

The Journal of the National Network for Early Language Learning

Learning Languages



NEL

SPRING 2003
Vol. 8, No.3

EDITORS:

Teresa J. Kennedy, Ph.D., College of Education, University of Idaho, Moscow, ID 83844-3080 tkennedy@uidaho.edu

Mari Haas, Ed.D., Options for Language Education (OLÉ), 1224 La Rambla, Santa Fe, NM 87505, mhaas@santafecenter.com

EDITOR EMERITUS:

Marcia Rosenbusch, Ph.D., Director, National K-12 Foreign Language Resource Center, Iowa State University

<http://www.educ.iastate.edu/nflrc>. Dr. Rosenbusch served as the editor to the National Network for Early Language Learning for 15 years. *FLES News* (1987-1995); *Learning Languages* (1995-2002). mrosenbu@iastate.edu

EDITORIAL ASSISTANTS: Jessica Sharrard Megan Hansen

DESIGN: Beth A. Case

NNELL Website: www.NNELL.org

NNELL Email: nnell@cal.org

CONTRIBUTING EDITORS

Activities for the Classroom—Janet Glass, FLES Educator

Dwight-Englewood School, Englewood, NJ 07631, glassj@d-e.org or iguanaj@aol.com

Assessment—Peggy Boyles, Foreign Language/ESL Coordinator

Putnam City Schools, 5401 N.W. 40th St., Oklahoma City, OK 73122, peggyboyles@home.com

Funding Information/New Legislation—J. David Edwards, Ph.D., Executive Director

Joint Nat'l Comm. for Languages, 4646 40th St. N.W., Washington, DC 20016, jdedwards@languagepolicy.org

International News—Helena Curtain, Ph.D., Assistant Professor

University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201, hcurtain@uwm.edu

Research Design—Dan Kmita, Ph.D., Assistant Professor

College of Education, University of Idaho, Moscow, ID 83844-3082, kmitta@uidaho.edu

Teaching with Technology—Eduardo García Villada, Ph.D. Candidate, Curriculum and Instructional Technology

E051 Lagomarcino Hall, Iowa State University, Ames, IA 50011 egarcia@iastate.edu

RESOURCES

Early Childhood—Ana Lomba, Director

Sueños de Colores, PO Box 874, Princeton Junction, NJ 08550-0874, spanish@suenosdecolores.com

French—Marilyn Sable, FLES Educator

Pocantico Hills Central School, 599 Bedford Road, Sleepy Hollow, NY 10591, Loobysand@aol.com

German—Marianne Zose, Head of Language School

German School New York, 50 Partridge Rd., White Plains, NY 10605, amzose@aol.com or langsdsny@aol.com

Japanese—Ikuyo Suzuki, Instructor of Japanese

Department of Foreign Languages, University of Idaho/Washington State University, Moscow, ID 83844-3080, ikuyosuzuki@hotmail.com

Latin—Natali Miller, Instructor of Latin

New St. Andrews College, Moscow, ID 83843, nmiller@nsa.edu

Spanish—Mayra Negrón, Dual Language Educator

La Escuela Fratney, 3255 North Fratney Street, Milwaukee, WI 53212-2297, mayra@wi.rr.com

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

Articles Published: Both practical and scholarly articles are published. Practical articles describe innovative approaches to teaching and the administration of effective language programs for children. Submit all practical articles to editor Mari Haas. Both practical and scholarly articles report on original research and cite both current research and theory as a basis for making recommendations for practice. Scholarly articles are refereed, i.e., reviewed anonymously by at least three readers. Readers include members of the NNELL executive board, the editorial advisory board, and invited guest reviewers who have expertise in the area. Refereed articles are identified as such in the journal. Submit all scholarly articles to editor Teresa Kennedy. Write to the editors to request a copy of author guidelines for preparing articles, or retrieve them from NNELL's Website (www.nnell.org).

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

Private programs wishing to advertise a course or a workshop, and **schools** wishing to advertise employment opportunities, should send a check for \$50 for each announcement to cover the cost of formatting the information into the journal payable to NNELL to Dr. Teresa Kennedy, College of Education, University of Idaho, Moscow, ID 83844-3080. Send submissions to Dr. Mari Haas, 1224 La Rambla, Santa Fe, NM 87505 or via E-mail: mhaas@santafecenter.com

PLEASE CHECK FOR UPDATED INFORMATION ON THE NNELL WEBSITE.

Learning Languages

The Journal of the National Network for Early Language Learning

Volume 8, No. 3 SPRING 2003



FEATURES

- 2 **Presidents Notes** — Martie Semmer
- 4 **NNELL Photo Album**
- 19 **National Language Policies and Activities**
J. David Edwards, JNCL-NCLIS
- 22 **New Visions in Action**
Myriam Met, National Foreign Language Center
- 24 **Modern Language Association Foreign Language Advocacy Brochure**
- 26 **No Child Left Behind and International Teacher Exchange Programs**
Rod Paige, U.S. Secretary of Education
- 29 **Advocacy Counts**
Kay Hoag, NNELL National Advocacy Co-Chair
- 31 **National Advocacy Survey for Early Language Programs**
Marcia Rosenbusch, National K-12 Foreign Language Resource Center
- 32 **Teaching Generalist Elementary Teachers Foreign Language Pedagogy: Immersion, Technology and Distance Learning**
Tony Erben, Martha Castañeda and Francie Hale, University of South Florida
- 34 **Classroom Resources**
- | | |
|------------------------|----------------------|
| Early Childhood | <i>Ana Lomba</i> |
| German | <i>Marianne Zose</i> |
| French Review | <i>Marilyn Sable</i> |
| Japanese Review | <i>Ikuyo Suzuki</i> |
| Spanish Review | <i>Mayra Negrón</i> |
- 38 **Classroom Activities**
Susana Epstein, The Collegiate School, New York, NY
- 40 **Calendar**

REFEREED ARTICLE

- 5 **The Bilingual Paradox: How signing-speaking bilingual children help us resolve bilingual issues and teach us about the brain's mechanisms underlying all language acquisition.**
Laura Ann Petitto and Ioulia Kovelman
Dartmouth College

Learning Languages (ISSN 1083-5415) is published three times a year (fall, winter, and spring). Membership dues for NNELL, which include a subscription to the journal by academic year, are \$30/year (\$40 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, NNELL, Center for Applied Linguistics, 4646 40th St. N.W., Washington, DC 20016-1859 or use your credit card online @ www.nnell.org
Copyright © 2003 by the National Network for Early Language Learning



Notes from the President

Spring is a time for renewal and re-energizing. I believe that as we move through this season of spring, NNELL is experiencing an exciting spring season of its own. The seeds of national initiatives—such as the national student *Standards for Foreign Language Learning in the 21st Century*, National Council for Accreditation of Teacher Education (NCATE), Interstate

New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS) World Languages Other than English (WLOE) Standards for accomplished foreign language teachers—have strengthened the Pre-K–16 foreign language education profession. NNELL members have played key roles in the creation of these national initiatives and NNELL is key to the continued professional growth of all foreign language educators.

Recently, Lori Langer de Ramírez (NNELL First Vice President) and I, representing NNELL, had a conference call with Christi Moraga, Kathy Olson-Studler and Marcia Rosenbusch, Co-Chairs of the newly-formed ACTFL FLES SIG. Our discussion focused on how the two groups can collaborate to strengthen early language learning and to counter the trend of cutting early language learning programs. At the 2003 ACTFL Annual Meeting in Philadelphia, NNELL and the ACTFL FLES SIG will come together for a joint meeting and networking session. During our conference call we noted that the ACTFL Annual Meeting is the conference for foreign language educators committed to early language learning. This thought was also mentioned during the *NNELL-ACTFL Dialogue: Strengthening Ties* meeting held at the Center for Applied Linguistics, Washington, DC, on January 31–February 1, 2003. A highlighted FLES strand at the Philadelphia ACTFL Conference (and in future years) will offer educators committed to improving early language learning more options in selecting sessions best suited to their needs.

An announcement on the ACTFL FLES SIG is posted in the ACTFL SIG Corner on the ACTFL Website and in the ACTFL *Foreign Language*

Annals. We thank Marcia Rosenbusch and the National K-12 Foreign Language Resource Center for sponsoring the NNELL conference call as well as the January meeting.

Spring is also a time of transition. After many years of service to the advancement of early language learning and to the beginning and continued growth of NNELL as the NNELL Executive Secretary, Nancy Rhodes will be stepping aside in November of this year. Mary Lynn Redmond—a past president of NNELL, current NNELL Advocacy Committee Co-Chair and founder of the NNELL Award—will become the new NNELL Executive Secretary. Fortunately for NNELL and for early language learning in general, Nancy will continue to be involved in other capacities. We welcome the talents and dedication of Mary Lynn Redmond as she prepares to take on her new role as the NNELL Executive Secretary. Both Nancy and Mary Lynn are working through the transition to ensure that NNELL continues to move forward.

It is also a pleasure and honor to announce that Jan Kucerik, the current Southern Regional Representative, will serve as the first NNELL National Networking Coordinator for a three-year term, beginning in November 2003. At the NNELL Special Issues Board Meeting held April 11, 2003, the NNELL Board discussed how to improve NNELL networking efforts with the NNELL Regional Representatives and the State Representatives. The NNELL Board decided that instead of the Second Vice President serving in the role of coordinating the Regional NNELL Representatives for a short one-year term, it would be essential to have a NNELL leader serve a term with more longevity. For this reason, the NNELL Board created the NNELL National Networking Coordinator position. NNELL greatly appreciates all that Jan has done to strengthen the NNELL network in the Southern Region and we are looking forward to her working with all NNELL representatives as the first NNELL National Networking Coordinator.

During this time of year another transformation needs to take place. Recently, the NBPTS Board of Directors went through a difficult decision-making process regarding how to continue

with National Board Certification for certificate areas in which there are low numbers of candidates. NBPTS has offered the foreign language teaching profession options that demonstrate their commitment to have National Board Certified Teachers in classrooms across America, even in the classrooms of subjects that may not be part of more traditional Pre-K-12 school curricula. National Board Certification for Early and Middle Childhood and Early Adolescence through Young Adulthood in multiple languages is one of the few venues during their teaching careers in which world language teachers are acknowledged as accomplished teachers. These teachers are perceived in the eyes of the general public as the teachers parents want to be teaching their children. National Board Certified Teachers, who have experienced many forms of professional development, often say that the National Board Certification assessment process is the best professional development they have ever experienced.

I believe we, as foreign language professionals, are in a position to strengthen the Word Languages Other than English (WLOE) candidate numbers to an acceptable level by taking it upon

ourselves to become candidates for WLOE National Board Certification. Other WLOE colleagues who are not in a position to apply for WLOE National Board Certification can offer WLOE candidates and pre-candidates support and encouragement. NBPTS is offering WLOE teachers a window of opportunity. Our participation in this process will strengthen the overall Pre-K-12 teaching profession and help to assure that NBPTS certification for WLOE remains viable. For more information about how to become a candidate for NBPTS National Board Certification go to the NBPTS Website www.nbpts.org.

Spring is, indeed, a time for renewal. It's the time of year that NNELL builds on its strengths—which include our commitment and dedication to quality early language learning as part of the Pre-K-12 total curriculum. Often there are obstacles in the road to accomplishing this objective. A poster with a mountain stream flowing over rocks hanging in a high school in Cheyenne, Wyoming, reads: "Obstacles are stepping stones to success." The challenges we face as we strive towards our goal of expanded opportunities for early language learning can become our "stepping stones to success."

Martie Semmer
NNELL President

*These teachers
are perceived in
the eyes of the
general public as
the teachers
parents want to
be teaching their
children.*

FLES Swapshop Breakfast, ACTFL Philadelphia, 2003

*Coordinators: Lori Langer de Ramirez, NNELL President,
Janis Jensen, NNELL 1st Vice President, and Pamela Valdes, NNELL Publisher Liaison*

Join colleagues for breakfast to network with other Pre-K-8 teachers, to review publishers' FLES materials, and to collect many activities for your classroom. Please bring a classroom activity.

The activity description should include: name and address of author, email address, language taught, grade level of students, lesson topic/theme, lesson objectives (language, content, skills, culture, vocabulary), materials needed, detailed description of the activity, and assessment ideas.

Please submit your lesson electronically by **November 4 at the latest**. Send the MS Word document by attachment to nflrc@iastate.edu or by disc to the Swapshop Activity, NFLRC, N131 Lagomarcino Hall, Iowa State University, Ames, IA 50011.

Electronic submissions will greatly reduce the job of sorting paper copies, but if you can't submit your activity in this manner you may bring 200 copies of a one-page teaching activity to the NNELL booth in the exhibit hall by Friday afternoon.

This session is sponsored by the National Network for Early Language Learning (NNELL). Tickets may be purchased through the ACTFL conference registration form or at the conference on a space-available basis.

Ana Lomba, NNELL's Early Childhood Contributing Editor, presenting a workshop at the Northeast Conference.



Martie Semmer (President of NNELL), Carine Feyten (Past President) and Teresa Caccavale (Secretary) presiding over the NNELL Special Issues meeting before the Northeast Conference.



Nancy Rhodes, NNELL's Executive Secretary, setting up the phone conference so that Mary Lynn Redmond could attend the meeting via telephone.



*NNELL board members at lunch during the Special Issues meeting before the Northeast Conference.
(Back row: Tony Erben, Martie Semmer, Mari Haas, Pam Valdes, Janet Glass, Marcia Rosenbusch, Front Row: Nancy Rhodes, Carine Feyten, Teresa Caccavale, and CAL Intern from Dartmouth, Andrea Olinger.*



Tony Erben, NNELL's Web Editor, presenting the new NNELL website at the Special Issues meeting.

The Bilingual Paradox:

How signing-speaking bilingual children help us resolve bilingual issues and teach us about the brain's mechanisms underlying all language acquisition

Laura Ann Petitto, Ed.D.
Department of Psychological & Brain Sciences
And Department of Education
Dartmouth College
Hanover, New Hampshire 03755
Laura-Ann.Petitto@Dartmouth.edu

Ioulia Kovelman, Ph.D. Candidate
Department of Psychological & Brain Sciences
Dartmouth College
Hanover, New Hampshire 03755

INTRODUCTION

Paradoxical views have surrounded the development of language in young bilinguals, with some viewing their early language learning as effortful (characterized by language delay and language confusion) and others viewing their language learning as relatively trouble-free. We explore the roots of these conflicting views, which we call the “bilingual paradox,” by studying five bilingual children. These included two hearing children (both girls) acquiring two spoken languages (French and English) and three hearing children (two girls, one boy) acquiring a signed and a spoken language (Langue des Signes Québécoise and French) from birth, beginning within ages 7 and 20 months.

We found that all of the children achieved all early language milestones in *each* of their languages on the same time course, and one that is the same as monolingual. Indeed, young bilinguals are not language delayed. Remarkably, none of these very young bilinguals showed evidence of being language confused, as all children possessed a hefty number of words that had corresponding semantic meanings in each of their two languages (termed “translation equivalents”). We discuss the powerful insights that bilingual children acquiring a signed and spoken language provide and articulate how they shed new understanding into why the bilingual paradox prevails in our public perception. On a practical level, we suggest that knowledge of how young bilingual children develop two languages can be an invaluable aid to K-8 teachers with bilingual children in their classroom, as well as foreign language teachers. We further offer a

brain-based explanation of how bilingual language acquisition is possible in our species.

The “bilingual paradox” is a term we coined to name an intriguing phenomenon that presented itself many times during our studies of young children learning two or more languages in early life. On the one hand, we freely marvel at the seemingly effortless ways that young bilinguals can acquire two or more languages if exposed to them early in life. On the other, we also fear that exposing a child to two languages, too early, may cause developmental language delay and, worse, language confusion. Parents visiting our laboratory often worry about whether it would be better to establish one language firmly before exposing their children to the family’s other language so as to avoid confusing them. They worry that very early bilingual language exposure may cause their child to be language delayed, or only partially competent in either language, and that early bilingualism could even handicap the child’s cognitive growth (Hakuta, 1986).

Here we expand upon an earlier study that we conducted in which we empirically examined bilingual language acquisition in young children acquiring two spoken languages and, crucially, in young children acquiring a spoken and a signed language (see Petitto, Katerelos, Levy, Gauna, Tétrault, Ferraro, 2001, for an extensive report of this work). Our goal in studying these two key populations is to shed new light on the knowledge underlying very early childhood bilingualism, to resolve the paradoxical views surrounding it, and to investigate young bilingual acquisition as a new microscope into the mecha-

*We freely marvel
at the seemingly
effortless ways
that young
bilinguals can
acquire two or
more languages
if exposed to
them early in
life.*

One idea implicit here is the notion that such children undergo a protracted period of early language development relative to monolinguals, which is also an idea that is commensurate with the public perception of language delay in young bilinguals.

nisms that underlie all human language acquisition. Though we articulate the findings from our basic research, we hope to provide K-8 teachers with bilingual children in their classroom with practical facts about the normal linguistic development of a young bilingual's two languages in early life. Such developmental facts indeed form the foundation of dual language mastery in later life, which we further hope will prove relevant to foreign language teachers. It is also our goal that the present work will add to the body of knowledge on how all children achieve the remarkable feat of learning language.

Scientists, as people, understandably have harbored similar paradoxical views to those espoused by parents and educators. This is especially evident in the divergent views found in contemporary research on childhood bilingualism. Two general classes of scientific hypotheses have prevailed, first termed the "unitary" and "differentiated" language system hypotheses by Genesee (1989). Researchers holding views subsumed under the "unitary language system" hypothesis suggest that children exposed to two languages first have a single fused linguistic representation, and it is only by age 3;0 that they begin to differentiate their two native languages (e.g., Redlinger & Park, 1980; Vihman, 1985; Volterra & Taeschner, 1978). One idea implicit here is the notion that such children undergo a protracted period of early language development relative to monolinguals, which is also an idea that is commensurate with the public perception of language delay in young bilinguals (for an important discussion of this link between public and scientific perceptions in Oller, Eilers, Urbano, & Cobo-Lewis, 1997; see also Chiocca, 1998; Pearson, Fernandez, & Oller, 1993; Watson, 1996). Further, some researchers have taken the young bilingual's language "mixing," whereby they combine elements from their two languages in conversation, as additional evidence that they may be confused and have two linguistic systems fused into one (e.g., Redlinger & Park, 1980; Vihman, 1985).

Those adhering to the "differentiated language system" hypothesis question the above accounts (e.g., Deuchar & Quay, 1999; Genesee, 1989; Genesee, Nicoladis, & Paradis, 1995; Lanza, 1992; Meisel, 1989). They suggest that the language mixing seen in bilingual children exhibits regular grammatical patterns and is directly influenced by sociolinguistic factors. Therefore, these researchers assert that bilingual children have distinct representations of their two input languages from an early age. But the key unanswered questions are precisely when does it occur and at what age.

Almost all such studies have focused on bilingual children's multi-word combinations from around 19 months and older, which is after important early language milestones have already passed or are in progress (e.g., first-word, first 50-words, and first two-word combinations).

Crucial facts do exist, however, which can help resolve two facets of the bilingual paradox. First is the young bilingual's timing of the achievement of early linguistic milestones in each language—because this provides insight into the issue of possible developmental language delay. Second is the child's early lexical knowledge in each of the languages being acquired, because this provides insight into the issue of possible representational or semantic confusion. Such studies also clarify the important question of what age language differentiation begins in the young bilingual.

Following from the logic inherent in the view that young bilinguals initially begin with a unitary linguistic system is the testable premise that human language acquisition is neurologically "set" at birth for monolingual language acquisition. In this view, the ostensible neurological "preference" for one language would suffer some "insult" with dual or multiple language exposure, possibly due to the extra time required to establish additional neural pathways for the processing of two rather than one language (Petitto, Katerelos et al., 2001). This leads to the following predictions: The timing of the achievement of linguistic milestones in each of a bilingual baby's two languages should be *different* if the neural mechanisms underlying human language acquisition are initially set to one language and *similar* if they are not (Petitto, Katerelos, et al., 2001). Note that a child's regular achievement of particular language milestones on a particular timetable is key in early monolingual language development and thought to be an indication that the said milestone is under biological control. Specifically, there is widespread agreement that monolingual babies achieve the first word milestone in production by around age 1;0, range 0;9 to 1;2 (e.g., Capute, Palmer, Shapiro, Wachtel, Schmidt, & Ross, 1986; Vihman & McCune, 1994), first two-word combinations, by around age 1;6, range 1;5 to 2;2 (e.g., Bloom, Lightbown, & Hood, 1975; Brown, 1973; Petitto, 1987), first 50-words (types) on average around age 1;7 (e.g., Charron & Petitto, 1991; Nelson, 1973; Petitto, 1987). These ages are not modifiable to any great extent by the environment, such as through the presence of intensive instruction or drilling.

Petitto and her students (1985, 1988; Petitto & Marentette, 1990) first got a glimpse that the above neurological prediction about young

bilinguals might be wrong when studying bilingual *deaf* babies exposed to *two signed languages*—especially when one of their hearing control groups did something remarkable (ages 0;8 through 2;0): bilingual hearing babies acquiring spoken French and spoken English. Contrary to the general public perception of linguistic delay in very young bilinguals, these earlier studies showed that our young bilingual French-English controls consistently achieved the classic early linguistic milestones (first-word, first 50-words, and first two-word milestones) on an similar time table in each of their two languages, and on a time table that was fundamentally similar to monolingual children.

Recently, Pearson and her colleagues (1993), and Pearson and Fernandez (1994) asked parents to fill out a vocabulary checklist (MacArthur Communicative Development Inventory, CDI; Fenson et al., 1991) and found that English and Spanish bilingual children (ages 0;8-2;6) acquire their languages on the same timetable as monolingual children. They progress at the same rate, and they exhibit the same vocabulary spurt as monolingual children. Despite the fact that a child's production of words in any one of their languages was on average less than that seen in monolingual children, this was not a statistically significant difference. Here, what was most important was that if both of their word lists were combined, it would equal the same as what is observed in the monolingual child.

A second testable hypothesis exists concerning the protracted process of neurological differentiation implied by the unitary language view: it predicts other higher cognitive disruptions in the form of young bilinguals' inability to differentiate between their two early lexicons. Conversely, an ability to differentiate the words in their earliest lexicons would support the proposal that they possess dual language representations. Indeed, it had been assumed for decades that bilingual children do not (and cannot) produce a word in one language, and a word in the other, to refer to the identical referent during the same time period (i.e., Volterra & Taeschner, 1978). If young bilinguals have a single fused linguistic system, the prediction is that they should reject the acquisition of cross-language synonyms or "translation equivalents," ("TEs") because they would view, for example, the English word "cup" and the French word "tasse" (cup) as being synonyms in the same language. Pearson, Fernandez and Oller (1995), however, found that on average 30% of children's early vocabularies consisted of translation equivalents, and Holowka, Brosseau-Lapr  , and Petitto (2002) found a simi-

lar percentage. Overall, the researchers concluded that their findings provide evidence against there being a single fused lexicon in the young bilingual (see Nicoladis, 1998; Quay, 1995, each of whom also report the existence of translation equivalents). Eve Clark's (1987) "principle of contrast" in monolingual children is especially intriguing because they are said to reject the acquisition of synonyms because they are initially biased towards acquiring a single name for each item in the world (see also Markman's mutual exclusivity principle, e.g., Markman, 1992). It also offers an explanation as to why young bilinguals can possess synonyms across their two languages: presumably this is because they *know* that they are acquiring *two* languages. This is revealed by the fact that they can possess translation equivalents *across* their two languages, but not within a single language.

OBJECTIVES

Why has the bilingual paradox continued? Is early bilingual acquisition fundamentally similar to monolingual acquisition or is it delayed and confused? When do young bilinguals first possess the capacity to differentiate their two native languages and what brain-based mechanisms contribute to this capacity?

To address these questions, first, we empirically studied young bilingual babies' lexical growth in each language first-hand, rather than relying exclusively on parental checklist data such the MacArthur CDI (as the few previous studies had done), and we applied standardized criteria in making lexical attributions (discussed below). Second, we studied a fascinating population of young babies—those acquiring a signed and a spoken language from birth (signing-speaking)—and we compared them to young babies acquiring two spoken languages from birth (speaking-speaking).

Although decades of linguistic analyses of signed languages have taught us that signed languages are indeed real languages used by rich and diverse cultures of deaf people around the world (e.g., Petitto, 1994), there are, however, important ways that this particular population is special and will provide us with a unique way to address controversies in the study of childhood bilingualism and language acquisition at large:

- (1) **Delay:** If very early bilingual language exposure, *per se*, causes babies to be delayed relative to monolinguals, then the prediction is that these babies should demonstrate especially dramatic timing delays or asynchronies in the maturational course of language development in one language mo-

We studied a fascinating population of young babies—those acquiring a signed and a spoken language from birth (signing-speaking)—and we compared them to young babies acquiring two spoken languages from birth (speaking-speaking).

dality over the other modality. This is especially true given that different neural substrates underlie the production and perception of signing with the hands and speaking with the tongue, each with differing rates of brain maturation in early development.

- (2) **Confusion:** If very early bilingual language exposure, *per se*, causes babies to be language-confused relative to monolinguals, then they should be unable to differentiate which language a particular word belongs to, resulting in a marked absence of translations equivalents. TEs in Langue des Signes Québécoise (LSQ)-French as well as French-English children therefore should be exceedingly rare, despite modality differences between the LSQ-French that could make differentiation of the two languages clearer. In addition, because the phonological distinction between words in young bilingual (and monolingual) babies can be very unclear, we also hoped that the dramatic differences between the two modalities in signing-speaking babies would provide a truer window into the age when young bilinguals differentiate between their two languages.

METHOD

Subjects

Five bilingual children were the focus of the present study (see Table 1). The first two bilingual children (both female) were hearing children acquiring spoken French and spoken English (Children 1 and 2). The other three bilingual children (one male and two females) were hearing and acquiring LSQ and spoken French (Children 3-5). The children studied were between the ages of 7 months and 2 years (0;7-2;0). Children 1-4 had bilingual exposure from birth, and Child 5 received her first intensive bilingual exposure from age 11 months. All of the children had regular and consistent exposure to both of their two input languages. Children 1-3 were being raised in families where each parent identified himself or herself as using primarily one language with their child; no adult reported routinely mixing languages with their child. Child 4 had parents who were both hard of hearing and were using equal amounts of LSQ and French to communicate with each other and with their daughter. Child 5 had profoundly deaf parents who spoke only LSQ to the child; at the age 0;11 months the child began attending a French day care on a daily basis where all of her peers and teachers were speakers of spoken French only. Child 1 and Child 3 were drawn from a larger study of six children (see Petitto, Katerelos, et

al., 2001), studied over a one-year period, and followed beyond their first-word and first two-word combinations in each of their two languages. Children 2, 4, and 5 were entirely new bilingual children studied here for the first time, and were studied over 6 months until they achieved their one or two word milestones.

Table 1

AGES OF BILINGUAL CHILDREN AT VIDEOTAPED SESSIONS

ENGLISH-FRENCH CHILDREN		
Child	Session no.	Age
1	1	1;00.20
	2	1;01.17
	3	1;02.16
	4	1;05.05
	5	1;08.16
2	1	0;07.23
	2	0;11.07
	3	1;01.07
LANGUE DES SIGNES QUÉBÉCOISE-FRENCH CHILDREN		
Child	Session no.	Age
3	1	0;10.24
	2	1;00.09
	3	1;04.29
	4	1;07.26
4	1	0;07.09
	2	0;09.00
	3	0;11.10
5	1	1;03.26
	2	1;06.05
	3	1;08.10

* Differences in number of participant observation sessions are due to attrition.

Procedure

Data Collection. Experimental sessions with children and family were videotaped. Each session contained 5 conditions that were designed to elicit language from the children across a rich range of social contexts and, crucially, across familiar and novel speakers of each of their two native languages (see Petitto, Katerelos, et al., 2001, for a detailed account of these methods).

After each experimental session, experimenters wrote a summary of the session, indicating

their observations of the child's comprehension and production in each language. They also recorded parents' comments that were made off camera about their child's linguistic abilities. Furthermore, MacArthur CDI data were collected from bilingual parents (Children 1-4) and for LSQ only regarding the hearing bilingual Child 5 (as her deaf parents could not assess their child's spoken French). Despite the fact that the primary data in this study consisted of the analysis of the videotapes, these additional data were used to ensure that our data were representative of the child's linguistic achievements. They were also commensurate with published standardized norms, and they were also used in our analysis of children's translation equivalents in each of their respective languages.

Transcription and Coding. Videotaped sessions of the babies' speech were fully transcribed according to the CHILDES (Child Language Data Exchange System, Mac Whinney, 1998) standardized format, and included phonetic transcriptions. LSQ utterances were transcribed using the identical format, transcriptions, and methods. Indeed, we used the signed language transcription software called SignStream (developed by Carol Neidle/USA) and then combined these data into CHILDES for all LSQ transcriptions. The children's data were entered into a computer database that permitted distributional, frequency, and relational analyses.

The same coding procedures were used here that were used previously (Petitto, Katerelos, et al., 2001). The attribution of lexical status: standard procedures were applied when attributing lexical status to all children's verbal or manual productions (see especially Petitto, 1988; Petitto & Marentette, 1991; Vihman & McCune, 1994), and were based on three criteria:

(i) A child's verbal or manual production (or "form") was coded as a word or sign if it was used in relation to a referent (extensionally or intensionally) across contexts. Note that only an apparently intentional pairing of a form and a referent was required. This criterion ensured that meanings expressed by the children that did not contain the identical referential properties of adult words were nonetheless counted as words or signs in the child's individual language representational system.

(ii) The child's form minimally had to contain one phonetic unit in common with the adult form of the word or sign, and

(iii) The child's form had to exhibit a similar pattern of syllabification and stress (relevant to both spoken and signed linguistic structure).

These latter two criteria prevented the overly strict requirement that the child's form had to contain the identical pronunciation of the adult form, and it permitted us to capture the younger baby's first stab into the lexical process. Thus, baby words and forms with immature phonology did not go unnoticed or uncounted. Taken together, these three criteria prevented the over-attribution of lexical status to other expressive activity, which is particularly relevant during the first year of life. It reliably differentiated among babies' gestures (which signaled meanings, for example, but lacked consistency in phonetic form), babbling (which did not signal meaning, but had consistency in phonetic form), and genuine attempts to produce words or signs (be they phonetically well- or ill-formed). At the same time, these three criteria prevented under-attribution of lexical status to children's productions, because it recognized their forms that had neither the full meaning nor the full pronunciation of the adult target language¹.

Translation Equivalents (TEs): TEs were words in each respective language that connoted the identical referent or concept, for example, simultaneously possessing the word "*lit*" (bed) in French and the word "*bed*" in English. We derived a cumulative vocabulary total for the children by combining the total number of words (signs) produced in each language (across all experimental sessions with any additional lexicon reported by their parents in their CDIs). Following Pearson et al. (1995; Petitto, Katerelos, et al., 2001), we then counted the total number of TEs. As did Pearson and her colleagues, we corrected for the number of lexical types for which there were no equivalents between the two languages by subtracting them from a baby's cumulative vocabulary total, as analyses were conducted only over potential TEs. Also following Pearson and her collaborators, neutrals in the French-English children were given a single count in the calculation of TE percentages. Finally, each baby's number of TEs was divided by its cumulative vocabulary total to derive the TE percentage.

Reliability measures. As in our previous studies (Petitto, Katerelos, et al., 2001), videotapes for the two groups were fully transcribed twice, each time by a native user of each respective language on the videotape. An LSQ deaf signer, for example, transcribed each tape for the child's signed utterances, and then a French speaker transcribed the tapes for the French utterances. Two additional transcribers (one for each language) checked lexical attributions, with respect to both the lexical gloss (type) and its tokens in addition to other coding judgments.

¹ See Petitto, Katerelos et al., 2001, for information about additional coding that was done for each lexical form, including, for example, the baby's direction of eye gaze when producing the form, the apparent referent that the form was used in relation to, apparent communicative function, manner of use, immediate actions both preceding and after the production of a form, the interlocutor's apparent interpretation of the baby's lexical form, as all of this further helped clarify any ambiguous attributions of lexical status to baby productions.

Disagreement regarding both lexical attributions and coding was resolved through discussion.

RESULTS

Analysis I: Language delay in young bilinguals?

We conducted comparative analyses of the onset timing of our young bilinguals' early language milestones in each of their two languages. These timing milestone results are summarized in Table 2, which shows that the bilingual children were not delayed in the achievement of the classic early language milestones in *each* of their respective native languages (first-word, first 2-word combinations, first 50 words). Remarkably, all of the bilingual children's milestones were precisely within the established norms for monolingual children's achievement of the classic early language milestones. Also of note, there were no dramatic delays or asynchronies in the timing of the LSQ-French child's achievement of linguistic milestones across signed and spoken modalities.

Table 2

Milestone Achievement by the Children in Both of their Languages

Child	Milestone	Language (Age)		
		English	French	Monolingual Range
1	1 st word combination	1;02	1;00	0;09 - 1;02
	2-word combination	1;08	1;05	1;05 - 2;02
	50 words	1;09	1;05	1;07*
2	1 st word	0;11	0;11	
		LSQ	French	
3	1 st word	0;10	0;10	
	2-word combination	1;05	1;08	
	50 words	1;05	1;08	
4	1 st word combination	0;11	1;00	
5	2-word combination	1;08	1;08	

*Approximate age; range has not been established

Analysis II: Are other indices of normal language growth delayed in young bilinguals?

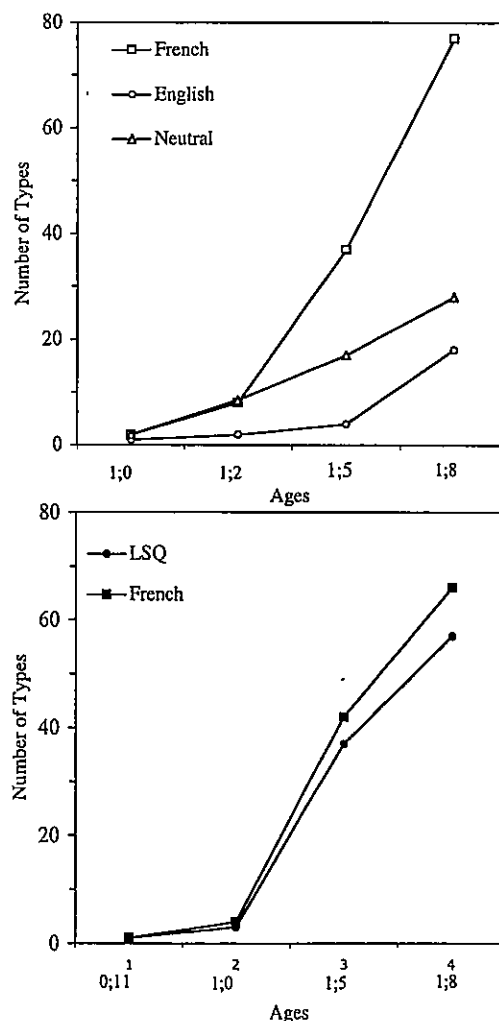
Does early bilingual language exposure cause insult to other indices of normal language acquisition in each of a young bilingual's two languages, especially regarding the normal rate and growth of vocabulary over time? In light of the differences between language on the hands and language on the tongue, the signing-speaking bi-

lingual children (in particular) may reveal a very different rate and growth of vocabulary in each of their respective languages.

To study these questions, we analyzed the rate and growth of vocabulary in each of the bilingual children's two languages over time. For all five of the bilingual children, the findings revealed that there was a steady rise in the number of new word types in *each* of their two lexicons over the duration of the study. It is further noteworthy that the rate and growth of vocabulary were highly similar across the signed and the spoken modalities in the LSQ-French children. Thus, this vocabulary analysis demonstrates that early bilingual language exposure *per se* does not cause significant delay to other maturational indices of normal language acquisition.

Figure 1 provides a clear representative ex-

Figure 1. Types of words or signs produced in sessions over time: (a) French-English (Child 1) and (b) LSQ-French (Child 3). Taken from Petitto, L. A., Katerelos, M., Levy, B. G., Gauna, K., Tétrault, K., & Ferraro, V. (2001). Bilingual signed and spoken language acquisition from birth: Implications for the mechanisms underlying early bilingual acquisition. *Journal of Child Language*, 28 (2), 453-496.



ample of the findings. It shows the cumulative number of the new types of words or signs that two of our bilingual children (Child 1 and Child 3, chosen for illustration because they were studied the longest) produced at each testing session in each of their native languages over time (see also Petitto, Katerelos, et al., 2001). Not only was the rate and growth of these two children's new vocabulary in each of their native languages generally equivalent, it was also generally commensurate with what has been reported in the literature for monolinguals over the same period of time (e.g., Capute et al., 1986; Petitto, 1987). In the large MacArthur CDI investigation (Fenson et al., 1991), by age 1;0, 49 % of the monolingual babies studied produced 1-10 words (range: 17 % of the children had 0 words and only 2 % had 41-100 words). Here we see in Figure 1 that by age 1;0, each of our bilingual babies' two languages fell well within this 49 % CDI group of monolinguals, because they produced up to 10 new word types in each of their native languages.

There was one exception to the parallels noted: although the production of English vocabulary types in the French-English baby (Child 1, top of Figure 1, (a) most certainly increased over time, it increased at a reduced number relative to French. Indeed, this young bilingual produced more French word types than English word types. This is in contrast to the LSQ-French baby's progression (Child 3, bottom of Figure 1, (b), whose number of LSQ sign types relative to French word types was highly equivalent.

There are two possible reasons why the French-English child (Child 1) showed a relatively decreased production of English word-types (relative to French word types) at a specific *point* in time, while nonetheless showing a steady increase *over time*. First, the baby stayed home with her French-speaking mother and playmates, and her English exposure came from her English-speaking father who was away during the day at work. Thus, we witnessed here the classic impact of "frequency of exposure" discussed in the literature (e.g., Goldin-Meadow, 1981), whereby environmental factors—such as frequency of exposure to a large *number* vocabulary words—can cause an increase in the *number* of vocabulary words produced by a young child, but it cannot impact the more biologically-governed aspects of language development. For example, it cannot actually cause the age at which a young child achieves a particular grammatical milestone to be significantly changed (such as the first-word and/or the first two-word milestone).

Second, we would argue that the difference between the French and English vocabularies in Child 1 is only apparent, due to ambiguities caused by immature phonology, specifically involving a class of words we termed the "neutral" word class. It is indeed such words with immature phonology that we suggest constitutes one major source of the misperception that young bilingual children are language "delayed" (see the Discussion). "Neutrals" were forms that were lexical items for the child (see criteria above) but that, because of their immature phonology, could not be judged as being either French or English and this class also included proper names used in both languages (e.g., "Big Bird"). For example, it could not be determined whether the child's persistent production of [na] to express negation was the French word "non" versus the English word "no." Although the child seemed clear about what she meant when she used this and other "neutrals," we adults did not know which language they came from.

As would be expected, neutrals did not occur in the LSQ-French child, where clear modality differences between the hands versus the mouth signaled which language was being used from the child's very earliest onset of language production; in fact, this is one of the places where the LSQ-French children provided a clearer view of early bilingual development in a manner not possible with children acquiring two spoken languages. Had this class of "neutrals" been identifiable as either French or English, the proportion of this child's French and English new word types over time may have been even more similar to one another—and even more similar to what was observed in the LSQ-French child. However, the phonological ambiguity of "neutrals" made this hypothesis impossible to test. Table 3 provides the new types of "neutrals" developed by the French-English Child 1 over time and, as corroborating evidence, Table 4 provides a summary of the types of "neutrals" produced by the French-English Child 2 by time of the last session at age 1;01:07. Most of the "neutrals" denoted common and proper nouns with forms that generally preserved the initial phonetic content and typically the syllabification of the word for the concept in English. But the problem was that the word for the same concept in French had a highly similar phonetic contour as the English word, and vice versa. The total absence of "neutrals" in the LSQ-French children, and the robust existence of semantic translation equivalents across all children's two languages (see Tables 3-4), gave us confidence that "neutrals" stemmed from phonetic interference

Remarkably, all of the bilingual children's milestones were precisely within the established norms for monolingual children's achievement of the classic early language milestones.

when producing different words with shared sounds across languages in the identical speech modality, using a single mouth. "Neutrals" did not reflect underlying semantic and conceptual representational confusion due to shared meanings.

These results fail to confirm accounts of an initial lack of lexical differentiation in very young bilingual babies as well as their associated biologically-based implications involving representational (semantic and conceptual) confusion (see also Petitto et al.). They instead provide robust cross-modal support for the hypothesis that young bilinguals can differentiate their dual lexicons from their very first words. The results of this TE analysis appear in Table 5 where we compare Child 1, Child 2, and Child 3 from our study to Pearson's participants (Pearson et al., 1995), and find striking similarities.

Table 5

Total Vocabulary and Translation Equivalent (TE) Percentages for Children 1, 2 and 3, and Pearson Subjects^a Matched for Age and Vocabulary

Child	Age	Total Vocabulary	TE
French-English			
1	1;02	22	50%
	1;05	106	36%
2	1;01	13	23%
LSQ-French			
3	1;02	41	40%
	1;05	198	51%
English-Spanish			
Pearson subject 6A	1;00	15	17%
	1;02	41	40%
	1;06	82	36%
Pearson subject 6D	1;04	60	28%
Pearson subject V7	1;03	27	41%
	1;06	127	36%

^a Taken from Pearson, B. Z., Fernandez, S. C., & Oller, D. K. (1995). Cross-language synonyms in the lexicons of bilingual infants: One language or two? *Journal of Child Language*, 22, 345-367.

DISCUSSION

Here we considered young bilinguals' linguistic activity from a broad perspective, one that included both biological and contextual factors, and a clear picture emerged—one that did not concur with the biological assumption implicitly underlying the unitary language system hypothesis (whereby human language acquisition is ostensibly neurologically "set" at birth for monolingual language exposure). The data that helped us arrive at this conclusion included facts from an extraordinary group of children. These were young hearing children being exposed to a signed and a spoken language from birth, whom we com-

Table 3

Development of "Neutral" Word Types Over Time of French-English (Child 1)^a

Age	Child's "Neutral" Word	English Word	French Word
1;00.20	[BA]	Ball	Balle
	[BA]	Bottle	Bouteille
1;01.17	[BA]	Baby	Bebe
	[BA]	Banana	Banane
1;02.16	[SHA]	Shoe	Chaussure
	[NUM]	Yum Yum	Miam Miam
1;05.05	[BEHBEH]	Big Bird	Big Bird
	[EMO]	Elmo	Elmo
	[ENE]	Ernie	Ernie
	[MMME]	Moo	Meu
	[NA]	No	Non
	[KAKA]	Quack Quack	Coin Coin
	[KAKA]	Quack Quack	Coin Coin
1;08.16	[BABA]	Balloon	Balloune
	[BABA]	Belly	Bedaine
	[BO]	Bert	Bert
	[BOBO]	Booboo	Bobo
	[KAKA]	Caca	Caca
	[KA]	Carrot	Carrotte
	[KIKIKI]	Cookie Monster	Cookie Monster
	[MIMI]	Emily	Emily
	[FE]	Fork	Fourchette
	[MAH]	Meow	Miaou
	[ALA]	Olivia	Olivia
	[PA]	Pea	Pois
	[SA]	Snake	Serpent
	[TATA]	Tractor	Tracteur

^a Taken from Petitto, L.A., Katerelos, M., Levy, B. G., Gauna, K., Tétrault, K., & Ferraro, V. Bilingual signed and spoken language acquisition from birth: Implications for the mechanisms underlying early bilingual acquisition (2001). *Journal of Child Language*, 28 (2), 453-496.

Table 4

"Neutral" Word Types for of French-English (Child 2)

Age	Child's Neutral Word	English Word	French Word
1;01.07	[BY]	Bye	Bye (colloquial Quebecois)
	[TIT]	Tomato	Tomate

Analysis III: Are young bilinguals confused about shared word meanings across their two languages?

The results of our TE analysis demonstrated that TEs were observed across all children in relatively comparable and high percentages. Notably, TEs were not rare in the LSQ-French children.

pared to our other more typical experimental-control group, young hearing children being exposed to two spoken languages from birth. Modality differences between the hands and the tongue offered us a unique test of existing hypotheses because, once the constraints of the mouth are removed, highly asynchronous language development and fundamental early lexical (representational, semantic) confusion could have occurred if early bilingual language exposure first begins with single and fused linguistic representation that only gradually differentiate over the first three years of life.

Why weren't there more differences between our two bilingual groups? More differences are not observed because bilingual babies appear to enter into the language acquisition process with the representational scaffolding of their two languages already well in place by infancy and it is certainly well in place by their first words. (For example, recall that the early lexicons of all of the bilingual children contained a word from each of their languages that connoted the same concept, or TEs, which could only have occurred if these children were differentiating between their two languages.)

The hypothesis that we are advancing here is that young bilingual babies have distinct representations of their two input languages from their first steps into language acquisition through a process that Petitto has identified as Adaptive Phonological Differentiation (APD; see especially Petitto, in press, as well as Petitto, 2000, for a discussion of the theory summarized here). Building upon Positron Emission Tomography (PET) brain-scanning discoveries demonstrating identical functional dedication of specific cortical tissue to specific linguistic processing in the brains of hearing and deaf adults (i.e., Superior Temporal Gyrus tissue dedicated to the processing of maximally-contrasting, phonetic-syllabic units in both speech and sign; Petitto, Zatorre, Gauna, Nikelski, & Evans, 2000), Petitto has suggested that this tissue is the brain site that contributes to the initiation of human language acquisition, and is especially vital in the establishment of nascent phonological representations in all humans (monolinguals and bilinguals).

Recent research on young monolingual babies' powerful predisposition to detect specific maximally-contrasting, rhythmical patterning and distributional regularities in the input is especially promising as these may be the mechanism upon which the capacity to detect and establish dual phonological representations arises in the very young bilingual brain (Petitto, Holowka, Sergio, & Ostry, 2001; also Marcus,

Vijayan, Bandi Rao, & Vishton, 1999; Petitto, 1997; Petitto & Marentette, 1991; Saffran, Aslin, & Newport, 1996). A recent study by Petitto et al. (2001b) demonstrated that young monolingual babies have peaked sensitivity to, and consequently produce, specific maximally-contrasting rhythmical patterning in the input that corresponds to specific aspects of the patterning of language: rhythmical patterns underlying the phonetic-syllabic unit at the heart of babbling (see especially Petitto, Holowka, et al., 2001; Petitto & Marentette, 1991). This capacity, in turn, yields the relevant syllabic segments over which babies can then discover the phonological inventory and combinational regularities of their native language (e.g., Jusczyk, 1999; Petitto & Marentette, 1991). Such a mechanism may function tacitly to segment and categorize the constantly varying stream of environmental input for the baby. Again, most probably the Superior Temporal Gyrus brain tissue is the site of this capacity (Petitto, Holowka, et al., 2001).

This nascent mechanism may provide the monolingual baby with the basic capacity to group linguistic information as it is heard. For example, with these mechanisms, the baby can tacitly "know" that this is information to attend to as potentially linguistic (versus information that is potentially non-linguistic) because it has the right tightly-constrained rhythmical patterning unique only to aspects of language patterning, be it signed or spoken. Crucially, this identical mechanism may also operate when a bilingual baby is confronted with two languages at birth. Here the mechanism can initially provide the bilingual baby with the means to detect that two related but different rhythmical linguistic patterns are coming in. This, in turn, may serve as the basis upon which bilingual babies can tacitly build up representations of their *two distinct phonological systems* (hence, the adaptive phonological differentiation/APD). We hypothesize that these processes are developing in the very early months of language exposure (be it monolingual or bilingual), beginning probably by birth. It is most certainly well underway by age 0;6, and exhibits regular growth and expansion in the capacity to detect systematic rhythmical-temporal and distributional patterns over time.

Thus, to review, based on the research establishing that young monolingual babies have rudimentary knowledge of the (a) phonetic inventory and its combinatorial regularities—plus knowledge of other systematic regularities involving (b) probabilistic word order and word groupings—it is a reasonable conclusion that *each* of a bilingual baby's input languages are also well in place

The hypothesis that we are advancing here is that young bilingual babies have distinct representations of their two input languages from their first steps into language acquisition through a process that Petitto has identified as Adaptive Phonological Differentiation (ADP).

*Thus, an ironic
and daring idea
is that, perhaps,
the human
species is
biologically set
to acquire
multiple
languages, and
the
contemporary
pockets of
civilization
where one
language is
spoken are the
aberrant
deviation; in
other words,
perhaps our
brains were
neurologically
set to be
multilingual!*

by first-word onset at around age twelve months. This capacity, in turn, is made possible through brain-based mechanisms that establish early on dual phonological representations. To be sure, this feat is accomplished by utilizing the identical mechanisms at work in the monolingual baby. The major idea being advanced here is that the same brain mechanisms are at work in monolingual and bilingual babies. The reasoning is threefold: First, in child language acquisition we already understand that babies are not genetically programmed to know which country they will be born in (e.g., Japan versus England) and, related to this, none are genetically programmed to know which language they will be exposed to. Nor are they genetically programmed to know which modality they will be exposed (signed or spoken). Second, and following from the first, it is equally improbable that babies are genetically programmed in the womb to know whether they will be exposed to one language or two. Third, fascinating evidence from recent brain-scanning studies of adult bilingual brains have demonstrated that the neural pathways for a bilingual's two languages are the same (and similar to monolinguals), but only if they had very early bilingual language exposure (Klein, Milner, Zatorre, Evans, & Meyer, 1995). Taken together, we must conclude that the young baby exposed to two languages builds upon what the human species already has in place to acquire language.

Yet we do not mean to suggest that our brains are set for monolingual acquisition that is then drawn upon in bilingual acquisition. Instead, we suggest that the human species may not be neurologically set for acquiring one language at all. Looking over the course of time, it is indeed more common for our species to have had need for, and to have been in social contexts where knowledge of multiple languages might have afforded special advantages. Thus, an ironic and daring idea is that, perhaps, the human species is biologically set to acquire multiple languages, and the contemporary pockets of civilization where one language is spoken are the aberrant deviation; in other words, perhaps our brains were neurologically set to be multilingual!

Why might views of delay and confusion have prevailed? First, one answer concerning why paradoxical views exist about early childhood bilingualism involves the reasons why variability exists between a young bilingual's two languages – because we do see variability. For example, it is not uncommon for a mother in my laboratory to exclaim in despair that her bilingual child “does not speak the father’s language!” even though both parents have been faithful to

the “one parent, one language” method. When we analyze the videotapes, however, we find that of course the child comprehends and produces words in the father’s native language but, crucially, what we do find is a difference in the vocabulary size of the bilingual child’s two lexicons. Thus, we never see a total absence of one language versus the other in young bilinguals, as instead we see differences in the raw number of vocabulary words produced across their two lexicons (with comprehension of the two languages being roughly equivalent). Nonetheless, a child’s asymmetric use of its two languages provides insight into how the perception of language delay and confusion can arise. To be sure, our findings have taught us that this very circumstance is due to strong environmental and sociolinguistic factors that literally predict this outcome.

Environmental factors as one source of variability involving greater exposure of one language over the other: We see differences in the size of a young bilingual’s two lexicons, and such differences in vocabulary size stem from powerful environmental influences that we already know impact vocabulary size from the study of monolinguals. Specifically, we know that vocabulary is especially susceptible to environmental factors such as direct instruction, drilling, and frequency of exposure (e.g., Goldin-Meadow, 1981). In the monolingual child, to be sure, direct vocabulary instruction, drilling and frequency of exposure can indeed yield increases in the amount (number) of vocabulary items that an individual child produces. However, such environmental input factors cannot significantly change the biologically-controlled maturational age range within which a normally developing child will achieve a particular language milestone. Nor can a child be pushed to a more advanced stage of grammatical development (involving morphological and syntactic knowledge) through environmental drilling and frequency of exposure (e.g., Goldin-Meadow, 1981).

In a bilingual home, therefore, the baby who is at home all day with her French mother will have a greater number of French vocabulary words as compared to her vocabulary words in English, the language spoken by her father whom she sees only at night and on weekends. In other words, this child may indeed end up in early life producing more French than English due to established environment frequency effects on vocabulary size, but not due to any inherent “damage” caused (involving language delay and confusion) by having been exposed to two languages simultaneously from birth. Instead, the most critical observation here is that the child hit all of her

linguistic milestones in English and in French within the identical maturational age range (for example, the “first-word” milestone both in French and in English within 9-14 months)—as this is the true key index of “normal” language development. Yet, without this knowledge, it is entirely understandable why her parents may instead worry that their bilingual baby is language “delayed” when, for example, she says many different words in French, only a few words in English—plus a fairly high number “neutrals!” (see Figure 1).

Sociolinguistic factors as one source of variability involving greater preference for one language over the other: We see such variability in the young bilingual’s two lexicons also in part because of sociolinguistic factors, for example, the fact that (as was implied above) no child receives absolute, pure 50/50 bilingual input (Sebastián-Gallés & Soto-Faraco, 1999). Crucially, however, we see variability because of the young bilingual’s own emerging “language preference.” Where do children’s language preferences come from? Across my studies of early bilingualism (e.g., study reported here; Holowka et al., 2002; Petitto, Katerelos, et al., 2001; Petitto & Holowka, in preparation), we found that each child’s most frequently used language (the preferred language) corresponded to the language of his or her primary “sociolinguistic group.” Although this can change from child to child, in practice, a child’s sociolinguistic group is the language of the person or group that the child has both the strongest bond and the most constant contact (e.g., Meisel, 1989). For some children, this was the language of their mother with whom they stayed at home all day, for others this was the language of their siblings and friends with whom they spent the day. For others still, this was the primary language of the children and teachers at their daycare. A child’s “preferred language” appeared to be their default setting—or, the language that they “fell back on”—and, for most, the language that they might persist in using with an adult even if that adult does not know it!

Second, another reason why paradoxical views exist about early childhood bilingualism involves the existence of what we refer to above as the “neutral” word class. This class of words provides yet another clue as to why a perception has remained that young bilinguals do poorly relative to monolinguals in their language development. Here we witnessed that the French-English children produced a class of “neutral” words – words that were difficult to determine for sure which of their two languages were being produced – often to the despair of their parents who

told us that such words demonstrated that their children were linguistically confused. By contrast, it is significant that “neutrals” (which would have involved phonological blending of phonetic units on the hands with phonetic units on the mouth) simply did not occur in the LSQ-French children. This is so because the dramatic modality differences between signing and speaking rendered impossible such phonological blending, and thereby made identification of the source language straightforward. And, interestingly, the LSQ-French parents never told us that they thought their children were confused. Surprisingly, through the unique lens afforded to us by our examination of the LSQ-French bilinguals, we learned that young babies are fully capable of different but parallel acquisition of two languages from the very first onset of language production—here, as early as age eleven months when one baby turned to her deaf mother and signed “CHAPEAU” (“hat”) and then in a heartbeat turned to the unfamiliar French experimenter and said “chapeau” (albeit, phonetically immature). We further learned that the “neutrals” observed in the more typical case of babies acquiring two spoken languages, like French and English, were largely a peripheral artifact of the phonetic production demands of forming words across two languages with shared sounds in the identical speech modality. This was instead of being a product of central, representational confusion, as “neutrals” were primarily due to immature phonetic and pronunciation factors. Interestingly, this observation was recently corroborated in a separate study of the semantic and conceptual underpinnings of three bilingual children’s early words (from ages 0;7 through 2;2), revealing that 23.57% of the children’s combined new word types were comprised of the class of “neutrals” (N = 132 “neutrals” out of 560 word types; Petitto & Holowka, in preparation). Because most bilingual parents and educators do not have access to this information, understandably, they find it disconcerting to hear their children produce partial words of an ambiguous language origin.

These observations help us understand from whence the “bilingual paradox” might arise, especially with regard to the more negative side of the coin involving fears of language delay and confusion. What they also teach us is that the negative conclusions are unwarranted.

On a practical level, we hope to have provided fundamental information regarding how young bilingual children develop their two languages that will be relevant to all Pre-K-8 teachers with bilingual children in their classroom, as

Another reason why paradoxical views exist about early childhood bilingualism involves the existence of what we refer to as the “neutral” word class.

But one fact has emerged from the research loud and clear: Being exposed to two languages from birth—and, in particular, being exposed to a signed and a spoken language from birth—does not cause a child to be language delayed and confused.

well as foreign language teachers in general. We found no evidence that the human being is biologically programmed to be monolingual. Instead, as we discovered within, babies exposed to two languages in early life develop each language entirely *normally*—that is, each language is acquired on the same regular time course as the other, and on the same regular time course as the young monolingual child. Such early-exposed bilingual children exhibit neither “language confusion” nor “language delay.” Instead, they develop into fully healthy language users, and as if they had two monolingual brains in one. The regularly-timed achievement of early linguistic milestones in all children (be they monolingual or bilingual) teaches us that early language milestones are under biological control and are not amendable to environmental differences that result from having different home environments. Interestingly, what was amendable to environmental differences was the young child’s sheer number of vocabulary words. Here, children with more exposure to one language versus the other did make a difference, as these children did produce more words in the language to which they had more exposure. Practically, then, teachers’ efforts to have language learners spend more “time on task” is important and does make for a positive outcome. Another implication here is that even children in a bilingual environment are not necessarily “balanced bilinguals.” Nonetheless, these children can and do become fully and equally bilingual if dual language exposure occurs (a) early in life, (b) consistently and in a sustained manner, and (c) across a wide and rich range of contexts. To be sure, our research has taught us that these three factors are the key components that

make up the “formula” for successful childhood bilingual acquisition, whereby the child grows into an adult who possesses full and equal mastery of two native languages. Yet another implication here is that monolingual children who are exposed to a foreign language in the later school years cannot be expected to be truly bilingual after three years

of a foreign language class ranging from 20-60 minutes a week. The problem here is not their advanced age relative to young children, but instead is due to the lack of consistent and sustained input and the lack of foreign language exposure across a wide and rich range of contexts. Fortu-

nately, if our educational systems moved towards building up these two components, we can significantly improve our children’s knowledge of foreign languages and the wonderful diversity of foreign cultures. Without a doubt, the complex factors that contribute to early bilingual language acquisition (especially early bilingual acquisition of a signed and a spoken language) warrant further research. In particular, a very intriguing area of research will be to explore the brain’s mechanisms that permit the young monolingual and bilingual child’s capacity to phonologically segment the linguistic stream (both in sign and in speech). Because, as was suggested here, this is clearly where the action is in terms of the early mechanisms that contribute to launching human language acquisition, and those that work in conjunction with other crucially important social and environmental input factors. But one fact has emerged from the research loud and clear: Being exposed to two languages from birth—and, in particular, being exposed to a signed and a spoken language from birth—does not cause a child to be language delayed and confused.

AUTHORS NOTES AND ACKNOWLEDGEMENTS

Many of the studies cited in this paper strongly support the present findings and have been generalized over 18 years of careful research studies that are substantial, have been published in leading international journals, and constitute experimental studies using a variety of novel technique and populations.

As always, we are deeply grateful to the deaf and hearing parents and their children who gave their time, trust, and good humor. We also thank Kevin Dunbar and especially Ulana Harasymowycz. A small section of this paper was discussed in research that Petitto conducted with her undergraduate students and assistants, which she then wrote up (see Petitto, L. A., Katerelos, M., Levy, B. G., Gauna, K., T  teault, K. and Ferraro, V., 2001). The present work was funded by The Spencer Foundation, U.S.A.. Petitto also thanks The Guggenheim Foundation for a generous award, and Dartmouth College for generous research funds. Address all correspondence to Laura Ann Petitto, Departments of Psychological & Brain Sciences and Education, Dartmouth College, Hanover, New Hampshire, 03755, U.S.A. Email: Laura-Ann.Petitto@Dartmouth.edu; WEB address: <http://www.dartmouth.edu/~lpetitto/>





Photographs by
Joseph Mehling,
Dartmouth College
mehling@dartmouth

Dr. Laura Ann Petitto with one of the children participating in this study.

REFERENCES

- Bloom, L., Lightbown, P., & Hood, L. (1975). Structure and variation in child language. *Monographs of the Society for Research in Child Development*, 40, Serial No. 160.
- Brown, R. (1973). *A first language: The early stages*. Cambridge, MA: Harvard University Press.
- Capute, A. J., Palmer, F. B., Shapiro, B. K., Wachtel, R. C., Schmidt, S., & Ross, A. (1986). Clinical linguistic and auditory milestone scale: Prediction of cognition in infancy. *Developmental Medicine & Child Neurology*, 28 (6), 762-771.
- Charron, F., & Petitto, L. A. (1991). Les premiers signes acquis par des enfants sourds en Langue des Signes Québécoise (LSQ): Comparaison avec les premiers mots. *Revue Québécoise de Linguistique Théorique et Appliquée*, 10 (1), 71-122.
- Chiocca, E. M. (1998). Language development in bilingual children. *Pediatric Nursing*, 24 (1), 43-47.
- Clark, E. V. (1987). The principle of contrast: A constraint on language acquisition. In B. MacWhinney (Ed.), *Mechanisms of language acquisition*. Mahwah, NJ: Lawrence Erlbaum.
- Deuchar, M., & Quay, S. (1999). Language choice in the earliest utterances: A case study with methodological implications. *Journal of Child Language*, 26 (2), 461-475.
- Fenson, L., Dale, P. S., Reznick, J. S., Thal, D., Bates, E., Hartung, J. P., Pethick, S., & Reilly, J. S. (1991). Technical manual for the MacArthur Communicative Development Inventories. San Diego, CA: San Diego State University.
- Genesee, F. (1989). Early bilingual development: One language or two? *Journal of Child Language*, 16, 161-179.
- Genesee, F., Nicoladis, E., & Paradis, J. (1995). Language differentiation in early bilingual development. *Journal of Child Language*, 22, 611-631.
- Goldin-Meadow, S. (1981). Fragile and resilient properties of language learning. In E. Wanner & L.R. Gleitman (Eds.), *Language acquisition: State of the art*. Cambridge, England: Cambridge University Press.
- Hakuta, K. (1986). *Mirror of language: The debate on bilingualism*. New York: Basic Books.
- Holowka, S., Brosseau-Lapr , F., & Petitto, L. A. (2002). Semantic and conceptual knowledge underlying bilingual babies' first signs and words. *Language Learning*, 55, 205-262.
- Jusczyk, P. (1999). How infants begin to extract words from speech. *Trends in Cognitive Science*, 3, 323-328.
- Klein, D., Milner, B., Zatorre, R. J., Evans, A. C., & Meyer, E. (1995). The neural substrates underlying word generation: A bilingual functional-imaging study. *Proceedings of the National Academy of Science*, 92, 2899-2903.
- Lanza, E. (1992). Can bilingual two-year-olds code-switch? *Journal of Child Language*, 19, 633-658.
- MacWhinney, B. (1998). Models of the emergence of language. *Annual Review of Psychology*, 49, 199-227.
- Marcus, G., Vijayan, S., Bandi Rao, S., & Vishton, P. M. (1999). Rule learning by seven-month old infants. *Science*, 283, 77-80.

- Markman, E. (1992). Constraints on word learning: Speculations about their nature, origins, and domain specificity. In M. Gunnar & M. Maratsos (Eds.), *Modularity and constraints in language and cognition: The Minnesota Symposia on Child Psychology* (pp. 55-99). Hillsdale, NJ: Lawrence Erlbaum & Associates.
- Meisel, J. (1989). Early differentiation of languages in bilingual children. In K. Hyltenstam & L. Obler (Eds.), *Bilingualism across the lifespan*. Cambridge, England: Cambridge University Press.
- Nelson, K. (1973). Structure and strategy in learning to talk. *Monographs of the Society for Research in Child Development*, 38 (1-2, Serial No. 149).
- Nicoladis, E. (1998). First clues to the existence of two input languages: Pragmatic and lexical differentiation in a bilingual child. *Bilingualism: Language and cognition*, 1 (2), 105-116.
- Oller, D. K., Eilers, R. A., Urbano, R., & Cobo-Lewis, A. B. (1997). Development of precursors to speech in infants exposed to two languages. *Journal of Child Language*, 24, 407-425.
- Pearson, B. Z., & Fernandez, S. C. (1994). Patterns of interaction in the lexical growth in two languages of bilingual infants and toddlers. *Language Learning*, 44 (4), 617-654.
- Pearson, B. Z., Fernandez, S. C., & Oller, D. K. (1993). Lexical development in bilingual infants and toddlers: Comparison to monolingual norms. *Language Learning*, 43 (1), 93-120.
- Pearson, B. Z., Fernandez, S. C., & Oller, D. K. (1995). Cross-language synonyms in the lexicons of bilingual infants: One language or two? *Journal of Child Language*, 22, 345-367.
- Petitto, L. A. (1985). Are signed languages acquired earlier than spoken languages? *Published Abstracts of The Society for Research in Child Development*, 5, 269.
- Petitto, L. A. (1987). On the autonomy of language and gesture: Evidence from the acquisition of personal pronouns in American Sign Language. *Cognition*, 27 (1), 1-52.
- Petitto, L. A. (1988). 'Language' in the pre-linguistic child. In F. Kessel (Ed.), *Development of language and language researchers: Essays in honor of Roger Brown* (pp.187-221). Hillsdale, NJ: Lawrence Erlbaum.
- Petitto, L. A. (1994). Are signed languages "real" languages? Evidence from American Sign Language and Langue des Signes Quebecoise. *Signpost (International Quarterly of the Sign Linguistics Association)*, 7 (3), 1-10.
- Petitto, L. A. (1997). In the beginning: On the genetic and environmental factors that make early language acquisition possible. In M. Gopnik (Ed.), *The inheritance and innateness of grammars* (pp. 45-69). Oxford, England: Oxford University Press.
- Petitto, L. A. (2000). On the biological foundations of language. In H. Lane & K. Emmorey (Eds.), *The signs of language revisited: An anthology in honor of Ursula Bellugi and Edward Klima* (pp. 447-471). Mahwah, NJ: Lawrence Erlbaum & Associates.
- Petitto, L. A. (in press). On how the child acquires language. In J. McGilvray (Ed.), *Mind and Language: Essays in honor of Noam Chomsky*.
- Petitto, L. A., & Holowka, S. (in preparation). The young bilingual's "neutral" words: How they inform us about the perception of language confusion in early bilingualism.
- Petitto, L. A., Holowka, S., Sergio, L., & Ostry, D. (2001). Language rhythms in baby hand movements. *Nature*, 413, 35-36.
- Petitto, L. A., Katerelos, M., Levy, B. G., Gauna, K., Tétrault, K., & Ferraro, V. (2001). Bilingual signed and spoken language acquisition from birth: Implications for the mechanisms underlying early bilingual acquisition. *Journal of Child Language*, 28 (2), 453-496.
- Petitto, L. A., & Marentette, P. (1990). The timing of linguistic milestones in sign language acquisition: Are first signs acquired earlier than first words? *Published Abstracts of the 15th Annual Boston University Conference on Language Development*. Boston, MA (p.34).
- Petitto, L. A., & Marentette, P. (1991). Babbling in the manual mode: Evidence for the ontogeny of language. *Science*, 251, 1483-1496.
- Petitto, L. A., Zatorre, R. J., Gauna, K., Nikelski, E. J., Dostie, D., & Evans, A. C. (2000). Speech-like cerebral activity in profoundly deaf people processing signed languages: Implications for the neural basis of human language. *Proceedings of the National Academy of Sciences*, 97 (5), 13961-13966.
- Quay, S. (1995). The bilingual lexicon: Implications for studies of language choice. *Journal of Child Language*, 22, 369-387.
- Redlinger, W. E., & Park, T. (1980). Language mixing in young bilinguals. *Journal of Child Language*, 7, 337-352.
- Saffran, J. R., Aslin, R. N., & Newport, E. L. (1996). Statistical learning by 8-month-old infants. *Science*, 274, 1926-1928.
- Sebastián-Gallés, N., & Soto-Faraco, S. (1999). On-line processing of native and non-native phoneme contrasts in early bilinguals. *Cognition*, 72, 111-123.
- Vihman, M. M. (1985). Language differentiation by the bilingual infant. *Journal of Child Language*, 12, 297-324.
- Vihman, M. M., & McCune, L. (1994). When is a word a word? *Journal of Child Language*, 21, 517-542.
- Volterra, V., & Taeschner, T. (1978). The acquisition and development of language by bilingual children. *Journal of Child Language*, 5, 311-326.
- Watson, C. (1996). Helping families from other cultures decide on how to talk to their child with language delays. Wig-Wag: The Newsletter for Hanen Certified Speech-Language Pathologists and Therapists [Online]. Available: <http://www.hanen.org/onetwo.html>



National Language Policies and Activities

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

Joint National Committee for Languages/National Council for Languages and International Studies

JNCL/NCLIS BACKGROUND AND ACCOMPLISHMENTS

- In 1976, MLA, ACTFL, TESOL, NABE, AATSP, AATG, AATF and AATSEEL created the Joint National Committee for Languages (JNCL) as a forum to discuss national language policies, consider concerns relevant to the language profession, and establish and maintain professional unity.
- JNCL, MLA, and ACTFL successfully encouraged President Jimmy Carter to create the President's Commission on Foreign Languages and International Studies (PCFLIS). Chaired by James Perkins, President of Cornell and comprised of high-level policy makers such as Paul Simon, Leon Panetta, Mark Hatfield and Millicent Fenwick, PCFLIS concludes that the state of foreign languages and international studies in the U.S. is "scandalous".
- One of PCFLIS' strongest recommendations was to establish "a Washington presence" to protect and promote the interests of the language and international studies communities. With financial support from its member organizations, in 1980, JNCL established a Washington office and created the Council for Languages and Other International Studies (CLOIS, later to be renamed the National Council for Languages and International Studies), a 501 (C)(4), not-for-profit, trade association registered under the Federal Regulation to Lobby Act to engage in advocacy on behalf of its members.
- Throughout the eight years of the Reagan Administration, JNCL/CLOIS was the only organization to consistently and successfully oppose the Administration's annual attempts to eliminate Title VI and the Fulbright/Hayes programs in Higher Education. These programs were not only preserved but during this hostile Administration Title VI funding was tripled and funding for the Education and Cultural Affairs Division of the State Department (responsible for Fulbright and other exchange and study abroad programs) increased fourfold.
- In the early 1980s, in cooperation with the American Council on Education (ACE) and the American Assembly of Collegiate Schools of Business (AACSB), JNCL/CLOIS drafted and Congress passed and funded the Centers for International Business Education and Research (CIBERs) requiring Institutions of Higher Education with international business programs to include foreign languages.
- JNCL/CLOIS worked closely with the international exchange and study abroad communities to draft and encourage enactment of such legislative initiatives as the Congress-Bundestag Exchange Program, the Central American (CAMPUS) program, Title VIII in the State Department Authorization dealing with Eastern Europe and later exchanges with the Newly-Independent States.
- In the reauthorization of the Higher Education Act in the mid-1980s, JNCL/CLOIS was successful in amending Title VI to include foreign language competency in all programs and in adding outreach to overseas institutions of higher education and overseas internships to the business programs.
- JNCL/CLOIS was successful in amending new legislation, the Education for Economic Security Act, to include foreign languages, in addition to math and science and to establish a Secretary's Discretionary Fund for Foreign Languages to support the education of foreign language teachers, develop foreign language curricula and provide teaching materials.
- In legislation reauthorizing the Office of Educational Research and Improvement (OERI), JNCL/CLOIS was highly instrumental in defeating the Administration's attempts to eliminate the ERIC Clearinghouses, in particular the Clearinghouse on Languages and Linguistics.

One of PCFLIS' strongest recommendations was to establish "a Washington presence" to protect and promote the interests of the language and international studies communities.

As a result of JNCL/NCLIS' efforts, foreign languages were included in the National Education Goals as a "core academic subject" and the language field received support to develop national standards.

- In close consultation with MLA, JNCL/CLOIS actively and successfully opposed nominations for the Chairmanship and Council of the National Endowment for the Humanities (NEH), worked closely with HEH in establishing and conducting their Foreign Language Teaching Initiative, and actively opposed attempts to eliminate the agency in the mid-1990s.
- Working closely with the National Immigration Forum, JNCL/CLOIS helped create the English Plus Information Clearinghouse (EPIC) which became a major coalition of associations such as AAUW, Common Cause, the ACLU, the Catholic and Methodist Churches, and numerous other education and civil rights groups opposing English Only, English First, and English as the Official Language. We actively opposed numerous bills intended to make English the nation's official language and successfully supported the Senate's passage of an English Plus Resolution.
- Working closely with a small group of colleges, the Experiment in International Living, and schools in the Northeast, JNCL/NCLIS (CLOIS changed its name to the National Council for Languages and International Studies (NCLIS) in the late 1980s) worked to establish federal support and funding for the Critical Languages and Area Studies Consortium (CLASC).
- JNCL/NCLIS and a number of its member organizations, especially MLA, were very active participants in the federally-funded Coalition for the Advancement of Foreign Languages and International Studies (CAFLIS) created by AAU and other higher education associations. After a year of meetings and discussions, CAFLIS reported a greater need for private sector and state support and recommended the creation of a National Foundation for Foreign Languages and International Studies modeled after the National Science Foundation (NSF).
- JNCL/NCLIS drafted, promoted and successfully sought funding for the Foreign Language Assistance Act. While the nature of this program has changed over the years to an emphasis on model elementary foreign languages programs and getting an appropriation is an annual battle, FLAP also supports successful programs, provides assistance for inservice teacher training, and supports curriculum development. Funding has almost doubled over the last dozen years.
- JNCL/NCLIS successfully worked to ensure that foreign languages were included, as an equal partner along with math and science, in the Star Schools Act which provides support for university-developed and directed distance learning programs.
- As a result of JNCL/NCLIS' efforts, foreign languages were included in the National Education Goals as a "core academic subject" and the language field received support to develop national standards.
- In collaboration with AAU, ACE, and the Alliance for International Education, JNCL/NCLIS helped draft and enact the David Boren National Security Education Act (NSEP), which was originally a \$150 million trust fund to provide graduate fellowships and undergraduate scholarships to study abroad in non-traditional geographic locations. Support for foreign languages at Institutions of Higher Education is a third part of NSEP's mission.
- In the reauthorization of the Higher Education Act in the early-1990s, JNCL/NCLIS included legislation creating the National Foreign Language Resource Centers. Subsequently, JNCL/NCLIS has successfully advocated for increases in the number and types of NFLRCs.
- With the Republican Revolution of 1994, JNCL/NCLIS was again forced to defend programs and their funding responding to efforts to eliminate the Department of Education, the National Endowment for the Humanities, the International Education Exchange Programs and numerous smaller programs such as Title VI, FIPSE, FLAP, Star Schools, Javits and a dozen or so others. One response to this was to develop a series of public advocacy materials and workshops for our national, regional and state associations.
- Without JNCL/NCLIS' advocacy efforts, pre and inservice support for foreign language teachers would not have been included in the Eisenhower Professional Development Act nor would foreign languages been included in the present Administration's Teacher Recruitment Fellowships.
- For years JNCL/NCLIS and its member organizations, ACTFL in particular, urged the National Assessment of Education Governing Board to include foreign languages in the National Assessment of Educational Progress (NAEP), the nation's report card. In the late 1990s, they finally agreed and supported the field's development of a national exam, origi-

nally to be administered in 2003 but now rescheduled for 2005.

- In the final year of the Clinton Administration, JNCL/NCLIS, working with NAFSA and the Alliance for International Education, succeeded in getting Secretary of Education Richard Riley and Secretary of State Madeline Albright to make foreign languages and international education departmental priorities. The President then issued an Executive Memorandum making languages and international education a national priority and requiring all federal agencies to respond by examining what they were currently doing in these areas and what they planned for the future
- Last November, after a series of meetings by JNCL/NCLIS and its members with Department of Education officials and appointees,

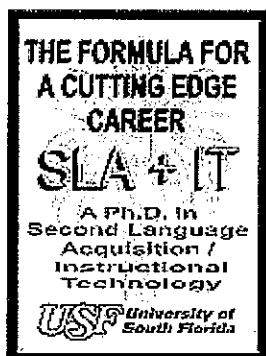
Secretary of Education Rod Paige announced that international education and foreign languages were a departmental priority for this Administration.

- Working with the Coalition for International Education (CIE), JNCL/NCLIS and a number of its member organizations have been part of an attempt to facilitate cooperation and reach agreement on recommendations for the forthcoming reauthorization of Title VI of the Higher Education Act (HEA). Following a conference at Duke University, the foreign language, area studies, business schools, and higher education communities agreed upon and drafted recommendations for changes in Title VI which have been sent to the Administration and Congress.

For more information and details visit www.languagepolicy.org

JNCL/NCLIS

Ph.D. in Second Language Acquisition & Instructional Technology University of South Florida



Earn a doctoral degree in Second Language Acquisition/Instructional Technology (SLAIT) – one of the few Ph.D. programs in the country that combines these two fields of study and is interdisciplinary between the College of Arts & Sciences and College of Education.

Research Interest:

- Florida Center for Instructional Technology
- Center for SLA and Teaching
- English Language Institute
- FLE/ESOL program
- Partnership with school districts
- Grants and projects

Faculty Specializations:

- FLES
- Distance Learning
- CMC
- Listening
- Socio-linguistics
- Immersion
- Socio-cultural theory
- Bilingual Special Needs
- Critical Literacy
- ESOL
- Teacher Education
- Writing Process
- Technology within SLA/FL

For more information, go to <http://www.coedu.usf.edu/slait> or contact Dr. Carine Feyten at feyten@usf.edu or Dr. Jeffra Flaitz at flaitz@chuma1.cas.usf.edu

NEW VISIONS IN ACTION:

Summary And Update

Myriam Met, Ed.D., mmet@nflc.org

National Foreign Language Center <http://www.educ.iastate.edu/newvisions>

In 1998, a small group of foreign language educators began to explore an intriguing set of questions:

Why is it, that despite the hard work, dedication, intelligence, and commitment of the foreign language education community, we have still not achieved many of our most cherished goals? What would it take to have opportunities for language learning available to all students who want it, at any age, in any place, and in any language of interest? What would it take to ensure that a quality teacher provided foreign language instruction in every classroom, using best practices based on research? What would it take to ensure coordination among the various constituencies within the foreign language education community to avoid duplication of effort and to maximize use of scarce human resources? And, what would it take to enfranchise the foreign language education community so that it could enact its long-term agenda?

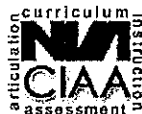
Two national conferences, in 1999 and 2000, brought together diverse stakeholders from across the country. The participants were from pre-collegiate and postsecondary institutions; they represented a range of languages taught and a range of years of experience in foreign language teaching; they were active in local and/or state and/or national professional associations. These participants generated action plans to help move forward a shared agenda focused on five areas of work: **Teacher Recruitment and Retention; Teacher Development; Research: Curriculum, Instruction, Assessment and Articulation; and Architecture of the Profession.**

Since 2000, input provided at local, state, regional, and national conferences, refined and expanded the action plans. Task Forces were formed to address the focus areas, and within these Task Forces, sub-task force chairs organized work around major themes within the larger Task Force focus areas. An online survey elicited national responses to help identify criteria for ideal practices used in model programs within each of

the Task Force focus areas. The results of the survey will be posted on the New Visions website by August 1, 2003. Most recently, the five major regional organizations (CSC, NECTFL, PNCFL, SCOLT, and SWCOLT) have aligned with the Task Forces to assist in carrying out the critical tasks of the focus areas.

The most important aspect of New Visions in Action is its emphasis on coordination and inclusion. New Visions is not an organization. It coordinates the work of organizations and individuals interested in making a difference in particular areas of interest to the profession. New Visions includes everyone. Anyone who wants to be involved can be involved by serving on one or more of the Task Forces.

NNELL members are active in the leadership of New Visions and serve on many of the Task Forces. Want to get involved? Join the work of one of the four Task Forces:



Curriculum, Instruction, Assessment and Articulation

The goal of the Curriculum, Instruction, Assessment and Articulation Task Force is to produce online and paper documents that synthesize information about available learning strategies, assessments, curriculum and program models to guide and inform local decision making.

New Visions CIAA Task Force Chairs:

Carl Falsgraf falsgraf@oregon.uoregon.edu

Paul Sandroock s.paul.sandroock@dpi.state.wi.us



Professional Development

The goal of the Professional Development Task Force is to identify and define the key components that might be included in a national foreign language teacher education program for pre-service teachers and a national agenda for professional development for inservice teachers.

New Visions PD Task Force Chairs:

Frank W. Medley, Jr. fmedley@wvu.edu

Robert M. Terry rterry@richmond.edu



Research

The goal of the Research Task Force is to make research accessible to a broad constituency who influence and shape the teaching and learning of world languages and cultures.

New Visions R Task Force Chair:

Rebecca Kline kliner@dickinson.edu



Teacher Recruitment and Retention

The goal of the Teacher Recruitment and Retention Task Force is to assure a linguistically competent and culturally diverse American society by recruiting, supporting and retaining a qualified world-language teaching force.

New Visions TRP Task Force Chair:

Duarte M. Silva duarte.silva@stanford.edu

IMMEDIATE ACTION NEEDED:

Please participate in the process of identifying criteria for model programs by nominating models to each of the CIAA action groups, including the criteria you had in mind and a description as to why the model is being nominated as an example of excellence.

1. **Materials Selection:** Develop criteria for an evaluation instrument for materials selection.
Contact: Peggy Bilbro pmbilbro@msn.com
2. **Curriculum:** Develop principles and define terms for curriculum (by looking at examples of curricula that work), compare with the criteria identified by the NVIA survey, and then

nominate excellent curricula for each level (elementary, middle school, senior high, and university).

Contact: Ginny Ballinger
treevid@worldnet.att.net

3. **Assessment:** Gather assessment models and define criteria for designing assessment of desired language learning outcomes.

Contact: Rita Oleksak
oleksak@sps.springfield.ma.us

4. **Program Models:** Define criteria for excellent program models (based on NVIA survey results), then seek models of program excellence at all levels (elementary, middle school, high school, and university).

Contact: Sharon Watts
swatts@tconl.com

Sub-groups include:

Gather excellent models of the use of *technology for alternative delivery* (e.g., distance learning, online learning)

Contact: Thomas Parry
Thomas.Parry@monterey.army.mil

Gather excellent models of programs targeted for *diverse student populations* (e.g., special needs, heritage speakers, racial or ethnic diversity, etc.).

Contact: Anita Ratwik
ratwi001@tc.umn.edu

5. **Articulation Models/Efforts:** Gather excellent K-12 to postsecondary articulation models/efforts and identify the principles that have led to success.

Contact: Susan Colville-Hall
colvill@uakron.edu

SUBMIT YOUR WORK FOR PUBLICATION IN LEARNING LANGUAGES

Both **Feature** and **Refereed** articles are published in *Learning Languages*.

Refereed articles are 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. Please indicate on your cover letter whether you would like your manuscript to be considered as a Feature Article or as a Referred Article.

Featured Articles generally report on current issues, programs or available materials for use in Pre-K-8 foreign language programs.

Refereed Practical articles describe best and promising practices as well as innovative approaches to teaching and the administration of effective language programs for children.

Refereed Scholarly articles report on original research and cite both current research and theory as a basis for making recommendations for practice.

Write to the editors to request a copy of author guidelines for preparing articles, or retrieve them from NNELL's Website (www.nnell.org).



How much can you learn? Depending on how long you study, you can gain different levels of fluency. You

will probably not sound like a native speaker. Don't worry; you're not expected to. To a greater or lesser degree you will, however, be understood, get where you want to go, read magazines or books for information or pleasure, and meet and talk with a whole new group of people. You can't imagine what a great experience that is. Of course, it doesn't happen overnight. Like math, English, or other subjects, language learning takes time.

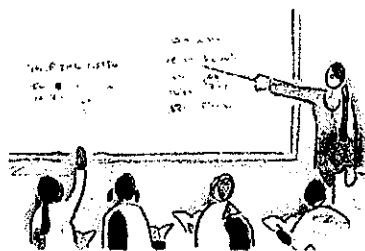


Should you continue language study after high school? Yes! Don't waste your investment of time and effort; whatever you have learned is a foundation for further study. Stick with it. Use your second language on the job, seek out opportunities to use it in your community, or, in college, take more courses, study abroad at intersession or for a summer,



a semester, or a year. Some programs teach languages in conjunction with engineering, business, nursing, or journalism. And you might decide to start still another language—when you study language, you learn about how to learn languages, so learning the next one is easier.

Which Language Should You Learn?



There's no one answer. Here are the twelve most likely to be offered in your high school or college: Spanish, French, German, Italian, Japanese, Latin, Russian, Hebrew, Greek, Chinese, Arabic, and Portuguese. Swahili, American Sign Language, and Navajo—and 121 other languages—are also taught in American high schools, colleges, and universities. Whatever language you choose, learning it will make a difference in how you see the world and in how the world sees you.

This brochure, published by the Modern Language Association, may be duplicated. The illustrations, by Elisha Cooper, may not be used for any other purpose.

Why Learn Another Language?

Knowing Other Languages Brings Opportunities



The world is full of languages.

How far do you have to go from your front door to know that this is true? Think about how many more people and places you could really get to know, newspapers and books you could read, movies and TV programs you could understand, Web sites you could visit with another language!

Permission granted by the *Modern Language Association* to reprint this brochure.

To view the brochure online go to: <http://www.sanford.edu/schools/artsci/wlc/letter.pdf>

For additional information see: <http://www.partnershipforlearning.org/category.asp?categoryID=10>

Give Yourself a Competitive Edge



Did you know that studying a second language can improve your skills and grades in math and English and can

improve entrance exam scores—SATs, ACTs, GREs, MCATs, and LSATs? Research has shown that math and verbal SAT scores climb higher with each additional year of foreign language study, which means that the longer you study a foreign language, the stronger your skills become to succeed in school. Studying a foreign language can improve your analytic and interpretive capacities. And three years of language study on your record will catch the eye of anyone reading your job or college application.

If you've already learned a language other than English at home, expanding your knowledge of its vocabulary, grammar, culture, and literature—at the same time you are learning English—will also improve your chances for success in school and in your career.



The Job Advantage in a Global Economy



More and more businesses work closely with companies in other countries.

They need many different kinds of workers who can communicate in different languages and understand other cultures. No matter what career you choose, if you've learned a second language, you'll have a real advantage. A technician who knows Russian or German, the head of a company who knows Japanese or Spanish, or a salesperson who knows French or Chinese can work successfully with many more people and in many more places than someone who knows only one language.

There are lots of Americans who speak languages other than English. If you've ever thought of being a nurse, a

doctor, a police officer, a judge, an architect, a businessperson, a singer, a plumber, or a Web master, you will multiply your chances for success if you speak more than one language. A hotel manager or a customer-service representative who knows English and Spanish or English and Korean may look much better at promotion time than one who knows only English.

Professionals who know other languages are called on to travel and exchange information with people in other countries throughout their careers. Knowing more than one language enhances opportunities in government, business, medicine and health care, law enforcement, teaching, technology, the military, communications, industry, social service, and marketing. An employer will see you as a bridge to new clients or customers if you know a second language.

Learning Other Cultures: Your World and Beyond

Discover new worlds! Get an insider's view of another culture and a new view of your own.

Connect with other cultures.

Knowledge of other cultures will help you expand your personal horizons and become a responsible citizen. Your ability to talk to others and gather information beyond the world of English will contribute to your community and your country.

Go for the Excitement: New Ways of Language Learning



What can you expect? You will learn a second language in exciting new ways using technology and focusing on communication (speaking). Learning a language is

not just learning grammar and vocabulary.

It is learning new sounds, expressions, and ways of seeing things; it is learning how to function in another culture, how to know a new community from the inside out.





THE U.S. DEPARTMENT OF EDUCATION

This original letter was sent to the Chief State School Officers and is also posted on the Department of Education website. It has been reprinted with permission by the U.S. Department of Education

Letter from U.S. Secretary of Education Rod Paige

March 24, 2003

Dear Colleagues:

In celebrating International Education Week a few months ago, I shared the U.S. Department of Education's commitment to putting the "world" back into "world-class" education. We need to continue to build our relationships with those in other countries in order to equip the children in our nation's public schools with the skills and knowledge they will need to be responsible members of the world community.

The Department has learned of some concern that the "highly qualified" teacher requirements of the Elementary and Secondary Education Act, as reauthorized by the *No Child Left Behind Act* (NCLBA), seem to limit participation in international teacher exchange programs. We at the Department value these programs and understand how strongly they support and complement the following four policy priorities I announced during International Education Week:

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

The NCLBA sets a high standard for all students and for ensuring the quality of teachers. In particular, the requirement in section 1119 of the Elementary and Secondary Education Act (ESEA) that teachers be highly qualified, as defined in section 9101(23) of ESEA helps to ensure that all teachers of core academic subjects, whether they are recruited and hired from within the United States or from another country, have the content knowledge and teaching skills needed to enable all students to succeed. Under the statute, the term "core academic subjects" means English, reading, or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. These requirements apply currently to teachers hired after the beginning of the 2002-2003 school year who teach in a Title I program, and will apply to all teachers of core academic subjects by the end of the 2005-2006 school year.

The following information explains how school districts may continue to hire and employ visiting teachers from other countries while being consistent with the statutory requirements that define a highly qualified teacher.

BACHELOR'S DEGREE

The reauthorized ESEA requires that, among other things, in order to be considered "highly qualified," a teacher must hold a bachelor's degree. A foreign teacher will have met this requirement if he or she has received a degree from a foreign college or university that is at least equivalent to a bachelor's degree offered by an American institution of higher education (IHE).

FULL STATE CERTIFICATION OR LICENSURE

Section 9101(23)(A)(ii) of the ESEA does not permit teachers who are hired through a provisional or temporary waiver of State certification or licensure requirements to be considered “highly qualified” teachers. However, in examining the credentials of prospective visiting international teachers, States may find that these teachers can readily meet existing certification or licensure requirements (including those that govern testing). Each State continues to have full authority to define and enforce its own requirements that teachers must meet in order to receive full State certification or licensure. Therefore, States whose local educational agencies (LEAs) employ visiting international teachers may consider establishing, for these individuals, a separate category of full certification that would differ from emergency or provisional certification in that the State would not be waiving any training, experiential, or other requirements, but would adapt those requirements to fit the circumstances applicable to foreign teachers.

Moreover, given the desire to permit LEAs to recruit and hire international teachers for the upcoming 2003-2004 school year, a State also may want to establish full State certification requirements tailored to international teachers, to address (1) the needs of LEAs within the State, and (2) its responsibility to ensure that visiting teachers have the knowledge and skills to warrant State certification. Consistent with State procedures, a State may adopt these types of certification requirements for the upcoming year on an interim basis, provided that the State is satisfied that the international teachers that would be certified are as qualified to teach their subjects as other certified teachers. This approach would be particularly useful for States and districts that employ, for no more than three years, international teachers who come to this country on a “J-1” visa.*

COMPETENCY IN SUBJECT KNOWLEDGE AND TEACHING SKILLS

The definition of a “highly qualified” teacher in section 9101(23) of the ESEA is very specific about the ways in which a teacher may demonstrate subject knowledge and teaching skills. All experienced teachers (i.e., teachers who are not new to the field, and thus have previously taught in elementary, middle, or high schools), whether recruited from within the United States or from abroad, may demonstrate the required subject competency and teaching skills either by passing a rigorous subject-matter competency test in each core academic subject they will teach or by demonstrating competency in each core academic subject on the basis of a “high, objective, uniform, State standard of evaluation.” In addition, middle or high school teachers may demonstrate this competency by having majored in the course of study or through other identified ways. These options are discussed below.

1. Academic Proficiency:

Middle and high school teachers. Section 9101(23)(B)(i)(I) and (II) permit a State’s new or experienced middle and high school teachers to demonstrate the required subject-matter competency through “successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, [or] coursework equivalent to an undergraduate academic major.” [The law also permits these teachers to demonstrate competency by attaining advanced certification or recertification, but this may not be relevant to international teachers.] Therefore, international teachers who have successfully completed at least an academic major or coursework equivalent to that major, in the subject(s) they plan to teach in U.S. schools, have demonstrated the required subject-matter competency and teaching skills that the NCLBA requires.

2. Subject-Matter Competency Tests:

Middle and high school teachers. Prospective international teachers who did not major in the subject(s) that they would be hired to teach in U.S. schools would need to take and pass a rigorous State test in the subject(s) they would teach [unless they are able to demonstrate competency through the “high objective uniform State standard of evaluation” (see below)]. However, States have flexibility to determine whether to adopt, for these international teachers, the rigorous subject tests that these teachers have passed in their own countries as “State tests” for purposes of section 9101(23).

Elementary school teachers. The law does not permit elementary school teachers to demonstrate the required subject competency and teaching skills on the basis of the completion of academic coursework (or by advanced certification or recertification). Section 9101(23)(B)(i)(II) requires

a State's new elementary school teachers to demonstrate the required subject competency and teaching skills by "passing a rigorous State test ... in reading, writing, mathematics, and other areas of the basic elementary school curriculum." Elementary school teachers who are not new to the profession also may demonstrate competency through the "high objective uniform State standard of evaluation."

3. High Objective Uniform State Standard of Evaluation:

Section 9101(23)(C)(ii) of ESEA permits any experienced teacher, without regard to grade level or location in which the teacher has previously taught, to demonstrate subject competency and teaching skills on the basis of a "high objective uniform State standard of evaluation" that:

- Is set by the State for both grade-appropriate academic subject matter knowledge and teaching skills;
- Is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
- Provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
- Is applied uniformly to all teachers in the same academic subject and teaching in the same grade level throughout the State;
- Takes into consideration, but is not based primarily on, the time the teacher has been teaching in the academic subject;
- Is made available to the public upon request; and
- May involve multiple, objective measures of teacher competency.

While many States are only beginning to explore how the "high objective uniform State standard of evaluation" can be used to measure competency, States may be able to find reasonable ways to apply this standard to international teachers. Moreover, as States move forward in this area, I want you to know that Department staff are already working to help find ways in which States may use the standard to determine whether international teachers have the requisite competency in subject knowledge and teaching skills. We expect to provide information on this to you in the near future.

Regardless of the methods States and LEAs adopt to determine whether international teachers have the subject-matter competency and teaching skills required to teach in U.S. schools, LEAs and appropriate State agencies should ensure that they have documentation to confirm that these teachers meet the NCLBA requirements for highly qualified teachers. Agencies that engage in recruiting international teachers can play an important role in helping them to do so by furnishing LEAs with the documentation that they need.

In closing, let me reiterate the Department's commitment to providing a rigorous K-12 education that embraces international perspectives and to the international teacher exchange programs that significantly contribute to accomplishing this goal. The Department is dedicated to working with States and LEAs to ensure that these programs continue and contribute to helping ensure that no child is left behind.

Sincerely,

Rod Paige
U.S. Secretary of Education

** A "J-1" visa is a type of visa provided to a foreign visitor who "is a bona fide student, scholar, trainee, teacher, professor, research assistant, specialist, or leader in a field of specialized knowledge or skill, or other person of similar description, who is coming temporarily to the United States as a participant in a program designated by the Director of the United States Information Agency" in accordance with section 101(a)(15)(J) of the Immigration and Nationality Act.*

Advocacy Counts

Kay Hoag
NNELL National Advocacy Co-Chair

STATE EDUCATION BUDGET CRISIS IMPACTS FOREIGN LANGUAGE PROGRAMS,
FEDERAL MONEY IS AVAILABLE THROUGH FLAP GRANTS



The time to act is now! In recent weeks, school districts all over the United States have been faced with a decreased “per pupil allotment of funds” that is being projected for the 2003-2004 school year. For some states this allotment is as much as 20 % less than previous years. At this time your state representatives and senators are making decisions about a K-12 budget for next year. It is imperative that you communicate with your legislators at the state level to ensure that they get feedback about the priority that K-12 education funding should hold.

The implications of pending budget cuts across this country are having an immediate and dramatic effect on K-12 foreign language education. Also, Foreign Language in the Elementary School (FLES) Programs are being targeted for “cuts.” I have heard from many parents and teachers of impending cuts and it seems that most often the school board or district decision makers find it easy to look at the salaries and benefits they pay FLES staff as an easy area to target. It is time that we remind our district/school decision-makers about the value of the reinforcement of content area curriculum or the development of literacy skills that are the hallmark of many FLES programs.

Here are some ways to convince stakeholders of the importance of K-6th grade foreign language programs and to keep informed of decisions by those stakeholders that may effect FLES program:

- Inform parents and administration of the content-based learning and literacy development that is going on in FLES classrooms on a regular basis (Quarterly newsletter/Web Page/emails/Postcards).
- Produce a district foreign language teacher’s newsletter in which you feature articles about professional meetings, presentations and learning that is taking place in your classrooms. Send a copy of this (quarterly) newsletter to school/district administration and to school board members.
- Begin a network of home/personal emails of staff members for the purpose of sharing advocacy information. Sometimes school email accounts are not allowed for the purpose of personal communications or advocacy reports. Having a home email network ensures that you can notify staff of important advocacy events or budget woes.
- Present a yearly school program for parents/administration and community members in which you feature how children can speak and use the foreign language for authentic communicative purposes. Take part in all other school programs throughout the year, ensuring that you (language staff members) value the entire school curriculum and want to be part of the “team.”
- Present an annual report to the school board and district administration about the content-based learning and development of literacy that is taking place in K-6 foreign language classrooms. At the same time, arrange for middle school and high school foreign language feeder programs and for graduates of your K-12 articulated language programs to speak “in the language,” how they value the ability to speak a foreign language(s), how they plan to use this skill in the future, and how they are using their skills in their post-high school graduation work.
- Ask FLES staff members to attend school board meetings throughout the year, such that someone from the group is present for each month’s meeting. The representative can share details with the staff via short email reports each month. This will send a message to board members that you are interested in the “total” education of the students in the district. Ask parent leadership groups to do the same thing.
- Inform parents in leadership roles (PTA Executive Board, School Improvement Council) of the budget crisis and danger to FLES program via telephone call or mail. Most

What is going on in your school district? Please find out NOW and if there are threats to foreign language, write letters of support to the school board members and superintendent that represent the school district where you live!

staff members are expected to use their own supplies when communicating with parents about school board or district decisions that effect foreign language education. Most school districts have policies about how the district email system can be used for contacting parents.

- Inform state and federal legislators of the value of learning another language and cite reasons why you support fully funded K-12 academic programs that include foreign language instruction. Ask your representatives and senators to share their voting record on this issue. Express your concern about the immediate impact that a lack of proper funding for K-12 Education will have. Or, if your state is providing enough funds for all academic programs (including foreign language

in grades K-12) please notify them of your pride in the fact that the legislators recognize the key role that foreign language plays in the core education of all students! When you write to your legislators use individual email messages, rather than a group email. This will express your intention to contact them personally.

It is essential that our voices be heard at each and every statehouse and in Washington, D.C.! Check to see if your state has an internet site where names and email addresses of senators and representatives can be found. Let your legislators know that tax initiatives to increase funding for K-12 education are a good idea and that you support them! Please share this information with your friends and colleagues.

JOB OPPORTUNITIES

See the inside front cover for information regarding placing an Ad in a future issue of *Learning Languages*.

PRINCIPAL MAXWELL SPANISH IMMERSION MAGNET ELEMENTARY SCHOOL (Grades Pre-K-5) *Escuela de Inmersión en Español*

GENERAL INFORMATION

Position Title:	<u>ELEMENTARY SCHOOL PRINCIPAL (Grades PK - 5)</u>
Length of Work Year:	12.0 months work calendar
Salary:	Based on the 2003-2004 Salary Schedule (\$49,710 - \$78,167)
Effective Date:	July 2003

QUALIFICATIONS:

Education:	Master's Degree
Certification:	Kentucky Certification as an Elementary School Principal or be eligible for certification
	Experience: Three (3) years of successful experience as an elementary school teacher with demonstrated evidence of and potential for success in administrative/supervisory responsibilities. Knowledge of second language instructional methods is essential. A minimum of three years of experience in an immersion or bilingual program is required. Has experience in a principalship or other significant instructional leadership position.
Professional:	Must exhibit a knowledge of KERA and SBDM management and leadership ability; ability to motivate and work cooperatively with diverse populations, particularly with teachers, classified personnel, parents and school administrators; good health, physical and mental stamina; ability to budget and use time efficiently; ability to effectively manage human, physical and fiscal resources; ability to plan effectively. Native speaker of Spanish or native-like fluency strongly preferred.

A letter of application should be submitted to Mr. George Rogers, Jr., Director of Human Resources, Fayette County Public Schools, 701 E. Main Street, Lexington, Kentucky 40502-1699. The letter of application must include essential and current information regarding training/degrees (transcripts); Certification for School Principalship; professional work experience; the names, addresses and telephone numbers of at least five current reference; and applicant's current address and telephone number. **Applications must be received by Friday, July 13, 2003.**

National Advocacy Survey for Early Language Programs

Marcia Harmon Rosenbusch, Ph.D.

*Director, National K-12 Foreign Language Resource Center
Iowa State University*

Dear Early Language Learning Educators,

To better understand how the profession can provide effective support to early language programs, we are gathering stories from the field about: 1) challenges to elementary school foreign language programs and 2) effective strategies that counter these challenges to build strong and enduring programs. Additionally, suggestions will be sought from respondents for ways that national organizations could assist programs in effectively countering these challenges.

The results of this survey will be shared with the profession in an ACTFL 2003 session on advocacy sponsored by the new early language learning SIG (special interest group). For more information on the SIG, contact Christi Moraga, SIG Co-Chair (trigal@rcn.com).

There are three parts to the survey:

A. Four questions about challenges to your early language program and effective strategies you have used to counter these challenges to build a strong and enduring program.

1. Provide a description of the most important threat/s your early language program has encountered and include the source of the threat/s (administration, budget, etc.).
2. Describe the strategies you have used to counter threat/s to your program that have resulted in successfully maintaining your program.
3. Specify a list of strategies you would recommend to others for maintaining a strong and viable early language program.
4. Describe specific types of support from national organizations that would be helpful to you in meeting challenges to your local program.

B. Information about you, as the person sharing the information.

- 1) Your Name:
- 2) Your Position:
- 3) Your Address (Street, City, State, Zip):
- 4) Your Phone Number:
- 5) Your E-mail Address:
- 6) What type of elementary school foreign language program is the basis for your examples?
(Mark with an X by the identifier that most closely matches your program type):
☐ FLEX ☐ FLES ☐ Intensive FLES ☐ Immersion ☐ Other (describe)

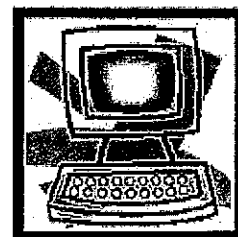
C. Permission to use your example in reporting the results of the survey.

- 7) Please provide permission to use your example in reporting results of survey (Mark with an X by the appropriate letter to clarify the type of permission you give):
☐ **Full Permission:** I give my permission for use of 1) my name, 2) the name and location of my school, and 3) my state in citing examples.
☐ **Partial Permission:** I give my permission for use of my state in citing my examples.
- 8) Please send me a copy of the results of this survey in March 2004. ☐ YES ☐ NO

We hope that you will take time to share your stories with us by participating in this national advocacy survey for early language learning. The survey can only be tabulated if it is submitted through email. Please contact me at mrosenbu@iastate.edu if you would like to receive an electronic survey to return to us so you can participate in this exciting project.

Sincerely,
Marcia Rosenbusch

Teaching Generalist Elementary Teachers Foreign Language Pedagogy:



Immersion, Technology and Distance Learning

Tony Erben, Ph.D., Assistant Professor

Martha Castañeda, Ph.D. Candidate and Francie Hale, Ph.D. Candidate
University of South Florida

While module one better equipped generalist elementary teachers to improve their knowledge of Spanish and support the Spanish FLES teacher with a variety of activities, Module two presents these teachers the opportunity to increase their expertise and pedagogical knowledge of teaching Spanish as a foreign language.

ABSTRACT

This article outlines the second module of the SEEDS (Support for Elementary Educators through Distance Education) Program produced by the University of South Florida. While module one better equipped generalist elementary teachers to improve their knowledge of Spanish and support the Spanish FLES teacher with a variety of activities, module two presents these teachers the opportunity to increase their expertise and pedagogical knowledge of teaching Spanish as a foreign language. At the same time, generalist elementary teachers are able to continue their learning of Spanish with the provision of many more opportunities to practice the language with their students. As with the first module, electronic resources (Internet, CD Rom, video, audio) and partial immersion methodology are used.

INTRODUCTION

Generalist elementary teachers throughout the state of Florida and the nation have voiced concerns about improving their knowledge of Hispanic culture and spoken Spanish. In addition to understanding the need for communicating in a global society they acknowledge the importance of being more inclusive and compassionate with the largest growing minority group in the country. Excellent FLES programs exist but FLES teachers have limited exposure and practice time with students as many are asked to teach an inordinate number of classes every week. Some students receive as little as 20 minutes per week of Spanish instruction from the FLES program. In order to support the FLES program and to foster the enthusiasm for learning Spanish that the teacher ignites in both students and their classroom teacher, the University of South Florida with support from a Title VI Federal Grant, has developed an innovative resource packet that provides teachers with materials and methodology instruction in order to continue the work of the FLES teacher when he or she is not in the classroom.

THE PROGRAM

The second module of Seeds is divided into eight pedagogical themes:

- FLES Programs: An Introduction
- Second Language Acquisition in Children
- Learning Strategies in Foreign Language
- Content-based Instruction
- Task-based Instruction
- Assessment in Foreign Language Classrooms
- Incorporating Technology in Elementary Spanish Instruction
- Linking Foreign Language Study to Standardized Test Success

A streamed video clip of a nationally prominent expert in the area introduces each theme. Each theme is supported by a range of web-based readings on each topic. After reading various articles, teachers are presented with reflective questions that connect the theme to their own classes. There are links to additional materials available on the Internet that relate to the topic as well. Finally, for each of the thematic units there is a WebQuest activity. The WebQuests allow teachers to practice the various methodological principles in the production of a task (Dodge, 1995). Generalist elementary teachers not only have the opportunity to understand the theoretical basis for the various methods of foreign language instruction, as in module 1 (see the Winter 2003 issue of *Learning Languages*), they are also provided with activities that support the instructional approaches that are presented.

A mouse-click to the matrix, as seen in Figure 1, will highlight whatever instructional topic is being reviewed by the teacher. For example, if a teacher has been working through "Assessment in Foreign Language Classrooms," the matrix will highlight a range of activities which demonstrate or clarify how assessment strategies can be imple-

The matrix is also arranged by grade level and curriculum area. For example, if a teacher wants a science activity for grade one that emphasizes *assessment*, only those activities (**SC1A**) are highlighted. Alternatively, if the teacher is looking for a Math activity that emphasizes *task-based instruction* for grade four, that activity (**M4Tb**) is available. Finally, if a

CONCLUSION

SEEDS is a three year Title VI federal grant. Phase 2 as outlined in this article will be completed by the summer of 2003. SEEDS can be accessed at www.outreach.usf.edu/seeds.

REFERENCES

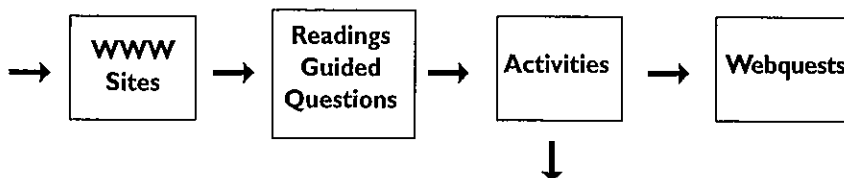
Dodge, B. (1995) *Some Thoughts About WebQuests*. At http://edweb.sdsu.edu/courses/edtec596/about_webquests.html.

EXPERT PRESENTATIONS

- 1) Foreign Languages in the Elementary School
- 2) How Children Learn Languages
- 3) Learning Strategies
- 4) Task-based Language Teaching
- 5) Content-based Language Teaching
- 6) Integrating Technology in the Foreign Language Classroom
- 7) Assessment in FLES
- 8) Linking Achievement in Standardised Testing to Foreign Language Learning

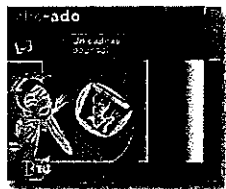
EXPLANATION

- Each teacher –participant will be able to listen & see a streaming video presentation by an expert on a specific topic
- The teacher-participant will be able to work through specific www sites, guided readings and webquests related to the chosen presentation
- When teacher participants click on the “activities” button, a matrix of over 70 activities appear. Depending on the presentation, specific activities will be highlighted that demonstrate the topic in practical terms in the classroom. These activities comprise full lesson descriptions, video & audio examples of best practice.



Grade Level	Curriculum Area					
	Spanish	Language Arts	Maths	Science	Social Studies	The Arts (Music, Art, Drama, PE)
K	XX	XX	XX	XX	XX	XX
1	XX	XX	XX	XX	XX	XX
2	XX	XX	XX	XX	XX	XX
3	XX	XX	XX	XX	XX	XX
4	XX	XX	XX	XX	XX	XX
5	XX	XX	XX	XX	XX	XX

Classroom Resources



FRENCH

Marilyn Sable

Plaisir de lire—Série verte and Les plus belles fables.
Available through MIDWEST EUROPEAN PUBLICATIONS INC. (School Division) 915 Foster Street; Evanston, IL 60201; Tel. (847) 866-6298; Fax (847) 866-6290; E-mail: info@mep-eli.com; Website: www.mep-eli.com.

The *Série verte* is a 16-volume series of traditional fairy tales rewritten for beginning language students. Titles include: *Blanche-Neige, Boucle d'or, Cendrillon, Hansel et Gretel, La belle au bois dormant, La cigogne et le renard, Le costume de l'empereur, Le livre de la jungle, La petite sirène, Le petit Chaperon Rouge, Le petit soldat de plomb, Le rat des villes et le rat des champs, Le vilain petit canard, Les trois petits cochons, Pinocchio, and Poucette*. *Les plus belles fables* is a 6-volume series loosely based on the fables of Fedro, Aesop, and La Fontaine. Titles in this series include: *La cigale et la fourmi, Le lièvre et la tortue, Le chien et son ombre, Le vent et le soleil, L'enfant et la grenouille, and La colombe et la fourmi*. Both series are also available in Spanish, German, Italian, and English. Each book measures 12x20 cm and has 24 full-color pages. An audiocassette is also available for each story. Books are \$4.95 and audiocassettes are \$5.95.

These little books are absolutely charming! The illustrations are fun-loving, the colors are lively. Not only do they present favorite fairy tales and fables in relatively easy-to-understand French, they also have hidden treasures: each story has three or four fold-out pages that feature illustrated thematic vocabulary related to the storyline. Learn what *les travaux domestiques* are all about with Cendrillon. Learn how to tell time as you clock her movements by the hour when she is at the ball. Learn *les couverts* and adjectives of size with Boucle d'or. Learn how to dress and sew with the famous *empereur* and his *costume* (or lack of it!) The fairy tales and fables are completed by a selection of games that recycle and refresh words and structures presented in the stories. There are *vrai/faux* questions, word searches, and crosswords. At the end of each fable there is a *phrase mystérieuse* to decode that reveals the moral of the story. We learn from *La cigale et la fourmi* that *il y a un temps pour travailler et un temps pour s'amuser*. These books incorporate both the work and the fun. They truly are *un plaisir de lire*!



GERMAN

Marianne Zose

Title: *Fünf kleine Teufel*
Author: Sarah Dyer
Publishing Company: Verlag Friedrich Oetinger - Hamburg
ISBN 3-7891-6408-9
This book is available through www.amazon.de

Somewhere, in a far away land, there stood five monuments made out of stone. Each statue provided housing for a little red devil. Day after day the devilish creatures exited their homes and admired the world.

One day they decided to take that part of the world home they liked best. The first one took the **sun**, the second one the **land**, the third one the **sky**, the fourth one the **sea**, and the last one captured the **moon**.

They locked their newly acquired possessions up inside their stony figures and kept admiring them.

After a while they realized that the sun stopped rising without the sky. The sky was not found anywhere without the land. The land began to dry out without the sea. The sea did not move any longer without the moon, and the moon ceased shining without the sun.

Eventually the five monsters decided to give back their "treasures". Finally they were able to enjoy the world again. Alexandra Rak translated Sarah Dyer's book from English into German.

"Fünf kleine Teufel" carry a very bold message, a message of sharing and caring. We can only appreciate the world if there is an understanding that the five elements need each other.

In other words, a world dominated by greed is doomed to fall apart.

"Fünf kleine Teufel" is a picture book. Its illustrations are colorful, its drawings simple, yet powerful. The language is easy to understand with the help of the pictures.

(Usage: Elementary School – grades 2 and up, level: novice)

Sarah Dyer was awarded the prestigious Nestlé Smarties Book Prize – 2001.

ACTIVITIES FOR THE CLASSROOM

“Fünf kleine Teufel” can be used to introduce a unit on the environment and / or conflict resolution (tolerance).

Wortmaterial

die Sonne, der Himmel, das Land, das Meer,
der Mond,

der Teufel

der Schatz / die Schätze

die Steinfigur/en

aufgehen

scheinen

1. Students sit in a circle (chairs or carpet)
2. Teacher: Setting the stage
Teacher asks them about their well being and weather.
T. Wie geht es dir? S. Danke, gut! Nicht so gut etc.
T. Wie ist das Wetter heute? (Use weather chart). S: Die Sonne scheint. Es regnet. Es ist kalt. etc.
3. Teacher introduces the five monsters (finger puppets), gives them names.
4. Teacher reads the story (Uses gestures and mimic + pictures.)
5. Teacher reviews story with students. They use finger puppets and pictures.

Guten Morgen! Die Welt ist so schön.

Teufel Nr. 1: Die Sonne ist so schön.

Teufel Nr. 2: Das Land ist so schön.

Teufel Nr. 3: Der Himmel ist so schön.

Teufel Nr. 4: Das Meer ist so schön.

Teufel Nr. 5: Der Mond ist so schön.

Guten Morgen! Die Welt ist so schön.

Teufel Nr. 1: Mir gefällt die Sonne.
Ich nehme die Sonne mit.

Teufel Nr. 2: Mir gefällt das Land.
Ich nehme das Land mit.

Teufel Nr. 3: Mir gefällt der Himmel.
Ich nehme den Himmel mit..

Teufel Nr. 4: Mir gefällt das Meer.
Ich nehme das Meer mit.

Teufel Nr. 5: Mir gefällt der Mond.
Ich nehme den Mond mit.

Die Teufel gehen in ihr “Haus” zurück.

Teufel Nr. 1: Die Sonne ist so schön.
Du gehörst mir allein.

Teufel Nr. 2: Das Land ist so schön.
Du gehörst mir allein.

Teufel Nr. 3: Der Himmel ist so schön.
Du gehörst mir allein.

Teufel Nr. 4: Das Meer ist so schön.
Du gehörst mir allein.

Teufel Nr. 5: Der Mond ist so schön.
Du gehörst mir allein.

Teufel Nr. 1-5: Wo ist das Land?
Wo ist der Himmel ?
Wo ist das Meer?
Wo ist der Mond?
Wo ist die Sonne?

Teufel Nr. 1-5: Sie sind nicht da.
Wo sind sie?

Teufel Nr. 1: Ich bin traurig.

Teufel Nr. 2: Ich bin auch traurig.

Teufel Nr. 3, 4, 5: Ich bin so traurig. etc.

Teufel Nr.1-5: Ich gebe die Sonne zurück.
Ich gebe das Land zurück.
Ich gebe den Himmel zurück.
Ich gebe das Meer zurück.
Ich gebe den Mond zurück.

Teufel Nr.1-5: Guten Morgen!
Oh, die Welt ist so schön.

Teufel Nr. 1: Die Sonne ist so schön.

Teufel Nr. 2: Das Land ist so schön.

Teufel Nr. 3: Der Himmel ist so schön.

Teufel Nr. 4: Das Meer ist so schön.

Teufel Nr. 5: Der Mond ist so schön.

6. Role Play: Students act out the story (with or without finger puppets).

7. Song: Schön ist die Welt, drum Brüder
lasst uns reisen, wohl in die weite
Welt, wohl in die weite Welt.
<http://www.ingeb.org/Lieder/schonisd.html>

8. Collage - Topic : Die schöne Welt (a beautiful,unspoiled world)
Die kranke Welt (a world that shows signs of abuse) (Use magazines , color, draw)

9. Exhibit – Presentation (Invite another class and/or parents and friends — e.g. on EARTH DAY).



JAPANESE

Ikuyo Suzuki

A to Zen

Juvenile Literature

Ruth Wells (1992);

illustrated by Yoshi

Simon & Schuster Books for Young Readers

1230 Avenue of the Americas

New York, New York 10020

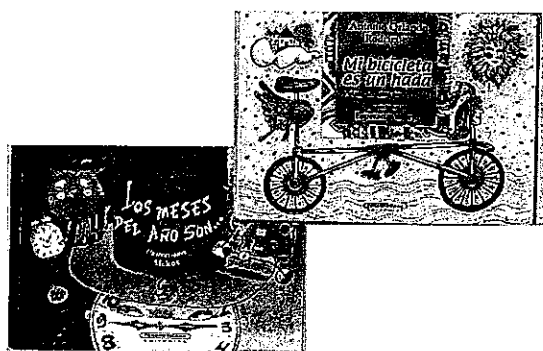
www.SimonSaysKids.com

ISBN 0-88708-175-4 \$ 17.00

A to Zen, a content-based bilingual resource book about Japanese culture, is intended to be read from back to front and from right to left, in the appropriate format utilized in Japan. The book consists of 22 pages covering geography, history, mathematics, traditional and contemporary cultures, and language. Readers are able to view and compare the Japanese culture found today and that of the past, as well as become familiar with different types of the texts, including the characters of hiragana, katakana, kanji, early Chinese characters, and ancient pictographs. The early Chinese characters and ancient pictographs provide readers with a basic concept of how the characters are developed.

This book is appropriate for students in the second through eighth grades, and it would be enjoyable for older readers as well. Each page introduces one Japanese word by describing the meaning of the word in alphabetical order shown in Roman letters and Japanese, with the exception of the letters L, Q, V, and X since they do not exist in Japanese letters. *A to Zen* is the perfect book for students who have mastered the vocabulary found in *The Colors of Japan*, an outstanding book reviewed in the Winter 2003 issue of *Learning Languages*, as it provides much more detail to many of the same topics. The colorful and authentic illustrations and images of Japan impress readers as well as provide a beautiful window to the Japanese culture.

The first page of the book provides educators /adults with an idea about how they can use this book with young audiences and these concepts can be extended to develop various age-appropriate activities for students. For example, the book introduces origami and explains how "Origami" is used in the Japanese school system to teach dexterity, precision, and basic concepts of geometry. *A to Zen* is an excellent resource for students that allows them to reinforce and build upon basic Japanese vocabulary while gaining cultural awareness.



SPANISH RESOURCES

Mayra Negrón

Rodriguez, Antonio Orlando. *Mi bicicleta es un hada y otros secretos por el estilo*. Ilustraciones de Esperanza Vallejo. Bogotá: Panamericana Editorial, Ltda. 2001.

Ruiz, Clarisa, Yolanda Reyes. *Los meses del año son...* Ilustraciones Alekos. Bogotá: Panamericana Editorial, Ltda. 1999.

A bicycle that is a fairy? A story museum? A song for a seal? Yes, you can find these (and more) in *Mi bicicleta es un hada y otros secretos por el estilo*, a collection of poems and short stories by Antonio Orlando Rodriguez. A friend recently purchased two copies of this thin book of wonders, kept one for herself, and I was the lucky recipient of the extra copy. What a treat that was! Forty-one short poems and stories that transported me to a world of fairies, mermaids, shepherds, and unicorns. After enjoying the poems, the teacher in me took over and found the many ways I could use this book in my classroom.

The first poem, *Plan de Trabajo* (Work Plan) immediately sets the tone:

El lunes,
cortarle las uñas
a los duendes;
el martes
llevar al dinosaurio
a su lección de música;
el miércoles
escribir tres cuentos alegres
y uno muy triste;
jueves y viernes,
dejar en todas las playas,
los ríos
y las lagunas del mundo,
botellas con mensajes que
digan:
"te quiero",
"regálame una sorpresa",
"vivan las lagartijas"

This is a great poem to enjoy and to use as a framework to scaffold students while they write their own "Plan de Trabajo". Not only will they be learning the days of the week, they will have free reign to their creativity! Students wouldn't need to limit themselves to just the days, but also could use months, seasons, and actual hours of the day.

Other poems, such as "Espejuelos" (Spectacles), share the same feature: they are wonderful to enjoy on their own, and are able to serve the purpose of providing a framework to create more poetry. Here is a sample verse from the poem:

Espejuelos para soñar.

Espejuelos para entender lo que dicen las hormigas.

Espejuelos para no ponerse nunca colorado.
What kind of uses will your students give their spectacles?

These books can be purchased at:

Lectorum
205 Chubb Ave.
Lyndhurst, NJ 07071-3520
1-800-345-5946 (9AM -5PM Eastern)
fax: 877-532-8676

Mariuccia Iaconi Book Imports
970 Tennessee St.
San Francisco, CA 94107
1-800-955-9577
fax: 415-821-1596
www.mibibook.com
mibibook@pacbell.net

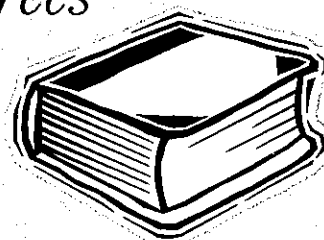
Share your favorite resources

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

Assessment—Information regarding standards-based assessment practices. Share information about your assessment tools!

Book Reviews—Information regarding books that provide insight into Pre-K-8 foreign language pedagogy and programs. Share your favorite resources with our colleagues at NNELL!

Early Childhood Resources—The focus of this column is on children ages 0-6 years old. Submit your favorite materials for review!



Language Resources—The focus of this section is on French, German, Japanese, Latin, and Spanish resources. If you teach a language other than the 5 languages listed above, and would be interested in serving as a resource editor, be proactive by contacting the Editors and volunteer to bring your expertise to NNELL members!

Teaching with Technology—What technology programs are you using in your classroom? Share information about your foreign language technology program!

Activities for the Classroom

Class Project: The Spanish-speaking Countries: A Collaboration Between Language and Social Studies

There was a genuine community atmosphere everywhere in our Middle School Center with adults and children engaged in a very informative activity.

Submitted by:
Susana Epstein
The Collegiate School,
New York, NY
sepstein@collegiate-school.org

Language: Spanish

Grade Level: Grades 5 and 6

Lesson Topic: The Spanish-speaking Countries: A Joint Language/Social Studies Project

Objectives: Language and Social Studies Integration

Final Product: A presentation in both the History and the Spanish classes

Materials: Research tools (teachers' presentations, text-books, library, and Internet), poster boards, markers, scissors, glue

Standards: Cultures, Collaboration, Communication, Communities, Connections

Assessment: Grades given throughout the process and feedback sheets designed by teachers were completed by both teachers and classmates during the presentations.

CONTEXT:

Students are assigned a country (either individually or in teams) in both their History and Spanish classes. They study this "country of adoption" for a sustained period of time (one or two terms, or as long as the teachers see fit). History classes lead the research in English while language skills are taught in the Spanish class to complement what the students learn in History. The History and Spanish teachers will have to permanently plan on the pace and contents of their lessons to ensure that each curriculum is coherent with the other. They also require checkpoints for the students to keep up with the process of gathering the necessary data on their countries. The final product is two presentations: one in History class and the other in their Spanish class. This educational unit enhances:

1. Learning of basic research skills
2. Learning of basic language skills
3. Learning of basic data about the assigned country and an acquaintance with his/her classmates' countries
4. Ability to present one's work to an audience
5. Ability to work collaboratively (when organizing the presentation in teams)

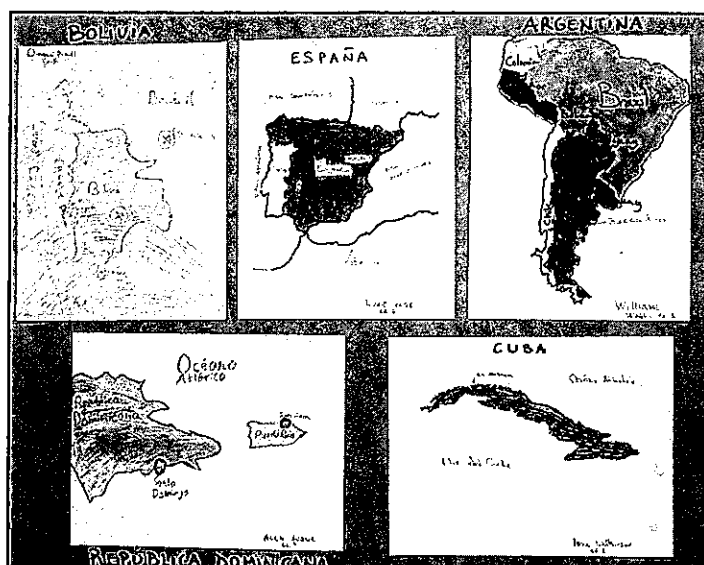
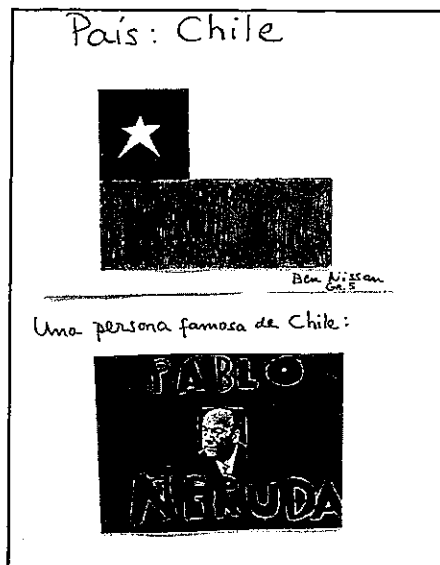
Note: This project has a two-fold pedagogical goal:

1. To provide students with a comprehensive educational experience in a cross-disciplinary setting in which they can learn Spanish as well as a wealth of cultural information on their assigned countries.
2. To empower students in the study of a foreign language by creating many opportunities for them to display their strengths and tackle their weaknesses, as they build their optimum level of comfort with the material.

PROCEDURE: SIMULTANEOUS STEPS

1. In the History classroom, the teacher lectures, provides handouts, and suggests research strategies in order to teach students how to use library resources and other research tools. A CD ROM encyclopedia is recommended to teach how to find and extract information as well as scan images.
2. In the Spanish classroom, the teacher designs:
 - a. Exercises to be completed in the target language that matches the progressive data being gathered in the History classes. This is done in sync with the required grammar. Sample sentences include:

¡Hola! Me llamo ____ (*name of the student*).
Mi país es la Argentina. La capital de la Argentina es Buenos Aires. La Argentina está en América del Sur. Las fronteras de La Argentina son: Bolivia y Paraguay al norte, la Antártida al sur, Brasil y Paraguay al este y Chile al oeste. En la Argentina hay democracia. El presidente de la Argentina se llama Eduardo Duhalde. La unidad monetaria de la Argentina es el peso. Los colores de la bandera argentina son celeste y blanco. Una persona de la Argentina es un argentino o una argentina. El producto más importante de la Argentina es la carne. Otro producto importante es el trigo. El deporte más popular de la Argentina es el fútbol.



* This drill is an adaptation of Jean Rincon's "Mural de Actividades: 4th Grade Spanish Project" from Hunter Elementary School, NYC, which was presented at the Northeast Conference on the Teaching of Foreign Languages held in NYC, 1997.

- b. Games and activities that allow students to practice the cumulating oral language unit as well as to enhance their listening comprehension should be incorporated at this point in the lesson.

FINAL PRODUCT: A PRESENTATION

The culmination of this project is two three-fold presentations:

1. Written:
 - a. A lengthy essay in English for the History class.
 - b. A shorter essay in Spanish for the Spanish class.
2. Oral:
 - c. A lengthy report in English presented in the History class
 - d. A shorter report in Spanish presented in the Spanish class
3. Visual:

A poster (tourist-like) displaying the map of the assigned country, its national flag, the president, prime minister, or other prominent officials, and the relevant data accumulated throughout the process. This visual aid must be in Spanish and English to be used in both presentations.

Note: Some students might choose to present their visuals in Power Point or other computer formats.

VARIATION ON THIS PROJECT:

In the 1999-2000 academic year, my colleague Ray Chambers from the History department and

I moved the oral and visual students' final presentations outside our classrooms. We organized a "Spanish-speaking Countries Fair" in a large space, our Middle School Center, to which we invited the parents of both our 5th and 6th grade students who contributed ethnic foods and drinks, at our request. The structure of the fair/presentations was as follows: The 5th graders, in teams of twos, were in charge of the presentations. Their target audience was the 6th graders, who were asked to take notes, as part of their History assignment for the next day. Also the parents, the teachers, and other special guests were invited to be part of the audience. Basically, the representatives from each of the countries stood in designated spaces displaying their posters and taking turns to deliver the information on their specific country while groups of fellow 6th grader classes approached them to collect data and ask questions. Consequently, the presenters had to repeat their text several times per team. There were extra points granted to everybody involved if they asked and answered questions in Spanish. One of my colleagues and I patrolled all the sites, keeping an eye on the target language. There was a genuine community atmosphere everywhere in our Middle School Center with adults and children engaged in a very informative activity. The presenters and their parents took a lot of pride in the event. Their audience had fun, learned a lot, and planned to repeat the project the following year. My History colleague and I also liked the idea of having empowered our 5th graders who, being younger than the 6th grade students, had assumed the role of lecturers, putting their fellow 6th graders in a position of dependency to complete their homework. It was indeed a very productive collaborative project across grades and across disciplines, which we hope to continue developing in the years to come.

Please consider sharing an "Activity for the Classroom." Simply email your submission to Janet Glass at: IguanaJ@aol.com and include your name, preferred contact information as well as the language, grade, topic, objective, and context of the lesson, materials needed, standards and assessment plan. Also, please double check website references and give credit to any outside sources. Let's keep the Network in NNELL!

*This drill is an adaptation of Jean Rincon's "Mural de Actividades: 4th Grade Spanish Project" from Hunter Elementary School, NYC which was presented at the Northeast Conference on the Teaching of Foreign Languages held in NYC, 1997.

Calendar

Courses and Workshops for Pre-K-8 Language Teachers

JUNE JUNE 16 – 20, 2003

National FLES Institute of Texas, The Hockaday School, Dallas, a 4.5 day intensive FLES institute designed to provide teachers and administrators with the skills, knowledge and hands-on activities for successful FLES programs. Presenters are Marcela Matienzo Gerber, Institute Director and experienced FLES teacher, Dr. Patricia Davis-Wiley, Professor and Chair, World Languages and ESL Education, Theory and Practice in Teacher Education, at the University of Tennessee, Knoxville and a scriptwriter, musical composer and actor in the PBS series for children, *Bonjour*. Christine Wells, Junior high school Spanish teacher and recipient of the 2002 SWCOLT Excellence in Teaching Award, Janet Glass, 2-5th grade Spanish teacher, FLES methods instructor, Co-Chair of the AATSP FLES Committee, and Treasurer of the National Network for Early Language Learning, and Patti Lozano, Spanish teacher, writer, composer and music teacher who has created songbooks focusing on teaching foreign languages through music for students of all ages.

For more information: Marcela Gerber, The Hockaday School, 11600 Welch Rd., Dallas, TX 75229-2999 (214) 360-6484, maegerber@aol.com Website: <http://home.Hockaday.org/FLES> Registration post-marked before May 1: \$450; Room and Board (3 meals daily) \$75 per night

JULY AND AUGUST

The Teacher Seminar, Immersion Methodologies, is a 10-day graduate course at Concordia Language Villages in Moorhead, Minnesota.

JULY 13-23 or JULY 27-AUGUST 6: The Teacher Seminar, Immersion Methodologies, is a 10-day graduate course at Concordia Language Villages in Moorhead, Minnesota, that focuses on the philosophy of language instruction and its applications in K-12 language classrooms; it is appropriate for teachers of any world language. Participants earn three semester hours of graduate credit upon successful completion. Program and scholarship information is available at the website: http://www.cord.edu/dept/clv/general/teach_sem.html

Summer Institutes at The Center for Advanced Research on Language Acquisition, (CARLA) University of Minnesota, Minneapolis, MN

JULY 28 - AUGUST 1: Maximizing Study Abroad: Strategies for Language and Culture Learning; Materials Development for Less Commonly Taught Languages; Developing Assessments for the Second Language Classroom; Focusing on Learner Language: Basics of Second Language Acquisition for Teachers

AUGUST 4 – 8: Styles and Strategies Based Instruction (SSBI); Proficiency-Oriented Language Instruction and Assessment (POLIA); Immersion 101: An Introduction to Immersion Teaching

AUGUST 11 – 15: Meeting the Challenges of Immersion Education: Is Immersion for All?; Culture as the Core in the Second Language Classrooms; Using Technology in the Second Language Classroom

For more information: The CARLA Office, **Phone:** (612) 626-8600, **Fax:** (612) 624-7514, **Email:** carla@tc.umn.edu **Website:** <http://carla.acad.umn.edu/summerinst.html>

ProLinguistica Presents: Two Comprehension-Based Conferences:

The Sixth International Stand Up, Sit Down...What Next? & The First International Help! They Don't Speak Any English!

Help! They Don't Speak Any English!! August 4 - 7, 2003

Governor Dummer Academy—Massachusetts

Keynote Speaker: Dr. Felix Padilla, noted author and founder of *Libros Press* — on the power of your students' cultural heritage to boost learning.

Stand Up, Sit Down, What Next? August 11-14, 2003

Trinity Luthern College—Washington State

Keynote Speaker: Dr. James Asher, noted author and inventor of TPR (Total Physical Response) — on the research base for TPR and a special demonstration of TPR.

Register on line at: www.prolinguistica.com



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

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

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

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

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

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

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

NNELL Executive Board

President — Martie Semmer, Foreign Language Education Consultant

P.O. Box 139, Breckenridge, CO 80424, semmer@colorado.net

First Vice-President — Lori Langer de Ramirez, Ed.D., Chair of ESL and World Languages

Herricks Public Schools, 100 Shelter Rock Road, New Hyde Park, NY 11040, ljl17@columbia.edu

Second Vice-President — Janis Jensen, World Language Coordinator

New Jersey Department of Education, 100 River View Plaza, P.O. Box 500, Trenton, NJ 08625-0500, janis.jensen@doe.state.nj.us

Secretary — Terry Caccavale, K-12 Foreign Language and Immersion Coordinator

Holliston Public Schools, 235 Woodland St., Holliston, MA 01746, caccavalet@holliston.k12.ma.us

Executive Secretary — Nancy Rhodes, Director of Foreign Language Education

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

Treasurer — Janet Glass, FLES Educator

Dwight-Englewood School, Englewood, NJ 07631, glassj@d-e.org and iguanaj@aol.com

Membership Secretary — Andrea Dubenezic, CAL Program Secretary, Foreign Language Education Division

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

Past-President — Carine Feyten, Ph.D., Interim Associate Dean,

College of Education, University of South Florida, 4202 E. Fowler Ave. EDU 162, Tampa, FL 33620-5650, feyten@usf.edu

Learning Languages Editor — Teresa J. Kennedy, Ph.D., Assistant Professor

College of Education, University of Idaho, Moscow, ID 83844-3080, tkennedy@uidaho.edu

Learning Languages Editor — Mari Haas, Ed.D., Foreign Language Consultant

Options for Language Education (OLÉ), 1224 La Rambla, Santa Fe, NM 87505, mhaas@santafecenter.com

NNELL Appointments

Positions:

ACTFL FLES SIG Representative — Martie Semmer

Foreign Language Education Consultant, P.O. Box 139, Breckenridge, CO 80424 semmer@colorado.net

Membership Chair and Publisher Liaison — Pamela A. Valdes,

FLES Educator, Craig Middle School, 6501 Sunnyside Rd., Indianapolis, IN 46236 pamelavaldes@msdl.k12.in.us

National Networking Coordinator — Jan Kucerik, Supervisor of

World Languages, Pinellas County Schools, 301 4th St. SW, Largo, Florida 33770, janet_kucerik@places.pcsb.org

Political Action & Advocacy — Kay Hoag, FLES Educator

Educator, Lexington Elementary School, 116 Azalea Drive, Lexington, SC 29072 khhewitt@aol.com

Political Action & Advocacy — Mary Lynn Redmond, Ed.D.,

Associate Professor of Education, P.O. Box 7266, Wake Forest University, Winston-Salem, NC 27109, redmond@wfu.edu

Public Relations Chair — Liana Clarkson, World Languages

Specialist, SSRC, Mesa Public Schools, 549 N. Stapley Drive, Mesa, AZ 85203 lclarkso@mpsaz.org

Website Editor — Tony Erben, Ph.D., Assistant Professor

Department of Secondary Education, University of South Florida, EDU 162, Tampa, FL 33620-5650 terben@tempest.coedu.usf.edu

Regional NNELL Representatives:

Central States Representative — Lynn Sessler Schmalig,

FLES Educator, Clovis Grove School, 974 Ninth Street, Menasha, WI 54952 sesslerl@mjsd.k12.wi.us or sesslerlynn@aol.com

Northeast States Representative — Virginia Staugaitis,

FLES Educator, Washington Primary School, 11 School Street, Washington Depot, CT 06794 vrstaug@aol.com

Pacific Northwest States Representative — Teresa Kennedy,

Ph.D., Assistant Professor, College of Education, University of Idaho, Moscow, ID 83844-3080 tkennedy@uidaho.edu

Southern States Representative — Jan Kucerik, Supervisor

of World Languages, Pinellas County Schools, 301 4th St. SW, Largo, Florida 33770, janet_kucerik@places.pcsb.org

Southwestern States Representative — Liana Clarkson,

World Languages Specialist, SSRC, Mesa Public Schools, 549 N. Stapley Drive, Mesa, AZ 85203 lclarkso@mpsaz.org

See the NNELL website at www.NNELL.org for a listing of all state representatives.

NNELL Membership Form

YES! I want to become a member of (or renew my membership to) NNELL. Please enter my subscription to *Learning Languages* (3 issues for the 2002-03 academic year). Rate is \$30.00. Overseas rate is \$40.00.

Name _____

PAYMENT OPTIONS: (No Purchase Orders Please)

Title or Grade Level _____

_____ Check Enclosed (payable to NNELL)

School or Affiliation _____

Charge my _____ Mastercard _____ VISA

Mailing Address _____

Card Number _____

City, State, Zip _____

Name on Card _____

Check whether this address is _____ home _____ school

Expiration Date _____

Check if this is a renewal _____

Signature _____

Is this an address change from last year? _____ yes _____ no

Email Address _____

Home Phone (_____) _____

(Your email is needed so that we can send you your password for access to the Members Only section of the website and for other NNELL membership business. We will never sell the NNELL membership list to others).

Work Phone (_____) _____

MAIL WITH PAYMENT TO:

National Network for Early Language Learning

Center for Applied Linguistics

Attn: Nancy Rhodes, Exec. Secretary

4646 40th St. N.W.

Washington, DC 20016-1859

OR

RENEW YOUR MEMBERSHIP ON-LINE:

Visit <http://www.cal.org/projects/nnell-memb.html>

TERESA J. KENNEDY, Editor

Learning Languages

College of Education

University of Idaho

PO Box 443080

Moscow, ID 83844-3080

PRSR STD

US POSTAGE

PAID

UNIVERSITY OF IDAHO

ADDRESS SERVICE REQUESTED