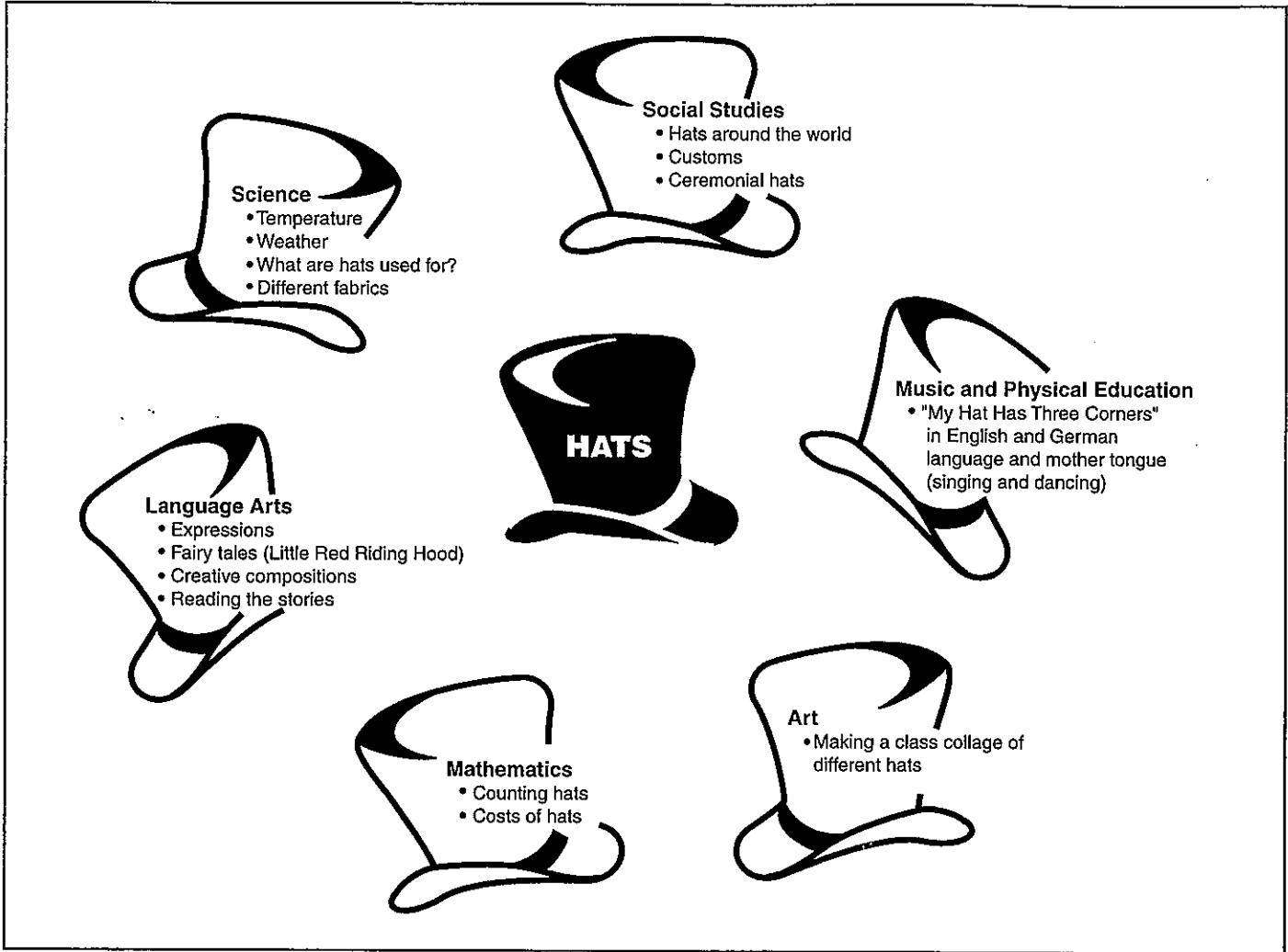


Figure 2. Topic word, hats, with related key words given by students.

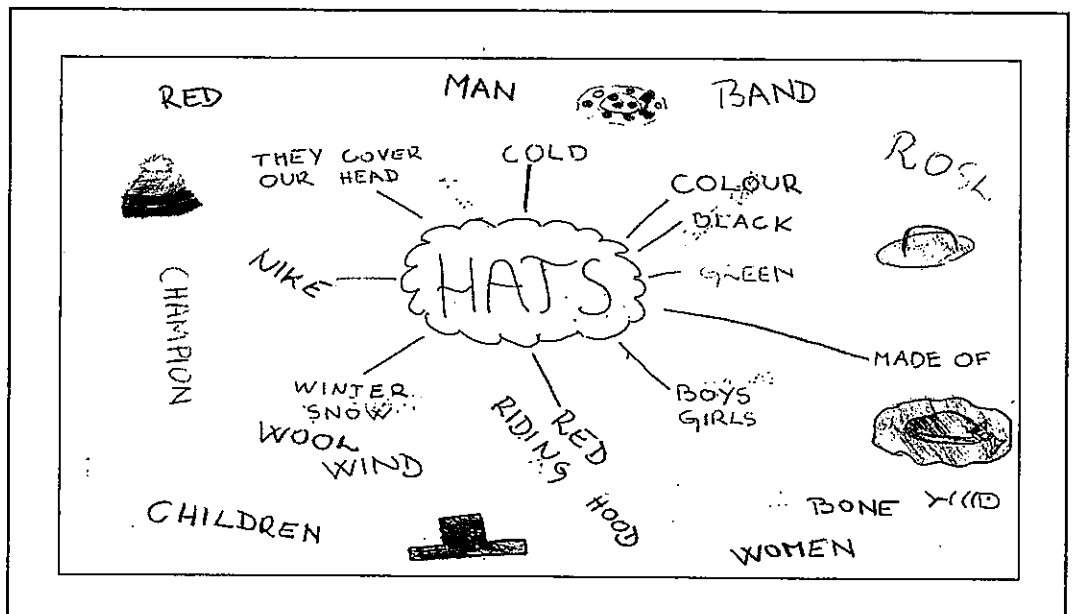
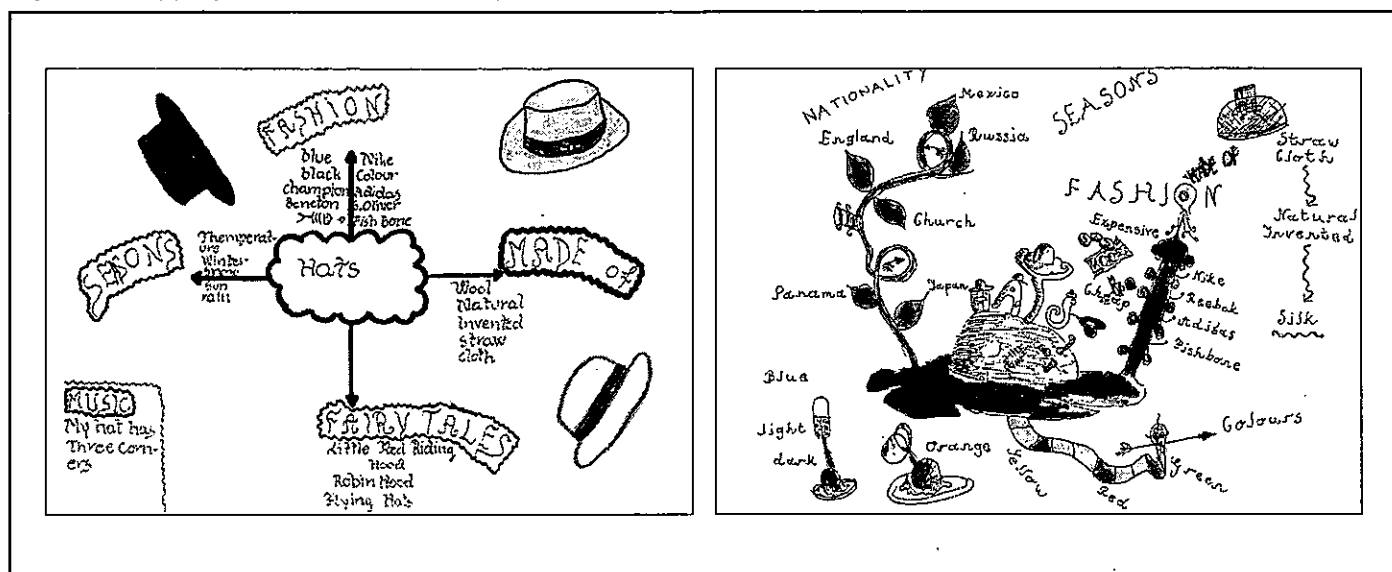


Figure 3. Mapping words related to the topic word.



a group in the target language also will enable students to be more open and receptive to speakers of the target language.

For homework, students collected pictures of hats around the world, described the hats, labeled them, and compared them with hats from their own country. Next, students worked in groups to plan and prepare activities that use the hats. I gave students the possibility of deciding what they would like to prepare, but also gave some suggestions. The results were wonderful:

- One group of students folded four pieces of paper and tied them up with a thread. On each side they drew a hat and described it. Thus, they made a booklet of different hats.
- One group prepared a crossword puzzle of hats.
- One group drew a map of Europe, identifying the different countries, then labeling different hats in each country.

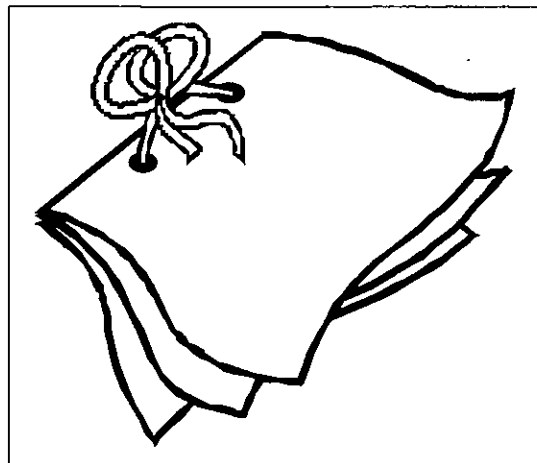
Figure 4 provides some examples of students' work.

### Story Dramatization and Pantomime

Egan (1979, 1986) identifies the use of the story form as one of the most effective tools for communicating new information to young learners. Curtain and Pesola (1998) clarify that the story selected should be one that is familiar to children from their native culture, should include a large proportion of previously learned vocabulary, and be repetitive, making use of patterns that occur regularly and predictably.

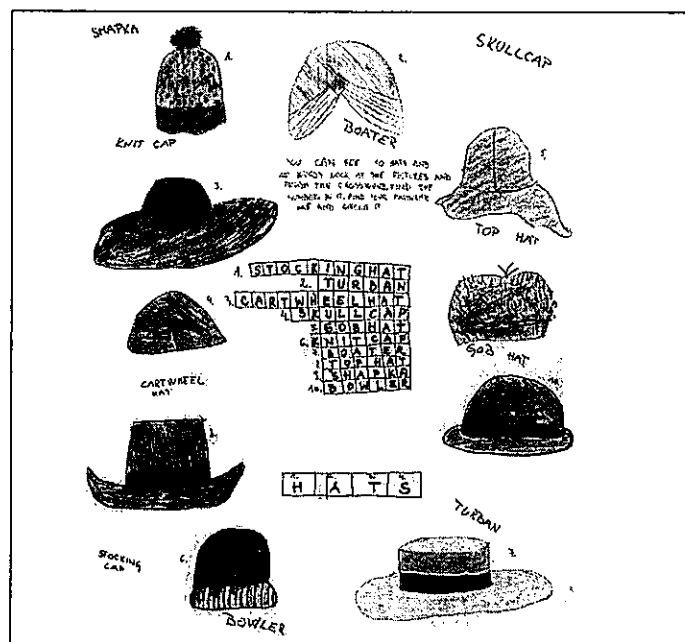
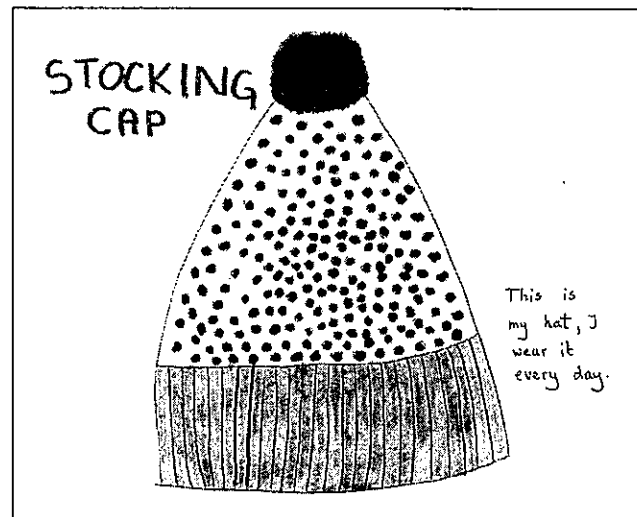
To begin, I asked the students if they knew any stories in which hats were important. They all remembered two stories: *Little Red Riding Hood* and *Robin Hood*. Then I gave the students the following words written on small cards: *active, good-looking, girl, cloak, wood, old, granny, bed, picnic, basket, cherry juice, buns, cakes, wonderful, primrose, path, wolf, eat*. If there were some words that they did not understand, we discussed and explained them together. The task that they had to do was to put the words in an order that would suggest sentences that would tell the story of

Figure 4. Student projects from the content-based unit on hats.



A booklet about different hats.

A drawing of a stocking cap belonging to one of the students.



A crossword puzzle about hats.



### *Little Red Riding Hood.*

First the students wrote (in groups of five) their stories about *Little Red Riding Hood*. Then these five students performed the story, with one student reading and the other four miming. Each of them took one role: Red Riding Hood, granny, wolf, and hunter. Their role-playing was great and they enjoyed the miming and had fun with the activity.

### **Writing Compositions**

It is difficult enough for early foreign language students to write in their mother tongue, but even more so in a foreign language. We know that writing is one of the abilities that should be developed with the primary goal of communication. Teachers need, therefore, to be especially sensitive to the various writing demands they are making on their students in their foreign language classes and to be aware of a variety of ways of supporting their writing (Brewster, et al., 1992). Much of the writing students are asked to produce in a foreign language classroom is designed to provide specific language practice, in selecting and spelling

words correctly, as well as in using grammatical structures accurately. To focus on communication, young learners must be encouraged to produce "creative" or "free" writing in the foreign language. This is sometimes difficult to do and requires a great deal of support at the levels of word, sentence, and text.

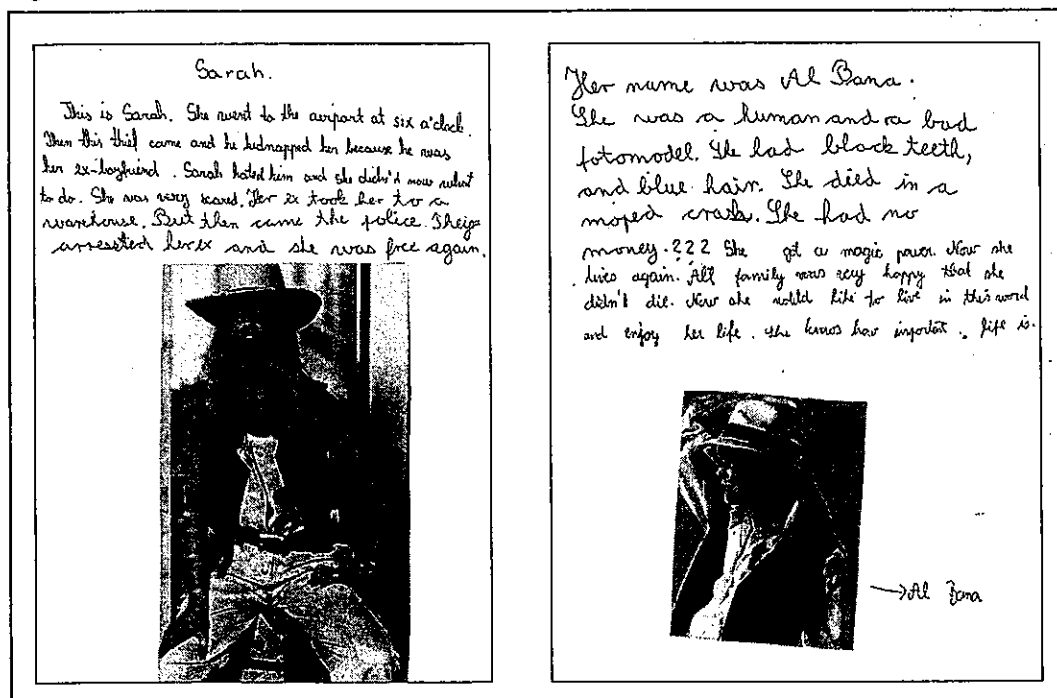
From magazines I collected pictures of different people wearing hats. I put the pictures face down on a table and asked students to choose one picture. I wrote on the board the following questions: Who? Where? When? Why? and What happened? In groups of three the students wrote a short story about an imaginary person. They wrote who the person in the picture is and where he/she is. Next they addressed the problem the person is facing and proposed when and why the problem occurred. Each group then passed their story on to the next group that had to solve the problem.

### **Creative Activities**

Creative art activities are an important part of the general curriculum, because they not only stimulate

To focus on communication, young learners must be encouraged to produce "creative" or "free" writing in the foreign language.

Figure 5. Students' stories about imaginary persons.



... one should keep in mind that it is the *process* that is important.

children's imagination, but also develop skills such as hand-eye coordination. They are also very enjoyable and motivating. While planning a creative activity, remember that it is essential that the teacher try it out first. It is also important not to expect works of art from the students (although you may well get one); one should keep in mind that it is the *process* that is important. It is unrealistic to expect that students will speak in the target language all of the time they are working, although the teacher should encourage them to use target phrases such as *May I have the scissors/glue, please?* To reinforce the children's connection with the target culture, a tape of songs in the target language can be played while the children work. When the students have finished, they should show their work either in the classroom or around the school. This gives them pride in their work and allows other groups to come into contact with the target language.

At the end of our project students made their own hats from newspaper and together we sang the song "My Hat Has Three Corners" in three different languages and danced.

## Conclusions

In order to achieve and maintain high student interest and motivation for content-based language learning, educators must organize their lessons and activities around the needs and interests of students. They must also focus their thematic teaching on meaningful and interesting information in order to help their students use the foreign language and connect ideas and information and make them more understandable and easier to remember. To be compatible with the goals and philosophy of the elementary

school, planning for content-based teaching should address the needs and the development of the whole child.

## References

- Brewster, J., Ellis, G., & Girard, D. (1992). *The primary English teacher's guide*. London: Penguin English.
- Curtain, H., & Haas, M. (1995). *Integrating foreign language and content instruction in grades K-8*. ERIC Digest (EDO-FL-95-07). Washington, DC: ERIC Clearinghouse on Languages and Linguistics.
- Curtain, H., & Pesola, C. A. B. (1998). *Languages and children, Making the match*. New York: Longman.
- Egan, K. (1979). *Educational development*. New York: Oxford University Press.
- Egan, K. (1986). *Teaching as story telling*. Chicago: The University of Chicago Press.
- Genesee, F. (1998). Content-based language instruction. In M. Met (Ed.), *Critical issues in early second language learning*. New York: Scott Foresman-Addison Wesley.
- Lipton, G. C. (1998). *Elementary foreign language programs (FLES)*. Illinois: National Textbook Company.
- Met, M. (1997). *Curriculum decision-making in content-based teaching*. Rockville, MD: Montgomery County Public Schools.
- Snow, M. A., Met, M., & Genesee, F. (1989). A conceptual framework for the integration of language and content instruction. *TESOL Quarterly*, 23 (2), 201-217.



## NNELL President Receives Anthony Papalia Award

Dr. Myriam Met, NNELL President, received the ACTFL-NYSAFLT Anthony Papalia Award for Excellence in Teacher Education, which was presented at the annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL) in November 1999, Dallas, Texas. Alicia Belozzerco, chair of the award committee, highlighted Dr. Met's accomplishments:

As "a teacher of teachers and an exemplary learner," Dr. Myriam Met has influenced both national and international foreign language education for several decades.

She is a founder of NADSFL, the nominating organization, and a founding member of the National Network for Early Language Learning, which highly endorses her nomination. Other endorsements include the Dean of Weber State University, AATSP, members of Concordia College, the board of the National Standards in Foreign Language Education Collaborative Project, the National K-12 Foreign Language Resource Center, and teachers, principals, and coordinators of the public school systems in Fairfax County, Virginia, North Carolina, Montgomery County, Maryland, and Cincinnati, Ohio.

Among Mimi's many publications are textbooks widely used in both elementary and secondary schools, research-based books, chapters, and articles on educational issues such as the national standards, the teaching of culture, second-language acquisition, proficiency and proficiency-based instruction, ESL, FLES, bilingual education, immersion, and curriculum development. She has also worked to implement programs for Mandarin Chinese, Japanese, Indochinese, and Spanish.

Mimi's voice has been heard as far as Finland, Japan, Spain, France, Israel, Great Britain, Pakistan, and Canada, as keynote speaker, panel moderator, presenter at numerous professional conferences, and as invited guest at the U.S. Congress, the U.S. Department of Education, and the White House Initiative for Educational Excellence for Hispanic-Americans. She is the recipient of numerous fellowships, honors, and national awards, and was named to the Order of the Palmes Academiques by the government of France, as well as to La Fondation Franco-Americaine and French Ministry of France at their invitational seminars in France.

In the words of a colleague, "There are few in our profession who have made such outstanding contributions to language learners and teachers as Myriam Met." We are honored to recognize Mimi for her leadership and lifetime work.

*Good teaching matters and I have always wanted to be a good teacher. Being a good teacher is not just hard work; it is a never-ending process of becoming one. I am grateful to all the good teachers I have worked with in schools, in workshops, and on projects, for if I have learned anything at all about good teaching, it comes from many years of working with them. They are the real heroes of education. My thanks also go to my talented colleagues in the National Association of District Supervisors of Foreign Languages and the National Network for Early Language Learning who have helped me become better at what I try to do; to my good friend and colleague, Eileen Lorenz, whose expertise and fierce dedication to excellence have helped me grow and learn; and to my family—Leon, Michael, and Jamie—for their support, sense of humor, and long-suffering patience.*

— Myriam Met



# NNELL at ACTFL

*Dallas, Texas, November 1999*



*NNELL Executive Board honors Christy Brown in appreciation for her leadership as president, 1998–99. Front row, from left: Marcia Pastorek, Mari Haas, Janet Glass, Marcia Rosenbusch, Carol Ann Pesola Dahlberg; middle row, from left: Jan Kucerik, Christy Brown, Kay Hewitt, Mary Lynn Redmond, Kathleen Riordan; back row, from left: Nancy Rhodes, Carine Feyten, Michael Nettleton, Lori Langer de Ramirez, Madeleine Phol, Susan Walker, Penny Armstrong.*



*NNELL Executive Board in action. From left: Mary Lynn Redmond, Nancy Rhodes, Mari Haas, Michael Nettleton, and Marcia Pastorek (see inside front and back covers of Learning Languages to identify each person's NNELL role.*

*The NNELL booth at ACTFL Exhibitors' Hall. Mari Haas, far left, organized NNELL's exhibit. She enjoyed the help of many NNELL members, several of whom are pictured here.*



# ACTFL '99 Features Lively FLES Swapshop

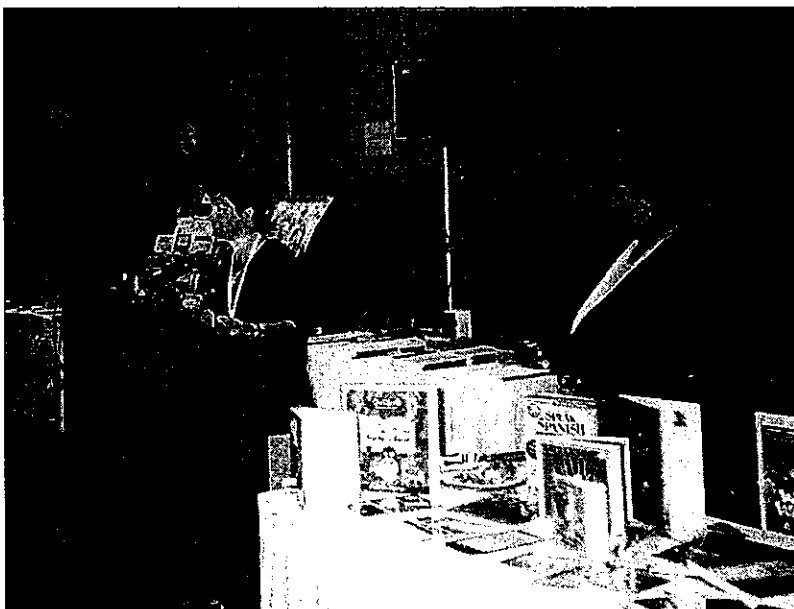
Over 200 early language educators networked, visited publishers' tables, sang, danced, collected almost 100 classroom teaching activities prepared by attendees, won raffle prizes, and enjoyed a delicious buffet at the FLES Swapshop Breakfast. NNELL sponsored this popular event, which was part of the ACTFL '99 meeting in Dallas.

Mimi Met, president of NNELL, welcomed participants, introduced the NNELL board members, and gave a short report on important NNELL activities.

An exciting new event at this year's swapshop was entertainment by Grupo Cañaveral from Florida. Teachers, NNELL state and regional reps, and board members rose from their seats for foot-stomping songs and games as Hilda Luisa and Nelson Zuleta sang and played various instruments. The enthusiasm was contagious!

Thirteen publishers displayed their FLES products at the swapshop. They, as well as many other companies, contributed great prizes for the raffle. Raffle winners went home with posters, software, storybooks, magazines, T-shirts, curriculum materials, and much more. NNELL greatly appreciates the support of the following publishers: Asia for Kids/Master Communications, Bayard Press, Berlitz Languages for Kids, Cheng & Tsui, Early Advantage, Edumate Educational Materials, Grupo Cañaveral, MEP School Division, North-South Books, NTC/Contemporary Publishing Group, REI America, Soleil Software, and Sosnowski Associates. Please request their catalogs so that your classroom can be enriched with their wonderful products for teaching languages K-8!

We also thank Applause, Carlex, Concordia Summer Language Villages, Ideal Books, Libros



*Mari Haas, NNELL publisher liaison, addresses participants at the NNELL Swapshop Breakfast. Mimi Met, NNELL president and next Swapshop Breakfast speaker, stands beside one of the many publisher book displays.*

*NNELL  
Swapshop  
Breakfast  
participants  
pick up one  
of the many  
handouts of  
classroom  
activities  
shared by  
elementary  
school  
foreign  
language  
teachers.*



HispanoAmericanos, Miraflores, Prentice Hall, Rhyme Time, Risas y Sonrisas, and World of Reading for contributing raffle prizes.

For your convenience, the following list provides informational briefs about each of the publishers that had a swapshop display.

**Asia for Kids/  
Master Communications**  
800-765-5885; Fax: 513-563-3105; E-mail: master@afk.com; Web site: www.asiaforkids.com

Distributes a variety of cultural and curriculum materials (information and storybooks, videos, cassettes, CD ROMs, rubber stamps, and posters) for K-12 classrooms in Chinese, Japanese, Korean, Vietnamese, as well as, ESL/EFL and bilingual materials in Albanian, Arabic, Hmong, Khmer, Lao, Spanish, and Serbo Croatian.

**Bayard Press**  
301-299-5920; Fax: 301-983-8917

Publishes educational magazines in French, Spanish, and Chinese for

every level from kindergarten to college. The many different magazine formats include stories, subject content, and general interesting cultural information. The magazines are great for kids to read, and they serve as resources for teachers.

**Berlitz Languages for Kids**  
718-748-1879; Fax: 718-921-3020; E-mail: Harrybarfrost@berlitz.com; Web site: www.berlitz.com

Publishes a five-level teaching program for early childhood, elementary, and intermediate school in Spanish, French, Italian, German, and Japanese. Each level includes a teacher's plan book, picture pack, and audiocassette, as well as a student workbook.

**Cheng & Tsui**  
617-426-6074; Fax: 617-426-3669; E-mail: exec@cheng-tsui.com; Web site: www.cheng-tsui.com

Publishes and distributes East and Southeast Asian language and cultural materials for all age groups. They have not only curriculum materi-

als and storybooks, but also T-shirts, tote bags, and other products to promote teaching Asian languages at all levels.

### **Early Advantage**

203-259-6480; Fax: 203-259-0869; E-mail: [mail@early-advantage.com](mailto:mail@early-advantage.com); Web site: [www.early-advantage.com](http://www.early-advantage.com)

Publishes MUZZY, the BBC Language Course for Children offered in Spanish, Italian, French, and German for children pre-K–8. This engaging and educational program now comes in a classroom edition that is especially designed for use in schools.

### **EduMATE Educational Materials**

619-275-7117; Fax: 619-275-7120; E-mail: [edumate@aol.com](mailto:edumate@aol.com)

Offers a wide selection of books, posters, games, music, videos, toys, manipulatives, and teacher resources in English and Spanish for all subjects and grade levels. EduMATE is a great resource for content materials, and the collection of music they offer is extensive.

### **Grupo Cañaveral**

800-CANTARE; Fax: 305-480-0023; E-mail: [info@hispanicmusic.com](mailto:info@hispanicmusic.com); Web site: [www.hispanicmusic.com](http://www.hispanicmusic.com)

Offers traditional Hispanic American music for the Spanish and multicultural classroom. Their cassettes and CDs have accompanying lyric booklets, teachers' manuals, and student activity books. The music is clear and upbeat and would enrich any Spanish K–8 classroom.

### **MEP School Division**

800-380-8919; Fax: 847-866-6290; E-mail: [info@mep-eli.com](mailto:info@mep-eli.com); Web site: [www.mep-eli.com](http://www.mep-eli.com)

Distributes imported and domestic foreign language and ESL materials in nine languages (foreign language text and supplementary texts, literature, dictionaries, reference materials,

juvenile literature and texts, audio-tapes, videos, blackline masters, and teacher resources). They also feature special imports in Spanish, French, and German for immersion and elementary school classes.

### **North-South Books**

212-463-9736; Fax: 212-633-1004; E-mail: [mmartens@northsouth.com](mailto:mmartens@northsouth.com); Web site: [www.northsouth.com](http://www.northsouth.com)

Publishes best-selling children's picture books in French, German, Spanish, Japanese, and Italian. They also feature buttons, calendars, and storybook characters to accompany the books. Curriculum units to accompany some of the books are available to download from their Web site.

### **NTC/Contemporary Publishing Group**

800-323-4900; Fax: 847-679-2494; E-mail: [NTCPub@Tribune.com](mailto:NTCPub@Tribune.com); Web site: [www.ntc-school.com](http://www.ntc-school.com)

Distributes and publishes world languages materials for elementary school to adults, including textbook series, literature, grammar, and cultural titles. Their elementary school foreign language programs include *Vive le français!*, *Viva el español!*, and *Español para ti*. Storybooks, teacher resources (including *Teacher to Teacher*, standards-based scenarios published in collaboration with NNELL), and video learning programs are also available.

### **REI America Inc.**

800-726-5337; Fax: 305-871-8032; E-mail: [javcas@aol.com](mailto:javcas@aol.com); Web site: [www.reipublishing.com](http://www.reipublishing.com)

Offers techniques and materials to help K–6 students move into and through secondary Spanish courses, eliminating the need to "start over" when they go to high school. The full curriculum program *Amigos* has a fresh approach to teaching in FLES and immersion classes.

### **Soleil Software**

650-494-0114; Fax: 650-493-6416; E-mail: info@soleil.com; Web site: www.soleil.com

Produces pre-K–12 CD-ROM programs that offer a content-based, multicultural, and multidisciplinary approach to learning foreign languages. Life science, mathematics, and other skills are presented in Spanish or German/French/English, or Japanese. All programs are rated "Only the Best" by ASCD and "Exemplary" or "Desirable" by the State of California.

### **Sosnowski Associates**

508-358-7891; Fax: 508-358-6687; E-mail: sosnow@ma.ultranet.com; Web site: www.ultranet.com/~sosnow/

Distributes preschool through university French and Spanish supplementary materials from European and Canadian publishers. Products include children's literature, cassettes, software, and texts for French immersion programs. They feature teacher's curriculum resource guides for stories in Spanish and French (and accompanying texts) developed by the National K–12 Foreign Language Resource Center at Iowa State University.

## ***News from NNELL State Reps***

A Report to the NNELL Executive Board, ACTFL 1999

### *Greetings from Minnesota!*

The state meeting of the Minnesota Council on the Teaching of Languages and Cultures was held on October 29–30, 1999. It was well attended, and over 40 teachers came to a NNELL session.

Those at the NNELL meeting decided to set up a communications network. It will enable us to discuss, ask questions, seek resources, etc. I also will continue to share NNELL news. Once the network is functional, we plan to add other elementary and middle school teachers, keep ourselves well informed, and be supportive of one another.

A need identified at the meeting was to share stimulating, engaging, and culturally rich children's literature for use in thematic units. This month [November 1999], via the network, we will share children's literature resources for a variety of thematic units.

I spoke about and distributed copies of the materials on the two NNELL publications, *Teacher to Teacher: Model Lessons for K–8 Foreign Language* and *Critical Issues in Early Second Language Learning*, that we received at the NNELL 1999 summer workshop in Connecticut. I summarized the work of this conference and invited teachers to go to the June 2000 New Visions in Foreign Languages Education conference. (ED: See information about New Visions in this issue.)

I also asked participants to write a letter of support to their members of Congress for the education reauthorization bill that was then before the Senate. I provided a sample letter to facilitate the process, and they promised to write letters in support of the bill and foreign languages.

In addition, together with other teachers in the group, I shared written standards-based activities and encouraged discussion about the activities. I also encouraged them to continue high attendance at the fall conference, a time when they can stay abreast of NNELL news.

We discussed meeting again in February 2000. We hope to focus on storytelling and will perhaps seek funds for a workshop on Total Physical Response storytelling. We will discuss plans over e-mail in order to realize such a conference of elementary teachers.

In addition to these activities, I have been serving the profession by fielding frequent requests for advice about starting new programs or to speak at university methods classes.

The year ahead promises to be another exciting year working with our state's professionals—it is rewarding! Warm regards to everyone on the NNELL board. You are making a difference! *Arriba y adelante!*

— Kathy Olson-Studler



# Activities for Your Classroom

## Let's Party—Birthday Style!

Kay L. Reid  
Stevens Creek Elementary  
Martinez, Georgia

### **Context:**

Prior to this activity, students have learned numbers to at least 31, the months of the year, as well as sentence structure for dates in Spanish. Possessives have also been taught (i.e., not Julie's birthday, but rather, the birthday of Julie). Students should also be familiar with various interrogative words in the target language (What? When? How? How many?) in order to easily ask and answer the questions in the lesson. Class sessions are 30 minutes in length and are taught completely in the target language.

### **Objectives:**

Students in grades 2–4 demonstrate understanding of expressions about birthdays by answering and asking questions. They also apply and reinforce graphing skills from the grade-level content curriculum as they respond to questions concerning how many boys/girls have birthdays in March, etc.

### **Examples:**

1. *¿Cuándo es tu cumpleaños?* (When is your birthday?)
2. *Mi cumpleaños es el dos de octubre.* (My birthday is October second.)
3. *El cumpleaños de Elisa es el cuatro de mayo.* (Lisa's birthday is May fourth.)
4. *¿Cuántas muchachas tienen cumpleaños en junio?* (How many girls have birthdays in June?)

### **Targeted Standards:**

#### **Communication**

- 1.1 Interpersonal Communication.  
Students provide and obtain information about birthdays.

#### **Cultures**

- 2.1 Practices and Perspectives of Culture.  
Students learn about the way children's birthdays are celebrated in Spanish-speaking countries.

#### **Connections**

- 3.1 Making Connections.  
Students reinforce and further their knowledge of graphing skills.

### **Materials:**

1. Laminated posters with months in columns for graphing.
2. Laminated small birthday cakes (red for boys, green for girls). See Figure 1.
3. Overhead marking pen.
4. Puppet.

### **Procedure:**

(Note: This lesson may be completed in one day if there are about 22–23 students in the class, and if the birthday song has been taught ahead of time. If classes are larger, two days might be required, with Day Two beginning at the point where students' names are written on the paper birthday cakes, which are then placed on the graph. Do the Assessment portion on separate days after the lesson has been taught.)



Begin by asking Paco (puppet) when his birthday is, *¿Cuándo es tu cumpleaños?* (When is your birthday?). The puppet responds, *Mi cumpleaños es el tres de noviembre.* (My birthday is November third.) Repeat the information, *El cumpleaños de Paco es el tres de noviembre.* (Paco's birthday is November third.) Announce excitedly, *Hoy es el cumpleaños de Paco!* (Today is Paco's birthday!) *Vamos a cantar "Cumpleaños feliz!"* (Let's sing "Happy Birthday!")

Sing with the class the song "Cumpleaños feliz" to Paco, as well as a previously learned traditional birthday song from Spain, "Feliz, feliz en tu día." If music is not available, teach the song as a cultural birthday rhyme:

*Feliz, feliz en tu día  
Amiguito que Dios te bendiga  
Qué reine la paz en tu día  
Y que cumplas muchos más.*

Show the *piñata* and explain that in Spanish-speaking countries a very popular custom is that of breaking a *piñata* on someone's birthday. In some cases this takes the place of a traditional birthday cake. (Note: I usually do not include with this activity the actual breaking of a *piñata* by students.)

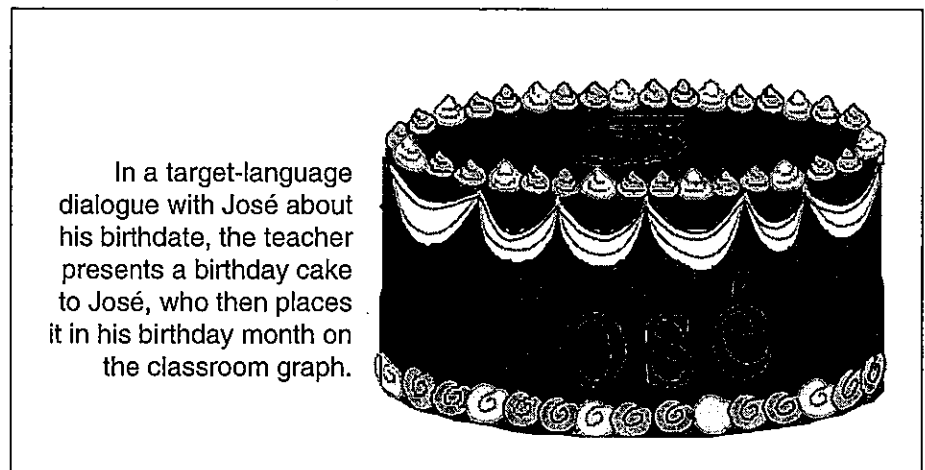
Model a conversation with Paco by having Paco ask you, *¿Cuándo es tu cumpleaños?* (When is your birthday?). Answer with, *Mi cumpleaños es*

*el treinta de septiembre.* (My birthday is September thirtieth.) Turn students' attention to a birthday graph on a poster by pointing out that months in Spanish begin with lower case letters instead of upper case as in English. Also write the sentence *Mi cumpleaños es el 30 de septiembre.* on the chalkboard, showing the way a birthdate is written in Spanish. Then write the same sentence, only changing the position of the number 30 as follows: "*Mi cumpleaños es septiembre 30.*" Ask the class, *¿Es correcto, o no es correcto?* (Is it correct or not correct?). Encourage the class to respond, *No es correcto* (It is not correct) and place an "X" over the incorrect writing of the date. Write a few more dates, some correct and some incorrect, for the students to identify. If the date is written incorrectly, a student must correct it. (Note: I usually let all grades, 2–4, participate in writing. In my school, students begin writing in the target language even in first grade.)

Turn to someone in the class and inquire about his/her birthdate. Encourage the student to respond in a sentence, *Mi cumpleaños es el cinco de junio.* (My birthday is June fifth.) Use a marker to write the student's name and the number "5" on the appropriate color birthday cake (red for boys, green for girls). See Figure 1.

Place a small piece of double-

Figure 1. Laminated birthday cake cut-out, with student's name and birthdate



sided tape on the birthday cake and have the student come up and place his/her cake in the correct month column on the graph.

Guide this student to ask someone else when his/her birthday is, *¿Cuándo es tu cumpleaños?* (When is your birthday?) and have the next student answer, *Mi cumpleaños es el \_\_\_\_\_ de \_\_\_\_\_.* (My birthday is the \_\_\_\_\_ of \_\_\_\_\_.) and place the birthday cake in the appropriate column. Continue this question-answer practice until all have had a turn to say in a sentence their own birthdate, as well as to ask another student about his/her birthday, and everyone has a red or green birthday cake on the graph.

Again model using Paco and ask him, *¿Cuándo es el cumpleaños de Julia?* (When is Julia's birthday?). Have Paco answer and then have him pose the same question to another student, *¿Cuándo es el cumpleaños de Guillermo?* (When is William's birthday?). Continue in this manner, with a student answering and in turn asking about another student's birthdate.

After the cakes are all posted, give children the opportunity to respond to a variety of questions, reinforcing their graphing and language skills:

*¿Cuántos muchachos tienen su cumpleaños en julio?* (How many boys have birthdays in July?)

*¿En qué mes hay más cumpleaños, agosto o marzo?* (In what month are there more birthdays, August or March?)

*¿En qué mes no hay cumpleaños?* (In what month are there no birthdays?)

### **Assessment:**

1. Have class members draw a name of a classmate and make a birthday card for that person. Have them share their cards when they are finished by individually coming to the front of the class, holding up the birthday card, showing it to the class, and telling when the birthday

of the child is, *El cumpleaños de Roberto es el seis de abril.*

(Robert's birthday is the sixth of April.) Have the student who read the card present it to the student for whom it was made and introduce the next student by asking in the target language, When is Isabel's birthday? The person who made a card for Isabel comes up and, thus, the presentations continue.

2. Make true-false statements concerning the lesson (birthday customs discussed, birthdates from graph, etc.). Have students respond with *Verdad* (True) or *Mentira* (False).

Examples:

*La piñata es parte de las fiestas de cumpleaños en México.* (The piñata is part of birthday parties in Mexico.)

*Tres personas tienen sus cumpleaños en mayo.* (Three people have birthdays in May.)

*El color verde en el gráfico representa las muchachas.* (The color green on the graph represents the girls.)

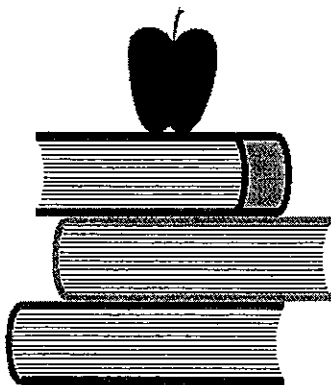
3. Divide the class into two teams that take turns to make a true or false statement regarding any part of the lesson.

Examples:

*El tres de febrero es el cumpleaños de María.* (February third is Maria's birthday.)

*El doce de abril no es el cumpleaños de Jaime.* (April twelfth is not James's birthday.)

A member of the opposite team responds *Verdad* or *Mentira*. If the student answers incorrectly, he must sit down. The team at the end of class with the most players standing wins.



# Classroom Resources

---

## French

Resnick, J. P. (1996). French text by Marthe Faubert. *Zoom Nature: Les araignées. Les requins. Les chats. Les serpents.* Ontario, Canada: Les éditions Scholastic.

Available through Sosnowski Associates. 58 Sears Road, Wayland, MA 01778. 800-437-7161; Fax: 508-358-6687. Cost is \$8.99.

This book, part of a marvelous series of nature books, answers all the questions you or your students may ever have had about spiders, sharks, cats (and big cats), and snakes. This series is published by Scholastic and is translated from English. Although many teachers prefer books originally written in the target language, this series is so informative, the photographs are so lively, and the material so intelligently organized that it can be recommended without reservation.

These reference sources are particularly useful when used to supplement a nature lesson. They offer a wealth of pictures and accurate language that describes aspects of animal life for which most of us have a limited vocabulary. There is much to learn here about shark varieties, the mating habits of poisonous snakes, and how spiders spin webs. Your students will love to look at the photographs even though the text is too difficult for them to decipher.

You will also enjoy another volume in this series, which is about whales and dolphins.

## German

*Grimm's Fairy Tales and Other German Videos for Children.* Indianapolis, IN: German Language Video Center.

Available from The German Language Video Center, 7624 Pendleton Pike, Indianapolis, IN 46226-5298; 800-252-1957; Fax: 317-547-1263; Web site: [www.germanvideo.com](http://www.germanvideo.com). Cost for videos varies from \$19.95 to \$24.95.

Everybody likes videos—so this review is about German videos—lots of them! The German Language Video Center has the most comprehensive selection of German videos in the United States. All have been digitally transferred to the US-NTSC television standard and can be played on U.S. videocassette players.

The videos most useful for elementary school German classes are the ones of the Brothers Grimm fairy tales. Some, such as *Hansel and Gretel* and *Snow White*, are presented by a German storyteller and performed by child actors. Others, such as *Cinderella* and *Little Red Riding Hood*, are animated. All videos are in color and each is 30–40 minutes long.

These videos can be used to develop varied, related lessons. For example, you could begin by reading *Hansel and Gretel*, then decorate a gingerbread house, show the videotape, retell the story, write and illustrate the story as a group, act out the story, or even invite students to write their own fairy tales in German.

Many of the animated videotapes about the Brothers Grimm fairy tales have four different stories per tape. The videos are easily understood and give students an insight into German culture. All videos in the catalogue are

also for rent by mail for 30–60 days. You can find detailed descriptions about these and many other German videos on the company's website.

## Spanish

León, L. (1993). *The Spanish animated-alphabet handbook*. La Mesa, CA: J. Stone Creations.

Available from Edumate Educational Materials, 2231 Morena Blvd., San Diego, CA 92110; 619-275-7117; Fax: 619-275-7120. Cost is \$39.99 (includes handbook and cassette).

If you should be interested in teaching phonics in your elementary school foreign language classroom, *The Spanish Animated-Alphabet Handbook* is an exciting program for teaching children to read "through their muscles along with their eyes and ears." Each letter of the alphabet is illustrated by an alphabet character, a story, a song, and an action, or "phonetic sign," for the letter sound. For example, *Leonardo León* introduces the word *leer* (to read) with the gesture of pretending to read a book. Leonardo's story, which can be sung to the tune of "*Fray Felipe*," is illustrated with additional actions. (A cassette of the songs is part of this package.)

*A Leonardo León, A Leonardo León*  
Form a circular crown overhead with hands.

*Le gusta leer, le gusta leer*  
Pretend to read a book.

*Cuando se levanta, cuando se levanta*  
Make a rising motion with both hands.

*Se lava la cara, se lava la cara*  
Pretend to wash your face with your hands.

*Va a su lancha, va a su lancha*  
Pretend to hold the sides of a boat and rock from side to side.

*Come limón, come limón*  
Hold hand in front of mouth as if eating a lemon and make a sour expression.

*Se vuelve a su casa, se vuelve a su casa*

Make an outward motion with open hands and then back toward your chest.

*Y lee más y más, y lee más y más.*  
Pretend to read a book.

The author suggests that teachers emphasize the action (reading a book) used to "sign" the character's sound "L." He stresses the concrete bond formed between letter sounds and the symbols used to spell them when children simultaneously view the character or letter, perform an action, and voice the sound. The children can also color the black-and-white line drawings of each animal or character. The handbook contains complete instructions for using the Animated-Alphabet, including research and information on why the program is successful, strategies for integrating literature, using the signs and sounds in context with traditional songs, blending sounds and reading words, introducing common nouns, "signing and sounding out" common nouns, writing sentences, and using predictable pattern songs and literature.

A step-by-step lesson plan gives suggestions for introducing the alphabet character and its song. At the end of the book a variety of Spanish word lists are included (nouns that name objects, nouns that can be illustrated or matched with toys, common verbs, words used to describe objects and actions, words that begin with all of the letters of the alphabet, and suggestions of objects for the "toy box" that begin with each letter). There are also illustrations of words/sounds to create a "Spanish word wall."

This program incorporates many ideas for additional activities. The author also encourages the teacher to invent new actions and play with new songs. It promises to be a fun way to learn the sounds in Spanish as well as internalize a wealth of vocabulary and phrases.

# The Nation's Plans for a Report Card on Foreign Languages— and NNELL's Recommendations

## What is NAEP?

Often called the "Nation's Report Card," the National Assessment of Educational Progress (NAEP) is the only nationally representative, continuing assessment of what America's students know and can do in various subject areas. Administered in grades four, eight, and twelve, NAEP plays an essential role in evaluating the conditions and progress of the nation's education enterprise. Since 1969, NAEP has conducted assessments periodically in reading, mathematics, science, writing, history, geography, and other fields. Both public and private school students are sampled and assessed.

As the "Nation's Report Card," NAEP provides:

- A state-of-the-art measure of the condition of education in our schools
- Thirty years of data, showing patterns and trends of student achievement in core content areas
- A valid, reliable, and objective measure of today's educational standards
- An objective indicator for gauging the impact of national and state reform efforts
- A reliable source of student assessment data that is regularly used by Congress, professional organizations, national and state policymakers, and the media.

## Who is responsible for NAEP?

NAEP was established by the U.S. Congress. The National Assessment Governing Board (NAGB), also created by Congress, sets the policies that determine who will be assessed,

when assessments will occur, and how results will be reported. The National Center for Education Statistics (NCES) is responsible for overseeing the operations and implementation of the assessment. Specific tasks related to the NAEP are handled by outside contractors.

## The NAEP Foreign Language Assessment 2003

In 1994 Congress recognized the importance of foreign language study, formalizing it in the Goals 2000 statement of the National Education Goals. NAGB, as part of its NAEP oversight role, has targeted the year 2003 for the first foreign language NAEP. It will be administered to secondary school students only. For the first time, the United States will have a comprehensive national source of information on what its students know and can do in foreign language.

Developing the framework for this national assessment is a critical task, presenting an unprecedented opportunity to foster national discussion and build national consensus, both within the foreign language community and across government, business, industry, and the general public, on the role of foreign language education in America's future.

## The Foreign Language NAEP Consensus-building Project

In May 1999, NAGB awarded a contract to the Center for Applied Linguistics (CAL), working with the American Council on the Teaching of Foreign Languages (ACTFL) and the American Institutes for Research

(AIR), to conduct its national consensus-building project. The goal of this project is to make recommendations to NAGB for the 2003 foreign language assessment. Specifically, a Project Management Team directs the work of a Steering Committee, a Planning Committee, and a Technical Advisory Panel to make recommendations on the following:

- A framework for the assessment
- Test and item specifications based on the framework
- Preliminary achievement levels
- A strategy for sampling students
- Background variables to be collected from students, teachers, and school administrators
- A strategy for reporting the NAEP results.

### **Project Timeline**

*Spring 1999:* Issues Paper prepared.

*Summer 1999:* Consensus committee meetings held to consider the issues and to develop recommendations for the assessment framework and specifications. First draft of the framework and specifications prepared.

*Fall 1999:* Period of national review of draft framework and specifications.

*Winter 1999:* Full recommendations for the assessment framework, item specifications, background questions, and reporting strategies prepared and submitted to NAGB.

*Spring 2000:* NAGB takes final actions on recommendations.

### **How to get more information on NAEP**

For additional information about NAEP, contact:

National Center for Education  
Statistics  
U.S. Department of Education  
555 New Jersey Avenue, NW  
(202) 219-1844 or (202) 219-1690  
[nces.ed.gov/nationsreportcard](http://nces.ed.gov/nationsreportcard)

National Assessment Governing  
Board  
800 N. Capitol Street, NW - Suite 825  
Washington, DC 20002  
(202) 357-6941  
[www.nagb.org](http://www.nagb.org)

### **NNELL Develops Recommendations for 2003 Foreign Language Assessment**

Immediately following ACTFL '99, at which a session on the NAEP Foreign Language Assessment was held, the Executive Board of NNELL developed and approved a recommendation to the National Assessment Governing Board (NAGB) that oversees NAEP. NNELL's recommendation is that NAGB reconsider its decision to administer the first foreign language NAEP to secondary students only, and instead, assess students in grades four, eight, and twelve, as is done with other subject content areas. (For the text of NNELL's statement, see the following page.)

---

**Note:** The information about NAEP is reprinted from the following Web site:  
[www.cal.org/flnaep](http://www.cal.org/flnaep).

---

## NNELL's Response to Plans for the 2003 National Assessment of Educational Progress in Foreign Languages

The Executive Board of the National Network for Early Language Learning (NNELL) urges the National Assessment Governing Board (NAGB), which oversees the National Assessment of Educational Progress (NAEP), to reconsider its decision to limit the first foreign language NAEP in the year 2003 to secondary students only. NNELL, an organization of over 1,000 educators nationwide committed to promoting opportunities for children to develop a high level of competence in at least one language in addition to their own, urges that the foreign language NAEP be carried out in the same way as other subject content area NAEP—in grades four, eight, and twelve.

While studies report that the most common foreign language experience of K–12 students today is two years of study at the high school level, the profession is committed to providing all students with extended sequences of language study, beginning in the early grades. A recent national study revealed that elementary school students studying a foreign language had increased almost 10 percent between 1987 and 1997. This increase came about before the impact of the K–12, now K–16, national foreign language student standards and before the impact of brain research, which is interpreted by the public to mean that students must start the study of a second language early in life.

Certainly the trend nationally is to establish long sequences of foreign language study that begin in the early grades. To limit the NAEP study to students in the twelfth grade is a powerful message to the public that seems to say the early study of a foreign language is not important enough to assess.

The Executive Board of the National Network for Early Language Learning urges the National Assessment Governing Board to administer the foreign language assessment planned for 2003 to students in grades four, eight, and twelve.

Respectfully submitted,

*Executive Board*  
National Network for Early  
Language Learning  
11/30/99



## Spring 2000 Conferences

### **April 13–16, 2000**

Northeast Conference on the Teaching of Foreign Languages. Washington, DC. Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896; 717-245-1977; Fax: 717-245-1976; E-mail: nectfl@dickinson.

## Summer 2000 Courses and Workshops

### **June 15–19, 2000**

National FLES Institute II. University of Maryland Baltimore County. Gladys Lipton, 1000 Hilltop Cir., Baltimore, MD 21250; 301-231-0824; Fax: 301-230-2652; E-mail: lipton@umbc2.umbc.edu.

### **June 18–July 14, 2000**

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

### **June 19–23, 2000**

National FLES Institute I. University of Maryland Baltimore County. Gladys Lipton, 1000 Hilltop Cir., Baltimore, MD 21250; 301-231-0824; Fax: 301-230-2652; E-mail: lipton@umbc2.umbc.edu.

### **June 25–July 2, 2000**

French Teaching Methodology and Quebec Culture, Université de Montréal, Montréal, Canada. Elizabeth White, Linguahostel, 14 Edgewater Estates, Plattsburgh, NY 12901; 888-358-0093; Fax: 518-561-2166; E-mail: lhostel@together.net.

### **July 5–15, 2000**

*Temas Añejos: Recurring Themes in Ancient, Colonial, and Modern Latin America.* Iowa State University, Ames, IA. Marcia Harmon Rosenbusch, National K–12 Foreign Language Resource Center, N131 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu. For more information and an application, see NFLRC Web site: [www.educ.iastate.edu/nflrc](http://www.educ.iastate.edu/nflrc).

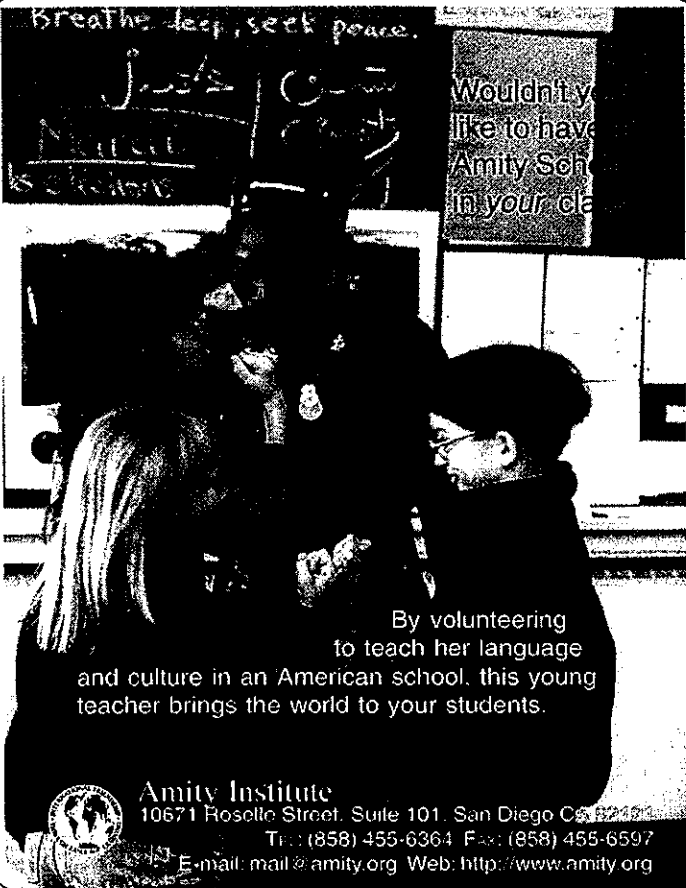
### **July 24–August 3, 2000**

K–6 Foreign Languages: Leading the Way with Teacher Preparation. Iowa State University, Ames, IA. Marcia Harmon Rosenbusch, National K–12 Foreign Language Resource Center, N131 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu. For more information and an application, see NFLRC Web site: [www.educ.iastate.edu/nflrc](http://www.educ.iastate.edu/nflrc).

### **August 5–13, 2000**

New Technologies in the Foreign Language Classroom. Iowa State University, Ames, IA. Marcia Harmon Rosenbusch, National K–12 For-

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. For more information and an application, see NFLRC Web site: [www.educ.iastate.edu/nflrc](http://www.educ.iastate.edu/nflrc).



Breathe deep, seek peace.

Wouldn't you like to have Amity School in your class?

By volunteering to teach her language and culture in an American school, this young teacher brings the world to your students.

**Amity Institute**  
10671 Roselle Street, Suite 101, San Diego CA 92121  
Tel: (858) 455-6364 Fax: (858) 455-6597  
E-mail: [mail@amity.org](mailto:mail@amity.org) Web: <http://www.amity.org>

## ***ERIC Language Link: An Online Newsletter***

The ERIC Clearinghouse on Languages and Linguistics now publishes *Language Link*, a quarterly online newsletter. Each issue of *Language Link* focuses on a specific theme related to foreign language education, English as a second language, bilingual education, or linguistics. Profiles of relevant books, journals, and recent ERIC documents will follow a feature article on the theme. Each issue will also feature news from ERIC partners and the ERIC system, as well as information about upcoming conferences and links to organizations and publishers. To subscribe to *Language Link*, send a message to: [langlink-on@mail-list.cal.org](mailto:langlink-on@mail-list.cal.org). Please leave the subject and message fields blank. You will then receive a welcome letter along with subscription information.

Other services offered by the ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL) include a popular question-answering service; a Web site that includes FAQs, resource guides, and information digests on topics in language education; a semiannual print newsletter; and directories, monographs, and other publications.

ERIC/CLL is operated by the Center for Applied Linguistics with funding from the U.S. Department of Education, Office of Educational Research and Improvement, and National Library of Education. For more information about ERIC/CLL products and services, visit [www.cal.org/ericcll](http://www.cal.org/ericcll).

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](http://www.educ.iastate.edu/nnell)

## **NNELL Executive Board**

---

### *President*

Myriam Met  
Montgomery County Public Schools  
850 Hungerford Dr.  
Rockville, MD 20850  
[mmet@umd5.umd.edu](mailto:mmet@umd5.umd.edu)

### *First Vice-President*

Kathleen Riordan  
Springfield Public Schools  
195 State St., P. O. Box 1410  
Springfield, MA 01102-1410  
[riordank@springfield.mec.edu](mailto:riordank@springfield.mec.edu)

### *Second Vice-President*

Marcia Pastorek  
Trinity Episcopal School  
1315 Jackson Ave.  
New Orleans, LA 70130  
[mpastorek@trinityno.com](mailto:mpastorek@trinityno.com)

### *Secretary*

Lori Langer de Ramirez  
166 Nichols Ave.  
Brooklyn, NY 11208  
[llj17@columbia.edu](mailto:llj17@columbia.edu)

### *Treasurer*

Carine Feyten  
University of South Florida  
4202 E. Fowler Ave. EDU 208B  
Tampa, FL 33620-5650  
[feyten@typhoon.coedu.usf.edu](mailto:feyten@typhoon.coedu.usf.edu)

### *Past-President*

Christine Brown  
Glastonbury Public Schools  
232 Williams St.  
Glastonbury, CT 06033  
[cbrownnglas@aol.com](mailto:cbrownnglas@aol.com)

### *Executive Secretary*

Nancy Rhodes  
Center for Applied Linguistics  
4646 40th St., N.W.  
Washington, DC 20016-1859  
[nancy@cal.org](mailto:nancy@cal.org)

### *Membership Secretary*

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

### *Learning Languages Editor*

Marcia Harmon Rosenbusch  
N131 Lagomarcino Hall  
Iowa State University  
Ames, IA 50011-2205  
[mrosenbu@iastate.edu](mailto:mrosenbu@iastate.edu)

## **NNELL Appointments**

---

### *Membership*

Alicia Vinson  
Maxwell Elementary  
301 Woodland Ave.  
Lexington, KY 40508  
[avinson@aol.com](mailto:avinson@aol.com)

### *Political Action and Advocacy*

Kay Hewitt  
Lexington Elementary School  
116 Azalea Dr.  
Lexington, SC 29072  
[kbhewitt@aol.com](mailto:kbhewitt@aol.com)

### *Northeast Rep.*

Janet Glass  
Dwight-Englewood School  
315 E. Palisade Ave.  
Englewood, NJ 07631  
[glassj@d-e.pvt.k12.nj.us](mailto: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](mailto:haasmarib@aol.com)

### *Mary Lynn Redmond*

Wake Forest University  
Department of Education  
Box 7266, Reynolda Station  
Winston-Salem, NC 27109  
[redmond@wfu.edu](mailto: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](mailto:pohl@cultural.org)

### *Public Relations Chair*

Evelyne Armstrong  
Charles Wright Academy  
7723 Chambers Creek Rd. West  
Tacoma, WA 98467  
[evelynearm@aol.com](mailto:evelynearm@aol.com)

### *Southwest Rep.*

Michael Nettleton  
Smoky Hill High School  
16100 E. Smoky Hill Rd.  
Aurora, CO 80015  
[mnettle@worldnet.att.net](mailto:mnettle@worldnet.att.net)

### *Central States Rep.*

Penny Armstrong  
Pittsburg Community Schools  
510 Deill Street, P.O. Box 75  
Pittsburg, KS 66762-0075  
[pennywebb@aol.com](mailto:pennywebb@aol.com)

### *Southern Rep.*

Jan Kucerik  
Bay Point Elementary School  
2152 62nd Ave., South  
St. Petersburg, FL 33712  
[jkuce@aol.com](mailto: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 1999-2000 academic year). Enclosed is a check for \$20.00. (Overseas rate is \$25.00.) Make checks payable to NNELL.

NO PURCHASE ORDERS PLEASE.

Name \_\_\_\_\_

Title or Grade Level \_\_\_\_\_

School or Affiliation \_\_\_\_\_

Mailing Address \_\_\_\_\_

City, State \_\_\_\_\_ Zip \_\_\_\_\_

Check whether this address is \_\_\_\_\_ Home \_\_\_\_\_ School \_\_\_\_\_

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

Telephone: Home \_\_\_\_\_ Work \_\_\_\_\_ E-mail \_\_\_\_\_

Mail this form and your check to:  
National Network for Early Language Learning  
Center for Applied Linguistics  
Attn: Nancy Rhodes, Executive Secretary  
4646 40th St. N.W.  
Washington, DC 20016-1859

Marcia H. Rosenbusch, Editor  
*Learning Languages*  
Department of Curriculum and Instruction  
N131 Lagomarcino Hall  
Iowa State University  
Ames, Iowa 50011-2205

ADDRESS SERVICE REQUESTED