

Learning Languages

The Journal of the National Network for Early Language Learning

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Learning Languages: *The Journal of the National Network for Early Language Learning* is 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. 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



Communication, Advocacy, Cooperation, Collaboration, Connections, Dissemination, Links—I am sure each of us recognizes these words as representing some of NNELL's strengths and also *raison d'être*. Not too long ago, I reread the long-range planning document written by the NNELL board in 1998. During this long-range-planning exercise, NNELL members were asked to identify some of their accomplishments and to characterize their work. These are the very key words they used. Sometimes we forget or lose sight of the fact that a *network* is really what we are all about: "a group of people who work together to promote common goals." With this mission comes the responsibility of connecting, linking, and communicating effectively with every link of the network. Of course, we don't need to be reminded that we are only as strong as our weakest link, no pun intended.

On April 19, the board had a special issues meeting in New York City, and I am very pleased to report that the energy and passion of NNELL is alive and well. We spent a good part of the day talking about and focusing on strategies to strengthen our network and to improve our communication system with each of you. We acknowledged, emphatically I might add, that the heart of NNELL's success is at the grass-roots level and that it is critical for us to periodically revisit and assess how well we are fulfilling our mission.

We also developed an action plan for immediate implementation, as well as some goals for the future. Specifically, we chose two targets to pursue

immediately: 1) revitalizing our relationships with the state and regional representatives, and 2) launching a dynamic, crisp Web site filled with up-to-date information and resources.

Lori Langer de Ramirez, our Second Vice-President, has taken the initiative to reenergize our connections with our regional and state representatives, who in turn will be a resource for each person committed to early language learning in their area. We need to stay connected and reinforce our visibility!

Our new Web site is under construction, and the board was really excited at the new possibilities offered to our membership in the areas of advocacy, resources, and information. We hope to streamline several of our activities and to provide better service to the entire network. I will keep you posted on our technological developments. We hope to be able to unveil the new site in Salt Lake City! Be on the lookout for more updates.

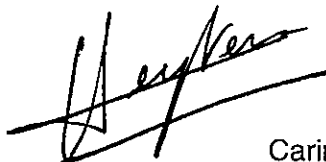
Charles Schwahn, a national leader and consultant on organizational leadership issues, engaged the board in an interesting conversation while we were in New York City. He gave us some excellent advice and challenged some of our practices. He asked us, for example, who our audience and constituents truly are. He pointed to the fact that parents are a very strong voice in support of Early Language Learning and that it would behoove us to include them more directly in our efforts. We will be thinking about his recommendations more and will explore possibilities when we meet again.

There is one last piece of good

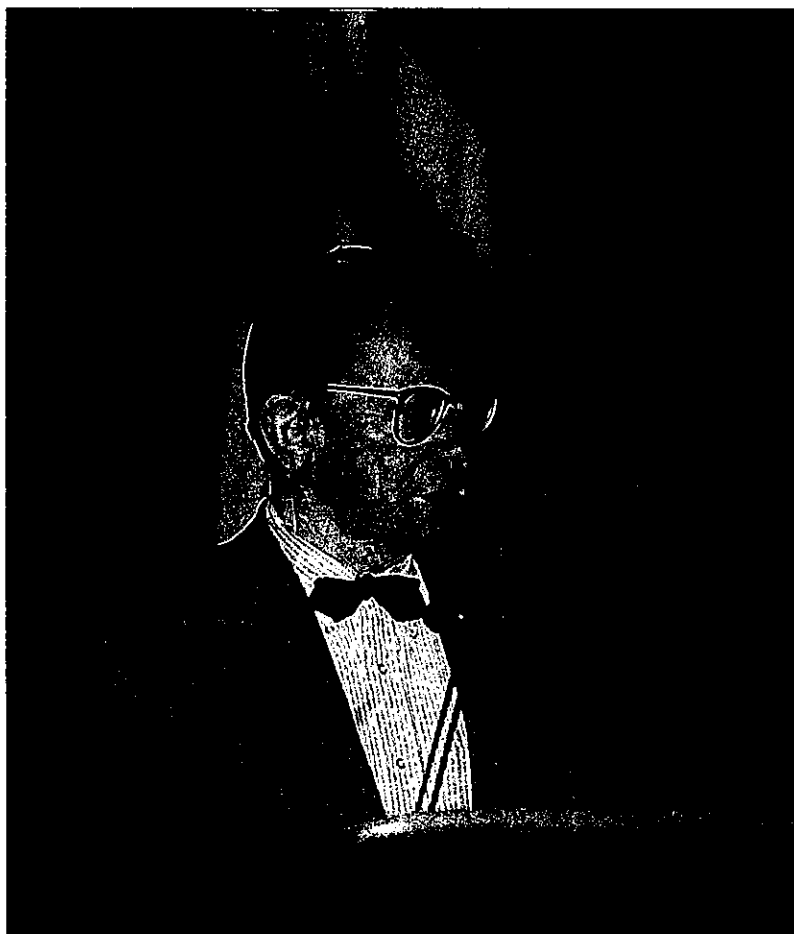
news that I would like to share with you. Senator Paul Simon, the famous senator who has always strongly supported Early Language Learning and who wrote *The Tongue-Tied American*, organized a symposium on foreign language in elementary schools. It was held in March in Carbondale, Illinois. You will be pleased to hear that one of our former presidents, Mimi Met, was a keynote speaker with Richard Brecht, from the National Foreign Language Center, and that Marcia Rosenbusch, Virginia Gramer, and I were invited to be on a panel of experts on the topic. NNELL was well represented and also participated actively the next day in drafting recommendations (see pp. 23–25) in support of elementary school foreign

languages. As Richard Brecht indicated, September 11 opened our eyes, and we now have a citizenry who better understands cultural differences and knows the importance of learning languages. It is our role to help inform our national leaders and shape the future of our children.

I'll talk with you again soon. I hope you have had a great Spring!



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Senator Paul Simon introduces the members of the invited panel at the "Symposium on Foreign Language in the Elementary Schools," held March 3, 2002, at the Public Policy Institute, Southern Illinois University at Carbondale.

Promoting a Language-Proficient Society: What You Can Do

*Kathleen M. Marcos and
Joy Kreeft Peyton
ERIC Clearinghouse on Languages
and Linguistics*

Several studies indicate that individuals who learn a second language are more creative and better at solving complex problems than those who do not.

Interest in and support for language study has been strengthened in the United States in recent years by the growing recognition that proficiency in more than one language benefits both individual learners and society. For the individual language learner, research has found a positive link between second-language proficiency and cognitive and academic ability. Several studies indicate that individuals who learn a second language are more creative and better at solving complex problems than those who do not (Bamford & Mizokawa, 1991). Other studies correlate bilingual proficiency with higher scores on standardized tests and tests of both verbal and nonverbal intelligence (Caldas & Boudreaux, 1999; Hakuta, 1986; Thomas, Collier, & Abbott, 1993). A multilingual workforce enhances America's economic competitiveness abroad, helps maintain our political and national security interests, and promotes tolerance and intercultural awareness.

Although the opportunities that are available for learning languages may vary depending on where one lives in the United States, there are many things we can do to encourage the study of languages at home, in the classroom, and in our communities, whether we're in a small town or a major metropolitan area. This article suggests specific ways that parents,

teachers, school administrators, policymakers, and members of the business community can foster the learning of languages among children and adults.

What Can Parents Do?

- Expose your children to people from varied language and cultural backgrounds.
- Participate in events where language and cultural diversity are celebrated.
- If you speak a language other than English, use it with your children.
- Speak positively to your children about the value of learning another language.
- Provide videos, music, and books in other languages.
- Send your children to summer language camps. For older children, consider programs in which they can study languages abroad.
- Explore having an exchange student from another country in your home.
- Investigate opportunities for formal language study for your children, beginning as early as preschool and extending through their high school years.
- Reinforce existing language programs by expressing support for them to local, state, and national representatives.
- If your child is participating in a language program, talk to the teacher about what you can do at home to reinforce the learning that takes place in the classroom.

- If your child's school does not have a foreign language program, talk with other parents, PTA members, and the principal about getting one started.

What Can Teachers Do?

- Find out which languages are spoken by school staff, by students, and in the community at large. Speak with parents and administrators about options for using community resources to promote language and cultural awareness among students.
- Use resources from school and local libraries and from the Internet to enhance foreign language lessons.
- Set up an in-class lending library with foreign language books, magazines, and videotapes for students and parents to use.
- Align your foreign language curriculum with the national standards for foreign language learning.
- Plan activities that encourage students to develop an awareness and appreciation of the linguistic and cultural diversity represented in your classroom.
- Give your students opportunities to use their languages outside your classroom (for example, within your school, at other schools, or at community events or agencies).
- Encourage parents who speak a language other than English to use it with their children.
- Talk to parents about activities and study habits that can improve their children's language learning.
- Invite community members who use languages other than English in their careers to discuss career opportunities with middle and high school students.
- Collaborate with other foreign language, bilingual, and English as a second language teachers to share resources and work together toward common goals.
- Pursue professional development activities (attend conferences, read journals and newsletters, take courses and seminars) to keep up to date on language-learning research and on new approaches to language teaching.

- Travel abroad to expand or update your knowledge of the language and culture.
- Keep up with advances in language-learning technology and adopt new and stimulating approaches to teaching languages, such as promoting videoconferencing experiences and international "keypals" (penpals) projects on the Internet.

What Can School Administrators Do?

If a language program does not currently exist in your school or district, you can start by taking these steps:

- Develop a rationale for establishing a program by reading professional literature on the importance of second-language learning and the cognitive benefits of developing second-language proficiency.
- Work with district administrators or the school board to establish a steering committee made up of parents, foreign language and other teachers, district administrators at all levels, and business and community members to investigate the feasibility of establishing a program in your school or district.
- Learn about the different types of language programs to determine the most appropriate program for your school or district.
- Take inventory of existing resources (staff and materials) to determine the type and size of program your school or district can realistically support.
- Generate community support at PTA meetings and teacher conferences. Hold districtwide planning meetings and invite community leaders, business representatives, language and other teachers, and administrators. Ensure ongoing communication among all groups that have a stake in the establishment and maintenance of language programs through regular meetings and updates.

If your school or district already has a language program, you can take

the following steps to enhance the program:

- Ensure that all students have the opportunity to study languages.
- Hire trained teachers who are skilled in the languages they teach.
- Provide resources and professional development opportunities for language teachers.
- Promote and provide opportunities for collaboration among all teachers involved in second-language education. For example, establish a committee for second-language teachers.
- Purchase language materials for the school library.
- Promote and support the use of new technologies to enhance language learning.
- Devote sufficient instructional time to languages other than English to enable students to achieve proficiency. This should be a minimum of 75 minutes per week, preferably at least three to five times per week for 45 to 60 minutes each. At the middle and high school levels, language classes should meet for as long as any other academic class meets, e.g., math and science classes.
- Promote articulation of language classes (the logical sequencing of courses in the curriculum to avoid unnecessary repetition) at the elementary, middle, and high school levels.
- For middle and high schools, hold career days to provide information about jobs that require skills in more than one language.
- Use student and community resources to strengthen the program (for example, through tutoring, international fairs, cross-cultural exchanges, and guest speakers).

What Can Policymakers Do?

- Budget adequate financial resources to establish and improve second-language programs in your school, district, or state.
- Support and fund professional development programs for second-language teachers.

- Support and fund curriculum development projects carried out by second-language teachers.
- Establish policies that promote the study of second languages at all levels by all students.
- Support research on the effectiveness of various models and practices for second-language programs.
- Support the establishment of standards for and assessment of student and teacher performance at local, state, and national levels.
- Support policies that respect the diversity of students in your community or state.

What Can the Business Community Do?

- Make policymakers aware of the need for workers to be proficient in more than one language.
- Send company representatives to school career days to talk to students about the important role that languages other than English play in the workplace.
- Talk with teachers and administrators about how they can help prepare students to work in an increasingly global economy.
- Establish partnerships with schools, other businesses, and communities to support activities such as student internships, tutoring, and mentoring.
- Ensure that jobs requiring language skills are filled by applicants who are truly proficient in the languages needed.
- Provide employees with opportunities to maintain and improve their language skills.
- Provide appropriate cultural training for employees who work in culturally diverse environments.
- Establish partnerships with school districts to provide financial support for starting or maintaining language programs.

Where Can I Get More Information?

- Many of the ideas listed here are from *Languages and Children: Making the Match*, by Helena Curtain and Carol Ann Pesola

- (Longman, 1994), and "Elementary School Foreign Language: The Establishment and Maintenance of Strong Programs," by Marcia H. Rosenbusch (*Foreign Language Annals*, 24, 297-314, Sept. 1991).
- American Council on the Teaching of Foreign Languages, 6 Executive Plaza, Yonkers, NY 10701; phone 914-963-8830; www.actfl.org; e-mail actflhq@aol.com
 - Center for Applied Linguistics, 4646 40th Street N.W., Washington, DC 20016-1859; phone 202-362-0700; www.cal.org; e-mail info@cal.org
 - National Network for Early Language Learning, Attn: Nancy Rhodes, Executive Secretary, Center for Applied Linguistics, 4646 40th Street N.W., Washington, DC 20016-1859; phone 202-362-0700 ext 257; www.educ.iastate.edu/nnell
 - An on-line directory of resources for foreign language programs, a collaboration of the National Clearinghouse for Bilingual Education and the ERIC Clearinghouse on Languages and Linguistics, is available. Visit www.cal.org/ericcl/ directories for more information.

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Learning Languages Delayed

We want you to know that we are in the process of making important changes in *Learning Languages* this year. Since these changes could not be completed before the winter issue, both the winter and spring issues will come to you later than normal this year. Our sincere apologies! Your spring issue, which will arrive in the summer, will provide more information about these changes.

Journal Reflections of a First-Year Teacher

*Sarah Pope
Spanish Teacher, Grades 1–3
Richmond Elementary School
Appleton, Wisconsin*

January 17, 2002

Today is the end of the second quarter and the end of the first semester. I have survived my first half of the year being a FLES teacher! Were there many challenges? Yes. Many rewards? Yes.

This is my sixth year of teaching. I am 37 years old, and I left the business world to pursue a career in teaching. I have a minor in Spanish and a teaching certificate for grades 1–8. I did not take Spanish in high school because I did not like the teacher. Hosting foreign exchange students from Mexico sparked my interest in Spanish. I decided to minor in the language because I also have an interest in Hispanic and Latin American cultures. In my previous teaching position I taught a variety of subjects to eighth graders, including language arts, reading, social studies, and exploratory Spanish. I accepted this position at Richmond for a variety of reasons: I was interested in the challenge, I wanted experience in an elementary school, and Richmond is much closer to my home. I had previously taught elementary Spanish for one month during a summer school program. That experience showed me the truth of what I had learned in my methods courses—the lower in age we go for teaching languages, the better. I am not sure who learned more that summer, those students or me!

In the beginning the adjustments

to my current position were almost overwhelming. I was a confident, successful teacher, but as I began teaching those first few weeks I found myself coping with so many challenges! The foremost was holding to my belief that good teachers continually work to get to know their students and their needs. As a “specials” teacher, this was difficult because I only saw my 101 students for 30 minutes a day and I could only speak to them in Spanish. I was learning my students’ Spanish names, but in the beginning it was almost impossible to discuss the students with the classroom teachers because they did not know the students’ Spanish names. I resolved this by taking pictures of the students wearing their Spanish nametags; I then spent time learning their names and faces as quickly as I could. When I wanted to talk to a classroom teacher about a student, I could show the teacher the picture of that student, thus, names were no longer a problem.

My other early challenge was organizing—my cart, my lessons, my office, my planning. I teach on the other side of the building from my office so if I begin a lesson and realize I have forgotten something, that is the end of the lesson—or else I have to be pretty creative in coming up with an alternative!

I teach first and second grades in the corner of the Multi-purpose Room,

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which was the building's former gym. I have come to realize the truth in the statement that there are advantages and disadvantages to just about every situation. While this room is a big space, which I can use for various activities, the children also love to run whenever possible. Their attention drifts up to the ceiling, as melodies from the music room next door float in, various people go in and out, and when at about 10:30 aromas from the lunchroom waft over us. Can we cope? Sure.

When I began, I was most apprehensive about the first graders because I was an eighth-grade teacher. I worried about how much I could really expect the first graders to do. About six weeks into the school year, while driving home on a Friday afternoon, I realized that it had been a good week. The students were starting to understand me. They were listening and responding much better. We still had a ways to go, but I felt the most hopeful I had so far. Then I had to smile when I realized that my first graders were doing the best! Yes, I began to realize that even though the other grades had had Spanish previously, I was "it" for my first graders. They had accepted all my routines, directions, and instructions like sponges, without any preconceived ideas, and they were soaking up everything the quickest of all my students!

The third graders frustrated me at first. They spoke very little Spanish and would frequently answer in English. I tried stickers and praise for when they spoke Spanish, but they focused on the stickers and the language learning was lost. I kept holding to my expectations: I called myself "*la policia de español*" and tried to use humor to get them to respond in Spanish. Now it is getting better—they can do so much more now than in the beginning. Having them produce more language is my goal, and to achieve it I know I need to create a learning environment in which they are comfortable. The third-grade teachers are

great supporters of my teaching and participate in the Spanish lessons. We create a comfortable environment together, even though space is limited.

I have a great job and I keep reminding myself of what an even better job this will be next year when I already know the students and the curriculum, and when I will be able to reuse and tweak lessons I have used this year. I enjoy the opportunity to use my creativity with this position; however, I constantly feel challenged to be creative. I like things to flow, without pressure. Last week I wrote in my journal, "I feel like I'm only as good as my next good idea. Professional athletes must feel like this. Only as good as the next great thing you produce."

This is a lonely position. I had been a middle school teacher, teaching on a team. I realize that with this job I have given up the camaraderie of being a classroom teacher. Now, as a specialist, I realize that everyone may see you every day, but you may not have a decent conversation with anyone. You could live this way for weeks! But, as busy as I am, I try not to let this happen.

I have also been learning to adjust to the differences of elementary students emotionally. Adolescents respond to good lessons with their own energy, which in turn would feed my energy—it was like being caught in a flowing circle, which I found delightful. Elementary children are more responsive to the persona of their teacher, such as whether or not you look pretty in the clothes you are wearing on any given day. Finding joy in watching them learn is more difficult when you participate in only 30 minutes of their life each day, but it happens—it just takes more time. I am finding it, and I know I will be able to see it grow for years to come. The classroom teachers will not experience the students' growth over time in the same way.

I focus on the positives. I like the fact that I can conduct an entire

Having them produce more language is my goal, and to achieve it I know I need to create a learning environment in which they are comfortable.

physical education lesson in Spanish, which causes the older students to walk by with amazement on their faces. The mother of one of my first-grade students stopped me in the hall in December and said that her daughter's favorite part of the day is Spanish. Even though they are going

to move, she is going to drive her daughter across town to attend Richmond because they like the school and the fact that she is receiving Spanish instruction. That was so nice to hear! My parents are very supportive. I know we have a long way to go, but the trip is very exciting!



NNELL Leaders Receive Awards

NNELL is happy to announce that two current Executive Board members and one past president received awards at the ACTFL 2001 Award Ceremony held in Washington, D.C. at the annual meeting of the American Council on the Teaching of Foreign Languages. (Please see photo on page 19.)

Mari Haas, Past President of NNELL, received the ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture. The Nelson Brooks Award recognizes the contributions of a "preeminent author and teacher whose work and writings have changed the course of our profession." Colleagues noted that, "Mari has inspired teachers nationwide to adopt effective ways of teaching culture in their classrooms" and "She acts on the conviction that elementary school teachers deserve the same respect for their intelligence and scholarly interests as high school teachers."

Marcia Rosenbusch, Founder and Editor of *Learning Languages*, received the ACTFL-NYSAFLT Anthony Papalia Award for Excellence in Teacher Education. Marjorie Hall Haley, who presented the award, noted that "the resume of Dr. Rosenbusch documents a career of commitment and dedication to foreign language education and foreign language educators. . . . Dr. Rosenbusch's most influential national role in educating current and future professionals has been as director of the federally funded, first-of-its-kind, National K-12 Foreign Language Resource Center at Iowa State University."

Carine Feyten, President of NNELL, received the ACTFL Florence Steiner Award for Leadership in Foreign Language Education, Post-secondary. A colleague noted that, "the Ph.D. program she developed at the University of South Florida with the Division of Languages and Linguistics, integrating the areas of second-language acquisition and teaching with instructional technology is innovative and state of the art." Joy Renjillian-Burgy, who presented the award, noted that Carine "is a model of professional excellence, educational outreach, and social commitment."



Teaching Beginning Learners without Using Textbooks

Kim Chase
French Teacher, Grades 7–8
Hunt Middle School
Burlington, Vermont

In eighteen years of teaching French, I have never met a textbook I liked. I have never seen one that in any way resembles the living language I know and love, and so I refuse to use one. This is probably a good thing because I have always found it difficult to deceive my students. Children are notoriously and uncompromisingly realistic. Yet they are often portrayed unrealistically in textbook photos, sketches, and conversations. In his book *Me Talk Pretty One Day* (Boston: Little, Brown & Co., 2000), David Sedaris captures the insipid tone of French textbooks:

Fabienne, Carmen and Eric spent a great deal of time in outdoor restaurants, discussing their love of life and enjoying colas served without ice. Passing acquaintances were introduced at regular intervals, and it was often noted that the sky was blue. (p.182)

What are the alternatives? Over the years I have developed a wide array of activities and strategies for teaching without textbooks. Although I am currently teaching middle school, I have used variations of these approaches at every level from preschool through high school with lasting success.

The two essential components in this style of teaching are a focus on oral rather than written proficiency and the use of realia, which I understand to mean any material intended for native rather than beginning speakers.

I start all beginning classes, no matter what age, with visual prompts associated with conversational questions such as "How are you?" or "What is your name?" Since I am teaching a nonphonetic language, I try to hold off as long as possible before introducing the written word. Therefore, all class work focuses on developing listening and speaking skills.

All of my initial visuals are simple line drawings: a smiley face with a big question mark in the conversation bubble, or a stick figure with a question mark on its name tag. My students learn two or three ways to ask each question and a few reasonable responses. We go through two or three expressions each week, building other information into this format. For "How old are you?" we learn numbers. For "What is the date today?" we learn the days of the week and months of the year. I build games into these in order to increase retention and improve students' ability to retrieve new material. My students' favorite among these is the "haki-sac game." Students sit on their desks and/or tables and I throw the haki sac to someone after saying the first in a series of words. If I say "one," the student who catches the haki sac says "two" before throwing it to another student. The game works for days of the week, months of the year, the alphabet, or even non-sequential lists such as body parts or clothing. If a student misses the expected answer (or repeats a word that has already been said for nonsequential lists) he or she must sit

The two essential components in this style of teaching are a focus on oral rather than written proficiency and the use of realia. . . .

down. A variation of this game (perfect for Friday afternoon before a vacation) is to throw a weighted ball of yarn around instead of the haki sac, requiring each student to hang onto his or her "end" or ends each time he or she gets the ball. The result is a huge, chaotic web. Students who are forced to sit for too long in one spot are incredibly grateful for changes in the routine such as this one.

As soon as students can begin to converse with limited and predictable expressions, I begin to read to them from children's books. Children's literature, such as fairy tales, rhymes, and pictures books, are a great source of rich language which all teachers find essential to first-language acquisition but which, strangely enough, few include in second-language programs. Thus, we have AP students who may be able to hold forth on the virtues of the *vers alexandrin* but who do not know the delightful vocabulary of nature, which is so fascinating to children who are discovering the world for the first time: pebble, mud, puddle, bumble bee.

Kids of every age (including adults!) enjoy listening to stories. I increase interest by giving points for words that my students recognize in the story. I read a page and then students raise hands for words they understood in the passage. The fact that they have to wait until I have finished the page helps them to remember the word. Once the word has been mentioned, no one else can get credit for it. This sharpens listening skills on more than one level.

Before introducing the written word, I use the many natural opportunities to have students begin understanding the spoken language. Classroom commands, such as "Turn off the light," "Sit down," "Close the door," or "Take out your homework," should always be issued in the target language. With a gesture or two, students will quickly grasp what is being requested of them. After a week or two, no gestures should be used with the

expression. Soon, students will begin using the commands to direct their peers. It is a rare student who does not enjoy the opportunity to tell his or her classmates what to do, and bossing each other around in another language gives students an added edge of authority.

Another wonderful opportunity to listen to the target language comes in the form of popular music, which I usually play while working on an art project such as creating our own "wordless" clothing catalogs or creating our own family trees. Ten years ago, my students' favorite French singer was Roch Voisin. These days it is a French rap group called Manau. Yes, I also play the occasional Piaf or Brel, but a little of that goes a long way with students at the lower levels. The object here is to expose students to the living language as expediently as possible, not to get them to acquire adult tastes in music. My students beg to borrow my Manau CD. They do not ask for Piaf and Brel.

While we are focusing on oral and aural proficiency, finding appropriate homework assignments can be challenging, especially if a districtwide homework policy has been adopted. For the first week or two of school, my homework assignments focus on getting students to see how much French is already part of the American culture. I ask each of them to bring a product (wrapper, ingredients, directions, guarantees, etc.) on which the instructions are written in French (usually in English and several other languages as well). These I staple to the bulletin board so students can peruse them at their leisure. They will discover many cognates this way and the whole task of learning a second language may become less daunting. I keep as many of these products as possible, both as a fund for future years for students who may not have access to such resources and also as a source of future activities with more advanced students. The "French is all around us" assignment, as I think of it,

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can and does take many forms. Students are asked to bring in a French name from their family, the name of a French car, food, athlete, actor, or American place names. After the first week or two, my homework assignments focus on French derivatives or cognates: cooking, fashion, literary terms, or just common expressions English has borrowed from the French.

By the time I am ready to start handing out vocabulary lists, my students have, for the most part, acquired enough of the phonology to be able to study on their own. I do very little direct phonetic instruction, but I find that most students make sense of the written word on their own, just as they did with English. For those who do not, I record myself reading the vocabulary on my dual cassette player. I ask students who would like a copy to bring in a blank cassette, onto which I copy the dictated vocabulary list. This takes very little time and my students, who are generally more technologically proficient than I am, often record a copy of the lists themselves. In this way, students can listen to the tape while studying at home, developing an accurate sound-symbol association rather than relying on the uncertain accent of a parent or older sibling. For some students on Individual Education Plans, this may be an ideal accommodation.

As we branch into areas such as body parts or clothing, I often use toys I have either inherited from my children or gleaned from garage sales. Mr. Potato Head works well for body parts, Matchbox cars are great for transportation, but stuffed toys for animals are my favorite because they can be thrown from student to student in response to commands. The benefit to using such manipulatives is that students get to hold a toy they can name. I guarantee that the student who has held the fire engine, van, and airplane will get at least those three correct when it comes time for a quiz. Likewise, it is easier to test students

orally when they have attached the target language word to the object itself without jumping through the English translation hoop.

When we do clothing, I usually ask students to bring in old clothing (including boxers and other underwear) which I tack to the bulletin board. This year I am looking forward to buying a Groovy Girl and Groovy Boy, soft dolls that come in various races and are dressed in the "cool" styles of today's children.

Perhaps the most surprising thing about using toys in the classroom is my students' delight when I take the toys out of the box. "Hey, it's Mr. Potato Head!" One boy said last year, "I haven't played with him since I was in kindergarten!" We know that childhood is increasingly fleeting; even middle-schoolers are nostalgic about their own, brief childhood. But from a pedagogical point of view, manipulatives (i.e. toys) are superior to French-to-English vocabulary lists or even pictures in that they provide students with visual and tactile experience of the word. Thus we are teaching to more than just the visual learners and we are at least doubling the odds that students will be able to retrieve the words they have experienced both visually and by touch. Finally, and equally importantly, toys fill the very natural and healthy human need to fidget. My rule for toys in the classroom is that they cannot be used in a disruptive or noisy manner, or I will take them away.

As students begin to acquire more vocabulary, there are increased opportunities to exploit a very rich yet free resource: advertising. Food, clothing, furniture, and electronics catalogs can provide current expressions and cultural trends (Editor's note: See Activities for Your Classroom in this issue). Since they are primarily visual, students will not be overwhelmed by too much print.

Road signs are another excellent source of practice vocabulary. I take pictures of road signs when I am in a

By the time I am ready to start handing out vocabulary lists, my students have, for the most part, acquired enough of the phonology to be able to study on their own.

Once you leave the textbook behind and start thinking in terms of realia, you will discover an unlimited number of resources and activities you would never have thought of before.

French-speaking country (or give extra credit to traveling students who bring back their photos) and then have students attempt to figure out how we would say the same thing in English. Several important lessons and skills can come from this activity. By seeing road signs as they actually occur, students learn to construct meaning by taking cues from context, environment and nonverbal details, rather than relying on the printed word alone. Furthermore, students discover that direct translations are rarely accurate. In my classes we keep a log of our favorite incorrect translations. The best so far is: *Access Interdit Sauf Vehicules De Police*, which one group translated as: "Access and save the prohibited vehicles from the police!"

Business cards provide an array of mix-and-match activities. When traveling in Francophone countries, I collect business cards wherever I find them, for example in hotels, restaurants, and

grocery stores and photocopy eight or ten onto one page. After providing students with a list of occupations, I ask them to match the occupations to the business cards. As a variation of this activity, I provide students with a list of needs or conditions, such as "roof repair" or "planning a party" and ask them to figure out which businesses they would contact in order to get the job done.

Once you leave the textbook behind and start thinking in terms of realia, you will discover an unlimited number of resources and activities you would never have thought of before. It is less a method than a different way of thinking about second-language instruction—and it works!

Author Contact Information: Kim Chase, 127 Charlotte Street, Burlington, VT 05401; Telephone: 802-863-5881; E-mail: Kchase7@aol.com.

ZPG Releases New Bilingual Teaching Kit

Zero Population Growth's (ZPG) Population Education Program is pleased to announce its newest teaching resource, *Nuestro Mundo, Nuestro Futuro/Our World, Our Future*, a bilingual activity kit. The 44-page "flip book" (half Spanish/half English) develops middle school students' understanding of the interdependence of people and the environment through seven hands-on/minds-on activities and a student reading. This interdisciplinary resource features environmental education lessons with applications to the social studies, science, math, and family life education. The kit is designed to provide the teacher with maximum flexibility based on students' proficiency in either or both languages. It is appropriate for the bilingual classroom, Spanish course, or even ESL course, and the activities can be easily adapted for older students.

Nuestro Mundo, Nuestro Futuro/Our World, Our Future is available for \$3.95 plus shipping and handling (inquire about quantity discounts) from ZPG's Population Education Program, 1400 16th Street N.W., Suite 320, Washington, DC 20036; 800-767-1956; www.zpg.org/education. The kit is also available as a PDF file at ZPG's Web site and can be downloaded free of charge. ZPG's Population Education Program has been developing quality teaching materials for the K-12 classroom since 1975.

Activities for Your Classroom

Articles of Clothing: A Fun Activity with Collaborative Assessment

*Susana Epstein
The Collegiate School
New York City*

Level: Spanish Grade 5 and 6 (but can be done in any language)

Targeted Standards:

Communication

- 1.1 Students communicate with their partners as they find pictures of the articles of clothing on their shopping list and as they prepare a poster of the clothing pictures.
- 1.2 Students understand and interpret the teacher's spoken directions.
- 1.3 Students present to their classmates a poster of the labeled clothing items.

Context:

After teaching and reviewing articles of clothing, use this as an effective means of measuring students' learning in a collaborative setting.

Objectives:

Working with a partner, students use clothing catalogs to find examples of clothing included on a teacher-developed shopping list. Students prepare a poster that creatively displays the labeled clothing. (Fig. 1)

Materials:

Clothing catalogues, construction paper, scissors, glue

Procedure:

1. Set up the classroom by pre-

paring a supply table that holds clothing catalogs, poster-size sheets of colorful construction paper (one for each pair of students) and enough scissors and glue sticks for all.

2. Explain how the activity will be assessed (see below).
3. Divide students in pairs. An ideal pair would be a weak student and a strong one.
4. Distribute a shopping list with different items listed on it to each pair (see below).
5. Supervise the activity and help students keep track of time.
6. Assess students' work.
7. Display the colorful clothing posters in your classroom to remind students of the key vocabulary they have studied.

Extension:

Have students cut out illustrations of articles of clothing that are not on the shopping lists, such as accessories, especially jewelry. Put these cutouts into a box and invite students to pick one each. Pairs can earn up to two extra points by including and correctly labeling on the poster the new clothing items.

Assessment:

1. Find all of the 15 articles of clothing on the shopping list. (1 point/item = 15 points)

2. Label items accurately (1 point)
3. Be neat (1 point)
4. Be creative in the poster presentation (1 point)

Total points: 18 points + extension (2 points) = 20 points

Sample Shopping Lists:

Lista de Compras A

- 2 pares de pantalones
- 2 camisetas
- 1 cartera/bolsa de mujer
- 1 traje de mujer
- 1 reloj de pulsera
- 2 pares de zapatos para caballero
- 1 sombrero
- 2 corbatas
- 2 pares de calcetines
- 1 abrigo

Lista de Compras B

- 3 vestidos
- 2 suéteres
- 2 artículos diferentes de ropa interior
- 1 pijama
- 1 falda
- 1 par de botas
- 1 cinturón
- 1 chaqueta
- 2 blusas
- 1 traje de baño

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Figure 1. Example of a Clothing Poster



The FLES Swapshop at ACTFL 2001

Mari Haas

*NNELL Swapshop Breakfast
Committee Chair*

Over 200 FLES educators networked, visited publishers' tables, sang, danced, collected activities, won raffle prizes, and enjoyed a wonderful buffet breakfast at the FLES Swapshop Breakfast sponsored by NNELL at ACTFL in Washington, D.C. Carine Feyten, President of NNELL, welcomed the participants and introduced the NNELL board members. We were honored this year to receive a \$1500 contribution for the Swapshop from SRA/McGraw Hill. Jim Harmon, Senior Marketing Manager for World Languages, also welcomed the teachers. Patti Lozano, a Spanish teacher and author of many wonderful books to teach languages through music and interactive activities, entertained the group with songs in Spanish and French. This year, for the first time, the Swapshop activities were placed on each breakfast table. Berlitz Languages for Kids graciously provided beautiful folders in which to collect the activity sheets.

Seven publishers displayed their FLES products at the Swapshop. They, as well as many other companies, contributed prizes for the raffle. The winners went home with curricula, storybooks, curriculum materials, and much more. NNELL greatly appreciates the support of the following publishers, Berlitz Languages for Kids, SRA/McGraw Hill, EMC Paradigm, Early Advantage, Sosnowski Associates, IN-VISION, Mis Cositas, and REI American, Inc. Please request their catalogs so that you can enrich your classroom with their wonderful products for teaching languages K-8!

Thanks to everyone who attended

the Swapshop Breakfast and to all of the exhibitors listed below!

Berlitz Languages for Kids

718-784-0055; Fax: 718-784-1216;
www.berlitz.com. Publishes a five-level teaching program for early childhood, elementary, and intermediate school in Spanish, French, Italian, German, and Japanese. Each level includes a teacher's plan book, picture pack, and audiocassette, as well as a student workbook.

Early Advantage

888-248-0480; Fax: 800-301-9268;
mail@early-advantage.com;
www.early-advantage.com. Publishes MUZZY, the BBC Language Course for Children offered in Spanish, Italian, French, and German for children pre-K-8. This engaging and educational program now comes in a classroom edition, especially designed to be used in schools.

IN-VISION

402-597-4833; Fax: 402-597-4808;
mtrayer@esu3.org; <http://invision.esu3.org>. IN-VISION publishes elementary Spanish materials complete with seven levels of curriculum and assessment plus support materials. Children's stories and poems, vocabulary visuals, and activity books and a new 10-episode elementary Spanish video series emphasizing core curricular themes are also available.

Mis Cositas

www.miscositas.com. Publishes storybooks and thematic units in Spanish and other languages written and illustrated by Lori Langer de Ramirez (NNELL's First Vice-President). Check out the Web site to download wonderful stories and curriculum units free!

REI America Inc.

800-726-5337; Fax: 305-871-8032; javcas@aol.com; www.reiamericainc.com. Offers techniques and materials to help K-6 students move up through secondary Spanish courses, eliminating the need to "start over" when they go to high school. The full curriculum program, *Amigos*, has a fresh approach to teaching in FLES and immersion classes.

Sosnowski Associates

800-437-7161; Fax: 508-358-6687; sosnow@ma.ultranet.com; www.ultranet.com/~sosnow/. Distributes a comprehensive pre-school through university French and Spanish supplementary materials from European and Canadian publishers. The products include children's literature, cas-

settes, software, and texts for French immersion programs. They feature teacher's curriculum resource guides for stories in Spanish and French (and the texts to accompany the guides) developed by the National K-12 Foreign Language Resource Center at Iowa State University.

SRA/McGraw Hill

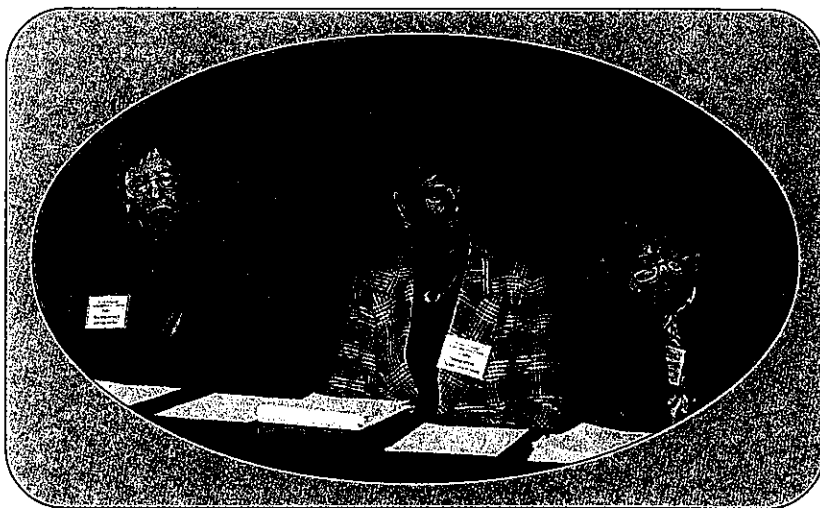
312-540-5863 and 800-382-7670. Distributes and publishes world languages materials for elementary school to adults including textbook series, literature, grammar, and cultural titles. Their FLES programs include *Vive le français!*, *¡Viva el español!*, and *Español para ti*. Storybooks and lots of teacher resources (including Teacher to Teacher, standards-based scenarios published in collaboration with NNELL) are also available.

Author Contact Information: Mari Haas, *Options for Language Education (OLÉ)*, 309 Kings Point Road, East Hampton, NY 11937; 631-324-4627.

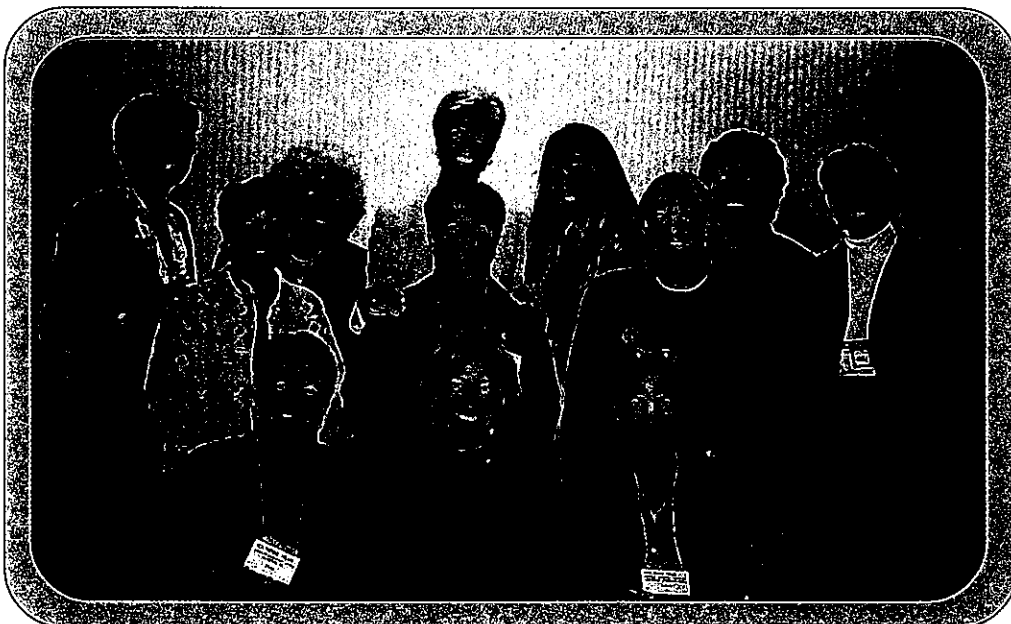
A Page from NNELL's Photo Album



NNELL recipients of ACTFL awards (*from left*): Marcia Rosenbusch, Carine Feyten, and Mari Haas.



NNELL members ponder a resolution under discussion (*from left*): Marcia Rosenbusch, Carine Feyten, and Virginia Gramer.



NNELL executive board members at ACTFL, November 2001: (*front row, from left*) Kay Hewitt Hoag, Martie Semmer, Mari Haas; (*middle row, from left*) Mary Lynn Redmond, Kathy Riordan, Millie Park Mellgren; (*back row, from left*) Nancy Rhodes, Janet Glass, Carine Feyten, Lori Langer de Ramirez, Liana Clarkson, Terry Caccavale.



Classroom Resources

General

Little Linguist and The Babblar. Long Beach, CA: Neurosmith.

Available from Neurosmith, P.O. Box 14719, Long Beach, CA 90853; 562-296-1100; Fax: 562-296-1101; Web site: www.neurosmith.com. Cost is \$69.95 for the Little Linguist and \$49.99 for The Babblar.

Neurosmith is a company that makes toys that teach languages (among other products). The Babblar, for babies, is a beautiful soft toy on the outside with a language cartridge hidden inside. The toy has a bright yellow half-moon face on one side, and stars on a light-blue background, on the other. Two striped arms dangle from the character.

The baby needs only to touch or shake The Babblar and the stars begin to twinkle. A clear voice in Spanish, French, or Japanese starts saying sounds and corresponding words (for example, it babbles, *ya, ya, ya, silla* in Spanish.) The toy circles through sounds in all three languages. It goes to sleep if it is not wiggled or touched for 15 seconds. When it wakes up it begins again with the Spanish sounds. The baby's eyes will also be stimulated with The Babblar, as each sound causes a different pattern of stars to twinkle, helping the child differentiate the sounds. Babies will also enjoy shaking the rattle in one of the toy's arms, hearing the "scrunchy" sounds, and pressing the moon's round red cheek for a honking sound. The red handle doubles as a teething ring.

Little Linguist is for toddlers, preschoolers, and for children beginning elementary school. The toy is a flying-saucer-shaped machine with an

indentation in the center, along with large red and blue buttons, speaker perforations, and a blue handle.

Children choose a plastic character to place in the indentation (characters include: animals, a tree, a boat, and a train). Surrounding the indentation are yellow and red strips that light up.

Children can pick one of the 15 characters, place it in the indentation and a digital voice will say that character's name. If they push the blue button, the name will be repeated. If they push the red button they will hear the character's sound (moo/mu for a cow character, toot toot for a train). This first game is called the "explore mode." If a child pushes a button when no character is in the center, the voice will indicate a character for the child to put into the center. This is called the "challenge mode."

In level two of Little Linguist, the children hear full sentences, such as, "This is the cow." In the challenge mode, the machine says, "Give me the dog." If a child puts the correct animal in the indentation, lights flash, the music "twinkles," and the voice says "Yes, this is the dog."

When the child is familiar with the sentences, the Little Linguist introduces him to colors in level 3. In the explore mode the voice tells the color of the character, "This is a red train." In the challenge mode the machine requests a character, "Give me the pink pig, please." If the child inserts the correct character, lights flash and she hears, "Thank you." If she puts the wrong character into the indentation, the voice tells her the name of that character.

The machine tracks the child's progress and changes levels accord-

ing to how the child has used the toy. This product needs a separate cartridge for each language (Little Linguist comes with English and Spanish cartridges). French and Japanese vocabulary cartridges cost \$19.99 each. Sing Along cartridges are also available. They reinforce the language already acquired with the vocabulary cartridges and give children experience hearing up to 70 additional verbs, adverbs, and adjectives in English and Spanish.

The Neurosmith Company "is dedicated to combining the latest cognitive research with state-of-the-art technology to create inspiring and interactive learning tools for young children." Children can begin learning another language or reinforcing one they are already learning with The Babbler and Little Linguist. Little Linguist would work well when children are working in centers, with a teacher, or during "choice" time. The toys are engaging, fun, and educational for the kids! The booklet that comes with the toys provides a great deal of supplemental information: lists of research about children and language learning, a language pronunciation guide, additional useful phrases in the language, and suggestions of language games to play with children. All of the Neurosmith products can be purchased on their Web site.

German

Ungerer, Tomi. (2000). *Die blaue Wolke*. Zürich: Diogenes Verlag.

Available from Amazon.com at www.amazon.de; ISBN: 3 257 00867 8; Cost is \$11.43.

Die blaue Wolke (The Blue Cloud) was content and lived a happy life. She was different from her fellow clouds for she was curious and open-minded. She did as she

pleased; she would never go with the flow. This behavior was very much disliked by the other clouds. If they threatened her with thunder and lightning, she just smiled. Birds and airplanes that came in contact with her turned blue. Day after day the blue cloud grew bigger and bigger as she circled around the world. People on earth noticed her and were impressed by her appearance.

One day the sky was filled with black clouds and smoke. Below was a city in turmoil, a city on fire. White people hurt black people, black people fought red people, red people attacked yellow people, and yellow people chased angrily after white people. The blue cloud was very upset and saddened by the people's outrageous actions. She made a quick decision and sent heavy rain upon the town. The fire went out and everything turned blue. People did not fight any longer; instead they lived together peacefully and cherished each other. Together they celebrated and rebuilt the old city. In memory of "The Blue Cloud" they painted all the buildings blue.

Die blaue Wolke is more than a picture book. It is an excellent resource for thematic units from elementary school through high school and college. Topics could include tolerance training, the holocaust, the civil rights movement, and a reflection on conflict and war. The book's illustrations are clear and colorful. Its language is relatively easy to understand, however, it should be simplified for young children.

Older students might also explore the beliefs and background of the author, Tomi Ungerer. The Council of Europe recently awarded him the prestigious title "Ambassador for Childhood and Education" for his visionary work toward peace and understanding. *Die blaue Wolke* is a reflection of Tomi Ungerer's ultimate dream—tolerance and mutual respect for our fellow human beings. He once said, "Without difference of race, social class, or religion, there would be nothing to compare between, and it is that process

of comparison combined with curiosity which leads to acceptance. For each one of us has something which others do not have. . . . To fight racism, we must enlighten children at the youngest age possible. It takes years for a tree to bear fruit on a well-grafted trunk." [Source: [http://press.coe.int/cp/2000/672a\(2000\).htm](http://press.coe.int/cp/2000/672a(2000).htm)]

Tomi Ungerer was born in Strasbourg, France, in 1931. The paternal part of his family, the Ungerers, was established Alsatian clockmakers, whereas the maternal part of his family derived from the Rhineland. Tomi lost his father when he was only four. His mother moved then with her children back to her

parents' house in Logelbach, near Colmar. Tomi grew up there in an environment that was filled with warmth and affection. The family's library was well stocked with German books, such as *Der Struwpeter* by Heinrich Hoffmann and *Hausbuch* by Ludwig Richter. Reading and listening to music were common practices, especially during the winter. His later childhood years were marked by war. During the German occupation of the Alsace, students were taught German in school. But after 1945, they went back to French. His memories about this period of time are marked with disgust toward war and intolerance.

TEACHERS NEEDED IN NEW YORK!

The Bank Street School for Children is seeking a Spanish teacher for grades 6, 7, and 8 for the academic year 2002–03. The candidate should possess some middle school experience, but high school experience may be of use. Near native fluency is a plus. A comprehensive three-year Spanish language program with integrated curriculum is already in place. There is room for individual creativity as well. Bank Street is a progressive school that focuses on communicative experiential learning at all levels. If you are interested, please call Toby Weinberger, Coordinator of the Upper School at 212-867-4419.

The Rippowam Cisqua School is seeking a FLES Spanish teacher to work with kindergarten, first, and second grade students beginning September 2002. This is an independent day school in northern Westchester, New York. For more information, please contact Marylea Franz at 914-666-3018 extension 313, or e-mail her at Marylea_Franz@rcsny.org.

Foreign Language in Elementary Schools

Working Group Recommendations, Southern Illinois University Public Policy Institute Symposium on Foreign Language in Elementary Schools, March 3–4, 2002

- **We recommend** that a letter be sent to key members of Congress and the Administration urging:
 - A. A grant of \$200,000 from the Department of Education to four states to develop within one year a comprehensive plan to encourage the development of students in K–12 schools who will excel in another language, with special attention to less commonly taught languages.
 - B. Creation of a one-year commission to work with the Defense Department, Education Department, and other agencies of the federal government to look at our future needs and to make recommendations. The commission should report to Congress and the President one year after its creation. It should be composed of two members of the House, one from each political party; two members of the Senate, one from each political party; and five members appointed by the President, not more than two from any political party, the President designating the chair of the commission.
 - C. \$15 per capita beginning in Fiscal Year 2004 for each elementary school student who receives at least 30 minutes a day of instruction in foreign languages for the school year, and \$30 per capita to schools with more than 40 percent Title I students, doubling these subsidies for the harder to learn languages.
- **Universities are urged** to create two- or three-week summer programs with language immersion for teachers. The federal government should encourage this development with a modest subsidy.
- **A letter should be sent** to all the governors requesting that they send a letter to all public and private schools stressing the importance of foreign language education for the state and nation and for the future of the students. Commendation will be given to all schools that provide the opportunity for foreign language instruction that begins in the early grades and builds level upon level through secondary schools, resulting in high levels of competence in a foreign language.
- **Request the National PTA** to take on as a special one-year emphasis enlarging the opportunity for foreign language education.
- **Send similar letters** to the American Federation of Teachers, the National Education Association, the National School Board Association, and the various national organizations of supervisory personnel. Send letters to all foundations with an interest in language, culture, and/or global issues requesting them to take on a special emphasis enlarging opportunities for pre-college foreign language study.
- **We request** national, state, and regional language organizations to:
 - A. Urge local foreign language teachers in each community to meet with a small group—eight to ten people—to brainstorm on how to stress the importance of foreign languages in presentations to civic groups (e.g., Rotary, Lions, Kiwanis, Women's Club) and to other organizations, and to send letters to the editor stressing the importance of understanding other cultures in a post-September 11th world.
 - B. Urge their members to get letters to

- members of Congress, asking for attention to this important issue.
- C. Find one state legislator in each state who is willing to lead on this issue, and then get letters of support to other legislators and to the governor of each state.
- **All state boards of education** should also provide immersion academy experiences for juniors and seniors in high school who show unusual talent. These should be coordinated with a university in each state, providing college credit in addition to the prestige of the invitation. These boards should be eligible to compete for one of five annual awards from the Department of Education: "The President's Award for Excellence in the Promotion of Foreign Language Proficiency."
 - **All state boards of education** should each designate a staff member charged with coordinating K–12 foreign language education. This professional should be a highly qualified foreign language educator recognized as a state and national leader in the field, with a high level of proficiency in at least one language other than English, in addition to in-depth knowledge of current foreign language teaching methods and issues.
 - **We encourage a poll** showing the income level of native English speakers who have studied another language compared to those who have not studied another language.
 - **We urge** the passage of Senate Resolutions 1799 and 1800 sponsored by Senator Dick Durbin. **We urge the federal Blue Ribbon Schools program** to include among its criteria that elementary schools develop high levels of competence in English and at least one additional language.
 - **We urge that the Congress** declare that 2004 be a one-year period of focus on the study of the languages of the world in the United States, similar to that done by the European Union, the purpose of which is to draw the attention of policymakers and ordinary citizens to the need for language as well as to provide the means to engender, strengthen, and coordinate efforts on behalf of foreign languages in the United States.
 - **Within six years**, at least 80 percent of the service academy appointments should preferably be given to students who demonstrate a proficiency in a second language.
 - **Within two years**, special appointments to service academies should be available to students demonstrating fluency in targeted not commonly taught languages.
 - **The National Assessment of Educational Progress** for language in the United States should be regularly administered, extended to the K–8 level, and incorporate other languages in addition to Spanish.
 - **We urge that an office be established** in the U.S. Department of Education that has responsibility for foreign languages at the K–12 level.
 - **State boards of education** should
 - A. Require every secondary school to offer the study of at least one foreign language at every grade level in a continuous sequence.
 - B. Encourage schools in their state to promote opportunities for international study and exchanges (study-abroad) as well as award credit for such study.
 - C. Establish licensure for foreign language education for both elementary school (K–6) and secondary school (7–12).
 - **Provide at least \$6 million** to develop assessments that measure the foreign language proficiency gained by students in K–8 instructional programs.

- **Provide at least \$8 million** to develop a technologically delivered program in several languages to assist in providing consecutive years of instruction in each language in grades K–5.
- **We urge that the National Science Foundation** fund micro-and macro-economic studies of the advantages and disadvantages of current and projected language capacity in native English speakers.

For more information please contact:

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Brochures are available in limited quantities.

Calendar

Summer 2002 Workshops and Institutes

June 24–29, 2002

National FLES* Institute/Conference, University of Maryland Baltimore County, MD. Gladys Lipton. E-mail: lipton@umbc.edu.

June 27–July 3, 2002

Action Research in Foreign Language Education. Iowa State University, Ames, IA. Dr. Richard Donato, Leader. National K–12 Foreign Language Resource Center, N131 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

June 30–July 12, 2002

AATSP K–8 Methods and Spanish Immersion Course in Puebla, Mexico. Mari Haas and Janet Glass. E-mail: haasmarib@aol.com; Web site: www.aatsp.org.

July 8–18, 2002

K–8 Arabic, Chinese, Hebrew, and Japanese: Teacher Preparation. Iowa State University, Ames, IA. Helena Curtain and Carol Ann Pesola Dahlberg, Leaders. National K–12 Foreign Language Resource Center, N131 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

July 18–20, 2002

Latin America in the Classroom: Thematic Units for Use in Spanish/Social Studies Classes. Milwaukee, WI. The National K–12 Foreign Language Resource Center, Iowa State University; The Stone Center for Latin American Studies, Tulane University, New Orleans; and The Center for Latin American and Caribbean Studies, University of Wisconsin–Milwaukee, Sponsors. University of Wisconsin–Milwaukee, Center for Latin American and Caribbean Studies, Attn: Latin America in the Classroom Summer Institute, P.O. Box 413, Milwaukee, WI, 53201; 414-229-5986; Fax: 414-229-2879; jkline@uwm.edu.

August 9–17, 2002

Integrating Technologies in the Foreign Language Classroom. Iowa State University, Ames, IA. Karen Willetts, Cindy Kendall, and Carine Feyten, Leaders. National K–12 Foreign Language Resource Center, N131 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

NNELL

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

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 NELL Web site at: www.educ.iastate.edu/nell or E-mail nell@cal.org

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