

The Journal of the National Network for Early Language Learning

Learning Languages



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Learning Languages: *The Journal of the National Network for Early Language Learning* is published in the Spring, Fall and Winter as 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 promote 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 back cover for more information on NNELL.

Articles Published: Both practical and scholarly articles are published. Practical articles describe innovative approaches to teaching and the administration of effective language programs for children. Submit all practical articles to editor Mari Haas. 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. Submit all scholarly articles to editor Teresa Kennedy. Write to the editors to request a copy of author guidelines for preparing articles, or retrieve them from NNELL's Web site (www.nnell.org).

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. 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. 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). Send announcements, conference information, and original children's work (such as line drawings, short stories, and poems) to the editors.

Learning Languages

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Volume 8, No. 1 Fall 2002



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Notes from the President

Season's greetings! In this special time of celebration and renewal, I would like to extend my best wishes to each of you for a prosperous and productive new year. I also would like to thank you for all your work on behalf of NNELL and the children of our nation who are learning languages. This issue concludes a very important year for NNELL, since the year 2002 marked NNELL's 15th anniversary — a milestone in our life as an organization. As you might remember, the spirit of NNELL was born at the 1986 ACTFL convention and several months later, the National Network for Early Language Learning was officially formed. Today, we look back in awe at the great strides that grassroots efforts have made in states all over the country and at some of the accomplishments we have been able to achieve thanks to NNELL's strong leadership and the commitment of members at every level of the network.

ACTFL 2002 in Salt Lake City was an exciting time. I will share some of the highlights from NNELL's perspective. First of all, the new NNELL website was unveiled and demonstrated at our board meeting generating an excitement that could be felt in the air. Everyone was very impressed, and I hope that you will have a chance to explore it yourself by directing your browser to "NNELL.org." You are sure to enjoy the journey. Since the website has been completely built from scratch, one or two areas are still under construction and others need some tweaking. We welcome your input and ideas to make this site as meaningful as possible to you with all the information you need available at your fingertips. The site was created for two purposes: 1) to provide you, as a NNELL member, with all the information you might need about not only the association, the journal, and other membership relevant issues, but also with a wealth of resources regarding early language learning, other interesting websites, complete advocacy information and support for programs from conception to maturity — even some classroom activities and sample lesson plans; 2) to spread the word to anyone interested in early language learning and curious about any of its issues. We purposefully wanted to make the information relevant to parents, for example, or other stakeholders in the language learning process. We hope to cast our net as wide as possible, to continue to expand the content, and to keep this a dynamic site which you will want to visit often.

When Washington talks, we listen, especially if a high ranking official brings good news with regard to the teaching and learning of world languages. Needless to say, we were incredulous when we heard and later read the press



release from U.S. Secretary of Education Rod Paige. On November 20th, the Secretary of Education outlined new international education priorities for the Department of Education with the focus on increasing U.S. knowledge and ex-

pertise about other cultures, international issues **AND languages**. I encourage you to read the entire press release at: <http://www.languagepolicy.org/>. An excerpt of the four policy priorities reads as follows:

- Increasing U.S. knowledge and expertise about other regions, cultures, languages and international issues;
- Sharing with other countries information about U.S. education policies and practices, providing leadership on education issues and working with international partners on initiatives of common benefit;
- Learning more about the effective practices and policies of other countries to improve teaching and learning in the United States; and
- Supporting U.S. foreign and economic policy by strengthening relationships with other countries and promoting U.S. education.

Last Spring, during the NNELL special issues meeting, the board spent a considerable amount of time discussing the need to collaborate more closely with ACTFL and exploring ways for NNELL to expand its reach. During the ACTFL convention in Salt Lake City, the NNELL board further expressed a commitment to strengthening our ties with ACTFL and consolidate some of our efforts. To that effect, four representatives from our board will be meeting with representatives from the ACTFL board to draft an action plan and move us in that direction. We will keep you posted on any developments in that respect.

Lastly, I would be remiss if I didn't congratulate one more time two of our NNELL nominees who won an ACTFL award. Teresa Kennedy won the ACTFL FDP-Houghton Mifflin Award for Excellence in Foreign Language Instruction Using Technology and Peggy Boyles won the Florence Steiner Award for Leadership in Foreign Language Education: K-12. Congratulations, Teresa and Peggy, and my best wishes to all of you for a wonderful new year!

Carine Feyten, Ph.D.
NNELL Past-President

NNELL NEWS from ACTFL 2002

NNNELLers were once again full participants at the annual ACTFL Conference, held this year in Salt Lake City on November 21-24. NNELL members continue to demonstrate their common commitment to long-sequence foreign language education for all children by attending this and other conferences throughout the school year.

NNELL's conference agenda began on Thursday, November 24, with the annual NNELL Board meeting. This meeting is highlighted by the reports of NNELL Regional Reps to the full Board of Directors, and by the opportunity for this board, made up of people from all over the country, to come together for the sole purpose of recognizing and promoting quality foreign language instruction beginning at the earliest levels of elementary education. "Oooh"s and "Aaah"s abounded as the new NNELL website was unveiled by Dr. Carine Feyten, outgoing NNELL President, and Martha Castaneta, her graduate assistant and designer of the NNELL website. Please visit our new home as soon as possible at www.nnell.org. NNELL Past President Kathleen Riordan announced the annual election results, naming Janis Jensen as the incoming 2nd Vice-President, and former Northeast Regional Representative Janet Glass as the incoming Treasurer. We are delighted to welcome both Janis and Janet to the NNELL Executive Board!

At the annual NNELL Networking Session, held on Friday, NNELLers from throughout the USA had the chance to listen to NNELL President-Elect Martie Semmer discuss several NNELL initiatives, including the eventual participation of NNELL at the annual PTA National Convention and the unveiling of our new website. Members were given the opportunity to divide into small groups in order to discuss topics of interest such as Assessment, Starting and Maintaining FLES Programs, Successful Teaching Strategies, Working With Regular Classroom Teachers, etc. Notes from this networking session will be soon posted on the NNELL Website!

The highlight of our ACTFL conference is always the NNELL Swapshop Breakfast! This year's event was marked by the after-breakfast presentation of Helena Curtain and Carol Ann Dahlberg, playing the roles of former professor and young FLES teacher. These national experts underscored the importance of dedicating time and resources to a new FLES program, and to the importance of long sequence foreign language instruction for ALL students. Thanks to all of the sponsors who donated so many wonderful prizes to this wonderful event, and to Publisher Liaison Pamela Valdes, incoming Publishers Liaison, who solicited all of these gifts for the raffle prizes at the Swapshop! Thanks once again to our former Publisher Liaison, Mari Haas, for all of her hard work in arranging this breakfast for our members!

The Annual Board Meeting continued on Saturday after the annual Swap Shop Breakfast. NNELL aficionado J. David

Edwards, from the Joint National Committee on Languages (JNCL) in Washington, D.C. turned everyone's attention to the recent press release by Rod Paige, US Secretary of Education, describing the year 2004 as "The Year of Languages" in the USA. Check it out at the JNCL web site at www.languagepolicy.org! New President Martie Semmer presided at this meeting, and led a discussion of new business including National Board Certification in the area of World Languages Other Than English. Keith Cothrun, member of the Board of Directors of the National Board, explained that unless more candidates come forward for both of the WLOE certificates, they may soon be in danger of retirement (the WLOE certificates will no longer be offered). In order to establish the standardized norms for each of the assessments, a cohort of 100 or more people is necessary. Anyone interested in pursuing National Board Certification should contact www.nbpts.org. A certificate is good for ten years, and National Board Certified teachers are recognized throughout the country.

A new special interest group was formed to promote advocacy for early language programs and articulation (preK-16). Christi Moraga, Kathy Olson-Studler, and Marcia Rosenbush were voted to lead the new **ACTFL FLES SIG** and President Martie Semmer will be the NNELL representative to this special interest group. Look for more information about this in future issues of *Learning Languages*. To join the SIG, send a check for \$5 to ACTFL FLES SIG, 6 Executive Plaza Yonkers, NY 10701 in care of June Hicks.

NNELL's participation at ACTFL ended with yet another session on Sunday morning, given by President Martie Semmer. Carine Feyten, University of South Florida, moderated the NNELL session "Securing Funding for K-8 Foreign Language Learning: Questions and Answers." The panel consisted of Nancy Rhodes of the Center for Applied Linguistics, Mari Haas of Teachers College at Columbia University, Tony Erben of the University of South Florida, Fran Hoch of the North Carolina Department of Public Instruction, and Martie Semmer, formerly with Summit School District, Colorado. Brief presentations on funded projects and ways to access national, state and local funding for K-8 foreign language learning were followed by an in-depth question and answer session.

Thanks to all who attended NNELL-sponsored sessions at this year's ACTFL Conference! NNELL continues to be a leader in the field of elementary foreign language education! Please check out our new web site at the following address: www.nnell.org!

Terry Caccavale
NNELL Secretary

NNELL Photo Album



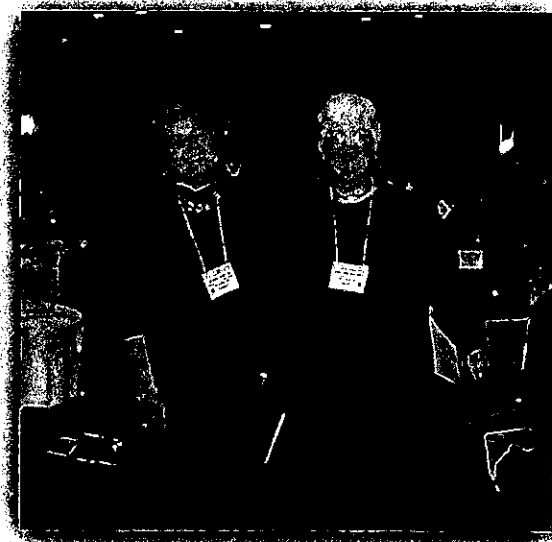
The NNELL Swapshop serves a great purpose in providing the ACTFL FLES membership with a number of individual lesson plans and the opportunities for networking between and among FLES practitioners. The sorting process is led here by Christi Moraga and Nancy Mangari.



Janet Glass (NNELL Treasurer) and Ginny Staugaitis (Northeast States Representative) counting votes for the officers of the new ACTFL FLES SIG.



Pam Valdes (Publishers Liaison) and Terry Caccavale (Secretary) selling memberships and talking up NNELL at our booth.



Helena Curtain and Carol Ann Dahlberg surprised everyone at the NNELL Swapshop Breakfast with their entertaining rendition of a "young FLES teacher" seeking guidance from her former professor. Too bad the cameras weren't rolling! A Digest of the Pitfalls can be downloaded at the Center of Applied Linguistics website at www.cal.org



Peggy Reardon and Marilyn Sable (French Resources Editor), Spanish and French teachers at Pocantico School in NY, taking a shift at our booth.

A TRIBUTE TO MARCIA HARMON ROSENBUSCH NNELL EDITOR, 1987-2002

(Sung to the tune of "Have You Ever Seen a Lassie?")

Have you heard of a professor, professor, professor,
Have you heard of a professor, who's an editor supreme?

Well, her name is Marcia, oh Marcia, oh Marcia,
Marcia Harmon Rosenbusch, from Iowa State.

She edited NNELL's newsletter, newsletter, newsletter,
Edited NNELL's newsletter, known as *FLES News*.

She also did NNELL's journal, the journal, the journal,
Edited NNELL's journal, called *Learning Languages*.

Research and kids art and conferences and features,
She searched near and far for the very best.

She took up her pen, again and again,
To edit NNELL's journal for 15 whole years.

The prestige of the journal, the journal, the journal,
Prestige of the journal, spread 'round the world.

Remember those children, those children, those children,
Remember those children, who speak in two tongues?

Their teachers read the journal, the journal, the journal,
Their teachers read the journal that Marcia produced.

We say thank you to Marcia, and arigato and gracias,
We say shukran to Marcia for 15 fine years.

We say danke and toda and merci to Marcia,
We say thank you to Marcia from the bottom of our hearts.

(Final Chorus sung by Mari Haas and Teresa Kennedy)

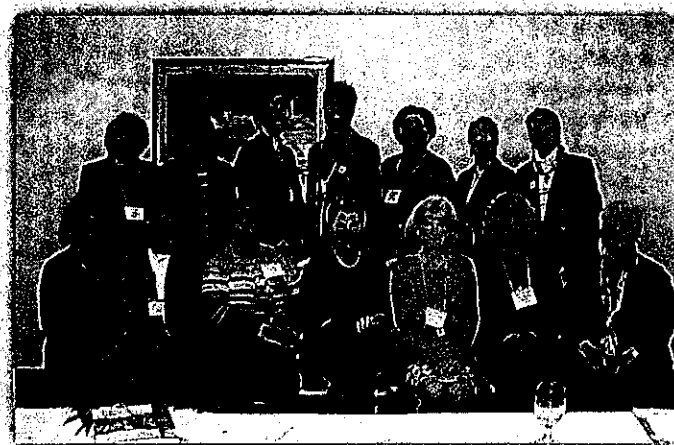
Dear Editor Emeritus, Emeritus, Emeritus,

Dear Editor Emeritus, we hope you'll help us!

Words by Mari Haas and Mark Gelber

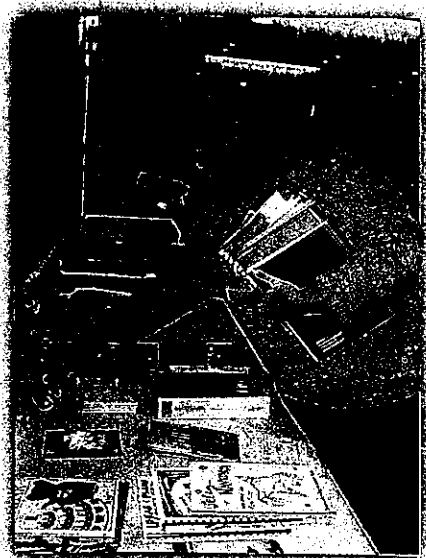


Marcia Rosenbusch (center) passes the journal to Mari Haas (left) and Teresa Kennedy (right). Marcia served as the editor for FLES News (1987-1995), which was renamed Learning Languages in 1995. We all thank her for 15 years of dedicated service to the National Network for Early Language Learning as their journal's editor (1987-2002).



The NNELL Executive Board currently represents 14 different states: Arizona, Colorado, Connecticut, Florida, Idaho, Indiana, Kansas, Massachusetts, Michigan, New Jersey, New York, North Carolina, South Carolina, and Washington D.C.

*Back Row: Susan Walker, Teresa Kennedy, Nancy Rhodes, Carine Feyten, Liana Clarkson, Marcia Rosenbusch, Terry Caccavale
Front Row: Martie Semmer, Mary Lynn Redmond, Kathy Riordan, Mari Haas, Janis Kucerik, Janet Glass, Pam Valdes*



Ronny Kempenich, a pre-school Hebrew teacher from MD, sorting prizes for the raffle at the Swapshop.



Jim Harmon with an SRA McGraw Hill sales rep, and Liana Clarkson at the Swapshop. SRA continued their tradition of support with a contribution of \$1,500 for the Swapshop.

National Language Policies and Activities 2002

J. David Edwards, Ph.D., Executive Director

Joint Nat'l Committee for Languages/Nat'l Council for Languages and Int'l Studies

A major press briefing focusing solely on foreign languages was held in January at the National Press Club.

- On November 20, saying that “we need to put the ‘world’ back into ‘world-class’ education,” U.S. Secretary of Education, Rod Paige, announced his agency’s new priorities for international education. The Department’s first policy priority is “increasing U.S. knowledge and expertise about other regions, cultures, languages and international issues.”
- Since the terrorist attacks of September 11, 2001, numerous committees and subcommittees in the 107th Congress, including Armed Services and Intelligence, have held hearings on our national languages and capabilities and increased funding for government language programs.
- Also since 9/11, foreign languages have received more attention from the national media than was the case in the entire previous decade. A major press briefing focusing solely on foreign languages was held in January at the National Press Club.
- In March, the U.S. General Accounting Office (GAO) released a report requested by Members of Congress on “Foreign Languages: Human Capital Approach Needed to Correct Staffing and Proficiency Shortfalls” examining the federal government’s language capabilities.
- The 107th Congress increased funding for foreign languages and international studies in higher education by \$20 million. They also passed legislation creating a National Language Registry and urging the creation of Language Flagship Universities. Foreign languages were included in the new national Teacher Recruitment Fellowships.
- The Congress passed and the President signed the “No Child Left Behind Act” reauthorizing the federal commitment to elementary and secondary education. This law includes the Foreign Language Assistance Program (FLAP) and other programs that support foreign languages such as star schools, magnet schools, and gifted and talented.
- The No Child Left Behind Act replaced the Bilingual Education Act with the new English Language Acquisition, Language Enhancement, and Academic Achievement Act which focuses solely on learning English. Massachusetts joined California and Arizona as states where voters passed ballot initiatives prohibiting bilingual education. A similar initiative failed in Colorado.
- The Children’s Television Workshop (Sesame Street and Sesame International) began working with the language community to explore ways to provide their international programs and materials to classroom language teachers.

For more information and details visit: www.languagepolicy.org



**UNCLE SAM
WANTS
YOU**

TO LEARN A FOREIGN LANGUAGE

The events of September 11th have brought national attention to America's lack of language readiness as a threat to our well being. In the changing world environment, the levels of language expertise that were adequate in years past are not sufficient today.

To learn more, visit: www.learnlanguage.org

Dual Immersion:

A Driving Force for Language Policy Reform and Transformation

Linda M. Gerena, Ph.D.

Professor, Elementary Education/ESOL, College of Education, St. Petersburg College,
Tarpon Springs, Florida 34689 email: gerenal@spc.edu

Educators are searching for effective teaching methodology to provide both populations with the opportunity to develop English to the highest possible degree of proficiency along with a second language.

STATEMENT OF THE PROBLEM

School districts are grappling with the issue of best practices for educating our nation's ever growing population of English Language Learners (ELLs) (August & Hakuta, 1997). At the same time, there has been a surge in interest for foreign or second language learning for the nation's Native English or English Only (EO) speaking student population (Branaman, Rhodes & Rennie, 1998). Both groups desire to become linguistically and culturally competent in two languages, and to produce what Padilla (1990) would label a 'language competent society', that is, a society in which all residents, both citizens and immigrants, have the opportunity to develop to the highest possible degree proficiency in English and a second language. Educators are searching for effective teaching methodology to provide both populations with the opportunity to develop English to the highest possible degree of proficiency along with a second language.

To best meet the needs of the English Language Learner student population, many early education and elementary bilingual program models have been implemented over the years. These programs have been criticized for many reasons, one of which is the linguistic and ethnic separation of student populations within a school or district that result in student isolation (Cazden & Snow, 1990.) Most have been transitional, subtractive programs whose ultimate goal is inclusion into the English mainstream with no support for the home language (Genesee, 1999; Ovando & Collier, 1998).

Simultaneously, most foreign language instruction takes place in the middle and high schools with little or no authentic contact with speakers of the language and virtually no interaction with the target culture (Branaman, Rhodes & Rennie, 1998). Most high school and college level students never gain competency in a foreign language and possess minimal cultural knowledge or competence, and even former na-

tive speakers of a lost language find themselves unable to regain their proficiency at this late stage of language learning (Lewelling & Peyton, 1999).

THEORETICAL FRAMEWORK

It has long been established that long term instruction in the primary language is beneficial for English acquisition and content mastery, and that for ELLs, the single most important predictor of success in the second language is the level of proficiency in their first language (Cloud, Genesee, Hamayan, 2000).

The relationship between first and second language acquisition for English Language Learners has been described by Cummins (1981) as CUP, or Common Underlying Proficiency. This relationship states that learning in the first language transfers to the second language, that there is an underlying cognitive, academic proficiency across languages which makes this transfer possible, and that conceptual, and linguistic proficiency in the first language positively affects achievement in the second language. Knowledge and concepts that are developed in the first language are readily available for articulation in the second language. While BICS, otherwise known as Basic Interpersonal Communication Skills or playground language, can be developed within 2-3 years, Cognitive Academic Language Proficiency, or CALP, can take up to seven years to fully develop (Cummins, 1981; Thomas & Collier, 1997, 2002). Comprehensible input and contextualized support are both needed to allow the second language to fully emerge (Krashen, 1981, 1994).

The notion that primary language interferes with second language acquisition has been found baseless, and the development of primary language literacy is seen to be fundamental for second language literacy (Ovando & Collier, 1998). Research has shown primary language reading skills appear to influence performance on standardized tests in English and that writing skills

in primary language also positively influence achievement scores. English language research also supports and suggests that academic concepts and global linguistic skills that are developed in the primary language transfer to the second language (Hakuta, 1990a, b). First language literacy and then biliteracy provide a cognitive and curriculum advantage for bilinguals. Primary language instruction teaches not only the surface language skills, but also the deep linguistic and conceptual proficiencies that are related to the development of literacy in any subsequent languages (Cummins, 1992; Ramirez, Yuen, Ramey & Pasta, 1991; Thomas & Collier, 1997, 2002).

Heritage language development and maintenance is good business. It is associated with increased cognitive abilities, greater school success, individual well-being, better communication, positive attitudes towards the culture, and economic and trade advantages (Krashen, 1998). Conversely, loss of heritage languages is associated with inter-generational conflict, feelings of loss and separation, negative attitudes towards the language and culture, loss of intellectual and cultural diversity, family breakdown, school failure and substance abuse (Cho & Krashen, 1998; Crawford, 1995).

Among the benefits of early second language acquisition, Crawford (1995) cites the cognitive and academic growth advantages of bilingualism, the overcoming of ethnic ambivalence and the struggle for identity, an increase in family values through better communication, career advantages and cultural vitality. As he states in his opening "Why should any nation limit its horizons to a single language when the global economy rewards those who accommodate diversity?" (p. 1).

The benefits to Native English-speaking children developing a second language are many, including the ability to communicate with more people, improving intercultural sensitivity, improving overall school performance, including creativity, and an increase in superior problem solving skills (Marcos, 1998 a, b). It has been reported that students who studied an average of four or more years of foreign language scored higher on the verbal SAT than students who studied four years in any other subject, and students' math scores for those who studied foreign language for four years were identical to those who had studied math for four years (The College Entrance Examination Board, 1992; Cooper, 1987). Additional benefits include economic competitiveness, improved global communication, increased tolerance and intercultural awareness, and a boost to national and political security interests (Marcos, & Peyton, 2000). Other studies

show a correlation between bilingualism and higher achievement test scores (Thomas, Collier & Abbot, 1993). Additionally, early learning experiences on brain development indicate that there is a window of opportunity for second language learning starting at one year of age (Lach, 1997) and that foreign or second languages should be taught as early as possible (Nash 1997). In spite of the benefits and the fact that many parents would like their children to learn a second language in their early school years, quality programs are not in abundance.

Herein lies a paradox fraught with tension. If heritage language speakers are destined to lose their heritage language in order to learn English, as political groups such as English Only and its backers propose (Lewelling 1997), then we are squandering a valuable national resource. While parents and academic researchers are telling us to expand foreign language study, and produce linguistic resources, others are demanding that we strip heritage languages from the ELL population. By ignoring, and worse yet, denying the ELL population their heritage language, we are in effect, defeating our own purposes and goals. The need to develop dual language proficiency would not be as critical as it is today if those very speakers were allowed to maintain their native language in an academic setting in the first place.

RESEARCH QUESTIONS

The scope of the original study was broad and encompassed many questions regarding how schools can best capitalize on the linguistic resources ELLs bring with them to school and how schools can ultimately produce a linguistically/culturally competent citizenry from an English Only student body. One of the key research questions examined the conditions under which school leadership would consider embracing language policy reform and establishing dual immersion programs. To address this question, the study assessed the opinions of two sets of stakeholders: principals, with limited knowledge of dual immersion, and dual immersion teachers, all of whom had many years of experience teaching in dual immersion programs. Both populations were asked to identify the factors that are important in making a decision to plan a dual immersion program, the benefits of having a dual immersion program, and the factors that would hinder or deter the development of a dual immersion program.

It was hoped that, as a result of this study, a conceptual model and framework would be produced that would encourage long-term language policy reform. The conceptual model and frame-

"Why should any nation limit its horizons to a single language when the global economy rewards those who accommodate diversity?"

It was hoped that, as a result of this study, a conceptual model and framework would be produced that would encourage long-term language policy reform.

work could be used to persuade school administrators to consider establishing dual immersion programs at their schools. This, in turn, would promote language transformation by moving schools from monolingual instruction to dual language learning environments, in a restructured school culture, in which two languages would be equally valued and developed for all children.

METHODOLOGY

This research was conducted using both quantitative measurement tools (surveys), and qualitative research methods (teleconferences). Its purpose was to examine beliefs and perceptions of practicing professionals, and those in leadership positions, with regards to the values that were at the core of this research: developing and maintaining dual immersion programs in order to produce long lasting language policy reform, language transformation and a restructured school culture.

Eighty-two elementary school principals, generally unfamiliar with dual immersion, in schools in a large Gulf Coast school district in Central Florida, were contacted. A total of thirty-five principals (42%) responded to the written survey (Appendix A). Of these thirty-five, eight principals (23%) indicated they were willing to participate in telephone follow up teleconference interviews. Respondents to the survey and the teleconference were generally principals of schools that had either a high percentage of English language learners, those who had some knowledge or experience with elementary level language acquisition programs, or those whose stakeholders (parents) were inquiring about elementary school foreign language instruction.

Administrators and coordinators of dual immersion programs in six schools around the country were contacted and permission was requested to allow their teachers to complete the teacher survey (Appendix B). Five schools had been recommended by the Director of the Center for Applied Linguistics, and another program was a prior research site of this author where a dual immersion program had been established six years earlier. Of the six schools that were contacted, four mature, well-established dual immersion programs agreed to participate in the study, and the surveys were sent to the teachers at each of these four schools.

A total of eighty-three teachers were contacted through school administrators or program coordinators at the four school locations and twenty-nine surveys (35%) were completed and returned. Of the twenty-nine respondents, eighteen ($f = 15$, $m = 3$; 62%) responded that they

would be willing to participate in a telephone follow up interview.

The principal and teacher surveys contained twenty-two identical questions which explored beliefs and opinions necessary to measure the importance of seven factors that might affect decision making when planning a dual immersion program (#1a-g), the strength of five possible benefits (#2a-e) and the magnitude of ten possible factors that might deter a school's decision making when considering dual immersion programs (3 a-j).

Based on a review of general practices in the field of attitude surveys, (Anderson, 1990; Kerlinger, 1992; Miller, 1991) each question used a five point Likert scale to measure attitudes, beliefs and perceptions.

The data were entered into an SPSS statistical program. Totals of responses of the twenty-two questions were subjected to an analysis of reliability. Using the statistical analysis of Cronbach's alpha (Kerlinger, 1992), the survey was validated for internal consistency and reliability, and the subsequent Alpha reliability coefficient was calculated at .79.

The survey was also validated for content validity. Content validity was provided by eight professionals in the field of language education: three university professors, three district supervisors and two classroom teachers not related to the project. All provided input on the clarity of questions and the educational intent.

Although the experience levels of the two populations were disparate, a comparison of their responses was considered an important aspect of this study. It was assumed that, although the sample size was small and the results could only refer back to this particular population of participants, the results could be representative of teachers and administrators in similar programs and with similar student populations.

The null hypotheses assumed that there would be no difference of opinion between the two groups in their attitudes, beliefs and opinions towards the factors that affect decision-making, the perceived benefits and the deterrents that would hinder the establishment of dual immersion programs. The alternative hypotheses were non-directional; that is, while a difference of opinions, beliefs and attitudes was expected, it was unknown as to how the opinions, beliefs and attitudes of each group would differ from the hypothesized value.

When testing the null hypothesis for independent samples either a t-test or an ANOVA can be used with identical results (Hinkle, Wiersma

& Jurs, 1994). However, when computing multiple independent t-tests for comparing sample means, the Type I error rate increases as the number of t-tests increase (Hinkle, Wiersma & Jurs, 1994). The ANOVA was used to limit the probability of Type I errors, which reject true null hypotheses. The one-way ANOVA classification considered each dependent variable (opinion, belief, attitudes) against multiple independent variables (the participants).

A statistical analysis was conducted to determine if there were any statistically significant differences of opinion between the principals and teachers on the twenty-two survey questions. This was accomplished using a one-way ANOVA analysis of variance at the .05 levels, using experimental sums of squares, based on the interaction between the dependent variables (the survey questions) and the participant (principal or teacher) as the independent variables. To correct for any spurious or false results, the analysis of variance was further adjusted to the .002 levels.

Those participants who indicated a willingness to participate in a teleconference were contacted and asked a series of questions. The intent of the interviews was to support and supplement the participants' survey responses and it was an opportunity to glean as much information from the experts as possible. This was a unique opportunity to garner as much first person information as time would allow.

The questions were constructed to parallel the survey questions in order to allow the participants an opportunity to share their ideas and perceptions more thoroughly and candidly. Both groups were contacted by phone, and individual teleconferences were carried out. A standardized open-ended interview approach was implemented, using a protocol of questions with the following characteristics:

- The exact wording and sequence of questions were determined in advance.
- All interviewees were asked the same questions in the same order.
- Questions were worded in an open-ended format.

The principals' and teachers' teleconference interview questionnaire protocols (Appendices C, D) were similar in nature and the questions were related to the surveys in subject matter and substance. The principal and teacher interviews were reviewed and critiqued by the aforementioned experts in the field of language education and after several rewrites and revisions, the fi-

nal versions consisted of eight questions for the principals and nine questions for the experienced teachers. The questions in the principal survey were organized into six categories: conditions prompting a change in policy, ways to promote two-way immersion, benefits of two-way immersion, difficulties in promoting two-way immersion, dynamics of school change, and ease or difficulty or replicating a successful program. The questions in the teacher interviews were also organized into the six categories constructed for principals, with one additional question that focused on the program's evolution over time.

KEY FINDINGS:

The results of the surveys indicated that the principals and teachers agreed on 15 of the items. Principals and teachers agreed that:

- Four of the factors (parent support, faculty "buy-in", school board approval, positive results of academic research) that can affect decision-making are either important or very important.
- Two benefits (innovative curriculum, high academic achievement) of establishing a dual immersion program are either important or very important.
- Seven of the possible deterrents to a program could prove to be either strong (faculty buy in, availability of qualified teachers, and parent support) or neutral (curriculum and standards, availability of staff development, support materials, and results of academic research) when planning a dual immersion program.

While there was consensus between the principals and the teachers on fifteen of the twenty-two common questions, significant differences were found in all three categories of questions, with statistically significant differences of opinion on seven questions.

The importance of factors in making a decision to plan a dual immersion program showed significant differences in opinion on the following questions:

- How important are positive media accounts?
- How important are testimonials by satisfied parents and students?
- How important is contact with other programs?

These results indicated that teachers believed more strongly than the principals that the media, testimonials and contact with other programs were important factors in decision-making.

These results indicated that teachers believed more strongly than the principals that the media, testimonials and contact with other programs were important factors in decision-making.

The importance of each of the benefits to a school that adopts a dual immersion program produced three significant differences:

- A positive school climate
- Language acquisition for all students
- Strong parental support

These results indicated that teachers believed more strongly than the principals that a dual immersion program would produce benefits to a positive school culture, language acquisition for all students and strong parental support.

The factors that might deter a school from adopting a dual immersion program showed significant differences in opinion on the following question:

- How strong a deterrent is the budget?

The principals believed more strongly than the teachers that the budget was a greater deterrent.

MEAN SCORES AND SIGNIFICANT DIFFERENCES

Factors That Affect a Decision to Establish a Dual Immersion Program	Principal Mean Score	Teacher Mean score	Level of Significant Difference
Positive results reported by academic research	1.54	1.34	1.83
Positive media accounts	3.06	2.03	.000
Board approval	1.40	1.76	.079
Testimonials by Satisfied Parents and Students	2.23	1.17	.000
Contact with Other Successful Programs	1.82	1.31	.001
Faculty "Buy-In"	1.23	1.14	.543
Parent Support	1.20	1.10	.297

Lower mean score indicates greater importance of factor in decision-making

The Importance Of Each Of The Benefits To A School That Adopts A Dual Immersion Program	Principal Mean Score	Teacher Mean score	Level of Significant Difference
Positive School Climate	1.69	1.10	.000
Innovative Curriculum	1.69	1.41	.010
Language Acquisition for all students	1.49	1.07	.000
Strong Parental Participation	1.91	1.28	.000
High academic achievement for all students	1.37	1.34	.855

Lower mean score indicates greater benefit to a school with a dual immersion program

Factors That Can Deter a Decision to Establish a Dual Immersion Program	Principal Mean Score	Teacher Mean score	Level of Significant Difference
School population (% Of English language learners and native English speakers)	3.03	2.42	.016
Availability of Qualified Teachers	1.83	1.90	.753
Established and Approved Curriculum and Standards	2.40	2.59	.390
Support Materials	2.51	2.41	.261
Budget	1.40	2.21	.001
Availability of Staff Development	1.91	2.07	.522
Negative Attitudes Towards Other Languages	2.83	1.83	.005
Faculty Buy In or Receptiveness	1.88	1.93	.846
Parent Support	2.26	1.79	.073
Favorable Results of Academic Research in The Field of Dual Immersion	2.77	2.69	.813

Lower mean score indicates greater deterrent to decision making

Statistical Analysis of Significant Differences

Factors that Affect Decision Making

ANOVA

Q1b – The Importance of the Media In Decision Making

	Sum of Squares	df	Mean Square	F	Sig.
Between	16.58	1	16.58	19.45	.000
Within	52.85	62	.852		
Total	69.43	63			

ANOVA

Q1d – The Importance of Testimonials in Decision Making

	Sum of Squares	df	Mean Square	F	Sig.
Between	17.69	1	17.69	49.16	.000
Within	22.30	62	.360		
Total	40.00	63			

ANOVA

Q1e –The Importance Of Contact With Other Programs In Decision Making

	Sum of Squares	df	Mean Square	F	Sig.
Between	4.259	1	4.259	12.46	.001
Within	21.17	62	.342		
Total	25.43	63			

Statistical Analysis of Significant Differences

Benefits to a School with Dual Immersion

ANOVA

Q8a - Positive School Climate As A Benefit Of Dual Immersion

	Sum of Squares	df	Mean Square	F	Sig.
Between	5.377	1	5.377	20.53	.000
Within	16.23	62	.262		
Total	21.60	63			

ANOVA

Q8c Second Language Acquisition As A Benefit Of Dual Immersion

	Sum of Squares	df	Mean Square	F	Sig.
Between	2.754	1	2.754	16.10	.000
Within	10.60	62	.171		
Total	13.35	63			

ANOVA

Q8d –Strong Parental Support As A Benefit Of Dual Immersion

	Sum of Squares	df	Mean Square	F	Sig.
Between	6.464	1	6.464	21.62	.000
Within	18.53	62	.299		
Total	25.00	63			

Statistical Analysis of Significant Differences *Factors that Deter Decision Making*

The teachers felt more strongly than the principals in all three factors that affect decision-making, all three benefits to schools with dual immersion programs, and two of the deterrents to decision making.

ANOVA
Q2a How Strong a Deterrent is School Population In Decision Making?

	Sum of Squares	df	Mean Square	F	Sig.
Between	5.994	1	5.994	6.193	.016
Within	60.00	62	.968		
Total	66.00	63			

ANOVA
Q2e How Strong A Deterrent is the Budget In Decision Making?

	Sum of Squares	df	Mean Square	F	Sig.
Between	10.32	1	10.32	13.02	.001
Within	49.15	62	.793		
Total	59.48	63			

ANOVA
Q2g – How Strong A Deterrent are Negative Attitudes Towards Other Languages In Decision Making?

	Sum of Squares	df	Mean Square	F	Sig.
Between	15.89	1	15.89	8.413	.005
Within	117.1	62	1.889		
Total	133.0	63			

Of the twenty-two questions asked, the null hypothesis was rejected in seven questions, all of which registered a statistically significant difference of opinion. It was interesting to note that of the seven statistically significant differences, all differences were directional, with six indicating a stronger feeling, belief or perception held by teachers, and only one indicating a stronger opinion by the principals. The teachers felt more strongly than the principals in the factors that affect decision-making, and the benefits to schools with dual immersion programs. The only question that principals felt more strongly on was the budget as a deterrent.

These results may be the result of the disparate levels of experience between the survey participants, the teachers' practical understanding of the needs and familiarity with the pitfalls of program marketing, or the unique fiduciary responsibility of principals, as chief operating officers of an institution, to consider the financial aspects of any program they might wish to investigate.

However, although the population sample was small, with the results referring specifically to this particular population of participants, and whatever reasons there were for agreements and

differences, it is important to acknowledge the differences, since there must be alignment between administrative leadership and teachers if innovative programs are to be successful. Agreements in thoughts and values must be capitalized upon in order to establish a common, broad-based consensus of values and opinions. If all parties believe that certain factors are important to the decision making process, or that certain benefits will improve their school, then those are the commonalities that must be promoted and promulgated throughout the community and among all stakeholders. If all parties agree that specific points are sure to surface as deterrents, then initial brainstorming among all stakeholders must be accomplished before these possible deterrents can corrupt the planning processes.

Likewise, differences must be brought out into the open for a frank and honest discussion and reflection. If differences are not addressed in the initial planning stages, they will most assuredly undermine the future success of a program.

RESULTS OF THE TELECONFERENCES

The results of the teacher and principal interviews produced a description of values and perceptions and a schema of memorable statements

(Appendices E, F). In examining the interviews, it was apparent that both teachers and principals valued the acquisition of a second language and believed it was important for students to know more than one language. All valued bilingualism, primary language retention and cross cultural competency. Both groups concurred that an overwhelming condition for change was population shift, one where more English language learners were enrolling in schools, and whose primary language should be viewed as an asset and not as a problem. All agreed that English Language Learners need not lose their first language while learning English. All concurred that dual immersion enhances the whole child, that there is inherent value in two languages, that bilingualism is an asset for everyone, and that children will be better prepared and more marketable for the future.

Respondents agreed that dual immersion produces open minds and strong skills, and it widens and stretches student learning. Principals, in particular, agreed that in today's society, foreign/second language instruction is not an 'add on' to the curriculum, and that there is a need to prepare our children for the multicultural/multilingual world that awaits them. Both groups believed that dual immersion is successful at breaking down cultural barriers and that children will enjoy not only cognitive benefits but economic ones as well. All thought that exposure to a second language benefits the child and the community.

Other similar values shared by both groups were the belief that the children could be the best promoters of dual immersion language programs, and that parents are key to the success of the program.

When considering the stumbling blocks, there was a difference in how the principals approached the subject. The major issue that most mentioned was money and budget. Again, principals seemed to think that a dual immersion program would be costly and would necessitate spending extra dollars that are not available. Teachers, on the other hand, stated that the cost of running a dual immersion program is the same as any mainstream classroom, and that it is much less costly than pullout ESL/SSL programs, where extra teachers must be hired by the school district to provide language instruction. This key point could prove crucial in convincing principals that the budget need not be a major stumbling block to planning a dual immersion program.

Both teachers and principals thought that the easiest pieces to replicate would be the method-

ology, the program schedules, and teaching strategies. All agreed that intrinsic values and populations would be impossible to duplicate or reproduce.

Other perspectives and viewpoints that became apparent in the interviews were that teachers and administrators considered academic research and professional collaboration important approaches to facilitate the development of more dual immersion programs. By sharing ideas, materials, and information, experienced participating teachers can help pave the way for newcomer programs. Existing programs can help other school districts plan more dual immersion programs through collaboration and dissemination of information. Experienced teachers were more than amenable to sharing their expertise and helping new programs explore the development and implementation of new dual immersion programs. They believed that research findings can be widely disseminated and can assist newcomers learn from past experiences.

Both groups thought that, while replicating successful programs is not easy, it is also not impossible. Both groups stated that the easiest portions of a program to replicate are the schedules, materials, and teaching strategies. More difficult to replicate are student populations, qualified teachers and faculty buy-in. Any school district or individual school considering establishing a dual immersion program would have to assess these areas based on their own demographics.

OVERALL RESULTS OF THIS STUDY

Based on the combined findings of the surveys and interviews, the factors that are most important in making a decision to plan a dual immersion program are parental support, faculty buy-in, and the results of academic research. Without these key elements, a decision will be hard pressed for support. Other important factors are testimonials, school board approval, contact with other programs and favorable media accounts. It was interesting to find that board approval, while a necessary ingredient, was not as important as one might consider. If a strong group of parents and supporters have the first three components, their chances for successful decision making is greatly enhanced.

Teachers strongly believed that parent testimonials go hand in hand with parental support, and it would seem likely that this is also a strong and powerful tool for supporters to utilize in their endeavor. Most interesting is that, although teachers and principals differed statistically, with teachers believing more strongly than principals that positive media attention is important, nei-

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Intermingled among these four guiding principles are the most important stakeholders in the educational process: the students, educators and those in school leadership positions, the parents, the community and society at large.

ther teachers nor principals thought positive media attention would be a very important factor in the decision-making stage.

The most important benefits perceived of dual immersion are language acquisition for all students, high academic achievement, and a positive school climate. Other benefits include strong parental support and an innovative curriculum. The strongest perceived difficulties or deterrents in promoting the establishment of a dual immersion program would be lack of parent support, negative attitudes towards other languages, lack of quantified teachers, and lack of faculty buy-

in. Other deterrents are lack of staff development, material, and curriculum. For principals, the single strongest deterrent was the budget.

The participants believed that the best ways to promote the development of more dual immersion programs is through dialogue, parental and community support, using academic research, using students and parents as ambassadors, using testimonials, reporting at conferences, producing videos, highlighting academic achievement, and media showcasing.

THE DEVELOPMENT OF A CONCEPTUAL MODEL OF DRIVING FORCES AND A SYNTHESIS OF FINDINGS RESULTING IN A CONCEPTUAL FRAMEWORK

The results of the surveys and interviews facilitated the construction of a conceptual model that identified factors that work on and with each other to affect language policy reform and produce an effective educational program for all students, and a conceptual framework which synthesized the findings of this research and points to dual immersion as an effective program for EO and ELL students.

All principles for the conceptual model and subsequent framework were extrapolated and developed based on the principal and teacher surveys and teleconference interview responses. Both can be used to examine the conditions necessary for the development of future dual immersion programs and thus produce the values at the very core of this research: long lasting language policy reform, language transformation, and a restructured school culture.

In order to produce an effective educational program for all students, a *Conceptual Model of Dual Immersion as a Driving Force for Language Policy Reform*, was developed and is represented in Figure A. It is based around four guiding principles:

- Two-Way Immersion As A Force Of Change And Educational Reform
- Two Way Immersion As Effective Conditions Of Schooling For The English Language Learner and the Native English Speaker
- Two Way Immersion As A Vehicle For Language Acquisition For English And For Another Language
- Two Way Immersion As Good Educational Policy-Pedagogy Of Biliteracy For

The Preparation Of Youth For The Global Economy

Intermingled among these four guiding principles are the most important stakeholders in the educational process: the students, educators and those in school leadership positions, the parents, the community and society at large. They act upon the framework and are affected by it as well. They are both contributors to the four realms as well as recipients. They act upon each sphere and are affected by each one as well. They are all reciprocal beneficiaries of a mutual construct.

In addition to the conceptual model, the results of the surveys and interviews facilitated the construction of a *Synthesis of Findings: A Conceptual Framework*. It points to dual immersion as an effective educational program for both the English Language Learning and Native English (English Only) populations and is represented in Figure B. Once again, all criteria contained in this framework were synthesized, extrapolated and developed based on the principal and teacher surveys and teleconference interview responses.

The framework is divided into two sections and organizes support systems into positive and negative realms. It articulates the results of language policy and effective educational programs for the English Language Learner and the English Only student simultaneously. Dual immersion can help to reduce tensions of educational settings, improve school climate, help students attain high academic achievement, encourage meaningful parent participation, provide an opportunity for significant and genuine second language acquisition for all children, all of which will lead to a competent bilingual and bicultural citizenry and a transformed society.

Also on the positive side, the system will support and promote additive language policies for both English Language Learners, as well as English Only students, both of whom are striving to enhance and promote their linguistic and cultural competency. These positive language policies will in turn, promote biliteracy, bilingualism, cross cultural and linguistic competency, academic and cognitive advantages, such as higher SAT scores, problem solving skills enhanced creatively intellectual flexibility and motivation for continued education. In the case of the school district that was studied, it will also tie in to the core values that are part of the district vision, and mission: high student achievement, visionary leadership, a focus on the future, a celebration of diversity, stakeholder satisfaction and life long learning.

On the negative side of the framework is a subtractive language policy, which will negatively affect both groups of learners. For the English Language Learner, these policies lead to monolingualism, low levels of cognitive academic language proficiency, low academic achievement, cultural isolation, intergenerational conflict, feeling of loss and separation closed access to economic integration, and no cognitive advantages associated with maintenance of L1 and full acquisition of L2. For the English Only student, these subtractive policies lead to monolingualism, ethnocentricity, cultural isolation, hegemonic thinking and practices, and no cognitive advantages associated with early L2 acquisition.

The socio-political conditions associated with encouraging an effective educational policy for all students include strong parental involvement and support, teacher buy-in to decision-making and conceptual development of a program, community support, positive media attention and coverage, political support and a symmetry of status for both languages. The organizational structures associated with encouraging an effective educational policy for all students include beliefs and attitudes that language is a resource, not a problem, a commitment to long term participation, an early age start in the program, and a symmetrical exposure to the target language and culture. The instructional program design associated with encouraging an effective educational language policy for all students include full first and second language development, both orally and in written form, biliteracy, parent participation and voice, an articulation between the grades, cross cultural contact and experiences, staff expertise, along with a symmetry of resources, time and socio-cultural contexts, such as language used in the larger school set-

ting, including the front office, the cafeteria, the administrative offices, the playground, the intercom announcements, etc. It is also incumbent that as many people as possible be experts in both languages, to promote a sense of true equality between the languages.

CONCLUSIONS

As a result of this study, it appears evident, that teachers and administrators share many beliefs and values regarding factors to consider in planning a dual immersion program, benefits to a school that has a dual immersion program and deterrents that might hinder the development of a dual immersion program. In a majority of cases, they concurred on which factors can affect the decision making process, which benefits are strongest for a school that adopts a dual immersion program and which deterrents can have the strong negative effects on the decision making process.

Participants in this research study expressed the opinion that dual immersion programs possess and profess all of the qualities and traits of an effective educational program for both English Language Learners and English Only students. They believed that the very core structures, composition and framework of dual immersion support high academic achievement, high levels of proficiency in both first and second language, cultural competence, positive cross-cultural attitudes and behaviors along with high levels of self-esteem.

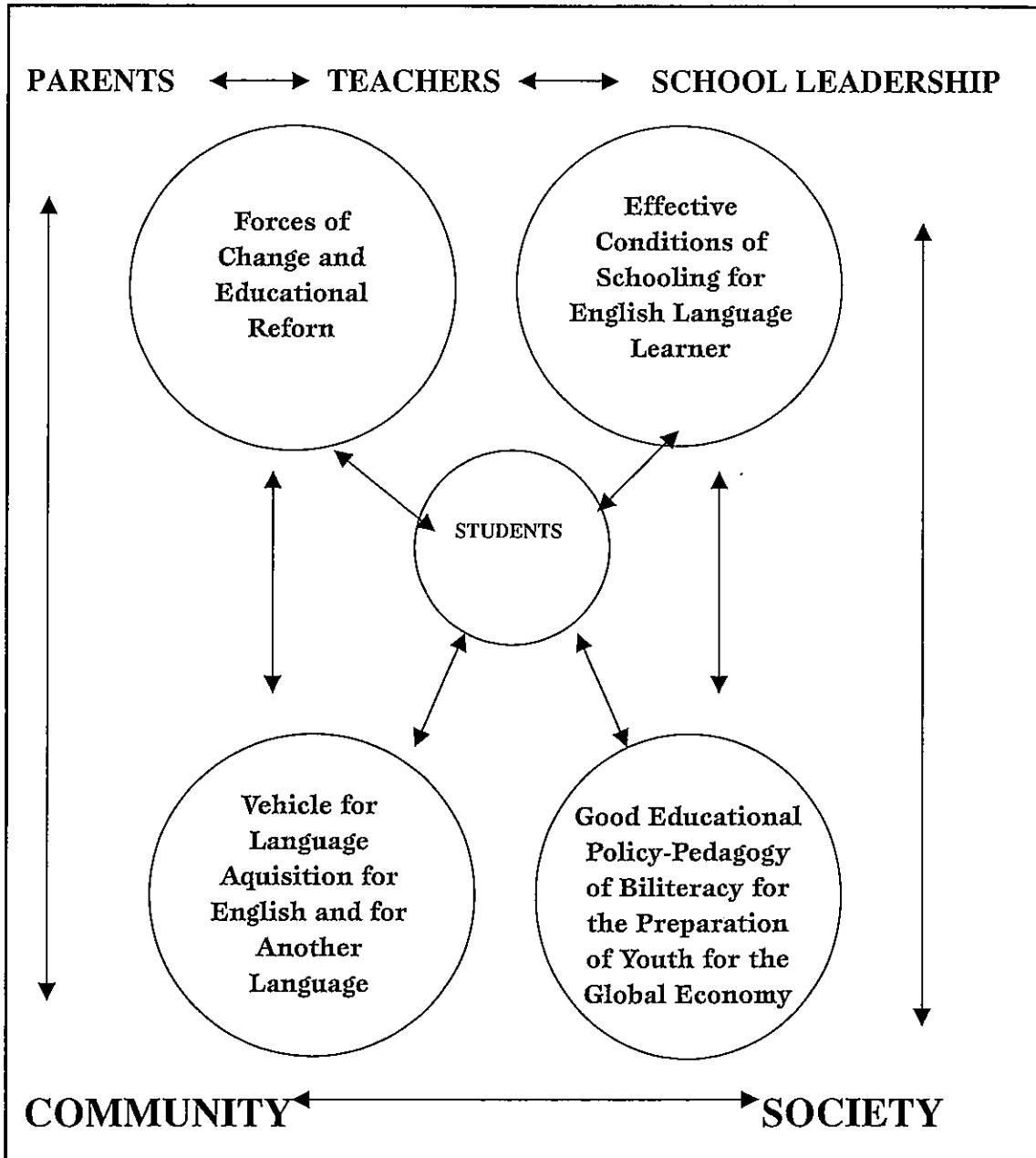
The responses from the surveys and teleconferences indicated that participants in dual immersion and those who are considering establishing a program believe that it is a win/win educational setting for all students. Therefore, it is incumbent upon those who wish to encourage language policy reform, language transformation and a restructured school culture, to take note of the suggestions, knowledge and opinions of others who have negotiated and undertaken the processes necessary to commence and sustain a successful dual immersion program.

The model and framework produced by this study will be utilized to promote the establishment of more dual immersion programs throughout the geographical area where the study was undertaken. It is also hoped that it will be widely used by other proponents of dual immersion, wherever there is an interest in producing language transformation and providing a restructured school culture for all children.

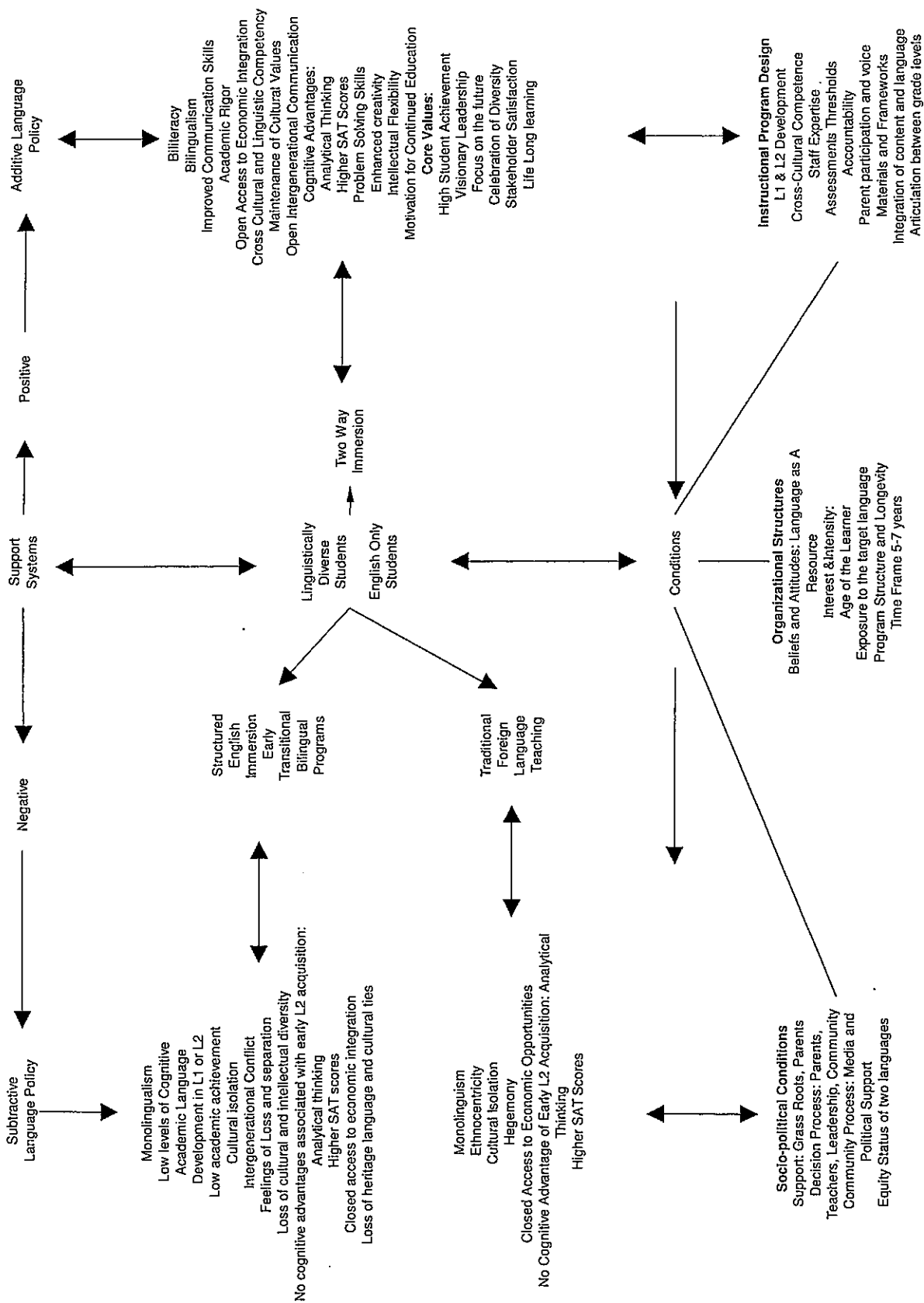
The responses from the surveys and teleconferences indicated that participants in dual immersion and those who are considering establishing a program believe that it is a win/win educational setting for all students.

FIGURE A

DUAL IMMERSION:
A DRIVING FORCE FOR LANGUAGE POLICY REFORM:
A CONCEPTUAL MODEL OF DRIVING FORCES TO PRODUCE AN
EFFECTIVE EDUCATIONAL PROGRAM FOR ALL STUDENTS



**FIGURE B: SYNTHESIS OF FINDINGS: A CONCEPTUAL FRAMEWORK: DUAL IMMERSION
AS AN EFFECTIVE EDUCATIONAL PROGRAM FOR ELL AND EO STUDENTS ©**



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Appendix A

SCHOOL PRINCIPAL SURVEY

PLEASE SELECT ONLY ONE ANSWER FOR EACH QUESTION

1. How important is each of the following factors in making a decision to plan a Dual Immersion program?

a. Positive results reported by academic research

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

b. Positive media accounts

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

c. Board approval

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

d. Testimonials by satisfied parents and students

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

e. Contact with other successful programs

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

f. Faculty "Buy In"

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

g. Parent support

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

2. Please decide the importance of each of the benefits to a school that adopts a dual immersion program.

a. Positive School Climate

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

b. Innovative Curriculum

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

c. Language Acquisition for all students

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

d. Strong Parental Participation

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

e. High academic achievement for all students

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

3. Please decide on how seriously the following factors might deter a school's decision-making process with regards to a Dual Immersion Program.

a. School population (% of English language learners and native English speakers)

1. Very Strong deterrent 2. Strong deterrent 3. Neutral 4. Weak deterrent 5. Very weak deterrent

b. Availability of Qualified Teachers

1. Very Strong deterrent 2. Strong deterrent 3. Neutral 4. Weak deterrent 5. Very weak deterrent

c. Established and Approved Curriculum and Standards

1. Very Strong deterrent 2. Strong deterrent 3. Neutral 4. Weak deterrent 5. Very weak deterrent

d. Support Materials

1. Very Strong deterrent 2. Strong deterrent 3. Neutral 4. Weak deterrent 5. Very weak deterrent

- e. Budget
 1. Very Strong deterrent 2. Strong deterrent 3. Neutral 4. Weak deterrent 5. Very weak deterrent
- f. Availability of Staff Development
 1. Very Strong deterrent 2. Strong deterrent 3. Neutral 4. Weak deterrent 5. Very weak deterrent
- g. Negative Attitudes towards Other Languages
 1. Very Strong deterrent 2. Strong deterrent 3. Neutral 4. Weak deterrent 5. Very weak deterrent
- h. Faculty 'Buy -In' or Receptiveness
 1. Very Strong deterrent 2. Strong deterrent 3. Neutral 4. Weak deterrent 5. Very weak deterrent
- i. Parent support
 1. Very Strong deterrent 2. Strong deterrent 3. Neutral 4. Weak deterrent 5. Very weak deterrent
- j. Favorable Results of Academic Research in the field of Dual Immersion
 1. Very Strong deterrent 2. Strong deterrent 3. Neutral 4. Weak deterrent 5. Very weak deterrent

Please provide the following demographic information:

Your Name _____

School Name _____

Number of Enrolled Students _____ Number of ESOL Speakers _____

On site ESOL Program? Yes No

I would be willing to further discuss these questions either in person or through a teleconference. Yes No

If yes, where and at what day or time would be most convenient to you _____

Appendix B

SURVEY FOR PARTICIPATING DUAL IMMERSION TEACHERS PLEASE SELECT ONLY ONE ANSWER FOR EACH QUESTION

1. How important is each of the following factors in making a decision to plan a Dual Immersion program?

a. Positive results reported by academic research

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

b. Positive media accounts

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

c. School Board approval

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

d. Testimonials by satisfied parents and students

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

e. Contact with other successful programs

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

f. Faculty "Buy In"

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

g. Parent support

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

2. Please decide the importance of each of the benefits to a school that adopts a dual immersion program.

a. Positive School Climate

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

b. Innovative Curriculum

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

c. Language Acquisition for all students

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

d. Strong Parental Participation

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

e. High academic achievement for all students

1. Very important 2. Important 3. Neutral 4. Not very important 5. Not at all important

3. Given that there are many factors to consider, please decide on how the following factors might deter a school's decision-making process with regards to Dual Immersion.

a. School population (% of English language learners and native English speakers)

1. Very Strong deterrent 2. Strong deterrent 3. Neutral 4. Weak deterrent 5. Very weak deterrent

b. Availability of Qualified Teachers

1. Very Strong deterrent 2. Strong deterrent 3. Neutral 4. Weak deterrent 5. Very weak deterrent

c. Established and Approved Curriculum and Standards

1. Very Strong deterrent 2. Strong deterrent 3. Neutral 4. Weak deterrent 5. Very weak deterrent

d. Support Materials

1. Very Strong deterrent 2. Strong deterrent 3. Neutral 4. Weak deterrent 5. Very weak deterrent

e. Budget

1. Very Strong deterrent 2. Strong deterrent 3. Neutral 4. Weak deterrent 5. Very weak deterrent

- f. Availability of Staff Development
 1. Very Strong deterrent 2. Strong deterrent 3. Neutral 4. Weak deterrent 5. Very weak deterrent
- g. Negative Attitudes towards Other Languages
 1. Very Strong deterrent 2. Strong deterrent 3. Neutral 4. Weak deterrent 5. Very weak deterrent
- h. Faculty 'Buy -In' or Receptiveness
 1. Very Strong deterrent 2. Strong deterrent 3. Neutral 4. Weak deterrent 5. Very weak deterrent
- i. Parent support
 1. Very Strong deterrent 2. Strong deterrent 3. Neutral 4. Weak deterrent 5. Very weak deterrent
- j. Favorable Results of Academic Research in the field of Dual Immersion
 1. Very Strong deterrent 2. Strong deterrent 3. Neutral 4. Weak deterrent 5. Very weak deterrent

Please provide the following demographic information:

Your Name _____

School Name _____

Grade You Teach _____ Number of Years Teaching _____ Number of Years in Dual Language Teaching _____

Your Native Language _____ Number of students in your class _____

Breakdown of languages: Native English _____ English Learners _____

I would be willing to answer some questions more in depth through a brief telephone conference call. Yes No

If yes, where (telephone number) and at what time of day would be most convenient to you? _____

Appendix C

OPENING STATEMENT TO PRINCIPAL INTERVIEW PROTOCOL

After introducing myself to the caller:

This call is to follow up on the survey you filled out on language issues and immersion programs. You indicated on the survey that you would be interested in speaking to me more at length and this call is intended to gather more information on your beliefs and perspectives regarding dual immersion programs. I will be taking notes on this conversation for inclusion in this study I am conducting. Just to refresh your memory, the study I am conducting is to assemble a conceptual or theoretical model on language immersion programs at the elementary level to encourage the development of future dual immersion programs.

As the instructional leader of your school, your input and sincere reflections are very valuable to me in order to find out more on this subject. You are in a unique position to enhance the knowledge of interest in dual immersion programs, and I thank you for your cooperation and for taking the time to speak with me.

The interview has eight questions. Feel free to answer them as fully as you desire. After the eight questions, if you are still available, I may ask a follow up or related question based on your responses. Also, at that time, you may ask me any questions that you may have.

Any questions before we begin?

Teleconference Interview Questions for Principals

1. Are you considering a Dual Immersion program at your school? If yes, what conditions are leading you to consider establishing a Dual Immersion program? If no, Why/not (**Conditions of change**).
2. Would a dual immersion program promote the district's guiding principles (there are 8), strategic goals (there are 7), and strategic directions (there are 3), especially highest academic achievements, commitment to diversity and parental/community involvement? How? (**Promote**)
3. How would a dual immersion program benefit your school? (**Benefits**)
4. How would you interest your staff, parents and community in this concept? How would you go about gathering support? What is the best way to promote a dual immersion program? (**Promote**)
5. What would be the biggest stumbling blocks or difficulties to the development of a Dual Immersion Program? (**Determents**)
6. Would the dynamics at your school change if a Dual Immersion program were implemented? How? (**Dynamics of change**)
7. To what extent do you think a successful Dual Immersion program can influence another school's decision to begin a program and how could their experiences assist in planning a program? (**Promote**)
8. What part of a program do you think would be easily replicated in another school or district and which part of a program would be unique to a school and therefore difficult to replicate? (**Replication**)

Appendix D

OPENING STATEMENT TO EXPERIENCED TEACHER INTERVIEW PROTOCOL

After introducing myself to the caller:

This call is to follow up on the survey you filled out on language issues and immersion programs. You indicated on the survey that you would be interested in speaking to me more at length and this call is intended to gather more information on your beliefs and perspectives regarding dual immersion programs. I will be taking notes on this conversation for inclusion in this study I am conducting. Just to refresh your memory, the study I am conducting is to assemble a conceptual or theoretical model on dual language immersion programs to encourage the development of future dual immersion programs.

As an experienced participant in the dual immersion model, your input and sincere reflections are very valuable to me in order to find out more on this subject. You are in a unique position to enhance the field knowledge of dual immersion programs, and I thank you for your cooperation and for taking the time to speak with me.

The interview has nine questions. Feel free to answer them as fully as you desire. After the eight questions, if you are still available, I may ask a follow up or related question based on your responses. Also, at that time, you may ask me any questions that you may have.

Any questions before we begin?

Interview Questions For Participating Dual Immersion Teachers

1. Why is your program successful and how can it be a model for other schools? (**Promote**)
2. How has your school benefited from the two-way program? (**Outcomes**) (**Benefits**)
3. If someone asked you what the difficulties have been in your program, and how to avoid them, what would you answer? (**Deterrents**)
4. If a group of teachers came to visit your school, what parts of your program would be easy for them to “borrow” and what parts would be difficult or impossible for them to use? (**Replication**)
5. If I was a principal, and I asked you for advise on how to promote a Dual Immersion program to parents, staff, and community, what would you tell me? (**Promote**)
6. If you were a principal, what conditions at your school would prompt you to start a program? (**Conditions of Change**)
7. How can you and others be ambassadors for the two-way program? (**Promote**)
8. If you were at the school before the two-way program began what has changed and what has stayed the same?
Or: How has your program evolved over the years? What has changed and what has stayed the same? (**Dynamics of Change**)
9. How long does a school need to plan a new program? How long do you think is needed to refine and revise a program until it becomes self-sustaining? (**Time**)

Appendix E

PARTICIPATING DUAL IMMERSION TEACHERS

School	Teacher (Pseudonyms)	Native Language	Grade Level	Years Experience Immersion	Total Years Teaching Experience	Most Memorable Statement
A	Elisa	Spanish	4	3	6	This program produces open minds and strong skills.
A	Inés	Spanish	7	12	27	We need to prepare our children for the world. People who visit us leave saying, "If only I had had a school like this"
A	Oscar	Spanish	K	4	4	We tell our visitors, "Come stay a week" so they can really see what goes on here.
B	Carol	English	MultiGrade	10	20	All children can succeed in becoming bilingual and biliterate.
B	Lindsay	English	PreK	10	10	Academic research shows the cognitive benefits. Two languages stimulate the brain cells and are beneficial.
B	Nadine	English	2	14	14	Transitional bilingual education is immoral. Why dump primary language if you can have competency in two?
B	Lucia	Spanish	K	3	3	This work is very hard. You have to believe in the model. Difficulties seem to shrink with success.
B	Yolanda	Spanish	1-3	10	20	Our survival is our success. Keep in mind the original purpose of the program: to meet the needs of the underachieving Latino child.
B	Cesar	Spanish	5	5	5	It's all about empowering the students. Parents are key. Show them the benefits of becoming bilingual, the extra enhancement in their education. What parent doesn't want that for their child?
C	Melanie	English	3	15	20	We have the children of millionaires and food stamp recipients, college professors and day laborers. But they all make friends and learn how to deal with each other.
C	Adele	English	7	5	8	Our school IS the two way school. We were a strand in a school and we never found the balance with the rest of the school.
C	Monsa	Spanish	K	15	32	Transitional bilingual programs left students short. This gives Latino students more time and the English kids a second language opportunity. Political aspects cloud the issues.
D	Laura	English	2	7	15	The public must look at the end product for success in literacy and it must articulate to the middle school. There is nowhere for these kids to go.
D	Marla	English	2	8	12	There is inherent value in two languages. You have to reinforce that this is not the old bilingual program.
D	Nora	English	1	3	3	We are swimming upstream against the tide of public opinion. We have to aggressively recruit new students every year.

Appendix F

PARTICIPATING PRINCIPALS

Principal	School ID Number	Student Numbers	Average Class Size	Free/ Reduced Lunch %	ELL %	Main Interest and Level of Intensity	Most Memorable Statement
1	28	722	22.6	35.6	0.1	Provide L2 for EO students. Paradigm shift to positive view of languages	There are no formulas for success. Start with school interest and build from there.
2	29	848	23.5	5.8	0.0	Provide L2 for EO children	Dual Immersion enhances the whole child. It widens and stretches student learning
3	30	813	23.3	13.4	0.4	Need to be proactive for incoming ELL population. Open new horizons for EO students	The world is changing. We must be ahead of the curve for all students, both ELLs and EOs
4	31	469	23.0	14.7	0.2	L2 for EO students, including low SES and Identified Gifted. Need more diversity and more cultural competence.	In today's society a foreign language is not an 'add on' to the curriculum; it is a necessity
5	32	850	22.2	34.7	0.0	L2 for EO students	Exposure to L2 benefits the child and the community
6	33	585	22.8	44.1	0.2	Effective schooling for more ELLs. L2 for EO population. Cross cultural competence	ELLs need to be more integrated in the whole school community. There needs to be better relations between EO and ELL populations.
7	34	786	22.0	57.1	3.0	Language as a resource. Increased numbers of ELLs to be viewed not as a problem, but as a resource	ELLs need to be viewed as a positive, not a negative
8	35	678	22.8	11.7	0.0	Better schooling for both ELLs and EOs. Research based, increase in cognitive abilities	Dual Immersion produces a better product

Assessment

Wisconsin Department of Public Instruction (2002). *Planning Curriculum for Learning World Languages*. Milwaukee WI: Author. ISBN: 1-57337-103-3. Available for \$42 from: Publication Sales, WI Department of Public Instruction, Drawer 179, Milwaukee, WI 53293-0179. (800) 243-8782, (608) 266-2188, Fax: (608) 267-9110, www.dpi.state.wi.us/pubsales

Hot off the presses is a wonderful resource for K-12 language teachers. *Planning Curriculum for Learning World Languages*, is a 258 page comprehensive guide to planning curricula, assessing outcomes, and teaching languages. Paul Sandrock, World Languages Consultant for the Wisconsin Department of Public Instruction, reviews Wisconsin's long history in supporting language teachers in his introduction to the guide,

"Wisconsin's *Guide to Curriculum Planning in Foreign Language* began a major shift in curriculum, assessment, and instruction in world language classrooms...when introduced in 1986. Teachers were challenged to create curriculum that focused on student performances described as communicative functions rather than one that merely consisted of a list of content to cover. Instructional practices changed to teach in such a way as to achieve these communicative objectives" (2002, p. ix).

Since 1986 the *Standards for Foreign Language Learning* (1996) and *Wisconsin's Model Academic Standards for Foreign Languages* have been introduced to the language teaching community. These documents change the focus from learning about language to one on what students need to know and be able to do in order to use the target language instead of using a grammatical scope and sequence as the organizing principle. This new publication features an emphasis on learning instead of teaching. It creates a context for using the standards as a "mindset" for curriculum planning. The guide provides comprehensive explanations of these ideas in the eight chapters of the book.

Part I of the guide explains the bridge from standards to the classroom, the process of designing curriculum and curriculum units, and includes design templates and benchmark examples

of thematic content. Part II works with instruction "...flowing from a curriculum of standards-based assessment", including "brain-compatible learning" and the factors shaping language teaching and learning today. Part III focuses on the considerations for building effective programs, including related issues such as, heritage speakers and using technology. And, Part IV is where the blank templates and a complete list of language functions are found.

This guide is particularly useful in explaining the connections between the standards and classroom curriculum and guiding teachers in a new way of planning language curricula that begins with the essential questions students should be able to answer through performance assessments at the end of a unit of instruction. The writing is clear and includes many descriptive examples. The new graphic used throughout the guide puts the language teaching emphasis for the students on communication in the three modes (interpersonal, interpretive, presentational), integrated with connections, comparisons and communities and entirely encircled by culture. Performance assessment, informed by performance standards, resides in the center of the design. The publication is one of the few texts available that details planning curriculum for world language classrooms. Although the guide is written for Wisconsin teachers, their state standards are similar to the national standards and the ideas in the book are applicable to language teachers everywhere. It is important reading for language teachers and would make an excellent text for methods classes.

This new publication features an emphasis on learning instead of teaching.

La realidad mágica de Oaxaca

The Institute for Urban and Minority Education (IUME)
Teachers College, Columbia University
Supported by: National Endowment for the Humanities



Painting by Leovigildo Martínez,
Oaxaca, 1995

- ¿Qué?** A travel study program, summer 2003
- ¿Quién?** K-8 Spanish Teachers (Foreign Language--FLES, Middle School, Immersion, Dual-Language, Bilingual)
- ¿Cuándo?** June 30-August 1, 2003
- ¿Dónde?** Oaxaca, Mexico
- ¿Cuánto?** Participants receive a stipend to pay for airfare, housing, meals, and books.
- Other institute-related costs are covered by the NEH grant
- ¿Cómo?** For additional information and the application:
E-mail Dr. Mari Haas, Project Director, with any questions:
mbh14@columbia.edu

La realidad mágica de Oaxaca is a national project for 25 elementary and middle school teachers (who teach language and subject content in Spanish).

Participants will gain:

- knowledge and understanding of the history and culture of the Oaxaca Valley in Mexico;
- practice with their language and writing skills and;
- the ability to create thematic/interdisciplinary curricula that include a language plan.

The history and culture of the Zapotec and Mixtec people from the valley of Oaxaca present a civilization rich with ancient tradition and blended with the influences brought by the Spanish in the 1500s to create a unique contemporary culture. From the inspiring landscape and archeological sites to the many religious and secular festivals shaped by the syncretism of indigenous and Hispanic beliefs, Oaxaca has always been a place that includes myth and magic in its everyday reality.

During the Realidad Mágica summer institute the participants will work with texts, artifacts, slides, and videos and participate in in-depth experiences in the disciplines of history, culture, and language arts (including poetry, novels, myths and stories, and the collecting of stories in the oral tradition). The study of Oaxacan culture will provide the participants with the unique opportunity to observe several issues in human experience that originally come from the perspective of the worldview of the indigenous people of Oaxaca. These issues include the relationship between individual and community, fantasy and reality, and life and death. While the traditional North American view is that these categories are mutually exclusive, Oaxacans show us how to break down the rigid barriers that seem to separate them and invite us to see them as two parts of a whole. The folk artists included in this study are engaged in the preservation and transmission of their culture.

Classroom Resources

FRENCH

Myriam Chapman

Gray, Karen and Benzine, Halim. *Cocorico, Teacher's Resource Book*. National Textbook Company. Chicago, Ill. 2000. Available through National Textbook Company.



This is a very practical resource book for teachers who want to supplement their curriculum with fun activities. It consists of 46 entirely reproducible pages with instructions for the teacher. While it covers the usual topics: Holidays, Myself, Animals, Family, Favorite Foods, etc. it has some excellent features. The activity sheets are entirely in good, colloquial French. The teacher instructions are in English and include simple directions as well as well thought-out extension activities. Each activity is accompanied by a smiley face that tells whether the activity is for individuals, partners or groups. Several activities are truly inventive.

The activity called *Mes empreintes digitales* encourages students to create imaginary figures around their fingerprints and to fill out a sheet describing each character. *L'arche de Noé* requires that students fill up a Noah's ark which they construct themselves with matching pairs of animals. The activities are flexible enough to elicit simple or more complex language from the student and the teacher. Included are matching games, dice games, story-telling sheets, songs and art activities; quite a range of things to do to extend a lesson. Some of the activities do not require reading or writing and can be used with pre-readers.

It is hard to find a resource book that is truly useful in so many different situations—but this is it.

Share your favorite resource(s) with your colleagues at NNELL by sending information including the title and a short description of the resource to the appropriate language resource editor!

GERMAN

Marianne Zose

Elke Dürhager, Lutz Gottschalk: *Grundschul-Liederbuch 1*. Bergisch Gladbach: Leu Verlag 1997. ISBN 3-928825-50-X; ISMN M-50006-050-5; 264 Seiten/pages A-4

LEU-Verlag, 51429 Bergisch Gladbach, Herweg 34 Tel.: 02204-981141 - Fax: 02204-981143; E-Mail info@leu-verlag.net (Preis: 17,90 Euro) <http://www.leu-verlag.net/grundcd.htm> Shop Online: <http://www.leu-verlag.net/index.htm>

CD zu Bd. 1 Lutz Gottschalk ISBN 3-928825-70-4/CD Gesamtspieldauer/ Playtime: 63:25 Min. (Preis: 14,90 Euro)

The *Grundschul-Liederbuch* book is a rich collection of 250 songs, ranging from the traditional to the innovative. The CD contains 40 of these songs to listen to and/or sing along to the music. The songs are organized by topics, such as numbers, daily routines, days of the week, seasons, the environment, and living together in harmony. The activities generally fall into several categories: movement, singing, rhythmic notation, and arts and crafts.

Sample:

Songs for November / German Culture

Title: *Abends, wenn es dunkel wird*

Text: Heinrich Seidel

Melodie: Walter Twellmann

Abends, wenn es dunkel wird

Abends, wenn es dunkel wird,

Und die Fledermaus schon schwirrt,

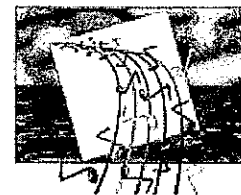
Zieh'n wir mit Laternen aus in den Garten hinterm Haus,

Und im Auf- und Niederwallen lassen wir die Lieder schallen:

Laterne, laterne, Sonne, Mond und Sterne.

The **Lantern Festival** is one of the most popular events for German children. It takes place on **November 11** and reminds us of Martin of Tours, who lived in the fourth century. He started out as a Roman soldier, was baptized and became a monk. Because of his exemplary life (On a cold winter night Martin shared his cloak with a beggar) he was appointed Bishop of

Grundschul-Liederbuch



Tours. Legend has it that geese betrayed him with their gabbling when he tried to hide in a stall as he was to be appointed bishop. We honor him for his generosity and humility.

When evening falls Kindergarten and elementary school students, parade through the town carrying homemade lanterns. While parading they sing about the generosity of St. Martin. It is a quite common that a group of students re-enacts the legend in which Martin shares his cloak with a homeless man. At the end of the festival each child is rewarded with a *Weckmann*, a huge gingerbread cookie.

Ich geh' mit meiner Laterne (Song)

Ich geh mit meiner Laterne und meine Laterne mit mir. Da oben leuchten die Sterne, hier unten da leuchten wir. Mein Licht ist aus, ich geh' nach Haus! Ra-bim-mel - ra-bam-mel-ra-bumm.

The authors share the beliefs of many experts that music is inborn in children who instinctively experiment with sounds and rhythms when allowed. They shake toys, bang pots and pans, clap, stomp, jump and dance to music. The "Grundschul-Liederbuch" provides an excellent resource for German FLES teachers.

Submitted by: Marianne Zose, German Resources Editor

LATIN

Natali Miller

Adults and children alike will enjoy learning the Latin words for foods such as macaroni and cheese, juice, cereal, and hot dog.

Carducci Bolchazy, Marie. (2002). *How Many Animals? = Quot Animalia?* Wauconda, IL: Bolchazy-Carducci Publishers, Inc

Available from Bolchazy-Carducci Publishers, Inc. at <http://www.bolchazy.com>; ISBN: 086516-540-8; Cost is \$9.95.

It is ironic that the language which has supplied 60 % of English words, and from which the five modern Romance languages (Italian, Spanish, French, Portuguese, and Romanian) descend, has been increasingly ignored or neglected in foreign language instruction. Perhaps we think of Latin as a "dead language," which is of little practical value since no one speaks it today. Nothing could be further from the truth. Latin is an intensely practical language, not only where vocabulary is concerned. It is indeed a grammatically complex language, but once a student masters that structure, he or she will be able to learn other languages using the structure of Latin as a framework. Recently, Latin has been making a comeback in schools, whether public, private,

or in the home. Any foreign language teacher knows that younger children are adept at absorbing various features of the new language. However, there are not many sources suitable for introducing Latin to younger students. Fortunately, for teachers and parents interested in starting Latin instruction early, Bolchazy-Carducci has recently published several *I Am Reading Latin* books for younger children (ages 4-8). One out of this series, *How Many Animals? = Quot Animalia?* is a fun and instructive introduction to this ancient language. It is written by Marie Carducci Bolchazy, an educator who with her husband owns Bolchazy-Carducci Publishers, Inc. The back of the book includes a translation and glossary by Latinist Mardah B. C. Weinfeld. *How Many Animals? = Quot Animalia?* is a delightful introduction not only to the Latin words for various animals and numbers, but also to the more abstract concepts of singular and plural endings, adjective and noun agreement, and some simple math problems as well. It begins simply by showing a single animal (for example, porcus, "pig"), and then several of that animal with the plural noun form (porci, "pigs"). After introducing all the animal characters (pigs, dogs, elephants, cats, lions, snakes, mice, apes, bears, sheep, wolves, rabbits, and spiders), the book then associates the numbers one through twelve and one hundred with a different sort of animal. Then the book goes through thirteen pairs, each consisting of a numeral and an animal. Then with a nice subjunctive Numeremus animalia! ("Let's number the animals!"), the book moves into the more complex section: math problems which also use adjectives: octo animalia: tres canes magni et quinque catti quieti ("eight animals: three large dogs and five quiet cats"). In addition to these Latin words, and phrases, the book is illustrated throughout by the very talented high school senior Kristie Stock. And, in case teachers or parents are concerned about their own lack of Latin knowledge, the book has several helps in the back. First of all there is a translation of the entire text, followed by a pronunciation guide. In addition, there is a recording of the book available on the website. The back of the book also contains a brief introduction to the inflected nature of Latin noun endings, as well as a glossary which has not only the definition of each word, but also lists some derivatives under each entry. This little book, *How Many Animals? = Quot Animalia?*, is a well-rounded text which is solidly academic yet presented in an engaging fashion. It will help fill the void of Latin books for the very early beginner.

Carducci Bolchazy, Marie. (2002). *What Will I Eat? = Quid Edam?* Wauconda, IL: Bolchazy-Carducci Publishers, Inc.

Available from Bolchazy-Carducci at <http://bolchazy.com>; ISBN: 086516-542-4; Cost is \$9.95.

Another resource for Latin instructors is *What Will I Eat? = Quid Edam?* Adults and children alike will enjoy learning the Latin words for foods such as macaroni and cheese, juice, cereal, and hot dog. The book is formatted in a similar fashion to the text discussed above. The Latin portion, which is also written by Marie Carducci Bolchazy, is filled with fun sketches of different foods. These illustrations are done by another high school student, Michelle Kathryn Fraczek, who has bestowed a variety of personalities upon the foods and animals. In the back, there are helps-also by Mardah B. C. Weinfield-which are similar to those in *How Many Animals? = Quot Animalia?*: a translation, pronunciation guide, an informal description of the Latin noun, and a glossary. The book moves through each meal of the day, beginning with *Quid erit in ientaculo?* ("What will there be for breakfast?"). The narrator then lists several options for breakfast, and concludes with the option she does not want to eat (no pisa, "peas"!). She does the same for lunch and supper, and the illustrations show not only the foods mentioned, but also various animals humorously interacting with the food. While the vocabulary words contained in this book may not be used at all in the average ancient Latin text, they do provide fun and relevant phrases to use in everyday conversation. Children may want to try ordering French fries in Latin, for example. Several of the questions also teach some important concepts and idioms. The title *Quid Edam?*, for instance, is an example of the formation of the future for third conjugation verbs, a tough concept for many students to master. The book also concludes with *Edamus!* ("let's eat!") a hortatory subjunctive. If young students are exposed to these sorts of lexicalized phrases, later on when they are taught such concepts, they will already have encountered them. That way, the teacher can say, "Remember the book about food, when it says, 'E damus!' at the end? Well, that is an example of.." Otherwise, the concept taught in isolation and for the first time may seem too abstract for many students. It is high time for a return of Latin instruction in our homes and schools, and the books in the *I Am Reading Latin* series are a good step toward interesting yet profitable Latin texts for younger children.



SPANISH

Reprinted with permission by Mary Ann Kohl

Bright Ring Publishing, publisher of award winning art activity books for kids (including *Scribble Art* and *Discovering Great Artists*) announced the publication of its first bilingual book *Mudworks: Bilingual Edition / Edición Bilingüe*. Award-winning author Mary Ann Kohl's Spanish/English bilingual edition of one of her favorite and best-selling titles, *Mudworks: Experiencias creativas con arcilla, masa y modelado* contains more than 50 creative clay, dough, and modeling experiences in Spanish and English! The original English edition of *Mudworks* received many honors including the Ben Franklin Award and the American Library Association "Best of the Best Books & Media for Children" Award. *Mudworks Bilingual Edition* brings exciting art experiences to Spanish-speaking and English-speaking enthusiasts alike!

Fifty of the best squishy kid-tested projects capture the imagination of children, parents, teachers, and child-care professionals with English and Spanish translations on every page. From traditional playdough and papier maché to the kids' favorite entry of edible peanut butter playdough, this edition contains the same projects treasured for more than ten years in the original *Mudworks*, but in an easy-to-use format perfect for Spanish speakers and for those looking for a classic children's art project resource to use in their bilingual or Spanish-speaking classroom, home or daycare.

Here's what others are saying: "Mudworks Bilingual provides a unique opportunity for children, parents, and grandparents to read and create art together without language barriers, bringing familia closer together. "I highly recommend it," said Edward James Olmos, Actor (Stand and Deliver, The Burning Season). Susannah Byrd, Office of the Mayor, El Paso, Texas stated, "We learn language in much the same way that we make art, through fun and experimentation. *Mudworks Bilingual* makes it easy."

For more information, see <http://www.brightring.com/mudworkspan.html> where you will also find a recipe for making Fun Clay written in Spanish and English!

"Mudworks Bilingual provides a unique opportunity for children, parents, and grandparents to read and create art together without language barriers, bringing familia closer together. "I highly recommend it."

Edward James Olmos

Book Review

Edelenbos, Peter & Kubanek, Angelika (2001). *Fremdsprachen lernen mit Spaß. Wie Eltern ihre Kinder fördern können. [Fun with Foreign Language Learning. How Parents Can Support Their Children.]* Freiburg/Breisgau: Herder.

FL learning is no longer a luxury reserved for the elite but rather a necessity for all students to meet the demands of today's society and workplace.



They're teaching my child a foreign language in elementary school? How much will my child actually learn? How can I make sure my child enjoys learning the foreign language? And what can I do to help my child? At a time when most European countries have introduced mandatory foreign language education in the early grades, these are just some of the questions asked by parents.

In this book, the authors — one German, the other Dutch, both experts in foreign language pedagogy — share a wealth of information about foreign language learning of young children and give useful advice to parents on how to have fun with their children while helping them learn a foreign language, both inside and outside the classroom.

This very readable and practical book is divided into four main sections, each consisting of three chapters, as well as an extremely useful appendix with resources for parents and students. Although written in German for a German audience, many of the concerns and issues raised are strikingly similar to those faced by parents and teachers in U.S. elementary schools.

Section I, **What You as a Parent Should Know**, addresses how parents can help their child if they don't speak the foreign language and how to deal with the child's fears related to foreign language (FL) learning. The authors advise parents to leave the teaching to the teacher but to encourage their child by asking questions, listening to what the child says, and exploring the language together with the child. They also stress that today's early FL instruction may be quite different from the parents' experience. Today's classes focus on the playful interaction with the language and listening comprehension rather than speech production. They forgo formal grading and instead assess FL skills with a life-long "European Language Portfolio," currently developed by the Council of Europe (2002).

Section II, **Hopes, Doubts, and Prejudices**, explains some of the cognitive benefits and advantages of FL learning in a clear and comprehensible way. One issue that must seem eerily familiar to educators in the United States is the question of whether FL learning may be detrimental to the children's mother tongue education. Arguably, this could follow either because time spent on FL learning might be better spent on first language education, or because FL learning may lead to confusion and thus to a deterioration of the first language.

Here, the authors make several points: (1) FL learning is no longer a luxury reserved for the elite but rather a necessity for all students to meet the demands of today's society and workplace. (2) Since only about 10 % of the total school time is spent on FL learning, there is still plenty of time for first language instruction. (3) FL learning increases students' awareness of their first language; in fact, children who have problems with their native German frequently do better in the FL class because it is more fun-oriented and occurs at a slower pace.

Another question, frequently posed by secondary school educators, is whether FL instruction in the primary grades is useful since students don't seem to learn very much. The authors suggest that this problem is mainly one of articulation in a system that has been in existence for decades, that is, mandatory FL instruction beginning in 5th grade. Without aligning it with the secondary school curriculum, it may indeed seem that primary FL education is superfluous. However, once articulation is achieved, spending a longer period of time on FL learning will certainly increase the overall quality of the students' FL skills.

Section III, **Learning, Acquiring, and Using Foreign Languages**, summarizes and explains the overall benefits and goals of FL learning, which roughly correspond to the "Five C's": communication, comparisons, culture, connections, and communities, postulated in the national foreign language standards in this country. This is followed by a summary of the developmental stages of first and foreign language acquisition and a brief discussion of "normal" errors during the FL learning process as well as problems related to an underlying learning disability.

The final section, **The Foreign Language Program**, addresses the selection of the foreign language, expectations, and results. English is undoubtedly the "most useful" language in Europe. Yet, several arguments can be made in favor of other FLs in the elementary grades, particularly based on the assumption that all students learn English in any case later in secondary school: (1) Within the context of the European Union, learning the language of the neighboring country or of a language minority within the country would be beneficial for reasons of tradition, increased diversity, reciprocity, and access to economic markets (for example, German children studying Czech, Czech children studying German along

the Czech-German border; German children learning Friesian in northern Germany). (2) With the shortage of English teachers, qualified teachers may be available in other languages. The authors point out that even if a language is not continued beyond 4th grade (as an elective or subject), the experience is nevertheless valuable for any subsequent FL learning.

Finally, the authors warn that parents' and teachers' expectations of FL instruction should not be unrealistically high. Taking into account constraints such as time, materials, class size, and teacher training, reasonable goals are: (1) comprehension and some production, yet primarily setting the stage for later FL learning; (2) enjoyment and learning about language; (3) learning about the world and using the FL to access another culture; and (4) developing confidence and motivation for FL learning.

As there are no comprehensive studies of what children are actually able to do in the foreign language after two years, the authors point out the need for developing detailed assessment instruments, which should not be written and multiple-choice based but rather individualized and portfolio-based. Giving an example of listening comprehension, they show how individual schools may develop such

"profiles" of learning outcomes. In fact, they consider it an advantage that there is no competition among individual German schools, districts, or states, with respect to standardized test scores, thus allowing educators and administrators to take the necessary time to develop individualized, quality-based assessment instruments.

Even though the authors conclude that it will take many years before FLs have established their place firmly in the elementary school classroom, with this book they have given parents a very valuable resource, helping them understand the issues involved in early FL instruction, addressing many of their concerns, and giving them concrete examples to support their children's learning. Considering the interest and increase in early FL programs in this country, one can only hope for a book like this geared towards an American audience. It is certainly long overdue!

REFERENCES:

Council of Europe. 2002. The European Language Portfolio. Available at: <http://culture2.coe.int/portfolio/>.

Submitted by: Ingrid Pufahl, Center for Applied Linguistics

General Review

THE STORY TELLER: SEE, TOUCH, LISTEN, AND LEARN!

Available from The Story Teller, Inc.; 1-800-801-6860; Web site: www.thestoryteller.com.

Prices start at \$7.99 (additional examples of prices are included below).

Looking to enhance your students' creativity, imagination, and communication skills? Check out The Storyteller, Inc., a company that offers felt backgrounds with myriad thematic manipulatives (\$7.99-\$129.99), finger mitts, hand puppets (\$9.99-\$12.99), and soft masks (\$15.99). All are rendered in wonderful color and detail. Use them with TPR or the textbook, with kids from pre-K to high school. Kits come with activities and lessons that can be adapted to the foreign language classroom. Felt backgrounds come mounted on a hard surface or unmounted and felt boards are sold in different colors and sizes.

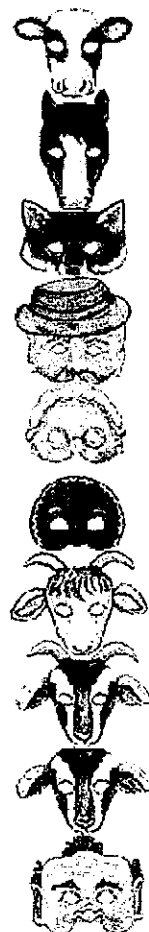
There are *Dress Me Bears*, with 18 pieces of clothing and 3 weather windows (\$21.99) calendar sets (\$29.99) and counting sets. *Create a Face* (\$15.99) allows children to manipulate hair color, eye color, facial expressions, and emotions. With *Welcome to Henny's House* (\$15.99) you can teach number skills and the process of how a chick comes from an egg. Scampering mice, scarecrows, and bumpy potatoes in *Farm Field* (\$15.99) teach posi-

tional prepositions, plant growth, and plant parts. Using the *Three Little Pigs* story, *Pigsburg* (\$15.99) focuses on emotional awareness, size relationships, and basic shapes. All three sets together are \$39.99.

Thematic sets include: the food pyramid (\$24.99), the solar system (\$22.99), the U.S. map, transportation, the farm, wild animals, animal habitats, dinosaurs, the Rain Forest, the ocean, and the house (complete with family and furniture). All inclusive sets are \$129.99-\$149.99.

Classic story and rhyme sets include: *Little Red Riding Hood*; *Goldilocks and the Three Bears*; *Stone Soup*; *The Shoemaker and the Elves*; *Jack and the Beanstalk*; *Three Little Pigs*; *Billy Goats Gruff*; *Cinderella*; *The Very Hungry Caterpillar* (\$9.99); *Brown Bear, Brown Bear* (\$9.99); *The Old Woman Who Swallowed a Fly* (\$13.99); *Three Little Kittens*; *Little Red Hen and Friends* (\$12.99); *Hansel and Gretel*; and others.

Submitted by: Marilyn Sable, French Resource's Editor



Congratulations to Jessica Haxhi—

Winner of the 2002 Milken Educator Award

Jessica Lee Haxhi is an animated, creative teacher who treats her students to wonderful trips of the imagination, all in the Japanese language.

Jessica Lee Haxhi has been a Japanese teacher in the Maloney Magnet School in Connecticut since 1994, where she designed, and teaches in, a Japanese Language and Culture Program that now serves 550 students in grades pre K-5. She is an animated, creative teacher who treats her students to wonderful trips of the imagination, all in the Japanese language. Now she is also one of the latest round of recipients of the Milken Educator Award.

Tuesday, October 8, 2002, was something of a challenge. Jessica had just returned to school from maternity leave seven days before, and she wasn't feeling very well—in fact, she was considering calling in for a substitute. Her husband, Robert, urged her to go however, telling her, "I'm sure you'll have a great day."

When Jessica got to school, her principal asked if she could have some of her students performing in the lobby as people came in for an assembly. She chose two students from each of her 3rd grade classes, and they sang a "Which color do you like?" song, using crayons as props. Jessica is ever mindful of the need for advocacy, so when Theodore Sergi, the Connecticut Commissioner of Education arrived, she shook his hand and thanked him for his support of world languages.

It was a VIP assembly. The Commissioner of Education, the Superintendent of Schools in Waterbury, the Mayor, and a State Representative were all there, as well as state consultants for world languages, social studies, and magnet schools. Robert, Jessica's husband, was there, too, with a video camera. Jessica assumed he was there to videotape her students singing.

After speeches by the Superintendent and the Mayor—who explained that he didn't really know why he was there—the representative from the Milken Family Foundation, Janet Steele, spoke to the assembly about the Milken Educator Awards. Then Commissioner Sergi announced that they were there to honor a Maloney teacher with this award.

When Jessica Haxhi's name was announced, children and teachers began cheering. A teary-eyed Jessica was presented with a huge replica of her award check, bigger than the two pre-K students who were holding it. Jessica gave a short speech of acceptance, and after a reception with the VIPs in the library, she was back in her classroom, teaching the children who had been cheering for her only minutes before.

The purpose of the Milken Family Foundation award is: To honor and reward outstanding K-12 educators for the quality of their teaching, their professional leadership, their engagement with families and the community, and their potential for even greater contribution to the healthy development of children. One hundred of these awards are given yearly to K-12 educators throughout the country, 50 of them to teachers and 50 to principals. The award is always a complete surprise to the recipient. Each of the Milken Educators receives a \$25,000 stipend and becomes part of a network of teachers and administrators that has ongoing professional development and service opportunities.

Jessica qualifies for this award in every way. She has provided leadership as president of the National Council of Japanese Teachers and as a member of the National Task Force for Standards for Japanese Language Learning. She has been involved with teacher development, curriculum development, and advocacy at state, regional, and national levels. Most important, to Jessica and to NNELL, she is a dedicated and effective language teacher for young students.

The award money—the real check—will be presented at a gala reception for all the Milken Educators at the Milken Family Foundation Education Conference in April. Jessica has already planned how to spend the money: it will be an education fund for Clara Lee, born July 29.

Submitted by Carol Ann Dahlberg

Classroom Activities

Little Books for Kindergarten and First Graders

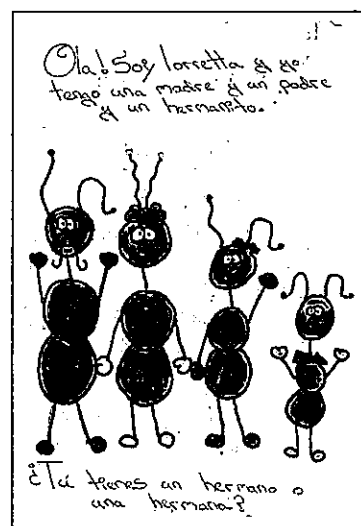
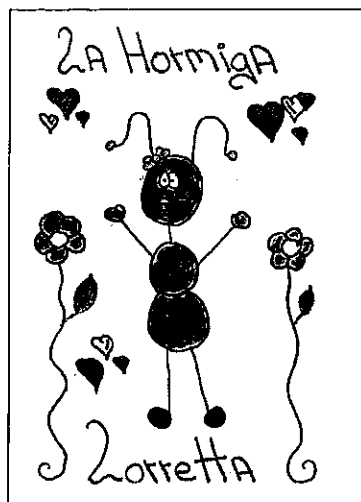
My 8th grade Spanish students made little books to share with the students in Kindergarten and First grades. Although they had complete creative freedom, I gave them some ideas about what the books should be like. The 8th graders were very enthusiastic about the project and many of them wrote and illustrated books.

When the little books were finished the students read them to the other students in their class. (We didn't peer edit the books, but this would be a good activity the next time we create books.) We discussed the best ways to read books to young children. Now the authors were ready to read their books to the elementary school children. I let the school administration know about the project and then contacted the Kindergarten and First grade teachers. They were excited to participate and we arranged a schedule for the readings.

The books written for the students were similar to concept books in English. The illustrations to the right show the story of "The Ant Family." The theme of another book was, "The Pastimes I Like." It used the phrase, *Me gusta/an*, with many different pastimes and had a magazine picture as the illustration. The pastimes included, *Me gusta patinar* (skate), *Me gusta la música* (music), *Me gustan los deportes del agua* (watersports), *Me gusta ir al cine* (going to the movies). Another book is called *El cuerpo humano* (the human body). *Yo soy tus manos*, a book about what "hands" do, included *Yo juego*, *Yo como*, *Yo limpio*, and *Yo escribo*, with matching illustrations by the author (see illustration).

The young students and the 8th graders alike loved their reading time together. Both groups of students learned some Spanish through the experience!

Submitted by Elizabeth Destefano, Spanish Teacher Roosevelt School #17, Elizabeth, New Jersey; Principal, Naidine Langer; District Supervisor for Languages, K-8, Isabel Baquero.



The young students and the 8th graders alike loved their reading time together. Both groups of students learned some Spanish through the experience!



National Board Certification® for Teachers of World Languages Other than English

"The National Board for Professional Teaching Standards® is rooted in the belief that the single most important action this country can take to improve schools and student learning is to strengthen teaching."

National Board Certification® measures a teacher's practice against these high and rigorous standards. The process is an extensive series of performance-based assessments that includes teaching portfolios, student work samples, videotapes and thorough analyses of the candidates' classroom teaching and student learning. Teachers also complete a series of written exercises that probe the depth of their subject-matter knowledge, as well as their understanding of how to teach those subjects to their students.

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Congratulations to . . .

Cheryl Ames, Middletown City Sd, Middletown, Ohio

Kathleen Hutschenreuter, Osceola County School District, Kissimmee, Florida

Gloria Martinez Quave, Greenville County School District, Greenville, South Carolina

Vicki Welch Alvis, Fulton County, Alpharetta, Georgia

What an honor it is for me to have the privilege of extending enthusiastic CONGRATULATIONS to the 2002 World Languages Other than English National Board Certified Teachers, who are members of NNELL! These teachers completed a rigorous and demanding assessment process resulting in national recognition as accomplished Early and Middle Childhood/World Languages Other than English teachers. The work they submitted to the National Board for Professional Teaching Standards demonstrated accomplished teaching practice aligned with the *World Languages Other than English Standards for Teachers of Students Ages 3-18+*.

Cheryl, Kathleen, Gloria and Vicki personify the attributes of WLOE teachers that we want for all learners of World Languages Other than English. NNELL will be looking forward to congratulating more WLOE National Board Certified Teachers in years to come!

If you are a WLOE National Board Certified Teacher and *Learning Languages* failed to list your name, please send your name and NBC information to Martie Semmer semmer@colorado.net.

Martie Semmer
NNELL President

PROFESSIONAL RESOURCES FOR WLOE CANDIDATES

*Compiled by Martie Semmer,
WLOE National Board Certification Project Facilitator*

These resources are what I believe would be valuable to me if I were going through WLOE National Board Certification.

Essential: *STANDARDS FOR FOREIGN LANGUAGE LEARNING IN THE 21ST CENTURY*. Order by calling 1-800-627-0629. This is the document that the NBPTS WLOE Standards Committee used regarding mention of standards for WLOE student learners in the WLOE Standards for accomplished WLOE teachers.

- *TEACHER'S HANDBOOK: Contextualized Language Instruction* Second Edition by Judith L. Shrum, Eileen Glisan. ISBN 0-8384-0879-6. Publisher: Heinle & Heinle, Thompson Learning. THB is a great methods book that was highly recommended when I taught FL Methods at the University of Northern Colorado. I found as a veteran teacher, this book reminded me of the rationale as to why I did what I did when I was teaching. Also, it has a very thorough bibliography at the end of each chapter. Wonderful online appendices can be accessed.
- *TEACHING LANGUAGE IN CONTEXT* Third Edition by Alice Omaggio Hadley. ISBN 0838417051. Publisher: Thomson-Heinle. A number of 2001-2002 WLOE candidates commented that this book was very helpful. This is probably more appropriate to EAYA/WLOE candidates than EMC/WLOE candidates.
- *Languages and Children: Making the Match* Second Edition by Helena Anderson Curtain, Carol Ann Pesola Dahlberg. ISBN 0-8013-1140-3. Publisher: Longman. Many consider this the "Bible" for K-8 FL teachers. I agree!
- AATF, AATG, AATSP, ACTFL, NNELL, Regional, State FL publications.
- Videotapes: *TEACHING CULTURE IN THE IMMERSION CLASSROOM, SECOND LANGUAGE ACQUISITION IN THE IMMERSION CLASSROOM, NEGOTIATION OF MEANING IN THE IMMERSION CLASSROOM*. I used these videotapes in the FL Methods class I taught at UNC. Again, as a veteran teacher the information in these tapes reminded me why I did in the classroom what I did. These tapes can be purchased along with accompanying workbooks by contacting Montgomery Public Schools, Office of Instruction and Program Development, Division of Academic Skills, 850 Hungerford Drive, Rockville, Maryland, 20850-1747. The Foreign Language Coordinator would be the contact person.
- *A CANDIDATE'S GUIDE TO NATIONAL BOARD CERTIFICATION 2001-02: A Joint Project of the American Federation of Teachers and the National Education Association* is available free of charge to members of AFT or NEA on their Web sites at or www.aft.org or www.nea.org. Also, this guide can be purchased by contacting AFT or NEA. This is a general, easy-to-read guide and is not specific to WLOE, but at this point it might be good to double-check that you are taking the necessary and/or suggested steps as you work towards NBC.

The National K-12 Foreign Language Resource Center (NFLRC) at Iowa State University in Ames, Iowa is hosting a WLOE Candidate Listserv. You can join by contacting Martie Semmer at semmer@colorado.net

Refer to the last issue of *Learning Languages* (Spring 2002, Vol. 7, No. 3) for a complete summary of information about NBPTS for World Language written in an article by Kathleen Kosobud McKinley, National Board Certified Teacher, and find the answers to the following questions:

- Why go through National Board Certification?
- What is included in the portfolio?
- What do the Assessment Center Exercises involve?
- Where can I learn more?
- Am I eligible?
- How can I apply?
- What is the status of the World Languages Other than English Certificate?
- Where can I find useful links for language teachers interested in finding out more information?

Calendar

Spring 2003 Conferences and Courses

FEBRUARY

FEBRUARY 27-MARCH 1, 2003

Southern Conference on Language Teaching (SCOLT), Atlanta, GA. Lynne McClendon, Executive Director, 165 Lazy Laurel Chase, Roswell, GA 30076; 770-992-1256; Fax: 770-992-3464; E-mail: lynnemcc@mindspring.com; Web site: www.valdosta.edu/scolt/

MARCH

MARCH 6-8, 2003

Central States Conference on the Teaching of Foreign Languages, Minneapolis, MN. Patrick T. Raven, Executive Director, P.O. Box 251, Milwaukee, WI 53201-0251; 414-405-4645; Fax: 414-276-4650; E-mail: cscftl@aol.com; Web site: www.centralstates.cc/

MARCH 13-15, 2003

Southwest Conference on Language Teaching (SWCOLT), Denver, CO. Audrey Cournia, Executive Director, 1348 Coachman Dr., Sparks, NV 89434; 775-358-6943; Fax: 775-358-1605; E-mail: CourniaAudreyu@cs.com; Web site: www.learnalanguage.org/swcolt

APRIL

APRIL 10-13, 2003

Northeast Conference on the Teaching of Foreign Languages (NECTFL) 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.edu; Web site: www.dickinson.edu/nectfl

MAY

MAY 29-31, 2003

Third International Conference on Language Teacher Education Radisson-Metrodome Hotel Minneapolis, Minnesota, USA sponsored by The Center for Advanced Research on Language Acquisition at the University of Minnesota. Featured speakers at the conference will include: Claire Kramsch, as keynote speaker Michele de Courcy, Lily Wong Fillmore, and Bonny Norton. For further information, email the conference planning committee at: lteconf@tc.umn.edu

MAY 9-10, 2003

The Fifth Annual Trevor Conference on Early Language Learning will be held on Saturday, May 10, 2003 at Trevor Day School, 1 W. 88th Street, New York, NY 10024. Paul Sandroek, the Foreign Language Consultant at the Wisconsin Department of Public Instruction, and an expert in curriculum design and assessment, will be the keynote speaker. Pre-Conference workshops will be offered on Friday, May 9, 2003. Please check the Conference website for update information and registration: http://www.trevor.org/Foreign/conference_2002/index.htm

JUNE

JUNE 30-AUGUST 1, 2003

La realidad mágica de Oaxaca, a five-week Teachers College, Columbia University and National Endowment for the Humanities grant sponsored project for K-8 Spanish Teachers (FLES, Middle School, Immersion, Dual Language, Bilingual) in Oaxaca Mexico. Participants study the history and culture of the Oaxaca valley, visit archeological sites, artist's studios, markets, and museums. Stipend covers all project-related expenses. Application deadline is March 1st, 2003. Contact: Mari Haas: 631-324-4627; E-mail: haasmarib@aol.com for more information and an application.

NELL

An organization for educators involved in teaching foreign languages to children.

MISSION: Promote opportunities for all children to develop a high level of competence in at least one language in addition to their own. This is accomplished through activities that improve public awareness and support of early language learning.

ACTIVITIES: Facilitate cooperation among organizations directly concerned with early language learning; facilitate communication among teachers, teacher educators, parents, program administrators, and policymakers; and disseminate information and guidelines to assist in developing programs of excellence.

ANNUAL MEETING: Held at the fall conference of the American Council on the Teaching of Foreign Languages.

OFFICERS: Elected by members through a mail ballot election held annually in the spring.

MEMBER OF: JNCL-NCLIS (Joint National Committee for Languages-National Council for Languages and International Studies).

FOR MORE INFORMATION: Visit the NNEll Web site at: www.nnell.org or E-mail nnell@cal.org

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