

Learning Languages

The Journal of the National Network for Early Language Learning

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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. Scholarly articles report on original research and cite both current research and theory as a basis for making recommendations for practice. Scholarly articles are refereed, i.e., reviewed anonymously by at least three readers. Readers include members of the NNELL executive board, the editorial advisory board, and invited guest reviewers who have expertise in the area. Refereed articles are identified as such in the journal. Write to the Editor to request a copy of author guidelines for preparing articles, or retrieve them from NNELL's Web site (www.educ.iastate.edu/nnell).

Submissions: Deadlines are: Fall issue—May 1; Winter issue—Nov. 1; Spring issue—Feb. 1. Articles, classroom activities, and materials may be submitted to the appropriate Contributing Editor. Send announcements, conference information, and original children's work (such as line drawings, short stories, and poems) to the Editor. Children's work needs to be accompanied by written permission from the child's parent or guardian and must include the child's name, age, school, and the teacher's name, address, and telephone (add fax and e-mail address, if available). Submit a favorite classroom activity for the "Activities for Your Classroom" section by sending a description of the activity that includes title, context, objectives, targeted standards, materials, procedure, and assessment. Include pictures or drawings as illustration, if available. Send with your name, address, and phone number to the Classroom Activities Editor.

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Notes from the President



Under Marcia Rosenbusch's tenure as editor, the journal grew significantly in prestige . . .

A Tribute to Marcia

This issue of *Learning Languages* is a very special issue for us in many ways, and I would like to take a moment to pay tribute to a very special person who has placed our journal square in the sunlight: Marcia Rosenbusch.

As you probably know, Marcia has decided to explore new horizons and this issue of *Learning Languages* will be the last one under her editorship.

We all know Marcia as a superb teacher, researcher, and role model for thousands of future teachers. She is a major figure in the field and an innovator in both teacher preparation and curriculum development.

As our editor, she has played a pivotal role in leading the field of early language instruction and in providing a quality outlet for our ideas, research, classroom activities, teaching methods, funding opportunities and information critical to our constituency.

Marcia has been our faithful editor since the journal's infancy back in 1987—15 years ago! At the ACTFL convention in 1986 the spirit of NNELL was born and several months later, the National Network for Early Language Learning was officially formed. Marcia agreed to take on the editorship of what was then called *FLES News*, NNELL's official newsletter that was published three times a year.

Thanks to Marcia's efforts, the first volume of *FLES News* became available on microfiche and paper copy in 1989 through the Educational Resources Information Center (ERIC)

database, and all subsequent volumes are available on ERIC as well.

In 1994, our then-president Audrey Heining-Boynton spearheaded a series of discussions that eventually led to the creation of a new journal with refereed articles. Our next President Mari Haas announced the name of our new publication: *Learning Languages: Journal of the National Network for Early Language Learning*, published for the first time in the Fall of 1995.

How befitting that Mari Haas, president at the time of the inaugural edition back in 1995, will be one of the incoming co-editors of our now prestigious journal! Teresa Kennedy will be the other co-editor and together they will continue Marcia's legacy.

Learning Languages is the only refereed journal specifically addressing the needs of K-8 language students, teachers, researchers, and parents.

Under Marcia Rosenbusch's tenure as editor, the journal grew significantly in prestige and became recognized as a journal offering scholarly articles and relevant information for the early language learning community. Her care and attention to detail made this dream possible and reflected the dedication of many NNELL contributors in the country.

I would be remiss if I did not mention the fact that Marcia simultaneously directed the federally-funded, first-of-its-kind, National K-12 Foreign Language Resource Center at Iowa State University.

Through professional development summer institutes for K-12 teachers and teacher educators from

across the country, she has offered cutting-edge training for the past five years in teaching methodologies, alternative assessment, and new technologies in the classroom.

Needless to say, Marcia's dual role and, hence, NNELL's close association with the National K-12 Foreign Language Resource Center have benefited NNELL and its journal immensely and added yet another dimension to an already successful publication.

We are grateful to Iowa State University for its generous support of our journal and thank Marcia for her tireless work on behalf of NNELL and Learning Languages.

The future looks equally bright with our new team of editors—Mari Haas and Teresa Kennedy.

Mari is a former K-12 Spanish teacher and is also an adjunct assistant professor at Teachers' College, Columbia University, and a foreign language education consultant. Mari has worked with Spanish teachers on three National Endowment for the Humanities grant-funded programs and published a beginning Spanish program for teaching Spanish in the elementary school entitled *The Language of Folk Art*. In 2001 she received the ACTFL Nelson Brooks Award for Excellence in Teaching Culture. Many of you who attend the ACTFL conventions will recognize Mari as the organizer of the FLES swapshop breakfast and the NNELL booth.

Teresa Kennedy is the Director of the Center for Evaluation, Research and Public Service in the College of Education at the University of Idaho. Her research has centered on issues related to the teaching of Spanish, bilingual education, technology, and FLES. She has worked on Idaho's State Foreign Language Standards and has considerable experience with grant writing. Teresa has taught in

K-12 classrooms for 10 years and was the director of the Moscow School District FLES program (Idaho FLES). She also taught and coordinated K-6 content-based Spanish programs and assists local private and charter schools to incorporate foreign languages into their curriculum through the Idaho FLES model. She was recently awarded the Pacific Northwest (PNCFL) Post-Secondary Teacher of the Year award.

Mari and Teresa agreed to share duties so that Mari will handle the coordination of all contributing editors' submissions, except research, and Teresa will be responsible for research and all aspects of publication.

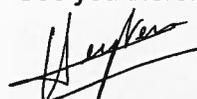
Welcome Mari and Teresa, we are looking forward to continuing Learning Languages' journey with you!!

Before leaving you, I would like to encourage all of you to share the wonderful things that are happening in your area with your state and regional representatives. It is important that we stay connected and informed of each other's successes and challenges. Remember, united we stand!

If you do not remember who your representative is, consult the inside back cover of this issue for the names of all regional representatives and NNELL's website (<http://www.educ.iastate.edu/nnell/staterrep.htm>) for your state representative's name.

Lori Langer de Ramirez, our second Vice-President, has been working on an electronic newsletter chronicling every state's activities with regard to early language learning, and YOU are our strongest link. Help us stay connected and informed!

Lastly, to the right is a quick preview of NNELL sponsored sessions at ACTFL in Salt Lake City. See you there!



Carine Feyten

**NNELL sessions at ACTFL
Salt Lake City, Utah
November 2002:**

Thursday 11/21

1:30 p.m. - 5:30 p.m.
NNELL Board Meeting
Building: Marriott
Room: Sundance
(Lunch prior to the board meeting will be in conjunction with NADSFL.)

Friday 11/22

4:15 p.m. - 5:30 p.m.
NNELL Annual Meeting & Network Session
Building: Convention Ctr
Room: 254B

Saturday 11/23

8:00 a.m. - 10:00 a.m.
FLES Swapshop Breakfast
Building: Marriott;
Room: Salons A -F
Sundance

Saturday 11/23

10:00 a.m. - 1:30 p.m.
NNELL Board Meeting
Building: Marriott
Room: Alta

Sunday 11/24

10:00 a.m. - 11:15 a.m.
Securing Funding for K-8 Foreign Language Learning: Questions & Answers
Building: Convention Ctr
Room: Ballroom F

NNELL Election Results

NNELL is happy to announce that Janis Jensen has been elected second vice-president for a three-year term, and Janet Glass has been elected treasurer for a two-year term.

Janis Jensen has been involved in second language education for more than 30 years. As the world languages coordinator for the New Jersey State Department of Education, she is responsible for all aspects of the implementation of K-12 world language standards.

Prior to joining the department of education, Janis taught French and Spanish at the elementary, middle and high school levels. Her last teaching assignment was in an elementary district where she developed and implemented a FLES program in grades K-5 that articulated into a middle level program in grades 6-8.

She began the program with a small grant from the state foreign language association in the late 1980's, before the adoption of state standards. This program continues to flourish and to be strongly supported by the entire school community.

Janis has held various leadership positions at the state, regional and national levels including present service as state representative for NNELL.

Currently, she also serves as president of the National Council of State Supervisors of Foreign Languages, and is a member of the executive board of the Foreign Language Educators of New Jersey (FLENJ).

In 1999, she received the *President's Award for Outstanding Contributions to World Language Education* from FLENJ.

Recent publications include an article in the Fall 2000 issue of *School Leader*: "Teaching World Languages", and an article in the Fall 2001 issue of *ADFL Bulletin*: "Higher Education's Role in the New Jersey Systemic Reform Initiative in World Languages".

Janet Glass has taught Spanish in middle school, high school, and elementary school in both public and independent schools during the past 30 years. She was also a co-owner of a language business for four years and a bilingual guidance counselor for three.

For the past 16 years she has worked at Dwight-Englewood School in Englewood, NJ, where she designed the FLES program in 1993. In 1999, she contributed to the inception of Fairleigh Dickinson University's World Language Institute where she continues to work as a part-time trainer.

Janet has received an NEH fellowship and two NEH grants for development of teaching materials. She is the recipient of two creativity in teaching awards and two awards for contributions to the profession.

Her contributions include numerous presentations for language organizations, school districts, school boards and parents' organizations and several published pieces in journals and textbooks.

Her current projects include co-piloting with Mari Haas a FLES Methods course for the American Association of Teachers of Spanish and Portuguese this past July in Puebla, Mexico, and teaching a course on Spanish Children's Literature for the fall 2002 semester at Fairleigh Dickinson University.

Japanese Immersion: A Successful Program in Portland, Oregon

*Douglas F. Gilzow
Head of Staff Development
School of Language Studies
Foreign Service Institute
Department of State
Washington D.C.*

Background

According to a 1997 survey by the Center for Applied Linguistics, 31% of elementary schools in the United States offer foreign language instruction, up from 22% in 1987 (Rhodes & Branaman, 1999). This increase reflects a growing recognition of the importance of knowing more than one language, and of the cognitive and academic benefits of starting foreign language study in the early grades (Marcos, 1998).

Elementary school foreign language programs, also known as early-start programs, come in many different forms. Some follow a more-or-less traditional FLES (foreign language in the elementary school) model, in which students have foreign language lessons a few times per week, often taught by an itinerant language teacher who travels from classroom to classroom and sometimes from school to school. Others use an immersion approach, in which some or all school subjects (except English language arts) are taught through the medium of the foreign language. Some programs focus on teaching the language itself; others use the language to teach content-area subjects. Some offer a single language; others offer a choice of as many as four or five.

This article describes a successful early-start, long-sequence foreign language program that was identified as one of seven model programs in a national project funded by the U.S.

Department of Education. It is hoped that other schools and districts interested in implementing a new program or enhancing an existing one will find it useful to read about some of the specific features that make this a model program.

Richmond Elementary School in Portland, Oregon

The Japanese language magnet program in Portland, Oregon, is so popular that it always has a waiting list. Only two new kindergarten classes of 25 students each are launched each year in this partial immersion program, so selection is by lottery. The program, which began in 1989 with two kindergarten classes, has added one grade each year, so by the 2001-2002 school year, it offered the complete K-12 sequence. Richmond Elementary School is home to the program in grades K-5.

The Japanese language program at Richmond Elementary follows a partial-immersion model, with the students' day divided in half by language. At each grade level, one class studies in English in the morning and switches to Japanese after lunch; the other class has the reverse schedule. One Japanese teacher and one English teacher share responsibility for each grade level. All Japanese teachers are native speakers of the language. Teachers do not divide the subjects by language (aside from English and Japanese as class sub-

The Japanese language magnet program in Portland, Oregon, is so popular that it always has a waiting list.

jects themselves); instead, each pair plans thematic units together, deciding how subjects and topics will be introduced and reinforced across the languages. The full range of elementary subjects is taught, from mathematics and science to geography and history. The program follows state curriculum guidelines for all subjects and national standards for foreign language learning.

The program includes many notable features:

- early attention to literacy skills in both languages
- creative approaches to student assessment
- language camps
- visits to Japan
- a very active parent support group.

... by fourth grade, the students are able to write paragraphs using each of the three traditional writing systems correctly.

Literacy Instruction in Japanese

Borrowing an idea from public television's Sesame Street, Amy Grover has her kindergarten students focus on a "letter of the day." As she writes on the board at the front of the room, Grover speaks slowly and clearly, and the children sitting around her on the carpet gradually learn to recognize the shape and sound of the day's letter. Grover helps them associate the letter with words they know, especially names of animals, leading to a song that features those animals,

complete with hand gestures and sound effects. This is how students at Richmond elementary are introduced to the Japanese hiragana writing system, learning to read and write their names and a few simple words as they become acquainted with the forms of this new alphabet.

In first grade, they expand their use of hiragana and begin to write the more difficult, Chinese-based characters, kanji. Next they tackle the katakana system, so that by fourth grade, the students are able to write paragraphs using each of the three traditional writing systems correctly.

The Romanized Japanese alphabet is also introduced in fourth grade, where it is particularly useful for computer tasks. In fifth grade, students carry out research using English-language resources and write summary reports in Japanese.

To assess the students' progress in writing, Richmond teachers have collaborated with a Japanese faculty member at Portland State University to develop tests of writing skills in Japanese. To minimize the burden on Japanese immersion teachers, the tests have been scored by Japanese teaching assistants at the university.

Student Assessment

Assessment is an area in which this program is exploring innovative



Richmond school fourth grade students and calligraphy teacher Kimiko Okada display calligraphy related to the Winter Olympics 2002.

approaches. To assess progress in Japanese speaking and listening skills, teachers conduct a one-on-one interview with each student at the end of the school year. This interview is recorded on a blank videotape the student brings to school in kindergarten. The tape is then used in succeeding years to record additional interviews. In the earlier grades, the interviews are simple exchanges of questions and answers, but by fifth grade, the interviews are conducted according to Oregon Japanese Oral Proficiency Assessment procedures, resulting in a 15-minute rateable performance sample. Students take their tape with them to middle school, where at least one additional interview is recorded.

In addition to the video interviews and Japanese writing assessments, the program has adopted a variation of portfolio assessment that uses student work samples. These are the students' performance of classroom assignments mandated by the Oregon Department of Education for each grade level. Each work sample is rated on a 1- to 6-point scale linked to specific criteria stipulated by the state.

Achievement test scores at Richmond are consistently above state and district averages. Spring 2000 test results showed that 89% of third graders and 85% of fifth graders at Richmond met or exceeded state benchmarks in reading; 92% of third graders and 85% of fifth graders met or exceeded state benchmarks in mathematics (Portland Public Schools, 2000).

Language Camps

During the summer months, elementary students may participate in one of two sessions of Kurabu, a 2-week day camp that provides Japanese language immersion experiences through sports, games, field trips, art, and cooking. The program is

open to Japanese and non-Japanese children in first through fourth grades who have some Japanese language skills. Each group of 20 campers is supervised by two adult bilingual counselors. The program director is qualified and experienced in Japanese culture, language immersion education, and recreation. In recent years, teenagers from the Japanese immersion program have served as junior camp counselors. Parents provide volunteer support, and the city parks program provides the institutional infrastructure. To celebrate the end of the program each summer, campers join participants in the local Spanish camp, El Club, to stage an international festival. They build colorful booths and sell food and crafts that they have learned to make during camp.

An overnight camp, Shizen Kyampu, is open to students in fourth through eighth grade. Students from several sites around Oregon and from Sapporo, Japan, participate in this science-focused Japanese language immersion camp, which is sponsored by the Oregon Museum of Science and Industry.

Visits to Japan

Toward the end of the school year, fifth graders in the Japanese magnet program travel to Japan for 2 weeks, where part of their time is spent in homestays with Japanese families. While providing the students with a firsthand experience of Japanese culture, the trip also motivates them to continue in the program through middle school. Early in their sixth-grade year, the students return to Richmond Elementary to share reports of their experience in Japan with fourth and fifth graders in the program. Eighth graders also travel to Japan, spending 2 weeks carrying out research and other educational projects. Most of the students' expenses are covered

Achievement test scores at Richmond are consistently above state and district averages.



Former Richmond students, who are now high school freshmen, share Japanese books that they have made with small groups of Richmond kindergarten students.

through fundraising; the direct cost for each family is approximately \$500. Oya No Kai, the parent support organization for the Japanese program, offers scholarships for those who cannot afford the fee.

Parent Support

Oya No Kai brings together and serves parents for the entire K-12 Japanese immersion program. This organization provides opportunities for the families involved to develop a sense of community and mutual support. It also contributes to the successful development and implementation of the instructional program. Incorporated as a non-profit organization in 1997, Oya No Kai is able to receive tax-exempt donations. It maintains a Web site (www.oyanokai.org) that describes the organization and provides information about their annual auction. Visitors to the site can donate items, take a chance on a weekly drawing, and order tickets to the auction. There is also an online shopping page with links to commercial sites that sell clothing and books. Oya No Kai receives a commission on purchases made at those sites when they are reached via a link from the Oya No Kai Web site.

With the funds it raises, Oya No Kai has not only subsidized student trips to Japan, it has also purchased bilingual dictionaries for the Richmond school library, funded calligraphy lessons for students in grades 3-5, and supported field trips to Japanese gardens and to a soy sauce factory. In the fall of 2000, when high school enrollments were lower than expected, resulting in the reduction of three full-time teaching positions, Oya No Kai was able to support a part-time Japanese language teaching position that might otherwise have been eliminated. Every year, the group helps teachers pay for needed instructional supplies and subsidizes transportation and meals for nearly a dozen student interns who come to Portland through the sponsorship of Japanese organizations, notably the New Global Peace Language Institute.

Oya No Kai publishes a monthly newsletter, *JMP Oshirase*, that reports on recent and upcoming school activities and parent organization events, such as PTA meetings, Japanese language classes for adults, and projects funded by Oya No Kai. The most recent issue of the newsletter can be read at the Oya No Kai Web site.

Oya No Kai, the parent support organization for the Japanese program, offers scholarships for those who cannot afford the fee.

Distance Learning

In addition to the practices and features directly related to the Japanese immersion program, a distance learning program, Moshi Moshi, brings Japanese language classes to over 1,000 other students at 10 elementary schools in Portland. These locally produced, live programs help address the demand for Japanese language instruction that the magnet program cannot meet. The four weekly lessons are 15 to 25 minutes long, depending on the grade level. The programs, which include skits, songs, and other high-interest activities, are supplemented by worksheets and cultural activities available on the Moshi Moshi Web site (www.moshihola.org) and in monthly packets. Homework can be submitted and returned in these packets. Moshi Moshi lessons are sequenced and the levels are articulated following a curriculum based on the state's Japanese language frameworks and benchmarks. Classroom teachers and parents involved in home schooling may participate in regular teacher-training classes and cultural workshops. In addition, Japanese-speaking university students can earn academic credit by assisting the teachers in their classrooms, conducting games and other practice activities that follow up on the broadcast lessons. Other support is provided via e-mail, telephone, and fax. Initially supported by grants from the U. S. Department of Education and the Omron Foundation, ongoing support comes from county home-schooling funds and contributions made by over a dozen businesses and organizations.

Other Model Programs

The Japanese magnet program at Richmond Elementary School is one of seven early-start, long-sequence foreign language programs described in the book, *Lessons Learned: Model Early Foreign Language Programs*.

Published in 2000 by the Center for Applied Linguistics and Delta Systems Co., Inc., *Lessons Learned* provides information on how to develop, maintain, and enhance an early foreign language program through the examples of seven successful programs. The other programs featured are in St. Petersburg, Florida; Glastonbury, Connecticut; Springfield, Massachusetts; Prince George's County, Maryland; Toledo, Ohio; and Chapel Hill, North Carolina.

(Order from Delta Systems Co., Inc., 1400 Miller Parkway, McHenry, IL 60005-7030; 1-800-323-8270; www.delta-systems.com. ISBN 1-887744-63-0. \$18.95 plus shipping and handling. *Lessons Learned: Model Early Foreign Language Programs*, by Douglas F. Gilzow and Lucinda E. Branaman.)

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Moshi Moshi lessons are sequenced and the levels are articulated following a curriculum based on the state's Japanese language frameworks and benchmarks.

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

*Kathleen Kosobud McKinley
National Board Certified Teacher
(EA/Generalist)
Teacher-in-Residence (on loan from the
Ann Arbor, Michigan Public Schools)
National Board for Professional
Teaching Standards*

*It is critical that
each and every
WLOE teacher
plan for National
Board Certifica-
tion as a key
milestone in his/
her career path.
Martie Semmer, P-12
Spanish Teacher,
NBPTS World Lan-
guages Other than
English Standards
Committee*

Research demonstrates that quality instruction from highly qualified teachers is important because accomplished teachers help students to reach high standards of learning. The National Board for Professional Teaching Standards®, founded in 1987, is taking the lead by setting standards for accomplished teachers and creating a voluntary system to assess and certify teachers who meet these standards.¹

The standards, representing a consensus of teachers, teacher educators, and professional organizations in a given teaching field, articulate the critical skills and knowledge that distinguish effective teaching in their field.

Recently, the National Board approved standards for teachers of World Languages Other than English, paving the way for teachers in this field to engage in a rigorous professional development process leading to a National Board Certificate.

In April 2002, National Board Certification became available for teachers of Latin and Japanese, in addition to Spanish, French and German.

Why Go through National Board Certification?

Teachers who have been through the rigorous process of National Board Certification often comment that it is one of the best professional development experiences in their teaching careers. The process allows teachers

to engage in analytic study of their classroom practice as teachers. Teacher reflection becomes an embedded habit as a result. For some teachers, the intrinsic rewards of this opportunity are an end in itself. Others are recognized with financial incentives that substantially enhance their salaries.

Districts often are able to retain high quality teachers in the classroom with financial incentives, alleviating the attrition of good teachers to other positions in and out of teaching. National Board Certification can open the doors to many teacher leadership opportunities while allowing these teachers to continue to do what they do best: teach.

National Board Certified Teachers speak at professional conferences, support professional growth in other teachers, work as part of their school communities to enhance student outcomes, and promote teaching as a professional career.

A recent study comparing National Board Certified Teachers to teachers who had not achieved this distinction concluded that National Board Certified Teachers significantly outperformed the comparison group on 11 of 13 key dimensions of teaching expertise (UNC-Greensboro, 2000). With such promising findings, there are powerful reasons to encourage teachers to engage in this process.

Students derive the benefits from the expert teaching of National Board

Certified Teachers, teacher education programs can confidently place interns in the classrooms of these model teachers, and new teachers can count on knowledgeable mentoring from these accomplished colleagues.

What Is Included in the Portfolio?

National Board Certification is a performance-based assessment, where teachers demonstrate how they meet National Board Standards for their teaching field through a portfolio of their work. The portfolio consists of four separate entries, each of which calls for standards-based evidence of different elements of their teaching practices.

Three of the entries ask candidates for National Board Certification to showcase specific aspects of their classroom instruction. Teachers submit videotapes, student work samples, and other materials from their classroom teaching and a detailed commentary that gives context for the evidence they submit.

The fourth entry is a documentation of accomplishments, in which candidates describe how their work with families, the community, and other professionals have impacted their students' learning.

What do the Assessment Center Exercises Involve?

The assessment center, a second portion of the certification process, consists of six 30-minute exercises and assesses selected content knowledge. Assessment center exercises involve content recognized by foreign language organizations to be essential proficiencies for all educators in world language instruction: knowledge of the interpersonal, interpretive, and presentational communicative modes and the linguistic system; and knowledge of language acquisition.

To demonstrate oral proficiency, teachers will respond on tape in the target language to scenarios presented in English, providing accurate

and full responses about contextualized social, practical, professional, and abstract topics. This exercise is scheduled separately from the other five exercises, and is completed in the presence of a test administrator, who does the recording.

For the remaining five exercises, candidates go to Prometric Testing Centers where prompts are delivered by computer. Candidates are given up to 30 minutes per exercise to hand-write or type constructed responses to exercises that require them to demonstrate their knowledge and skills relating to interpretation of spoken language, written language, communication in writing, language acquisition theory, and knowledge of how languages work.

Where Can I Learn More?

NBPTS will be offering two sessions at the November 2002 American Council on the Teaching of Foreign Languages (ACTFL) conference in Salt Lake City in conjunction with the introduction of the World Languages Specialist assessment. National Board staff and National Board Certified Teachers will be available to answer questions about the process.

Keith Cothrun, chair of the World Languages Standards Committee and current board member, will discuss standards and assessment development, connecting the work of the National Board for Professional Teaching Standards to ACTFL initiatives.

Am I Eligible?

Teachers are eligible to enter the National Board Certification process if they hold a baccalaureate degree, have taught for a minimum of three years and have held a valid state teaching license (if required) during those three years.

The National Board Certification process is an opportunity for teachers to reflect upon their practice, analyze student work and describe their deliberate and intentional instructional decisions based upon their understanding of student learning.

Working with three other Latin teachers from (varied) teaching settings was...a way to see that we are like the ancient Roman roads, which all lead to the center of the Latin world.

*Caroline Miklosovic,
Latin Teacher*

The portfolio assessment allows educators to showcase how they meet National Board Standards in visible and multifaceted ways. Teachers who actively practice in the field score all assessments.

How Can I Apply?

Applications for National Board Assessment are available online and by mail. Fee support is available to help defray the \$2,300 application cost.

For more information about the National Board for Professional Teaching Standards, fee support, or for an

application, call 1-800-22 TEACH or access the Web site: www.nbpts.org.

¹This project is funded in part with grants from the U.S. Department of Education and the National Science Foundation. Through September 2001, NBPTS has been appropriated federal funds of \$109.3 million, representing approximately 51 percent of the National Board Certification project. More than \$106.3 million (49 percent) of the project's cost will be financed by non-governmental sources.

World Languages Other than English: Certificate Overview

The National Board Certification® process is voluntary and is open to public and private school teachers from pre-kindergarten through grade 12. The World Languages Other than English (World Languages) certificate is designed for teachers of students of ages 3-12 (Early and Middle Childhood), and ages 11-18+ (Early Adolescence through Young Adulthood).

Status of This Certificate

The National Board has developed standards for what World Languages Other than English teachers should know and be able to do and is currently offering the World Languages Other than English certificate. Application and portfolio deadlines and assessment center testing dates are posted on the Web site, and are also listed in materials sent to all candidates. For further information visit the NBPTS Web site www.nbpts.org, or call 1-800 22 TEACH. *During the 2002-2003 school year, the assessments will be offered to teachers of French, German, Spanish, Latin and Japanese.*

The Assessment Process

The assessment is performance-based and designed to evaluate the complex knowledge and skills of teach-

ing described in the NBPTS standards. The assessment process consists of two components: the portfolio entries and the half-day assessment center exercises. The certification decision is based on teacher performance as judged against the NBPTS standards for accomplished practice.

The Portfolio

The portfolio of the World Languages assessment gives teachers the opportunity to present a sample of their actual classroom practice over a specified time period. The portfolio consists of four entries:

1) Designing Instruction Over Time (Early and Middle Childhood, for Teachers of Students Ages 3-12):

Teachers demonstrate their ability to select instructional goals, design sequenced instruction, select and adapt materials, and apply methodologies appropriate for their students. Teachers submit a 10-minute videotape of student work. Teachers also submit a written analysis of and reflection on the effectiveness of the instructional sequence and how they assessed student

progress and provided appropriate feedback to students.

OR

1) Designing Instruction Over

Time (*Early Adolescence through Young Adulthood, for Teachers of Students Ages 11-18+*):

Teachers demonstrate their ability to select instructional goals, design sequenced instruction, select and adapt materials, and apply methodologies appropriate for their students. Teachers submit two student work samples. Teachers also submit a written analysis of and reflection on the effectiveness of the instructional sequence and how they assessed student progress and provided appropriate feedback to students.

2) Building Communicative and Cultural Competence:

Teachers demonstrate a range of culturally and communicatively appropriate and personally relevant instruction for students. This entry is designed to capture evidence of the teacher's use of the target language, knowledge of language acquisition, and ability to create language and culture learning environments where meaningful communication in the target language occurs. Teachers submit a 15-minute videotape featuring students fulfilling real-world tasks in culturally appropriate ways. Teachers submit a written commentary in which they analyze their teaching practice and evaluate their instructional choices.

3) Engaging All Learners:

Teachers demonstrate how they use their knowledge of child and adolescent development to design instruction so that all students are actively engaged in

learning. Teachers submit a 15-minute videotape where they show how they provide authentic materials and resources, input-rich environments and meaningful lessons where all students have opportunities to perform in culturally appropriate ways.

Teachers submit a written commentary that describes how they maintain a task-oriented environment where lessons are sequenced in manageable steps so that all students have multiple opportunities to interact in the target language and culture.

4) Documented Accomplishments: Contributions to Student Learning:

Teachers demonstrate their commitment to student learning through their work with students' families and community, their development as learners and as leaders/collaborators. This entry is designed to capture evidence of the way in which the role of a teacher is broader than what the teacher does in his or her classroom. Teachers submit descriptions and analysis of activities and accomplishments that clearly and specifically describe why they are significant in their particular teaching context and what impact they had on student learning. In addition, teachers are asked to compose a brief interpretive summary related to these accomplishments.

The Assessment Center

The World Languages assessment center exercises examine content knowledge specified in the NBPTS standards. There are five written exercises and one oral proficiency exercise*:

Oral Proficiency:

(*French, German, Japanese, and Spanish*)

Teachers will demonstrate functional knowledge of the target language. Teachers will demonstrate the ability to speak in the target language by providing accurate and full responses about contextualized social, practical, professional, and abstract topics. Teachers will respond on tape in the target language to 12 scenarios presented in English. After each scenario, teachers will receive a brief cue in the target language before beginning their responses.

OR

Oral Proficiency: *(Latin only)*

Teachers will demonstrate the ability to read prose and poetry aloud with appropriate pronunciation, voice inflection, phrase groupings, and attention to metrical structures.

1) Interpreting Aural Texts:

(French, German, Japanese, and Spanish)

Teachers will demonstrate functional knowledge of the target language. Given two aural texts, they will respond to four comprehension questions and one inference question pertaining to each text.

OR

1) Interpreting Stylistic Devices in Poetry: *(Latin only)*

Teachers will demonstrate the ability to give a detailed analysis of how stylistic devices communicate the intent of a poetry passage. Given a poetry passage, they will respond to two prompts.

2) Interpreting Written Texts:

Teachers will demonstrate functional knowledge of the target language. Given an excerpt from literature, they will respond to six questions about the text. The teacher will describe the setting, characters, relationships between

characters, and actions and behaviors of the characters. They will also draw a reasonable inference from the text and support their inference with evidence from the text.

3) Written Communication:

(French, German and Spanish)

Teachers will demonstrate functional knowledge of the target language. Given a writing prompt, they will write a draft essay in the target language. In the draft essay, the teacher will demonstrate the ability to express an opinion on a professional or social topic.

OR

3) Written Communication:

(Japanese only)

Teachers will demonstrate functional knowledge of the target language. Given a writing prompt, they will write a letter making a request of someone in Japan, giving reasons for making the request.

OR

3) Written Communication *(Latin only)*

Teachers will demonstrate functional knowledge of the target language. Given six writing prompts, they will demonstrate the ability to use forms, phrases, and clauses.

4) Knowledge of Language Acquisition:

Teachers will demonstrate knowledge of language acquisition. Given three terms from the professional literature on language acquisition, instructional techniques, and methods and approaches, the teacher will explain each of the three terms and give examples connected to the explanation from their target language and instructional level. The terms may come from professional journals and /or second language acquisition texts.

5) Knowledge of How Language

Works:

Teachers will demonstrate knowledge of how the target language works. Given 20 errors embedded in excerpts from a variety of texts in the target language, they will correct each error and explain why it is an error.

Note:

Teachers are given 30 minutes to complete each of the six assessment center exercises.

Six scores are reported, one for each exercise.

**All assessments are subject to change.*

Useful Links:

World Languages Standards (brief overview):

http://www.nbpts.org/standards/brief/br_world_languages.pdf

Read the World Languages Standards (complete document in pdf format):

http://new.nbpts.org/standards/complete/ecya_wloe.pdf

Brief descriptions of the World Languages certification process:

http://www.nbpts.org/standards/cert_overview/ng_ov_emc_wloe.html,

http://www.nbpts.org/standards/cert_overview/ng_ov_ecya_lm.html

Read the Portfolio instructions for World Languages here (pdf format):

http://new.nbpts.org/port/02_03_eaya_wloe.pdf

Information about fee support: http://www.nbpts.org/about/news_center/20010813_2.html

2002-2003 Guide to National Board Certification:

http://new.nbpts.org/02_03_cand_guide.pdf

Apply for National Board Certification (on-line application):

<http://www.nbpts.org/or/index.html>

Become an Assessor (apply on-line):

http://www.nbpts.org/candidates/2001_02/scoring/assessor_emailform.cfm

ACTFL Conference information: <http://www.actfl.org/public/articles/index.cfm?cat=31>

AATG Conference information: http://www.aatg.org/member_services/annual_meeting/index.html

Information on state and local support for National Board Certification:

http://www.nbpts.org/state_local/fl.html

Listservs and Discussion Forums:

(Caveat emptor—be a critical reader)

NBPTS discussion groups: http://www.nbpts.org/discussion_groups/index.html

National K-12 Foreign Language Resource Center (NFLRC) at Iowa State University—to be included on this WLOE candidate listserv, contact Martie Semmer, WLOE National Board Certification Project Facilitator, National K-12 Foreign Language Resource Center, Iowa State University, Ames Iowa at: semmer@colorado.net

YahooGroups (under NBPTSFL): <http://groups.yahoo.com/>

IN-VISION, Technology Strategies for Rural Schools

Marie Trayer, Director
Lisa Knoche, Technology Specialist
IN-VISION Project

How do the language specialist and the elementary classroom teacher integrate technology and language learning to improve student achievement?

Technology – the turn-on for elementary children who live in the new “Screen Age” – can really enhance the second-language learning experience. How do the language specialist and the elementary classroom teacher integrate technology and language learning to improve student achievement?

IN-VISION, a five-year technology challenge grant funded by the U.S. Department of Education that supports K-12 Spanish and technology use in rural schools, has been working to find the answers to that question.

To begin the evolution of integrating technology and elementary second-language learning, IN-VISION provided computers for classroom teachers participating in the program. Understanding that teachers need assistance in integrating technology into the classroom, IN-VISION offered many training opportunities, during the school year and summer, both at the school and off-site.

Through the varied styles of professional development, the teachers gained skills in PowerPoint software, efficient Internet searching, video creation, scanner use, digital photography, and Web page design. Teachers were given the opportunity to develop skills in areas they felt would most benefit their specific instructional goals and strategies. Described below are the various technology-based strategies IN-VISION elementary teachers and language specialists integrated into their classrooms to excite students as well as enhance their learning.

WebQuests

IN-VISION staff trained elementary teachers in the design and implementation of WebQuests proposed by Bernie Dodge from San Diego State University (<http://webquest.sdsu.edu/webquest.html>). WebQuests provide scaffolding for a higher level of learning. WebQuests are project-based, where the teacher designs a unit that is inquiry-oriented, focuses on an engaging task, and has pre-defined resources from the Internet as well as more traditional resources like books, newspapers and videos.

IN-VISION teachers identified a WebQuest project and through the use of PowerPoint or Web-authoring software, created a Webquest to enhance student learning. Teachers spent time gathering Web sites and developing a final task for students to implement.

Some of those tasks included students planning itineraries for trips abroad, preparing festivities surrounding the celebration of Christmas around the world, and integrating information about animals into presentations about the rainforest. Both teachers and students reported excitement about the opportunity to use WebQuests as an alternative to more traditional classroom lessons.

Student Technology Training via “Boot Camps”

IN-VISION recognized the importance of student technology instruction. In many districts limited resources prevent students from having access to or instruction in various new technolo-

gies. To solve this dilemma, IN-VISION offered four Boot Camps during the academic year, providing students concentrated training in specific technologies. In these workshops, students learned a variety of skills that they could take back to their classrooms and utilize in the language learning process. Focus was placed particularly on those areas not covered in traditional technology classroom instruction.

Topics included use of digital cameras and video editing, sound production and editing, advanced PowerPoint skills, and Web page design. Students generally arrived at each session with an idea to develop and left with a finished project. Through the Boot Camps, IN-VISION worked to provide students with skills that would advance their own technological proficiency and enable them to train other students upon returning to their own schools.

Videoconferencing and Using the Internet

A unique opportunity students have experienced is the use of videoconferencing via the Internet. Students had the chance to interact with native speakers in countries outside of the United States. With the use of a Web camera, microphone, Internet connection, and videoconferencing software, students and teachers exchanged information about cultural practices, everyday life and a variety of other topics.

Students had an opportunity to practice language skills through this novel technology and also learned about the cultural differences and similarities of students in other places. Teachers and students had an overwhelmingly positive response to the videoconferencing experiences.

Key Pals

Students and teachers have also connected to other classrooms in the U.S. and around the world through

“key pal” relationships. Similar to the traditional paper and pencil “pen pals,” key pals use email to communicate between partnering classrooms. Generally, whole classroom exchanges, rather than individual student exchanges, were used. Teachers typed messages dictated by students and sent them to their key pal classrooms eliciting information about hobbies, preferences, weather and school.

Classroom exchanges were in the target language, as well as English. Teachers and students enjoyed the key pal experience. As with videoconferencing, they value the chance to practice language skills in a meaningful context, as well as learn about the life of students and teachers in other countries.

Videoconferencing to Present or Supplement Spanish Lessons

Sporadically during the project, IN-VISION experimented with presenting Spanish lessons using distance-learning technologies. With this format, a teacher at one location delivers a lesson to a classroom at another site using a high-speed copper or fiber line.

Zoe Louton, coordinator, and Julie Jahde, elementary teacher, designed and implemented lessons with IN-VISION elementary classrooms. Julie integrated highly interactive activities to engage the students such as use of a puppet, games, cultural objects demonstrations, and reading children’s books.

Applying software that provided the ability to manipulate objects and an LCD projector at the distant site, Julie asked the students to move objects projected on the wall to different locations. Students went to the wall and thought they were moving the objects with their hands although Julie was really manipulating the mouse as she watched the students’ hands move.

During one session, Julie and Zoe used iVisit, a videoconferencing program previously highlighted, to present

Teachers and students had an overwhelmingly positive response to the videoconferencing experiences.

The most popular software programs included those that were interactive and engaged students beyond basic recall tasks.

the Spanish lesson. The advantage of iVisit for lesson presentation is that as long as there is an Internet hook-up and wide bandwidth available for the classroom, the students do not have to go to a designated distance-learning classroom, which is often located at the high school.

The disadvantage at the present time is the slight delay between audio and video image delivery. This is a distraction for some students and teachers. With the progress being made to increase Internet capabilities, in these authors' opinion, Internet videoconferencing will replace the distance learning room and the Web-based coursework that is not very interactive or personal. Videoconferencing is, and will continue to be, a powerful technology for education.

Software to Support Learning

In addition to technology training sessions, IN-VISION personnel selected a variety of software to support language learning. For the younger learners, *JumpStart Spanish* was by far the most popular. Another program for children entitled *Kidspeak Spanish* was also used. Lingo Fun's *All in One Spanish Fun* provided older elementary, as well secondary students, with effective practice activities. The teachers enjoyed reinforcing their Spanish lessons with *Learn Spanish Now* and *Spanish to Go*.

The most popular software programs included those that were interactive and engaged students beyond basic recall tasks. Many teachers put the programs on classroom computers and used the software in Spanish Centers or as rewards for students who finished their work early.

In addition, students and teachers utilized creative authoring programs such as *Kid Pix Studio Deluxe* and *Storybook Weaver* to further the process of language learning. Stu-

dents practiced with *Kid Pix* to illustrate Hispanic poetry and create vocabulary flashcards. *Storybook Weaver* allowed students and teachers to write original stories and create illustrations. Both of these authoring programs are good alternatives for younger language learners, can be used in many different curricular areas, and are helpful tools for implementing thematic units involving a second language.

To supplement the use of *Kid Pix* in elementary classrooms, IN-VISION staff created templates that promote the IN-VISION elementary Spanish curriculum and practice shapes, colors, favorites, and numbers. One template has students move objects into either the *Me gusta* (I like) or *No me gusta* (I don't like) columns according to their preferences. Other templates are interactive activities such as games.

IN-VISION teachers and students utilized concept-mapping software. Secondary teacher teams from the various IN-VISION schools came together to create integrated curriculum units. Using *Inspiration Software* (created by Inspiration Software, Inc.) the teachers mapped out the concepts for the units in a Web format. Students could clearly see the relationship with the theme and prepare their projects more effectively. *Inspiration* assists in developing ideas and organizing thinking and can be used to plan, outline, pre-write, diagram, and brainstorm. *Kidspiration* is the simplified version for younger students and has received rave reviews from elementary teachers.

Community Awareness Using Technology Showcase Nights

Often people outside the bounds of school buildings are not aware of the progress students and teachers have made in the area of technology and language learning. IN-VISION encour-

aged participating teachers and students to share their new skills with the community using Technology Showcase Nights. Project schools organized this special event for the purpose of communicating with parents, the school board, and the community the advances in learning the students and teachers achieved through technology use and language learning. This strategy has been very successful in gaining support for the elementary Spanish program as well as demonstrating the power of technology.

As one example of a showcase night, Farragut (Iowa) Public Schools had "stations" around the school building that parents could visit for 20 minute periods. These stations featured PowerPoint presentations on core curricular themes, video creations, software manipulation, and WebQuest projects. The teachers also integrated Spanish into the evening by breaking a *piñata*, serving Hispanic food, and doing Hispanic art projects.

Other strategies for increasing community awareness that IN-VISION schools implemented included displays and demonstrations of technology and language learning during Curriculum Night and Parent-Teacher Conferences. In addition, IN-VISION organized a Technology Fair at which students were assessed on their technology projects by using technology-savvy judges. Students learned new technology skills in concurrent sessions as well as Spanish cultural lessons by native speakers.

Es la Hora...: **IN-VISION-Created Videos with Core-Curricular Themes**

IN-VISION has just completed a new series of 15-minute videos focusing on typical core curricular themes in an intermediate elementary classroom. The 10 videos include the themes of family and home, rainforest,

music, school, community, health, and celebrations. Viewers interact with children, a wacky parrot, and an energetic teacher while on location and in the classroom. The children learn about Hispanic cultures, play games, read stories, sing and go on fun adventures.

The video series will be streamed on the IN-VISION Web site (<http://invision.esu3.org>) so project schools can download the episodes. Teachers can also have CD's of the series as well as VHS videocassettes. These videos come with a teacher's guide, student workbook, and a CD of the songs. Interactive templates using *Kid Pix* and *PowerPoint* will be developed so students can practice the vocabulary introduced by the video series. The videos may be purchased from the Web site (10 episodes for \$100).

Conclusion

In an effort to enhance second-language learning, IN-VISION has tried to help teachers and students find ways of effectively integrating technology into classroom activities. A variety of teacher and student training opportunities, software applications and Web-based activities have offered alternatives to traditional language instruction.

Technology can be used in innovative ways to excite students and teachers about second-language learning. As new technology emerges at an ever-increasing pace, stimulating possibilities are in store for inventive educators.

For more information, visit <http://invision.esu3.org>

As new technology emerges at an ever-increasing pace, stimulating possibilities are in store for inventive educators.

IN-VISION
6949 So. 110th St.
Omaha, NE 68128
402-597-4833

Activities for Your Classroom

Insect Body Parts

Amanda Hastert
Iowa State University Pre-service
Teacher
Harlan, Iowa

Level: First Grade

Targeted Standards:

Communication

1.2 Students learn about the insect body parts through the foreign language; students follow directions for labeling their insect.

1.3 Groups of students present their insect to the class, naming the body parts.

Connections

3.1 Students reinforce their knowledge of insects through the foreign language.

Context:

Students have learned the name of 10 insects and have identified ways in which insects are different from each other. (Which ones fly? Which ones hop? Which ones walk? Which ones are black? etc.)

Objectives:

Students will identify and be able to say the parts of an insect: head, thorax, abdomen, legs, and antennae; students will respond physically and orally to directions.

Materials:

- Picture of family
- Overhead projector
- Pictures of 10 insects
- Plastic manipulative of the 10 insects

Procedure:

1. Begin class by singing in Spanish a similar version of "Head, Shoulders, Knees, and Toes." (Adapted here to Head, Arms, Legs, and Feet.)

Cabeza, brazos, piernas, pies, piernas, pies; Cabeza, brazos, piernas, pies, piernas, pies; Ojos, orejas, boca, y nariz, Cabeza, brazos, piernas, pies, piernas, pies.

2. Show a large picture of a family. Lead students to discover that even though some of them have brown hair, are taller than others in the picture, etc., that they all still have basic body parts—head, arms, chest, legs, feet.

3. Place pictures of the insects on the board and review some of the differences (some fly, some walk...)

4. Lay on the overhead a plastic *cucaracha* (cockroach) and label its 3 body parts, 6 legs, and 2 antennae; have students repeat the names of these parts.

5. Choose another insect. Follow the same procedure. Ask students if they think all insects will have those parts.

6. Break students into groups of 2 or 3, giving each group a plastic insect. The group will decide if their insect has those body parts and where they are located.

7. After 5-6 minutes the groups will

take turns coming to the front of the class and showing which body parts their insect have (they will all have all of them) and saying those parts aloud.

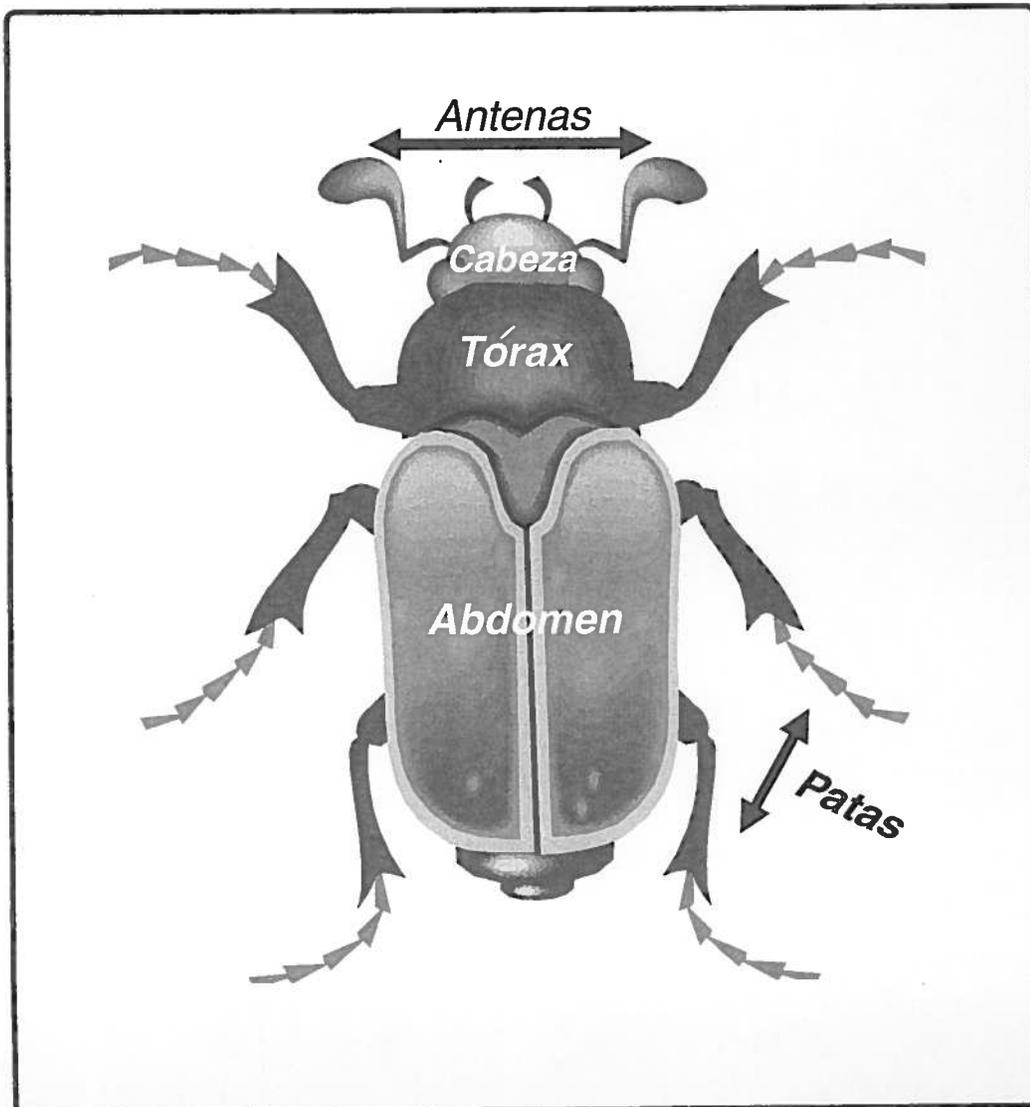
8. End class by singing "Head, Thorax, Abdomen" in Spanish with actions: *cabeza* – hands on head; *tórax*—hands on chest; *abdomen*—hands on hips and wiggle; *dos antenas*—make antennae with their fingers; *seis patas*—shake legs.)

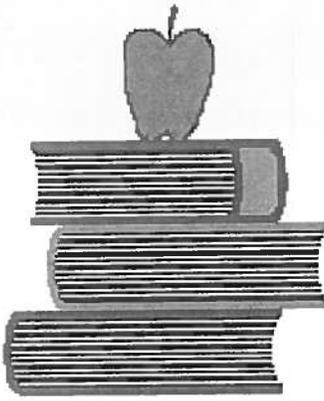
*Cabeza, tórax, abdomen, abdomen,
Cabeza, tórax, abdomen, abdomen,
Dos antenas y seis patas,
Cabeza, tórax, abdomen, abdomen.*

Assessment:

When the groups present their insect, check for understanding and naming of parts correctly.

Note: Amanda's inspiration for this activity came after observing Cooperative Teacher Jenny Harper of West Des Moines Community School District, Iowa, teach units in first grade on insects and body parts.





Classroom Resources

Spanish



Available from Miraflores,
P.O. Box 247 Richford, VT
05476; 514-483-0722; Fax:
514-483-1212; Miraflores is
based in Canada at
P.O. Box 458, Victoria Station,
Westmount, Montreal, Que-
bec H3Z 2Y6, Canada. E-
mail:
miraflores@sympatico.ca;
Web site: www.miraflores.org

Miraflores is a small publishing company that offers thematic units for upper elementary school (long-sequence or immersion programs), middle school, and high school. The workbooks and copy masters are intended to serve as enrichment material instead of as a textbook. They were written to “spark the interest of adolescents” and provide cultural information about different Spanish-speaking countries and the people who live, and have lived, there.

Themes include history, sports, music, and ecology. The information in the materials has been researched and photographed by the author/publisher, Eva Neisser Echenberg. Originally from Perú, she has traveled to many countries and collected a wealth of information included in the Miraflores texts.

Many of the activities suggested in the books ask students to think critically and reflect the national standards. The Level 1 materials are the least complex in terms of the language and are appropriate for upper-elementary and middle schools students. Additionally, all of the

materials will give teachers a wealth of cultural information and ideas for excellent classroom activities.

The Miraflores materials include copy masters (\$18), and workbooks called *Abrir Paso* (\$15). The copy masters can be purchased individually or in sets. The workbooks come in sets of 15 or more. The company will also let teachers pick and choose information and activities they would like to include in a copymaster or workbook and tailor a book to a school's needs.

Each culture unit includes: a pre-reading exercise, a level specific reading, one or two comprehension exercises, a vocabulary extension exercise, a level specific grammar exercise, an oral exercise, a written assignment, a vocabulary list, key words to facilitate an Internet search, and a complete answer key. They are suggested for use in the classroom, with the Spanish club, or to prepare students planning to study or travel abroad.

Themes for beginning level Spanish include: *los países y sus capitales* (*mapas de América Latina y España*), *personajes históricos* (*Cervantes, sor Juana, Picasso, Cortés y Moctezuma, Bolívar*), *deportes y música, México* (*las culturas indígenas, el regatear, la mariposa monarca, los muralistas*), *España* (*Andalucía, Sevilla, Barcelona y los Olímpicos de '92, la ecología*), *Guatemala y Honduras* (*la marimba, la Navidæ y el Año Nuevo*), *El Salva-*

dor y Costa Rica (la ruta maya: ecoturismo, de San José a Puerto Limón), Panamá, costa Rica y Nicaragua (carretas y autobuses, arte popular, el canal de Panamá, los insultos y los piropos), Puerto Rico y la República Dominicana (el béisbol, la rana coquí), and las culturas indígenas (Copán: una ciudad maya, el calendario azteca, los misteriosas líneas de Nasca).

Check the Web site for a comprehensive list of all of the themes. Miraflores also publishes workbooks and copy masters for French classes.

General

Available from EMC Publishing, 875 Montreal Way, St. Paul, MN 55102; 800-328-1452; Web site: www.emcp.com Ideas practicas para la clase de español, 0-8219-1051-5, \$29.95; Idee pratique per lezioni d'italiano, 0-8219-1054-X, 29.95; Idées pratiques pour la classe de français, 0-8219-1052-3, \$29.95; Praktische Ideen für den Deutschunterricht, 0-8219-1053-1.

This series of blackline master books is divided into themes including Personal Identification, At Home, In the City, Transportation, Geography, On Vacation, Enjoying Meals, Shopping, Pastimes, School, Work, Health, How much does it cost?, What's the weather like?, What time is it?, Days and Dates, Numbers, General (graphic organizers, letters, forms for games and dialogs), and Grammar Charts. Each item is illustrated with clear pictures and appropriate cultural symbols and drawings. The "Enjoying Meals" section has pictures of food packages from Spain, France, Italy, and Germany. The books include excellent maps, realia from the various countries (a form for a hotel bill, menus, and money).

The 122+ pages in these books will save you time as you create

lessons and need to find the corresponding visuals. The illustrations and activity pages will give you ideas and illustrations to use for many of the typical topics for language classes. Many of the activities are for a middle school level or higher, but the illustrations are useful for any language level. Although the cultural information comes from the European countries it is helpful when presenting that perspective.

French

Anfousse, G., (1978). *La Varicelle*. Montreal, Canada: Les éditions de la courte échelle.

Available from Sosnowski Language Resources, 58 Sears Road, Wayland, MA 01778; 508-358-7891; Fax: 508-358-6687; E-mail: rders@sosnowskibooks.com; Web site: <http://www.sosnowskibooks.com/index.htm>. Cost is \$7.95.



This soft-cover book is one in a series of adventures about Jiji and Pichou published in Canada. Jiji has the chicken pox and even her best friend, the stuffed elephant Pichou, is exiled from her room. Eventually Jiji has a brilliant idea; she will paint multicolored spots on Pichou who will then be able to play with her.

The illustrations are lively, vivid, and appealing and earned the author The Canada Council Children's Literature Prize for French-Language Illustration in 1978.

Teachers can modify the text, which is a bit complicated for beginning French learners and focus on the pictures and the story line.

Other titles in this series include *Mon ami Pichou*, *La Cachette*, *Le Savon*, *La Petite Soeur*, *La Grande Aventure*, etc.

There are 12 titles in all.

Nominations Sought for NNELL Award

The NNELL Award for Outstanding Support of Early Foreign Language Learning will be given to an individual or individuals who have demonstrated outstanding support of early foreign language learning.

Nominees may be actively involved in their efforts in a variety of ways including, but not limited to, the following: early foreign language specialist, classroom teacher, principal or other school administrator, district or state school superintendent, local or state foreign language coordinator or supervisor, parent, school board member, businessperson, civic leader, politician/elected representative.

The nomination for this award will be in the form of two letters of recommendation (a letter of nomination and a letter of support) from individuals who can attest to the nominee's work in the field of early language learning.

The letter of nomination must come from a current NNELL member, and the letter of support should be written by another individual who is very familiar with the nominee's work for early language learning. The letters should include documentation that clearly demonstrates evidence of the ways in which the nominee supports early language learning.

The nomination may also include up to five pages of supporting evidence such as copies of newspaper articles that recognize the nominee's work for early language learning, sample items created by the nominee that show advocacy work, etc.

The following are examples of criteria that can be considered in writing the letters of nomination as they apply to the nominee's work on behalf of early language learning:

- Demonstrates commitment to early foreign language learning in the school and the community, e.g., seeks ways to inform the community of the need for beginning language study early

as an integral part of the school curriculum and in an uninterrupted sequence;

- Provides visibility to the foreign language program, e.g., seeks media and/or newspaper publicity of school foreign language events, sends newsletter with foreign language program updates to parents;
- Provides leadership in establishing and maintaining early language programs at the local or state level;
- Supports and provides professional development opportunities for early language specialists;
- Advocates for early language programs at the local or state level, e.g., represents his or her foreign language program at local or state school board meetings;
- Serves on local or state committees for early foreign language learning, e.g., advocacy projects, state foreign language association committee or board, PTA;
- Provides exemplary foreign language instruction in the classroom, e.g., collaborates with the foreign language specialist on interdisciplinary projects.

Three copies of the nomination packet including the two letters of nomination and up to five pages of sample supporting evidence should be mailed as one nomination submission by June 1, 2003 to: Dr. Mary Lynn Redmond, Chair; NNELL Award Committee; 6 Sun Oak Court; Greensboro, NC 27410; E-mail: redmond@wfu.edu

The nomination must include the contact information (mailing address and telephone number) of the individual who is submitting the nomination and the nominee. Award recipients will be notified by August 15, 2003, and the award will be announced at the annual meeting of the National Network for Early Language Learning in November.

Calendar

Fall 2002 Conferences

November 20-21, 2002

National Association of District Supervisors of Foreign Languages,
Salt Lake City, UT. Erwin Petri, P.O. Box 2241, Union, NJ 07083;
908-206-8890; Fax: 908-206-8890; eapetri@home.com.

November 22-24, 2002

American Council on the Teaching of Foreign Languages, Salt Lake City, UT.
ACTFL Headquarters, 6 Executive Plaza, Yonkers, NY 10701-6801; 914-963-
8830; Fax: 914-963-1275; E-mail: headquarters@actfl.org; Web site:
www.actfl.org.

Spring 2003 Conferences

February 27-March 1, 2003

Southern Conference on Language Teaching, 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/index.shtml.

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: csctfl@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: CourniaAudrey@cs.com; Web site:
www.learnalanguage.org/swcolt.

April 10-13, 2003

Northeast Conference on the Teaching of Foreign Languages (NECTFL)
Washington, D.C.; 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.

NNELL

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



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.educ.iastate.edu/nnell or E-mail nnell@cal.org

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