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

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Notes from the President

As I reflect on the grass roots network that created NNELL and how the NNELL network is becoming stronger, I realize how fortunate I am to have such dedicated NNELL colleagues from all corners of

our country. Because of this dedication and commitment to Pre-K-8 foreign language education, a critical component of Pre-K-16 foreign language education, NNELL members have been key in providing young language learners the opportunity to participate in long-sequence foreign language education programs. Students graduating from long-sequence foreign language education programs are well-equipped to participate in our multilingual and multicultural world.

However, there is still much to be done if our goal is that all young learners have the opportunity to begin a well-articulated program of foreign language instruction in the early years. Networking via NNELL is what has created an effective professional support system for early language educators, including those who are physically isolated from other early language educators. NNELL is constantly striving to improve our networking in order to better meet the needs of members. Carine Feyten, Tony Erben, and Martha Castañeda, all from the University of South Florida, have worked hard to create the new NNELL Web site. The result is a broader and more powerful tool for continued improvement of our networking. I welcome Tony Erben and the wealth of knowledge and creativity that he brings to the position of NNELL Web Editor.

In order for NNELL to work towards our mission—to promote opportunities for all children to develop a high level of competence in at least one language in addition to their own, we need to strengthen ties with other foreign language professional organizations as well as other general educational professional organizations. It is essential that NNELL continue to strengthen our internal network simultaneously with the strengthening of an external network.

For this reason, the *NNELL-ACTFL Dialogue: Strengthening Ties* was held at the Center for Applied Linguistics, Washington, DC, on January 31 through February 1, 2003. Carine Feyten, Mary Lynn Redmond, Nancy Rhodes, Marcia Rosenbusch and I represented NNELL; Marty Abbott, Christy

Brown and Keith Cothrun represented ACTFL. Nancy Rhodes writes in the minutes: *It was the general view of the attendees that now is a good time for ACTFL and NNELL to collaborate more closely. And as Carine Feyten says, "The planets are aligned!"*

The energy, excitement, creativity and dedication of the meeting participants resulted in the following action plan:

CONCRETE NEXT STEPS FOR NNELL-ACTFL COLLABORATION

Immediate Next Steps (before Philadelphia conference, Nov 2003):

- Link NNELL and ACTFL websites
- Identify elementary strand for conference
- Publicize elementary strand for NNELL members via website and general e-mail to members
- List general ELL sessions in spring issue of LL and detailed final version of program in fall issue
- Send preliminary ACTFL program to NNELL members in April
- Link NNELL website to ACTFL Conference's Early Language Learning Strand on ACTFL website
- Create ad hoc committee on architecture

Mid term (in 2 years time — for 2004-2005):

- Appointment of elementary seat on ACTFL Council Activities for Year of the Language

Grass roots efforts will be encouraged to heighten awareness of languages. Local coalitions will be formed with business people, heritage language community reps, principals, asst. superintendents, performing arts groups, pre-schools, etc. There will be a national honorary chair and a Year of Language Honorary Advisory Committee. Local groups can follow same model and can get well-known honorary chairs.

NNELL will be actively involved in Year of the Language. NNELL will publish in LL a template of a Year of the Language Celebration. Local plans of celebration will be published in LL. NNELL will give award for most creative celebratory plan.

Long term (2-5 years; 2005-2008):

- Year of the Language, culmination of activities (outlined above)
- National and local coalition-building

NNELL and ACTFL thank Marcia Rosenbusch and the National K-12 Foreign Language Resource Center, Iowa State University, for funding the NNELL-ACTFL Dialogue:

Strengthening Ties meeting. The immediate, mid term and long term steps that the NNELL and ACTFL meeting participants identified are critical to improved foreign language education for all students of all ages.

Martie Semmer
NNELL President

NNELL

NNELL Photo Album



The National K-12 Foreign Language Resource Center at Iowa State University Executive Committee meeting was held in Washington D.C. on Sept. 21, 2002. The Center is a partner with NNELL in many endeavors.

Back Row: Nancy Rhodes, Cherice Montgomery, Lynn Thompson, Mari Haas, Richard Donato, Richard Tucker

Front row: June Phillips, Jan Padgitt, Cindy Kendall, Helena Curtain, Christy Brown, Karen Willetts, Marcia Rosenbusch, Carol Ann Dahlberg, Eileen Lorenz, Fred Genesee

Looking across time:

Documenting middle school Japanese FLES students' attitudes, literacy and oral proficiency

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This article is dedicated to one of the co-authors, Kanae Igarashi (M.A., University of Oregon), who was a doctoral student in the Department of Modern Languages at Carnegie Mellon University. Kanae had completed writing her doctoral dissertation, "Documenting Language Play of FLES Students from Sociocultural Perspectives" before her unexpected death on February 26, 2003. Her doctoral degree will be awarded by the university at the May convocation.

INTRODUCTION

The purpose of this article is to report on a continuing project to document and to describe diverse aspects of Japanese language acquisition by students in kindergarten through grade 8 enrolled in a Japanese FLES program. Since the program began ten years ago, the ELLRT (Early Language Learning Research Team) of Donato and Tucker with a group of doctoral students and research assistants from the University of Pittsburgh and Carnegie Mellon University has been investigating students' acquisition of Japanese language proficiency, their attitudes toward their learning, and their self-assessment of their progress.¹ In this paper, we will focus on three areas: emerging literacy, students' attitudes, and self-assessed oral proficiency. We investigate the emerging literacy skills of middle school students through an examination of their character recognition ability based on a group administered character recognition test and also

present the results obtained from an error analysis. We supplemented this assessment of the students' emerging literacy skills with a self-assessment of their oral language ability and an investigation of their attitudes toward the program.

PROGRAM AND CURRENT EVALUATION PLAN

The Falk school, a laboratory school of the University of Pittsburgh, consists of approximately 77 percent European American students, 9 percent African American, and 14 percent Asian American or other minorities. About half of the students are children of university employees. The Japanese program at this school has approximately 85 middle school students (i.e., sixth graders through eighth graders) enrolled in the Japanese program. Cohort students in the middle school have more than seven years of Japanese instruction, whereas non-cohort students have fewer years of instruction.² Some of these

cohort and non-cohort students also study Spanish. The school year is divided into five academic cycles. Each student enrolled in the Japanese program receives 40 minutes of instruction every day for two cycles; each cycle lasts six weeks (Table 1). These 85 students are grouped into five groups, and each group is assigned to two alternating cycles of Japanese instruction. For example, Group 1 students receive instruction during Cycles 2 and 5, whereas Group 2 students receive instruction during Cycles 2 and 4. There is only one teacher in this program. She is a native speaker of Japanese, has a Master's degree in foreign language education, and has been teaching Japanese at this school since 1993.

Every year, the ELLRT evaluates the Japanese language proficiency of these students. This year in addition to collecting information about the students' self-assessment of their language abilities, we administered a literacy-recognition test. The purpose of the literacy test was to establish a baseline assessment of the students' level of character recognition at the end of their first Japanese class through the administration of a pre-test. At the end of their second cycle of Japanese, a post-test was administered to measure growth in literacy skills, here defined as character recognition. Additionally, a self-assessment was administered to determine the students' perceptions of their oral production. The self-assessment was designed to measure various levels of oral language ability including comprehension and production at word-, sentence-, and discourse- levels. We hoped that by administering these two tests, we could establish a profile of the students' skills in the areas of literacy and oral production. Additionally, this evaluation would be useful in determining the effectiveness of the school's newly introduced schedule for the inclusion of Japanese language study with other subjects such as music, art, and computer. It should be noted that before this academic year,

there was no program that integrated the Japanese language with other content areas. This study reports on the results of the literacy-recognition test and self-assessed oral proficiency.

THE EMERGENCE OF LITERACY SKILLS

Literacy Recognition Test

During a normal 40-minute class session, both the pre-test and post-test were administered to the students (see Appendix for sample test items). The students were given the full 40 minutes to complete the task. In both tests, there were 80 *kanji* characters (a logographic system that represents semantic information; commonly known as Chinese characters) and 10 *hiragana* and 10 *katakana* words (non-roman syllabary systems that represent Japanese or non-Japanese syllabic sounds). The teacher was consulted for the selection of the test items and decisions were based on what the students had studied or been exposed to during instruction. In the test, students were asked to write the meaning of the given *kanji* characters and Japanese *hiragana* and *katakana* words in English. The pre-test and post-tests contained the same Japanese characters, but their order was re-arranged between the pre-test and post-test.

Literacy-Recognition Test Results

In the following, only the results of the *kanji* section are reported. Since the focus of the instruction was primarily on *kanji*, and the students had different numbers of years of experience in learning *hiragana* and *katakana* before testing, we opted for examining only what was new material for all students. To appropriately discuss the students' performance on the *hiragana* and *katakana* sections of the test, we would need to tease apart years of study, prior experience, and test performance.

Table 1.

JAPANESE INSTRUCTION CYCLES				
Cycle 1	Cycle 2	Cycles 3	Cycles 4	Cycle 5
8/31-10/12	10/15-12/6	12/7-1/30	1/31-3/19	3/20-4/30
Gr3 & Gr4	Gr1 & Gr2	Gr4 & Gr5	Gr2 & Gr3	Gr5 & Gr1

Table 2.

AVERAGE ATTITUDE SCORES FOR 6TH, 7TH, AND 8TH GRADERS			
	I enjoy learning Japanese.	I believe that Japanese is an important part of my school studies.	I would like to study Japanese again next year.
6 th	3.19	3.10	3.14
7 th	3.21	3.03	3.14
8 th	3.42	2.58	2.54

Figure 1 shows the average *kanji* scores on the pre-test and post-test for Group 1, 3, 4, and 5, and Figure 2 shows the average *kanji* gain scores for these same groups. For Group 2, pre-test data were not available; therefore, Group 2 is excluded from the analysis.

Overall, all groups for whom we collected pre-test and post-test information performed better on the post-tests. Among the four groups, Group 5 demonstrated the highest average score gain (30 points). Group 4 showed the least progress (15 points). It must be kept in mind that these gains occurred after two cycles of language study, that is, twelve weeks of 40 minutes of daily instruction. Given the limited time in the school year for Japanese study, it is noteworthy that these students made progress. As shown by comparisons of pre-test scores to post-test scores (55 % to 75 % on the pre-test compared to 77 % to 90 % on the post-test), students clearly progressed in their ability to decode and assign meaning to *kanji* characters. Given the extensive nature of the testing (80 *kanji* characters), these post-test scores are clearly respectable, indicate achievement, and suggest above average performance.

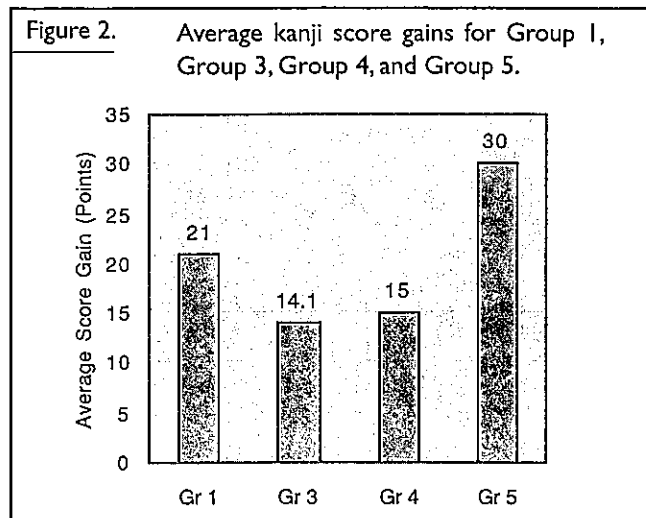
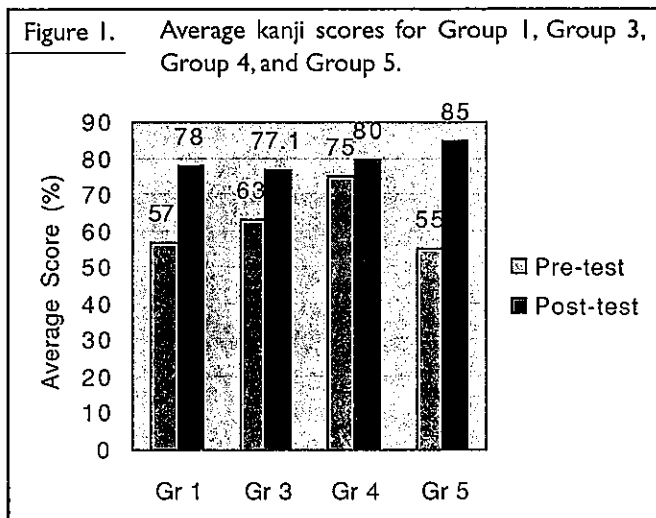
Discussion

Figure 2 shows that Group 5's average score gain was the highest. In the pre-test, the average score for this group was the lowest. However, as the post-test results show, the average score was the highest among the four groups. The teacher reported to us that there was no difference in terms of the nature of instruction because she introduced the materials in the same manner and with the same amount of instructional time. However, the teacher reported that one of the reasons for the high average gain score achieved by Group 5 may have been due to the nature of the class. The teacher observed that particular

students created a positive ambiance in the classroom. She felt that, since these students demonstrated positive attitudes and showed enthusiasm for learning Japanese, other students in the class adopted the same attitudes and engagement for learning. In an attempt to explain why Group 5 outperformed other groups, the teacher also retrospectively analyzed the classroom mood at the time of testing. When the students took the post-test, the teacher observed that the cohort of enthusiastic students showed positive attitudes in the classroom. They were motivated to learn Japanese vocabulary and actively participated in the classroom activities. They often raised their hands and volunteered to answer the teacher's questions. As a result, the learning environment of the classroom was focused on engagement rather than avoidance in learning. This positive attitude may have contributed to the differential performance of this group.

Another behavior among students observed in this class was the emergence of peer pressure. The teacher acknowledged that the positive students routinely displayed their language ability in the classroom. Other students quickly became self-motivated to compete with these visible and vocal students. Thus, positive group dynamics and peer pressure to perform well may have accounted for Group 5's better performance on the post-test.

Another possible factor for the better performance on the *kanji* recognition by Group 5 was the homogenous nature of the group. Group 5 was composed exclusively of graduating eighth graders who had been studying for the greatest number of years. Since this was their last year in the program, the teacher compiled a portfolio for each one of them to demonstrate their progress and record their achievements. Her purpose in compiling a portfolio for each student in Group 5 was to provide a personal record of



growth and evidence that they had studied Japanese. This portfolio could also accompany the students when they enter their new school the following year in the event that they continue their study of Japanese. The teacher believes that providing visible evidence of achievement in the form of a personal portfolio of progress created an incentive to learn. Not only did these students outperform other groups on the literacy skill test, but their daily performance was also observed to improve throughout their cycle of study. In conclusion, we find that positive group dynamics, peer pressure, and the students' motivation and self-investment in learning may have yielded the highest progress rate for the *kanji* literacy recognition test.

Analysis of student performance: what errors tell us

In addition to scoring the test results, we also conducted an error analysis of students' *kanji* performance. By examining the students' mistakes qualitatively, we found patterns emerging in students' responses. Their common mistakes can be sorted into three categories: similar orthography, similar meaning, or a combination of both.

The students frequently answer incorrectly when the words share a similar orthography. For instance, 休(vacation), 村(village), and 木(tree) share the same radical (i.e., 木). The students frequently provided the translation "vacation" for 村(village) or the translation "tree" for 休(vacation), or vice versa. Moreover, 石(rock), 右(right), and 名(name) also, to a certain degree, share similar orthography, and the students frequently confused all three of these characters.

Another type of mistake that the students make is that they frequently confuse *kanji* that share similar semantics. For instance, although 赤(red), 青(blue), and 白(white) do not have any similarities in terms of orthographic representation, they do share the same semantic category, color. The students seem to be able to identify that these *kanji* signify color, but they are not able to correctly name which color the specific *kanji* character represents.

A final type of error pattern combines the two types of misreading mentioned above — similar orthography and similar meaning. For instance, the students confused the characters 千(thousand), 百(hundred), and 白(white) and provided the translation "thousand" for 白(white). A possible explanation for this type of mistake is that when the students look at the *kanji* 白(white), they associate it with the *kanji* 百(hundred) and misread 白(white) as 百(hundred) because of these characters' orthographic

similarity. The same students who associate these two *kanji* appear to be able to state that 百(hundred) represents a number, but they inaccurately identify the number it represents, confusing hundred for thousand. This is due to the semantic similarity that these *kanji* characters share. This combination of errors eventually leads these students to provide the translation "thousand" for 白(white). Overall, these mistakes suggest that there is an emergence of literacy skills allowing students to process and analyze characters either visually or semantically.

STUDENT ATTITUDES AND SELF-ASSESSMENT

As part of our data collection with the middle school students, we revised a questionnaire previously used, "What Do You Think," (see Clark, 1981 for description of original "Can-Do" questionnaires) to collect: (1) basic demographic information from the students (name, grade, homeroom, year of beginning Japanese instruction) as well as (2) information about their attitude toward the learning of Japanese, and (3) information concerning the students' self assessment of their Japanese proficiency.

Attitudes toward the Study of Japanese

Information about student attitudes was collected in two ways: (1) by asking the students to respond to three statements (i.e., *I enjoy learning Japanese, I believe that Japanese is an important part of my school studies, and I would like to study Japanese again next year*) using a five-point Likert scale with response ranging from *totally agree* to *totally disagree*, and (2) by asking students to complete an open-ended response "*What three words best describe your feelings about the Japanese program?*"

This information was collected from students at the completion of their second cycle of study. The data reported here represent aggregate responses of 74 students from five groups (Group 1 comprised 6 cohort and 5 non-cohort students from grade 6; Group 2 comprised 5 cohort and 5 non-cohort students from grade 6; Group 3 comprised 7 cohort and 10 non-cohort students from grade 7; Group 4 comprised 6 cohort and 6 non-cohort students from grade 7 and 4 cohort and 5 non-cohort students from grade 8; and Group 5 comprised 11 cohort and 4 non-cohort students from grade 8).

The responses were averaged across both cohort and non-cohort students within each grade level (Table 2). When the responses of students to the three questions are examined, the average responses for each of the groups hovers around

The teacher believes that providing visible evidence of achievement in the form of a personal portfolio of progress created an incentive to learn.

Clearly, there seems to be something about the cumulative impact of the program by the end of grade 8 that causes students to lose the apparent enthusiasm which had been characteristic of their participation in the earlier years.

the mid-point (that is, around the response *not sure*).

There is a slight tendency for the older students to report that they consider Japanese to be a less important part of their studies than the younger students. They also report that they would not like to continue their study next year (i.e., when they move to secondary school). This finding is ironic given the positive assessment by the teacher of these students' participation and level of motivation during class and their performance on the literacy post-test.

The responses of the students to the open-ended question where they are asked to list the words that best describe their feelings about the program corroborate this relatively pessimistic finding. While a large proportion of the younger students use terms such as "educational" and "interesting" to describe the program, the older students use terms such as "confusing," "boring," and "hard." Clearly, there seems to be something about the cumulative impact of the program by the end of grade 8 that causes students to lose the apparent enthusiasm which had been characteristic of their participation in the earlier years (see, for example, Donato, Antonek & Tucker, 1996; Donato et al., 2000). However, despite the fact that the graduating students reported negative adjectives to describe their Japanese learning, it is quite possible that the introduction of *kanji* represented new and interesting material. Although overall these older students expressed negative attitudes toward their study of Japanese, their literacy test scores reveal steady progress and solid achievement in the area of *kanji* recognition. Thus, the cumulative effects of the program must be assessed in light of the curriculum and the types of novel learning opportunities and material that are offered to students as they move through the grades.

Self-Assessment of Language Proficiency

Complementing our literacy assessment and attitude survey, information about the students' self-assessment of their language proficiency was collected through a modified 16-item "Can Do" questionnaire (see Wudthayagorn, et al., 2002 for modification for use with elementary school children). The self-assessment had been pre-tested with several groups of students in Japanese and Spanish language programs during the previous academic year. The students were asked to respond to a variety of stimulus items (e.g., *I can follow instructions in Japanese, I can retell a story in Japanese that I am familiar with..., I can understand a story when told to me in Japanese*) that probed their comprehension and production skills

as well as their ability to use language creatively. Students responded to each item by selecting the one of four alternatives that best described their ability (*definitely yes, probably yes, sort of but not totally, and not at all*). The ratings provided by students in this type of self-assessment had been found in our previous research (see Donato, et al., 2000) to correlate positively with direct measures of students' language proficiency such as that collected using a Prochievement Interview.³

When the mean ratings by category of language ability are examined across all groups of students, a definite pattern emerges in which students report that they are best able to follow instructions, understand names of things or a story told to them, and pronounce Japanese words and phrases the way that they have been taught. That is, they can use language for *formulaic purposes* and they can *understand* instances of familiar or previously learned material. They report, however, that they are less able to use language to *produce*—that is, that they are less able to say sentences, to describe, or to make up and tell a story, or to chat with a friend. They report that they are clearly uncomfortable when asked to use language creatively at the discourse level. This observation, however, is not surprising since little of their classroom time is spent doing so. Clearly, the students report that they are comfortable doing what they have learned and practiced doing in class.

CONCLUSION

When taken together, these data points provide a profile of what middle school students gain in the later years of their Japanese program. Three important points can be made based on data presented. First, despite the complexity of literacy skills in Japanese, middle school learners can advance in their proficiency to decode and assign meaning to *kanji* characters. Pre-test and post-test results show that all students improved in this ability and signs of emerging literacy skills were revealed through their sensitivity to *kanji* meanings and shapes. What is needed in future research is to embed the testing into real-world reading tasks to determine if individual *kanji* recognition transfers to text-based reading. Clearly, students could read individual characters. To the extent that this ability represents a building block toward reading, it will be interesting to study the effect of isolated character recognition on the ability to deal with full texts. Our initial investigation has shown, however, that literacy can emerge in Japanese language classes even when minimal time in the school year is devoted to language study.

Second, attitudes about learning Japanese appeared to decline over time. This finding is noteworthy and sends an urgent message to curriculum developers and teachers in extended sequence foreign language programs. Although we know that language learning requires time, time does not guarantee achievement. Careful attention to varied instruction, new material, and engaging learning opportunities are needed to maintain student interest and motivation to learn. It is curious that the students in our study performed well on the *kanji* recognition test against the backdrop of rather negative attitudes toward learning. One possible reason that this positive performance in the face of negative attitudes may have occurred is that *kanji* recognition represented a new challenge and compelling material for these learners. Thus, negative attitudes did not prevent positive performance when the material was new, challenging, and interesting. Additionally, the teacher's portfolios of student progress over time demonstrated clearly to Group 5 students that they could learn and advance possibly resulting in increased motivation to perform (Dornyei, 2001).

Finally, student self-assessment of language proficiency indicates that students comprehend better than they produce and handle minimal units of language better than extended production after nine years of instruction. This assessment, to the extent that it represents actual performance, is not positive and asks whether students should do more with their new language given the time and effort spent. What is striking, however is that students did not stop achieving in all areas of study. Literacy skills progressed whereas oral proficiency came to a standstill. We may suggest, as we previously argued, that unlike the introduction of *kanji* lessons in the middle school Japanese curriculum, oral proficiency instruction remained largely undifferentiated across the years. Additionally, the lack of diversity for teaching modes of communication may not be the fault of the teacher or a poorly written curriculum. What this indicates is that developmentally *appropriate instructional delivery* is an issue and one that had not received perhaps the attention it deserves. In extended sequences of instruction, we need to address instructional approaches to developing proficiency and their effects on maintaining student motivation to continue advancing in language competence. We must not rely solely on time to produce the cumulative proficiency results we hope to develop in FLES learners. Time does not necessarily work in our favor in extended sequences of instruction, if instructional approaches do not

maintain interest and motivation in students.

This study has shown clearly that students do not categorically stop learning as they progress through the grades. This study also indicates that a drop in positive attitude will occur where instructional approaches are routinized and repetitive. Where new material that engages and intrigues the learner is introduced, and where progress is routinely documented, students appear to move forward and make gains in various aspects of the curriculum, here *kanji* recognition. This progress was documented even in the face of declining positive attitudes over time. The conclusion of this study seems clear. In extended FLES programs all aspects of language study need to reflect student progress, instruction needs to be differentiated across years of study, and positive attitudes need to be fostered so that the benefits of time can be realized.

FOOTNOTES

¹This research was supported by a grant from the International Research and Studies Program of the US Department of Education.

²Cohort students are those who have been studying Japanese continually since kindergarten while non-cohort students began their study at some later grade level.

³Following Sukle (1992, 4) we use the term *prochievement* to refer to "a test that evaluates the students' proficiency in the specific material covered."

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In extended sequences of instruction, we need to address instructional approaches to developing proficiency and their effects on maintaining student motivation to continue advancing in language competence.

Sample Test Items of Kanji Recognition Test

NAME: _____ GRADE: 5 6 7 8

Direction: Please write the meaning of the following Japanese words in ENGLISH.

	Example	Question) 日	Answer) sun
1	青	_____	1 1 三 _____
2	先	_____	1 2 月 _____
3	上	_____	1 3 虫 _____
4	火	_____	1 4 林 _____
5	田	_____	1 5 正 _____
6	入	_____	1 6 学 _____
7	貝	_____	1 7 人 _____
8	口	_____	1 8 土 _____
9	校	_____	1 9 十 _____
10	九	_____	2 0 下 _____

Engaging Children in Language Learning: Princeton Regional Schools

Barbara Greenfeldt and Priscilla Russel
Princeton Regional School District
Princeton, New Jersey

“¿Qué necesitan las semillas para crecer?” asks Lorena Guevara of her Kindergarten Spanish class. Many hands start waving among the 18 students seated on the rug. As the children respond with *lluvia*, *agua*, and *sol*, Señorita Guevara draws pictures of the items on her easel, creating a landscape showing what seeds need to germinate and grow. Four days each week the children gather on the rug to prepare for Señorita Guevara’s arrival. She spends 15 minutes with them before moving on to the class next door.

In the third grade, students study the rain forest in their unit *¿Quiénes viven en el bosque tropical?* Teacher Mark Eastburn draws on his Peace Corps experience with iguana farmers in Panama as he prepares and delivers his lessons, applying vocabulary of animals, plants, actions, and emotions to role-play situations related to the destruction of animal habitats.

Lorena Guevara and Mark Eastburn are just two of the language teachers in Princeton. The Princeton Regional School District world language program at the elementary and middle school levels has been designated as one of the seven World Language Model Programs for 2002-2004. Princeton, a small Mercer County community of 30,000, has both a strong tradition of academics and substantial diversity. Nine percent of district students benefit from the free or reduced price lunch program, and twenty two percent of the students claim one of fifty-five languages other than English as their first language. District students include nine percent African-Americans, eight percent Hispanics, and twelve percent Asians.

The presence of this diverse population enriches all aspects of life in the town and in its schools. Since Princeton families are surrounded by other cultures and other languages, they see language learning as an important part of their children’s education.

The K-5 elementary world languages program began in September 2000 after a two-year phasing-in process that started with second

graders. Princeton decided to develop the elementary program using a single language; results from a questionnaire sent to the district’s elementary families showed

Spanish to be the overwhelming choice. As a result, all students in grades K-5 have Spanish lessons four times each week. Grades K-2 receive 15-minute lessons and grades 3-5 receive 30-minute lessons. Each elementary school has one teacher of Spanish for third through fifth grade; two additional Spanish teachers for the primary grades divide their teaching time between two schools. The elementary curriculum in Princeton is a series of thematic units designed to connect each grade level with other core subjects such as science, social studies, mathematics, and language arts.

In Princeton, the four elementary schools feed into one middle school. At John Witherspoon Middle School, language class is part of the core academic program. Language teachers function within the “House” system, with a French teacher and a Spanish teacher working with both “Houses” at each grade level. According to Principal William Johnson, daily language classes have been part of Princeton’s middle school program for almost three decades. Since the implementation of the elementary program, sixth graders may choose to continue with Spanish for their three years at middle school or may elect to begin French in sixth grade and continue French study through middle school. About half of this year’s sixth graders have chosen to learn French. For the past five years, almost all students have enrolled in language class, with few exceptions dictated by an IEP (the Individual Educational Plan typically utilized for special education students). Instructional aides who work with special education students come into classes to support the inclusion students, often learning the language along with the students.

Middle school students go on to Princeton



The elementary curriculum in Princeton is a series of thematic units designed to connect each grade level with other core subjects such as science, social studies, mathematics, and language arts.



Their lessons support the principles of language acquisition. Rather than simply exhorting students to "listen and repeat," the teachers connect with the children, negotiating meaning from uncertainty and from hesitant novice attempts to communicate.

High School, where they may begin French, German, Italian, Japanese, Latin, or Spanish, or continue the French or Spanish that they have been learning in the middle school.

One major strength of the K-8 world languages program in Princeton is the instructional method used by its teachers, who use Spanish or French consistently in class as the language of instruction. Of course, as one veteran teacher remarked, the teachers "don't just stand there in front of the class and talk." As skilled professionals, they use gestures, visuals, and activities to make sure the children understand what is being said. Their lessons support the principles of language acquisition. Rather than simply exhorting students to "listen and repeat," the teachers connect with the children, negotiating meaning from uncertainty and from hesitant novice attempts to communicate.

The teachers try to create an atmosphere in which the students feel comfortable so that they are willing to take risks in speaking the language. Elementary Spanish teachers often ask the children to sit in a circle or move around the classroom during the lesson. At the middle school level, each teacher has a room of his or her own, filled with pictures, maps and objects to provide the necessary context for language learning. The teachers have learned that students are much more willing to talk when they have an object in their hands. The real objects, from stuffed animals to telephones, Renaissance costumes, and a classroom "garden" with actual soil, plastic vegetables and flowers, all lend themselves to a deeper, more engaging lesson. The teachers expect the children to apply the language and actually create with the language, not recite or explain its rules.

Another strength of the program is the content of the lessons. Elementary Spanish instruction in Princeton is based on a curriculum designed by the teachers to reinforce concepts from math, social studies, art, and science. The lessons are rich in content: math games, the food pyramid, butterfly migration, ocean environments, and plant and animal growth are all used as topics in elementary Spanish classes. The curriculum is well articulated, building from greetings and farewells at kindergarten level to more complex content at grade five. The topics at each grade level have been chosen to connect specifically to the themes of mainstream classroom instruction at that level. Here are some examples of curriculum objectives for the Spanish lessons:

- **KINDERGARTEN**
Identify attitudes, feelings, and emotions; recite elements necessary for plant growth.
- **FIRST GRADE**
Identify ways in which animals and plants grow and change.
- **SECOND GRADE**
Become familiar with desert animals and weather and the importance of water.
- **THIRD GRADE**
Demonstrate an understanding of the solar system as seen by the Mayan Indians.
- **FOURTH GRADE**
Identify and describe the painting "Our Daily Bread" by Ramón Frade.
- **FIFTH GRADE**
Explain the desert food chain and the importance of the Santa Fe trail in American history.

Since Princeton Regional Schools implemented the new elementary curriculum at all grade levels in the same year, the teachers are, at present, adapting the curriculum for use at grade levels different from those in the original plan. Eventually the articulation will provide a smooth expansion of content, exploration of target cultures, and progressive development of language skills from kindergarten through fifth grade or eighth grade and beyond.

An additional strength of Princeton's program is the support that teachers, district parents, principals, and the central administration demonstrate at various levels. Elementary Spanish teachers marshal the energy to teach fifteen-minute classes throughout the day, and to demonstrate their program to the community through variety shows or programs. Classroom teachers support the elementary program through their support in the classroom during the lessons, and elementary principals support the language

classes by working to develop intricate daily schedules allowing for Spanish classes at all grade levels.

Middle level teachers often extend their language "immersion" to their homerooms, plan activities and trips, and develop elaborate and engaging performance assessment activities. They actively recruit parents and other community members who speak the language of instruction to participate in classroom activities such as role-playing and culminating projects. The Middle School principal takes pride in including student speeches in French and Spanish at the eighth grade "Moving On" ceremony.

The district solidly supports the program through the hiring of full-time language teachers and a Supervisor for the World Languages and ESL/Bilingual programs, as well as by encouraging and funding the professional development so necessary for continued teacher growth. District teachers share their ideas and methods through coaching and mentoring newer colleagues within the district, and several have been very actively involved in professional outreach, presenting workshops at national, regional, state, and local levels.

The program from grades six through eight has recently qualified for a 2002-2003 FLIP (Foreign Language Incentive Program) grant to continue to improve instruction. Teachers look forward to receiving additional training to improve assessment and delivery of the program.

Teachers in Princeton Regional Schools are divided as to what is the best thing about their K-8 program in world languages. When asked, they mention diversity, parental support, resources, the standards-based curriculum, and the



classroom emphasis on communication. Watching them in action, however, visitors can see the joy they find in communicating with their students and witness the pleasure that students take in responding creatively to their teachers.

Visitations are welcomed on Tuesday or Thursday mornings, arranged by appointment at least one week in advance. Districts are asked to limit the visitation team to three educators. For directions, go to: <http://www.prs.k12.nj.us>

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JOB OPPORTUNITIES

Adams Spanish Immersion Elementary School (K-6) is looking for a fulltime principal, to begin fall 2003. Adams is a full early immersion program (the first in Minnesota), with an annual enrollment of approximately 650 students. The school is an urban magnet school with a teaching staff of 60 (including TAs) and a 54% minority population. Adams is one of the few St. Paul Public Schools with a waiting list for the last academic year. The staff is dedicated and enthusiastic about immersion and the parents are involved and active in fundraising and volunteer activities in the school.

Requirements: Principal licensure or equivalent; excellent communication skills and a history of positive working relations with colleagues and staff.

Preferred: Background and interest in language acquisition and/or immersion education, teaching experience in the classroom, administrative experience. Spanish ability preferred but not required.

Address questions or comments to:

Julie Brooks, Adams Principal Search Committee

JulieBrooks32@msn.com

651-665-9855

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

NNELL Award for Outstanding Support of Early Foreign Language Learning

Three copies of the nomination packet including the two letters of nomination and up to five pages of sample supporting evidence should be mailed as one nomination submission by June 1, 2003

The NNELL Award for Outstanding Support of Early Foreign Language Learning will be given to an individual or individuals who have demonstrated outstanding support of early foreign language learning. Nominees may be actively involved in their efforts in a variety of ways including, but not limited to, the following: early foreign language specialist, classroom teacher, principal or other school administrator, district or state school superintendent, local or state foreign language coordinator or supervisor, parent, school board member, businessperson, civic leader, politician/elected representative.

The nomination for this award will be in the form of two letters of recommendation (a letter of nomination and a letter of support) from individuals who can attest to the nominee's work in the field of early language learning. The letter of nomination must come from a current NNELL member, and the letter of support should be written by another individual who is very familiar with the nominee's work for early language learning. The letters should include documentation that clearly demonstrates evidence of the ways in which the nominee supports early language learning. The nomination may also include up to five pages of supporting evidence such as copies of newspaper articles that recognize the nominee's work for early language learning, sample items created by the nominee that show advocacy work, etc. The following are examples of criteria that can be considered in writing the letters of nomination as they apply to the nominee's work on behalf of early language learning:

- Demonstrates commitment to early foreign language learning in the school and the community, e.g., seeks ways to inform the community of the need for beginning language study early as an integral part of the school curriculum and in an uninterrupted sequence
- Provides visibility to the foreign language program, e.g., seeks media and/or newspaper publicity of school foreign language

events, sends newsletter with foreign language program updates to parents

- Provides leadership in establishing and maintaining early language programs at the local or state level
- Supports and provides professional development opportunities for early language specialists
- Advocates for early language programs at the local or state level, e.g., represents his or her foreign language program at local or state school board meetings
- Serves on local or state committees for early foreign language learning, e.g., advocacy projects, state foreign language association committee or board, PTA
- Provides exemplary foreign language instruction in the classroom, e.g., collaborates with the foreign language specialist on interdisciplinary projects

Three copies of the nomination packet including the two letters of nomination and up to five pages of sample supporting evidence should be mailed as one nomination submission by June 1, 2003 to:

Dr. Mary Lynn Redmond, Chair
NNELL Award Committee
6 Sun Oak Court
Greensboro, NC 27410
E-mail: redmond@wfu.edu

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

NNELL

Mary Ann Hansen

Receives 2002 NNELL Award for Outstanding Support of Early Language Learning

Dr. Mary Ann Hansen, World Languages Consultant at the Connecticut State Department of Education, is the first recipient of the Award for Outstanding Support of Early Language Learning given by the National Network for Early Language Learning (NNELL). The award was presented November 22, 2002 at the annual NNELL meeting held in Salt Lake City, Utah, at the Conference of the American Council on the Teaching of Foreign Languages.

Dr. Hansen has been a leader in the field of early foreign language learning for many years and is recognized for her significant contributions at the local, state, national, and international levels. Her vision and advocacy efforts have led to several initiatives that have promoted and strengthened foreign language study in the lower grades throughout the state of Connecticut. She has received numerous federal grants to provide on-going professional development for foreign language specialists in the elementary grades and has been instrumental in offering summer institutes for teachers that focus on early language learning. Dr. Hansen has coordinated educational partnerships with Spain, France, and Italy to develop collaborative school-to-school and university projects, including exchange opportunities for students and teachers in Connecticut's schools. She directed the development of a comprehensive state curriculum that emphasizes early language study as a part of the core curriculum and has collaborated with university teacher education programs to offer courses required for licensure to teach foreign languages in the lower grades in Connecticut. As a result of Dr. Hansen's efforts, there has been a significant enrollment increase in early language study in Connecticut. Since 1993, there are 143 districts and 271 schools that now offer foreign language programs below grade eight, an increase from 75 districts and 98 schools.

Dr. Hansen's work on behalf of early language learning in the state of Connecticut distinguishes her as an advocate. Her strong belief in early language learning has been influential in

promoting quality foreign language programs for young children with the State Board of Education and the state government. She has been an active member of the Connecticut Council of Language Teachers and is recognized for her leadership role as a member of the Board of Directors.

Dr. Hansen holds a B.A. in French, an M.S. in Foreign Language Education, and a Ph.D. in Educational Administration and Supervision from Syracuse University. Prior to accepting her current position as World Languages Consultant at the Connecticut Department of Education, she worked in higher education and K-12 public education and served in the legislative and executive branches of state government as staff to the Connecticut State Senate and Connecticut State Department of Higher Education.

Dr. Hansen has been a leader in the field of early foreign language learning for many years and is recognized for her significant contributions at the local, state, national, and international levels.





National Language Policies and Activities

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

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

- In February, almost five months into Fiscal Year 2003, Congress passed the Omnibus Appropriations bill for the year. The Foreign Language Assistance program received a \$2 million increase and spending for foreign languages and international studies in higher education was increased by \$10 million.
- Applications will be available from the Department of Education for Foreign Language Assistance grants in mid-April. A significant portion of the \$16 million allotted to FLAP this year will be available for new and innovative programs. Please apply and encourage colleagues to apply since the success of the program is essential to its funding.
- The President's budget request for Fiscal Year 2004 increases the overall federal commitment to education but eliminates support for the Foreign Language Assistance Program and other small national programs that support language study such as Star Schools and Gifted and Talented.
- JNCL/NCLIS continues to work with the higher education associations to develop a unified position on reauthorization of the Higher Education Act. Recommendations have been sent to the Administration for improvements in Title VI dealing with foreign languages and international education and for strengthening languages and international education in Title II, Teacher Education, and the Fund for the Improvement of Post Secondary Education (FIPSE).
- Saying that "we need to put the 'world' back into "world-class" education", U.S. Secretary of Education Rod Paige announced that international education is now a top priority in the Department of Education. Their first policy priority is "increasing U.S. knowledge and expertise about other regions, cultures, languages and international issues."
- Continuing concern about national security has produced increased national media and legislative attention. The last (107th) Congress increased funding for foreign languages and international studies in higher education by \$20 million. They also increased funding for languages in the intelligence and public security communities, created a National Language Registry, supported the creation of Language Flagship Universities, and included foreign languages in the national Teacher Recruitment Fellowships.
- This Spring, the Children's Television Workshop will announce a program with the language community to provide their international materials to classroom teachers.

For more information and details visit www.languagepolicy.org

Advocacy Counts

By Kay Hoag and Liz Carroll
French Teachers, Lexington Elementary School
Lexington, South Carolina



This article is the first in a series that will focus on the importance of Advocacy in the establishment and promotion of early language learning programs. Kay Hoag teaches kindergarten, first and second grades, and Liz Carroll teaches the third, fourth and fifth grade French students at Lexington Elementary School in South Carolina. Kay and Liz attribute the longevity of the 13-year K-5 French program to the following “local” advocacy efforts:

- **Relationship with district administrators.** Kay makes it a point to introduce herself and greet district decision makers whenever possible. Three years ago, she and the PTA President of Lexington Elementary coordinated a presentation to the District School Board members in celebration of the 10-year anniversary of her district’s FLES programs. Before this year’s general election, Kay attended a forum which featured commentaries by the candidates for open School Board positions. She made sure to introduce herself as a “French teacher for grades kindergarten through second grade at Lexington Elementary School” when greeting each candidate. When a neighboring school district was faced with the possibility of cutting its FLES program, Liz took the time to stop her car when she recognized a school board candidate putting up election signs. She made the candidate aware of her concerns about budget cutbacks and the value of early language learning programs in any school district.
- **Relationship with her principal.** This ten-year relationship has resulted in respect and value for the K-5 French Instructional Program at Lexington Elementary School. Often, the principal has observed Madame Hoag’s students “using” the French language both in and outside of the French classroom. This administrator also pitches in when it is time to decorate and set up for the annual PTA French Night and school-wide French celebration.
- **Relationship with foreign language colleagues.** Kay and Liz have been planning their lessons together for the past 4 years. This helps to articulate their teaching in grades K-5 and they also “check in with each other” regularly to ensure that they are covering the district curriculum guidelines and state/national standards for foreign language learning as well. Kay and Liz attend monthly FLES teacher meetings in their district. Liz is representing their school on the monthly curriculum council which has foreign language teacher representatives from each language taught in the district at all levels (elementary, middle and high school), and from each geographical region of the district as well. The Director of Elementary Education for the district also serves as the Foreign Language Coordinator in Lexington. This administrator meets with the Foreign Language Curriculum Council to work on K-12 articulation, curriculum planning and implementation and to discuss ideas and descriptions for new course offerings that are needed. Kay and Liz have gotten to know the middle school French teachers through these meetings since they provide opportunities for regular contact with the High School French teachers who will be receiving their students. These interactions help to ensure a well-articulated sequential French program in the district. Both Kay and Liz also serve as officers in state or national foreign language teacher organizations.
- **Relationship with colleagues from other content areas.** Kay and Liz have lunch on a regular basis with the art, music, PE and computer teachers at their school. They also meet at least once each month after school as a team. The team assists in planning and executing the annual French celebration. They coordinate efforts to integrate content from each other’s curriculum whenever possible. Kay and Liz communicate with grade-level teachers to solicit ideas for integrating or reinforcing content from Math, Science,

Social Studies, and English/Language Arts whenever possible. Kay and Liz assist with non-foreign language school functions as well. They both serve on other committees with school colleagues (calendar committee, SACS committee, etc.) as directed by their principal.

- ***Relationship with parents.*** Kay and her colleague Liz Carroll feel it is important to get to know their students and parents as much as possible. Therefore, they always make a point to attend the first open house of every homeroom every year. They also write a quarterly parent newsletter, and last year Liz developed a "French Parent Log" to include in it. This log provides the parents of their 1,000+ students another avenue for 2-way communication. Liz and Kay have personal Web Pages and they include these addresses as well as their e-mail addresses on parent communications. They also utilize the school's parent newsletter that goes out each month to supply short descriptions or reminders about happenings in French classes. Liz and Kay make a special effort to give "new" students to the school a warm welcome, and along with a letter to parents of new students, they attach a "French Parent Log," previous parent newsletters of the current year, and some background information about previous learning in French classes. Kay serves on the school's PTA Executive Board and Liz serves on the school's Student Intervention Team.
- ***Relationship with the community.*** When the time comes for their annual PTA French Night and School-wide French Celebration (held on Mardi Gras for the last ten years), Kay and Liz make sure to invite parents, family members, colleagues and their former students now in middle and high school. They also create special invitations decorated by students for district administration, town and county council members, the mayor and governor, legislators that represent the district that the school is in, the presidents or CEOs of the 46 French companies that are currently operating in their state and employing 14,500 South Carolinians, and French-speaking community members.

See NNELL's Advocacy Packet for more ideas about how to promote your early language learning program locally. The NNELL Advocacy Packet is described in the sidebar.

NNELL ADVOCACY PACKET

The advocacy packet is designed for the convenience of NNELL members. It provides a "hard copy" of many useful materials. The contents of the packet are organized according to the following topics:

- **General Advocacy Information**

What to do When Your Language Program is in Trouble;

Websites, Pamphlets and Articles Specific to Early Language Learning (Good for use with Parents, Peer-Teachers and School Administrators).

- **How Educators Communicate With Each Other**

Sample Letters (To: Governor, Federal Legislator, School Board Member, School District Superintendent);

The Fruits of Your Labor: Examples of How Your Creative Persistence Can Be Rewarded;

Examples of How to Promote Your Early Language Learning Program or Make the Case for the Establishment of a New Program.

- **Resources and Handbooks for Educators**

Useful Advocacy Material from Language-specific/Regional Professional Organizations, and Language Centers as well as Local/State/Regional/National Professional Foreign Language Advocates influence policymakers.

To receive the NNELL Advocacy Packet, send a check for \$15.00, payable to NNELL (in U.S. dollars, no purchase orders please!), and mail it with your name and address to:

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 NNELL's National Advocacy Co-Chair
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 Email: kbhewitt@aol.com

FEATURED REGION: Northeastern States

News from the Northeast Region

Virginia Staugaitis, Northeast Regional Representative

NNELL State Representatives have held sessions at their annual state conferences and have had the announcement of the second NNELL Award for "Outstanding Support for Early Foreign Language Learning" published in their respective state foreign language organization publications. Representatives are networking with members in their states and are also busy "advocating" and "fighting hard" to prevent budget cuts in their elementary programs. I would like to commend and applaud their efforts for all that they do for early language learning!

Norma Garnett, RI reports that at RI's Annual Fall Conference, an Open Forum that focused on effective instructional strategies was held and that NNELL member Neale V-G. Turgeon spoke about FLES support that is available via NNELL membership. Also, at the Annual Meeting - AATSP Chicago (August 2003) - and at the 10th Biennial Northeast Conference - AATSP at Yale University, CT (September 2004) - Norma will be serving as FLES coordinator and will feature sessions focusing on advocacy and the value of NNELL membership.

Rocio Bautista, NJ is meeting with NNELL members at the 2003 FLENJ Statewide meeting in March. She is also planning to meet with members in the districts to share ideas, information, issues and concerns about world languages.

Kim Caverly, MA reports that "this summer the Massachusetts Foreign Language Association in conjunction with Bay Path College will be sponsoring an ELL Workshop during their Immersion weekend Aug. 15-17 in Longmeadow, MA. Sessions will include: second language acquisition, theory and application; best practices in elementary language instruction including hands-on activities and an ELL swapshop; a technology primer with foreign language websites for kids, and an informational session on SOPA & ELLOPA foreign language assessments. Participants will also attend evening activities in their target language. All are welcome! Please visit mafla.org for additional information."

Isabelle Chayer, VT describes her news as a "mixed bag." Vermont's Foreign Language Association VFLA is currently busy planning the Fall Teacher's Convention to be held in Montreal, Canada! They are in the process of finalizing the schedule. The keynote speaker will be a noted fiction writer from Quebec who will give an author's perspective on the ethnic diversity of Montreal. The general session will give background information on Montreal as a multicultural resource for language teachers. In the afternoon, participants will break into smaller groups for tours of the city. VFLA is very excited about this upcoming convention. For more information visit the VFLA website at www.vfla.org.

Isabelle also reports however, that VT had a record number of 42 school budgets defeated so far at town meetings all across the State. She goes on to say "School Board members and administrators find it easy to eliminate FL programs at the elementary level when money is tight since it is not a required subject until HS... Even after advocacy presentations at school board meetings, even with parents support, money speaks loudly!"

Christi Moraga, CT has made arrangements for NNELL members to visit the UCONN Center for Latin America & Caribbean Studies and the Spanish Resource Center. Hosts Dyan Estelle and Helidoro Rodríguez Fontecha assisted members in addressing their needs and offered their expertise in areas of research, professional development, information on scholarships for teachers and students as well as establishing connections with other institutions. In March, the Connecticut Council of Language Teachers sponsored a "Rhyme Celebration" for elementary students in CT. Christi has chaired the event for the past 12 years! See Christi's description on page 22 for more information about Rhyme Celebration 2003.

NNELL REGIONAL AND

Pacific Northwest Region

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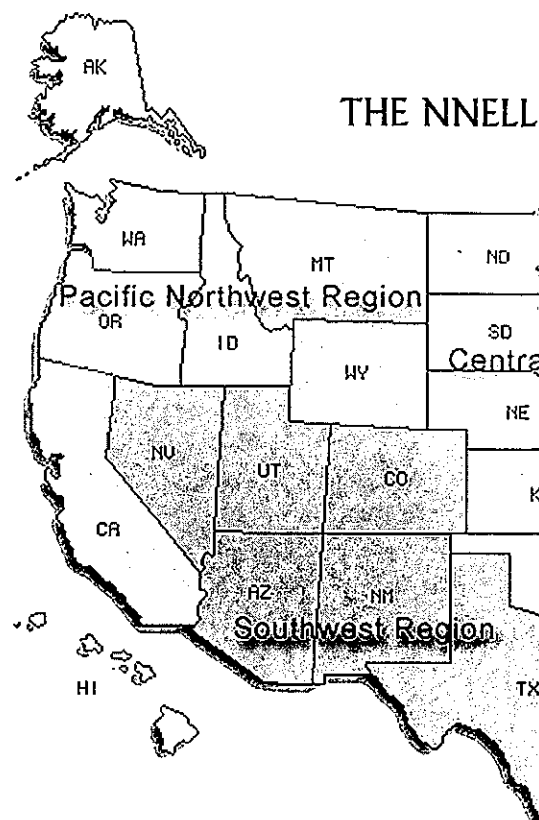
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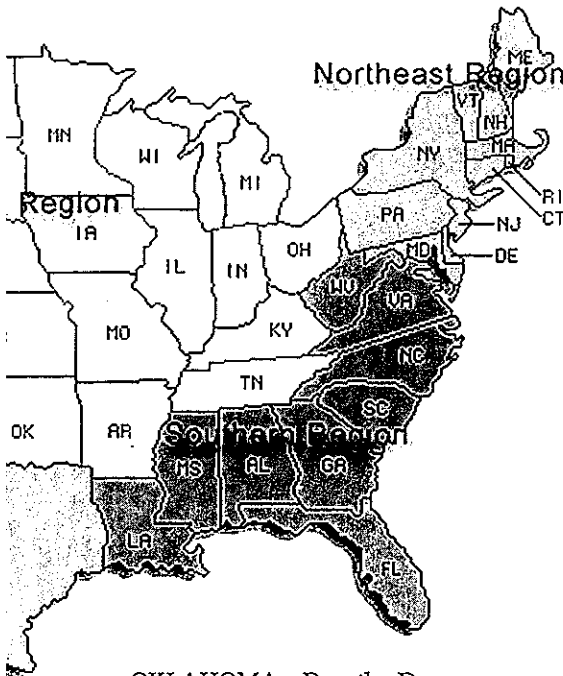
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IMPORTANT NOTE TO STATE REPRESENTATIVES: Please ensure that your contact information is current and contains your complete school address as well as your preferred email address. Please send all information updates to Andrea Dubenezic andrea@cal.org

Rhyme Celebration 2003

Connecticut Council Of Language Teachers

Christi Moraga



2003 RHYME CELEBRATION DELEGATIONS

(in order of performance)

Polar Bears

Nathan Hale, Manchester
Norfeldt School, West Hartford
St. John School, Middletown
Maloney Magnet School, Waterbury
Our Lady of Mercy, Madison
Washington Primary, Washington
West Woods and East Farms School, Farmington

Huskies

Litchfield Center School, Litchfield
The German School of Connecticut, Hartford
Das Kleine Schulhaus, Manchester
East Hartford-Glastonbury Magnet School, East Hartford
Buttonball, Eastbury, Hebron Ave., Hopewell, Naubuc Schools, Glastonbury
Tariffville, Squadron Line, Simsbury

Penguins

Elmer Thienes, Marlborough
Cyril and Methodius Polish School, Hartford
Somers Elementary, Somers
Parker Lane, Tolland
Bolton Center School, Bolton
North Street, South Elementary, Middle School, Windsor Locks

The Connecticut Council Of Language Teachers (CT COLT) sponsored the Twelfth Annual RHYME CELEBRATION on Tuesday, March 4, 2003 from 3:30 to 6:30 P.M. at Windsor Locks High School, in Windsor Locks, CT. Two hundred and forty elementary school children (K-6th) from 27 Connecticut schools of 19 districts recited culturally authentic rhymes in eight world languages: Spanish, French, Italian, German, Japanese, Portuguese, Polish, and English. The children either learn the languages in a public or private school program, or at home as a heritage language. The purpose of the Rhyme Celebration is to promote children's enthusiasm for studying world languages and cultures. The emphasis is on getting together and celebrating rhymes in many languages, not on competition, hence there are no prizes. Each child received a certificate in the language he or she recited in and a souvenir program booklet with all the rhymes and names of the participants. This program becomes a resource for teachers.

Each year, the Rhyme Celebration is hosted by different schools in Connecticut which boast an active FLES Program. South Elementary School and North Street School of Windsor Locks hosted this year's celebration. Choruses from the two schools sang the theme song of "Frosty the Snowman" in English and Spanish. The Windsor Locks Parent Committee was extremely generous in donating long hours of preparation and special gifts such as the booklets, buttons, certificates and new banner. In particular, the following families supported the event whole-heartedly: the Rand's, Fortier's, Kervick's, Pomeroy's, Lesnieski's and Zdun's.

The COLT Rhyme Celebration Chairperson, Christi Moraga, who teaches in Farmington, and the Windsor Locks School Hostesses, Teresa Pina, Manuela Canales and Donna DeVaux welcomed 40 world language teachers who have worked diligently with their students to get each performance just right. Usually, teachers take extra time outside of class to work with their delegation on pronunciation, clarity, cultural under-

standing, not to mention all the extras, such as props, costumes and gestures. A maximum of eight children per school may be selected for this statewide event. Every grade from kindergarten to sixth grade is represented, with the majority of the participants being in the third grade (59 children).

The theme, "Winter Wonderland in Windsor Locks" was selected over a year ago and it was serendipity that Mother Nature has provided a winter wonderland in New England in 2003. The event was divided into three groups, which are designated: "The Polar Bears", "The Huskies" and "The Penguins." Schools and towns that participated are listed in the sidebar. The 32 page program booklet, illustrated by Romar Hafnaui (shown above), depicts pictures of the rhymes, including playful penguins, assorted snowflakes and a variety of snowmen.

Dignitaries attended from the French Embassy, the Spanish Embassy, the Connecticut State Board of Education, the Alliance Française of Hartford, American Council on the Teaching of Foreign Language, CT Council Of Language Teachers, National Network for Early Language Learning and prominent guests from Windsor Locks. Administrators from around the state and a vast audience of parents and siblings showed strong support to the young rhymers.

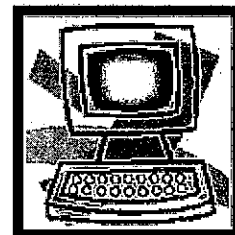
The event promoted the fifth ACTFL National World Language Standard of "Communities" and the ninth Connecticut World Language Content Standard, which states: "Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment, and active participation." The celebration is also a venue to promote advocacy for programs in the community and to prevent them from being cut in the future. Children learn first-hand that many others are also learning world languages and that this can be an enjoyable thing to do. It is a time to broaden one's thinking about the world and its diversity of languages and cultures.

For more information contact Christi Moraga trigal@rcn.com

Database for Classroom Plans

at the National K-12 Foreign Language Research Center

Eduardo García Villada



Classroom teachers today are exposed to an abundance of information about instruction relevant to their needs. The Internet is an effective means of providing instructional resources to classroom teachers, but the quality of these resources depends on the professional knowledge and skill of the instructional on-line technology designer. In a collaborative effort among nationally recognized foreign language educators and technology innovators, the National K-12 Foreign Language Resource Center (NFLRC) at Iowa State University has designed a Database for Classroom Plans (DCP) to be an effective on-line teacher resource for pre-service and in-service teachers.

The purpose of the DCP is to assist users with the lesson planning process. The DCP is very flexible and allows teachers to view activities, lessons, and units designed specifically for the content area they teach. The majority of the examples currently on the database are designed for foreign languages and technology. Leaders in foreign language education are encouraging classroom teachers to integrate technology into the foreign language curriculum as suggested by the National Student Standards for Foreign Language Education. More importantly, foreign language educators need resources that will enable them to increase the integration of technology into their curriculum, connect to a variety of content areas, and enhance interdisciplinary planning.

The DCP is searchable (free of charge) by language, grade, and performance level, and each

record includes the following information:

- Content area (foreign language, mathematics, science, etc.)
- Subject area (Spanish, multiplication, etc.)
- Title
- Language
- Grade level (Pre-K-16+)
- Performance level (beginning, intermediate, advanced)
- Objectives
- Procedures
- Assessment
- Reflection (author[s]'s reflections on the activity in use)
- Author(s)' name(s)
- Author(s)' school, city, state, email and type of author (primary or secondary author)
- References
- Resources
- National standards (currently available only for Foreign Languages and Technology)

Please visit the DCP website at www.educ.iastate.edu/nflrc/lpdb/index.html and use our existing lessons or submit your activities today!

Contact person:

Jesse D. Drew, jdrew@agron.iastate.edu

Iowa State University

National K-12 Foreign Language Resource Center

NNELL

encourages you to convert your activities that have been shared at past NNELL Swapshops to electronic format and submit them to the Database for Classroom Plans.

Nandutí (www.cal.org/earlylang), is a resource website for parents, teachers and administrators that provides up-to-date information on early start/long sequence foreign language programs. Nandutí's focus is on practical, easily-implementable materials, resources, and techniques at the K-8 level.

Nandu, the Listserv for Early Language Learning, is co-sponsored by the Center for Applied Linguistics and the Brown University Regional Educational LAB for practitioners, administrators, researchers, and others interested in early language programs. The listserv moderators from CAL and Brown direct users to useful information on Nandutí as well as other resources. Participants provide resources to one another, talk with occasional "expert" moderators, and share experiences on early language teaching. To join, send a message to nandu-request@caltalk.cal.org and leave the subject field blank. In the message type: "SUBSCRIBE YOURFIRSTNAME YOURLASTNAME".

To post a message once you've joined, send a message to: nandu@caltalk.cal.org

Creating Innovation with Immersion, Technology and Principles of Distance Education:

Elementary School Teachers Learning Spanish

*Tony Erben, Ph.D., Assistant Professor
and Martha Castañeda, Ph.D. Candidate
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ABSTRACT

This article outlines an innovative technology-based Spanish resource for elementary school teachers to support the Spanish FLES teacher. The Support for Elementary Educators through Distance Education in Spanish (SEEDS) Program comprises three (3) distance education modules specifically designed for current practicing generalist elementary school teachers. The goals of the distance education modules are:

- 1) to better equip generalist elementary school teachers to support the Spanish FLES teacher,
- 2) to give generalist elementary school teachers the expertise and pedagogical knowledge to further facilitate the learning of Spanish throughout the week when the Spanish FLES teacher is not present,
- 3) to help generalist elementary school teachers internationalize their classroom curriculum,
- 4) to provide generalist elementary school teachers with Spanish language skills and cultural awareness,
- 5) to help elementary school teachers linguistically and culturally understand Hispanic English Language Learners (ELL) in the classroom.

The modules use electronic resources (internet, CD Rom, glossing, audio, video) based on partial immersion methodology. However, the activities contained in the SEEDS Program are structured and presented in such a way so that elementary school teachers with little or no Spanish proficiency will be able to learn the content of the package as well as acquire Spanish language skills. In effect, a generalist elementary teacher

who has no Spanish proficiency but wants to support the Spanish FLES teacher, as well as integrate elements of Spanish and Latin American culture into the wider curriculum, will now have an opportunity to learn how to do this. For example, s/he will be able to simultaneously work on her/his Spanish as well as build a practical knowledge about Hispanic culture. This “two for one” approach is both efficient and a highly productive and realistic way to learn a foreign language.

INTRODUCTION

A significant corollary of globalization over the past decade in the area of language education has been the need to raise the quality of foreign language teaching and learning in schools in a context of communicating in a global society with its diversity of open networked multiple sites at local/national levels. This need also poses one of the greatest challenges for governments around the world: how best to raise the quality and proficiency of language education in schools as well as universities. In the United States in recent years, this challenge has begun to be met as schools move to a more communicative model of language education as a result of the national standards.

Currently, FLES is taught through a variety of ways. In one of the more traditional models, FLES teachers teach anywhere between 20-30 minutes per week in elementary schools. If lucky, the FLES teacher may be able to break this time into two sessions per week per class. Unfortunately, however, in the overwhelming majority of cases, once the FLES teacher leaves the elementary classroom, any hint of Spanish language or culture also goes out the door. The result is that

students who should be participating in an ongoing and integrated linguistic and cultural experience throughout the week experience only a disjointed and piecemeal FL curricula. This is not to say that exceptional FLES programs do not exist. On the contrary! However, wouldn't any FLES program be so much more an enriching experience for thousands of elementary school children if their regular elementary classroom teacher was able to promote language and culture throughout the week in an integrated, meaningful and contextually-rich way?

In order to improve the levels of Spanish proficiency among elementary school teachers as well as to provide them with the necessary expertise to promote communicative teaching and learning practices in school classrooms, the University of South Florida's SEEDS Program provides a package of materials that gives elementary school teachers the opportunity to engage in relevant preservice and inservice Spanish as a Foreign Language (SFL). The program incorporates innovative and effective subject content and methods relating to second language learning.

Demographic projections for Florida, as well as for other states, indicate a dramatic increase in the percentage of the population with Hispanic background over the next decade. The need to increase the level of Spanish taught in schools is both necessary and immediate. However, at this time there is not the pool of suitably qualified teachers to fill these needs. The SEEDS Program provides a means to help overcome this shortfall. In the first instance it assists in establishing a culturally adept and linguistically sure pool of elementary teachers who are capable of promoting Hispanic culture and language throughout the week in the classroom. Secondly, it assists elementary teachers to understand and work with Hispanic students in their classrooms. Thirdly, research has shown that the best place to commence foreign language study is before the onset of adolescence. By mainstreaming FLES in the curriculum and validating its importance through acknowledgement by the elementary teacher, the status of Spanish within schools across the United States will also increase dramatically. In turn, this may well open the way for more school administrations to permit Spanish FLES programs to commence in their elementary schools.

At the local level and in response to this complex set of forces, in the past year there has been a grass-roots effort to introduce Spanish in more elementary schools in the four LEAs surrounding USF (Hillsborough, Pinellas, Pasco, and Hernando Counties). With the full participation of these surrounding school districts and com-

munity-based organizations, the administration and faculty of the College of Education have been committed to developing and implementing a model electronic materials-based package that will enable all elementary teachers to smooth the way for the introduction of Spanish in schools.

The principal aim of the SEEDS Program is to incorporate the best and most successful inservice principles and curriculum practices and package these for delivery through distance education for the professional development of elementary teachers in whose classrooms Spanish is taught by a FLES teacher.

There are two very unique principles underpinning SEEDS. These are delivery through immersion and electronic distance education principles.

IMMERSION METHOD

Immersion is a pedagogical approach in which content is delivered through a foreign language. It has been used in Canada since the mid-1960s and in U.S. schools since the 1970s. Since this time it has spread throughout the world and has been acclaimed as an efficient and resoundingly effective way to teach foreign languages. Since the early 1990s, immersion has also been used in Australia at the university level with great success. So much so that it has been flagged in numerous government reports on foreign language education (Rudd, 1994) as an exemplary model for foreign language instruction. It is this effect that we intend to emulate with the three modules described in here.

A wide range of instructional strategies ordinarily used within immersion education are used in SEEDS. These include opportunities for asynchronous interactivity through a moderated bulletin board, experiential activities, sequenced and task-based language/culture activities, provision of opportunities for problem-solving with the use of web quests, and collaborative mediated group work. Contextually appropriate curriculum materials (math, social science, music, art, physical education, science, etc.) which can be used very easily by participating elementary teachers themselves in their own classrooms form the basis of the modules.

By working through the various modules in Spanish and in English, elementary teachers will not only be learning the specific content (knowledge of Hispanic cultures, knowledge of FLES pedagogy, knowledge of internationalizing the elementary curriculum) but also Spanish language itself.

*By
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the United States
will also in-
crease dramati-
cally.*

By the time an elementary teacher has worked through the modules s/he will feel much more competent to foster and promote Spanish throughout the school week as well as provide substantive on-going support to the Spanish FLES teacher.

HOWS AND WHYS

All elementary teachers trained to teach in Florida schools need to be proficient in all curriculum areas, including foreign languages/cultures (SCANs Report, 1992; Blueprint 2000, 1993).

The three modules include, but are not limited to, an understanding of the basic units of spoken Spanish language, language in literacy development, differences between social and academic language, language development, methods of teaching FL in an elementary setting, socio-cultural studies and ways to integrate and infuse aspects of Hispanic culture through all curriculum areas. The courses incorporate the ACTFL performance standards and emphasize constructivist learning principles, active learning, cooperative learning, and reflective teaching. In addition, all modules include guidelines and hints on how school administrators can promote FLES within school communities.

However, at the present time, most elementary teachers are woefully ignorant about FLES. Many do not have the time for traditional professional development. This project is a long-term investment in the improvement of elementary teachers' core skills and knowledge-base.

HOW IT WORKS

The SEEDS program is comprised of three modules: Spanish Enhancement, Spanish Foreign Language Curriculum and Pedagogy, and Internationalizing the Curriculum.

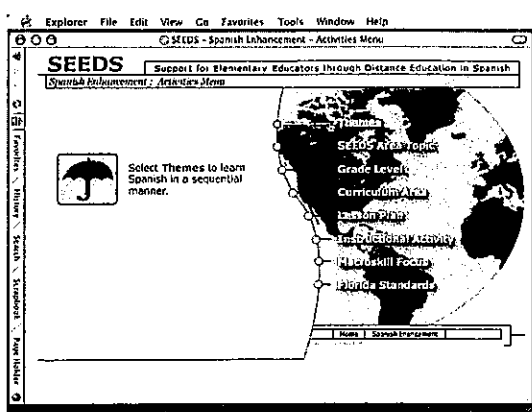
Due to the fact that the SEEDS Program is still under construction, we will limit our description to the first module, "Spanish Enhancement." The Spanish Enhancement module provides the teacher with 120 web-based classroom activities with an additional 200 printable paper-based activities. The activities are cross-referenced and categorized on a matrix under the following groupings: themes, SEEDS area topic, grade level, curriculum area, lesson plan, instructional activity, macroskill focus, and the ACTFL standards.

The activities have been categorized under fifteen overarching foreign language themes: greetings, sounds of Spanish, numbers, colors, shapes, animals, school, house, family, professions, food, body parts, months and holidays,

weather, and countries and continents. We chose the themes categorization to grade the activities according to difficulty of language, difficulty of topic, and type of glossing available. If a teacher would like to work through the activities in a lock step manner, we suggest that s/he proceed through the activities using themes as the order. The activities are also categorized under the three SEEDS area topics: society, children's literature, and environment, as well as K-5 grade levels, and curriculum area. The curriculum areas include, but are not limited to, language arts, mathematics, science, geography, social sciences, art, music, and physical education. The teacher will also find that the activities are cataloged under lesson plan type: orientation, enhancement, or synthesis, and type of instructional activity. Some instructional activity types the teacher will find include: games, role-playing, question and answer, cloze, information gap, etc. In addition, the activities are also categorized based on the macroskill focus of the activity, listening, reading, speaking, writing, or vocabulary. Lastly, all activities are labeled and can be accessed using the ACTFL standards: communication, communities, comparisons, connections, and culture.

The activities are interlinked and can be accessed based on a teacher's interest, need, or level of Spanish proficiency. For example, if a teacher is conducting a lesson on the weather, s/he can search the SEEDS database of activities and find all activities relating to weather. If the teacher prefers to do an activity at the appropriate grade level, he or she can obtain a list of all activities for a particular grade level. The search option or interlinking is available using all categories (Figure 1).

Figure 1 — Activity Menu



After the teacher selects the activity s/he would like to work with, the first page of the activity will appear. It provides the teacher with the activity title, categories the activity falls under, a summary of the activity, and its objectives (Figure 2).

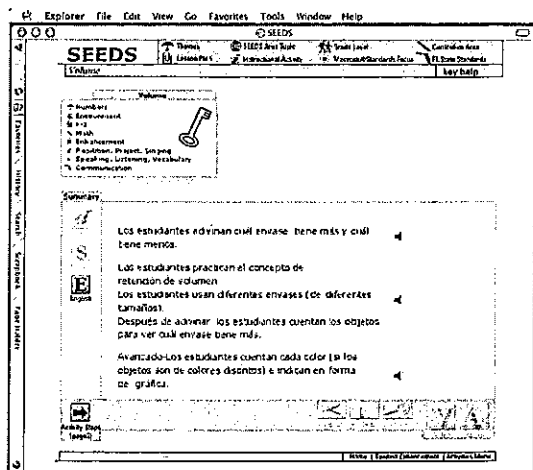


Figure 2. Sample page one of a SEEDS activity

The summary and objectives of the activity are written in Spanish and appear on the first page of the activity. In addition, the teacher can play an audio of the text and view glossed words by placing the mouse over denoted words. The teacher has the option of viewing the text in English, but is encouraged to return to the Spanish version where the resource is available.

The second page of the activity contains step-by-step instructions on how to carry out this activity in the classroom. It also contains the "teacher talk," which a teacher would use in the classroom to present the information to the class. The teacher will also find supplemental materials on this second page such as attachments with the black line masters the teacher can print or copy, the answer key if needed, a list of materials required for this activity, vocabulary used in this activity, and web links that can further the learning of this topic (Figure 3).

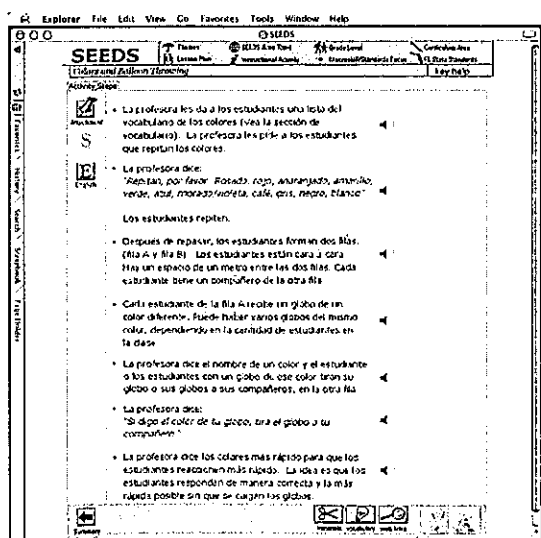
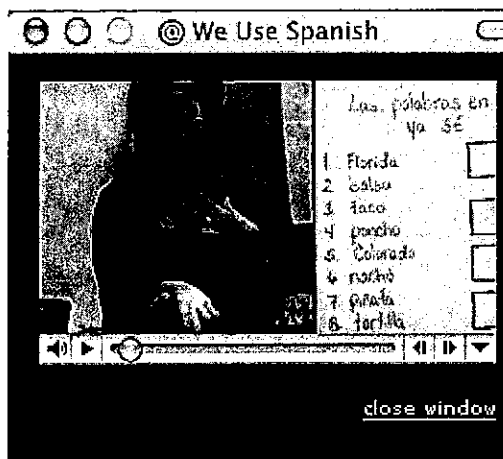


Figure 3. Sample page two of a SEEDS activity

Many activities also contain a supplemental video or audio component. The video is an exemplary demonstration of the activity conducted in an elementary classroom (Figure 4). The audio is provided when the activity contains a song or a poem that the teacher will work with.



If a teacher wants to further enhance learning on a given topic, we provide a collection of WWW pages at the end of each activity. If the teacher wants to engage with the material in a systematic way, SEEDS offers the teacher a series of webquests. Webquests are an inquiry-oriented activity in which most or all of the information is drawn from the web.

The philosophy of the SEEDS Program is that the teacher will learn Spanish while reading and preparing the activity, trying out the activity with the class, and going beyond the content of the activity. The teacher will learn in all three phases of the process: planning, implementing, and engagement. SEEDS provides the teacher with complete information and materials to be able to do each activity with his/her class. Our motto is "through doing comes learning."

For more information on the SEEDS Program contact terben@tempest.coedu.usf.edu

Classroom Resources



EARLY CHILDHOOD

Ana Lomba

Silberg, Jackie. *Games to Play with Two Year Olds*.
Beltsville, MD: Gryphon House.
ISBN 0-87659-169-1

Games to Play with Toddlers. Beltsville, MD: Gryphon House. ISBN 0-87659-163-2

500 five minute games: quick and Easy Activities for 3-6 Year Olds. Beltsville, MD: Gryphon House. ISBN 0-87659-172-1

Available from www.jackiesilberg.com

When people ask me about materials to teach languages to young children, Miss Jackie's books are among my first suggestions. Who is Miss Jackie, you might ask. Jackie Silberg is an accomplished musician, educator, and teacher trainer. Jackie Silberg is also the author of several award-winning books with delightful activities to use with babies and children up to age six.

The games, songs, poems, finger plays, and chants in her books are sorted by age (e.g., "Young Twos," "Middle Twos," "Older Twos") as well as by type of activity (e.g., Animal Games, Car Games, Art Games, Cooking Games, Quiet Games, etc.). This makes last minute class preparation so much easier!

The books have been translated into 18 languages and can be purchased abroad. The English versions, which are available in the United States, can easily be translated and adapted for use in the target language. The activities also include suggestions for use and learning goals.

Below you will see how I have incorporated three activities in my Spanish classes. Note how I sometimes adapt the activities to better fit the needs of a second language student:

- "C-C-C-C-Cold" (*Games to Play with Two Year Olds*) is a fantastic way to introduce children to winter topics. It is also a great example of how you can build speech and pre-reading skills (in this case the phoneme "c" or "f") through fun and meaningful activities.

There was a ____ (child's name) and he did sing.

C-C-C-C-Cold.

Across the street the sound would ring,
C-C-C-C-Cold.

No matter what he tried to say.

C-C-C-C-Cold.

His words kept coming out this way.

C-C-C-C-Cold!

F-F-F-F-Frío. (To enhance letter recognition, show a card with a big "f")

Un pequeño niño tenía mucho frío.

F-F-F-F-Frío. (Pretend you are shivering)

Tengo mucho F-F-F-F-Frío.

El viento soplabla -fffff! (Move your hands like the wind and make that sound)

Y el niño temblaba.

F-F-F-F-Frío.

Tengo mucho F-F-F-F-Frío.

Literal translation

A little boy was very cold.

C-C-C-C-Cold.

I am very C-C-C-C-Cold.

The wind was blowing -fffff!

And the boy was shivering.

C-C-C-C-Cold.

I am very C-C-C-C-Cold.

- "Hopping Feet" (*Games to Play with Two Year Olds*) combines gross motor exercise with rhyme and counting.

Here is Jackie's version:

Take your little foot and hop, hop, hop

When you are tired, you can stop, stop, stop

Turn around and count to ten

Take your foot and hop again.

And my translation "Salta"

Con tu pie salta, salta, salta

Cuando estás cansado/a para, para, para

Gira, gira, gira y cuenta a diez

(Uno, dos, tres...)

Con tu pie salta otra vez.

- "Slowly, Slowly" (*500 Five Minute Games*). This activity is a favorite among my 18-month to 3-year old students. I have adapted the game for use in parent-child interactions.

Slowly, slowly, very slowly

Creeps the garden snail.

Slowly, slowly, very slowly,

Up the wooden rail. (Say the words very, very slowly)

Quickly, quickly, very quickly,

Creeps the little bug.

Quickly, quickly, very quickly,
Underneath the rug. (Say the words very quickly)

"Despacio, muy despacio"

(For the first part, show a picture of a snail and then teach the children how to make a snail with their hands – a fist with the thumb extended. Start moving your "snail" on the floor; for the second part, wiggle your fingers on the floor as an ant).

Despacio, muy despacio
Camina el caracol
Despacio, muy despacio
Camina bajo el sol.

De prisa, muy de prisa
Camina la hormiga
De prisa, muy de prisa
Hasta tu... ¡barriga! (the parent tickles his or her child; the teacher tickles one surprised student at a time)

Literal translation

Slowly, very slowly
Walks the snail
Slowly, very slowly
Walks under the sun.

Fast, very fast
Walks the ant
Fast, very fast
To your... belly!

"I have used Jackie Silberg's books countless times with both my children and my young students. Miss Jackie's books have helped me find ways to teach Spanish through play, the best approach to teaching young children," says Marcela Summerville, Director of Spanish Workshop for Children.

Jackie Silberg is a habitual presenter at early childhood education conferences. If you see her name in the program, don't hesitate: run, do not walk, to see her in action! Enjoy the activities!

Note: The distributor **Libros Sin Fronteras** carries some of Jackie Silberg's Spanish books in the U.S.A. Contact information:

P.O. Box 2085
Olympia WA 98507-2085
1-800-454-2767
www.librossinfronteras.com

FRENCH

Marilyn Sable

Emberley, Ed. *VA-T'EN, GRAND MONSTRE VERT!* (\$23.95).

Who has a long turquoise blue nose, two big yellow eyes, and pointy white teeth? It's the Big Green Monster! The Big Green Monster hides inside this book and magically appears, body part by body part, as one turns the pages of the book. Afraid? Don't be: the Big Green Monster disappears in the same way that he appears. Keep turning the pages and watch him retreat, body part by body part, at your command.

The apparition and disappearance of the monster is created through beautifully colored overlapping layers of decoupage. Aside from teaching body parts, this book also teaches colors, sizes, shapes, and some commands. Try it on Halloween or any time. Have kids create their own decoupage monsters as a culminating project.

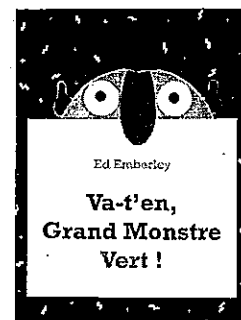
Blackstone, Stella. *OURS ET SES AVENTURES: OURS EN VILLE, OURS EN FAMILLE*. Illustrated by Debbie Harter (\$8.95).

In *Ours en ville*, Ours is very busy taking advantage of all that the city has to offer. On foot, in simple rhyme, and in luminous colors, Ours enjoys a different activity every day. As we follow him from *boulangerie* to *piscine* to *cinéma* to *gymnase* and finally to the *terrain de jeux* we learn the days of the week, places, and activities. At the end of the book is a map that can be used to retrace Ours' little trips.

In *Ours en famille*, the whole Ours family is busy. Grandparents, parents, brothers and sisters, aunts, uncles, and even cousins are working to prepare a grand party for Bébé's birthday. In rhyme and bright colors, the book introduces the individual members of the family. Each family member has a special talent. We appreciate these talents through our five senses. In command form we are told to: *touche, goûte, écoute, sens, regarde*. So go ahead—*hume* grandmother's freshly baked bread, *goûte* Uncle Gaston's excellent fish, *écoute* Aunt Lison's songs, etc. And don't forget to examine the *arbre généalogique* at the end of the book and make sure everyone is accounted for.

Other titles in the *Ours et ses aventures* series include: *Ours à vélo*, and *Ours au carré*.

Both books are available from Sosnowski Language Resources; 58 Sears Road; Wayland, MA 01778; 508-358-7891; Fax: 508-358-6687.





JAPANESE

Ikuyo Suzuki

Littlefield, Holly. 1997. *Colors of Japan*. Minneapolis, MN: First Ave. Editions, The Lerner Publishing Group (soft cover) and Minneapolis, MN: Carolrhoda Books (Library Binding). ISBN 1-57505-215-6 Soft cover: \$5.95

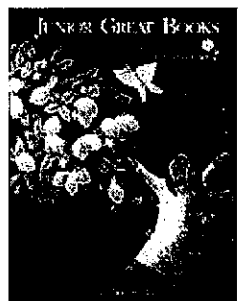
Colors of Japan is a rich content-based bilingual resource book about Japan covering geography, history, and Japanese language and culture. The book is appropriate for students in the third through ninth grades. It consists of 24 pages that provide the name of each color in English and Japanese, including pronunciation hints and Chinese characters. Each page explains different themes that describe Japanese culture. For example, the page about the color red highlights the Japanese flag because of its large red circle. Black is described on a page on ancient Japan, while the white page is about contemporary Japan and its physical environment.

Colors of Japan is a good resource that provides students with the opportunity to get to know Japanese culture and language in a quick and easy manner. From this starting point teachers can expand their lessons to include more advanced cultural concepts or even create different activities depending on the age and language level of their students.

An important feature of the book is that the colors leave a positive impression on students' views of the Japanese language and culture. It is a very colorful book, full of artistic watercolor paintings and pictures. The book provides a true image of my country and reminds me of how beautiful it looks whenever I view it! The book keeps students' interested in learning the culture and also the language, especially the Chinese characters.

Most of you are probably familiar with the high-quality literature and the shared inquiry focus on reading for meaning which are hallmarks of *Junior Great Books* in English. An edition in Spanish has finally been published. The materials consist of story anthologies in Spanish for the students and large format, bilingual guidebooks of accompanying activities for the teachers/leaders. Each anthology contains ten story selections that were "...chosen for their literary quality, their thoughtful exploration of universal issues that young students can relate to, and their capacity to raise meaningful questions for discussion." The stories reflect a variety of Spanish-speaking cultures or are translations of stories from the English version of *Junior Great Books*. The black and white illustrations which accompany each selection are intended to enhance the reader's enjoyment of the story, yet leave plenty of room for imagination. In the Leader's Edition, unit guides for each story present a series of interpretive activities, designed to help students read more closely, think more critically, and communicate more effectively. There are discussion questions and black-line masters, such as graphic organizers, vocabulary activities, writing and art pages. In addition, the *Leader's Toolbox* section includes sample unit plans, information on how to conduct the activities with students, and suggestions for meeting the needs of students of varying abilities. *Conversaciones* is appropriate for students who have had a long-sequence FLES classes, are in a dual language, partial immersion, or immersion program or are native speakers of Spanish in a bilingual class.

The *Conversaciones 2* anthology includes the following stories: *El sombrero de tío Nacho*, cuento folklórico nicaragüense en versión de Harriet Rohmer; *Jack y el tallo de frijol*, cuento folklórico inglés en versión de Joseph Jacobs; *La pajarita de papel* por Fernando Alonso; *El gorrito mágico*, cuento folklórico japonés en versión de Yoshiko Uchida; *La sapita sabia* por Rosario Ferré; *La cenicienta* por Charles Perrault; *Bajo la luna de limón* de Edith Hope Fine; *El globo rojo* por Albert Lamorisse; *El burrito y la tuna*, cuento folklórico guajiro en versión por Ramón paz Ipuana; y *La manzana de la satisfacción* por Howard Pyle. The stories in *Conversaciones 3* are, *Carlos y la milpa de maíz* por Jan Romero Stevens; *Ooka y el ladrón honrado*, cuento folklórico japonés en versión de I.G. Edmonds; *La tejedora de sueños* por Concha Castroviejo; *El monstruo que se volvió pequeño* por Joan Grant; *El niño de cabeza* por Juan Felipe Herrera; *Maese gato* por Charles Perrault; *Los cazadores invisibles*, cuento folklórico nicaragüense en versión de Harriet Rohmer; *El león de Elena*, por Crockett Johnson; *El robo de las aces* por Gonzalo



SPANISH

Mari Haas

Junior Great Books (in Spanish), *Conversaciones 2*, *Conversaciones 3* (Guías del Director [Leader's Edition] y Antologías de Cuentos), Chicago, IL: The Great Books Foundation, 2002.

(*Conversaciones 2* is geared towards students with a second-grade native language ability, *Conversaciones 3* is geared towards third-grade.)

<http://www.greatbooks.org/programs/junior/spanish/index.shtml> *Conversaciones* student anthologies are available at a special introductory price of \$11.95, and bilingual Leader's Edition's are \$29.95. To receive a complimentary sample unit from *Conversaciones* call 1-800-222-5870.



Canal Ramírez en versión de Germán Ramos; *La hija de la nieve* en versión de Arthur Ransome. Illustrators include Mexican artist Leovigildo Martínez, and Enrique O. Sanchez, an artist originally from the Dominican Republic.

El sombrero de tío Nacho, found in *Conversaciones 2*, is the story of Tío Nacho, his old hat and a new hat given to him by his niece, Ambrosia. Tío Nacho's dilemma is what to do with his old hat that is full of holes and doesn't keep out the sun or the rain anymore. Each time Tío Nacho disposes of his old hat, a well-meaning friend finds it and brings it back to him. Much of the story is a one-way dialogue between Tío Nacho and his hat. The Core Interpretive Activities for the story begin with the First Reading, during which the teacher/leader reads the story to the students while the students follow along and note questions they would like to ask after the reading. At the end of the reading, the students participate in Sharing Questions where questions are posted for the class to consider and use to guide the next reading. In the Second Reading, the teacher/leader reads the story a second time, pausing to ask the questions written in the margin of the anthology or student questions. The first pause-and-reflect question paired with the *Tío Nacho* story asks, *¿Por qué el tío Nacho grita a su sombrero, aunque el sombrero no puede oírlo?* These activities build comprehension and divergent ideas that students will use in the final core activity, *Shared Inquiry Discussion*. The Building Your Answer page, provided as a black-line master found in an appendix, asks students to write down the focus discussion question, their answers before the discussion, and how their answers changed after the discussion. There are suggested shared inquiry questions and guidance that encourage teachers/leaders to use their own genuine questions as well as students' as the focal point of discussion.

Each unit has a section called *Supplemental Activities*, in which the authors give suggestions that "...will deepen students' understanding and enjoyment of the story and develop vocabulary, writing and critical-thinking skills." The *Building Context* activity provides a suggestion for helping students connect their personal experiences or knowledge to the story themes. For example, in *Tío Nacho* students are asked to use an activity page to think of something they have had for a long time and why they want to keep it. Vocabulary development is another supplemental activity, ideally done after the first reading. For *Tío Nacho*, *Word Mapping* has the teacher/leader work with the students to generate words and phrases related to a chosen word such as, *reconocer* with a guiding question such as, *What features and char-*

acteristics help you distinguish one person from another? In *Interpreting Words*, the students use an activity sheet to explore multiple meanings of the word, *útil*, and decide if they agree with Tío Nacho that his hat is "no good for anything anymore." *Word Workshop* has students identifying antonyms of, and writing sentences with, words in the story. The *Creative Endeavors* heading suggest ways to involve students in illustrating or acting out scenes from the story, creating a hat that reveals something about the student, and making puppets and designing scenery with which to perform the story. There are several prompts and graphic organizers for rough drafts in the Writing section, and assignments range from writing letters, dialogue and poetry to creative writing and essays. The *For Further Exploration* section provides suggestions for connections with other classroom content including science (Where does garbage go? How are recyclables converted into new products?), social studies (research on Nicaragua), and literature (connections with poetry that also personifies objects). Each *Conversaciones* selection includes the same basic group of activities to do before, during, and after the story reading, with the questions and contexts changing with each new story.

All in all, this set of materials is a wonderful resource for higher level Spanish FLES classes, and for classes where students need motivation to use their language in an authentic way. The stories are beautifully presented and illustrated and the supplementary materials for the teacher/leader are clear and creative. They don't prescribe one way of doing things, but encourage thinking and collaboration on the part of the student and teacher. The activity sheets are well-designed, with enough space for the students to actually write on them. They scaffold the students' writing and learning by giving sentence starters, boxes to check off, and illustrations to help the students remember what happened in a particular part of the story. The materials are a gift for busy teachers who can start with the suggestions in the teacher's/leader's guides and shape them to fit their students' skills. Students who work through the *Junior Great Books* in Spanish will be solidly prepared for activities on standardized tests that ask them to, "read texts closely, think critically about the words and ideas in a selection, ask questions to gauge their own level of understanding, articulate ideas and support them with evidence, synthesize interpretations that draw on their own and other's thinking." The stories and the accompanying activities will assist students in reaching higher levels of language acquisition and critical thinking in Spanish, one of the main goals of most Pre-K-8th grade programs.

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

Book Review



Tomi Ungerer. CRICTOR, die gute Schlange.
Zürich: Diogenes Verlag AG Zürich. ISBN 3-257-00501-6 The book is available through www.amazon.de (Euros 13,90).

Crictor is an unusual pet. He is a boa constrictor. Madame Louise Bodot has received him as a gift from her son who studies reptiles in the Brazilian jungle. Being shocked initially by this rare gift, she develops strong feelings for Crictor. She bottle feeds him, buys palm trees for her house to make him feel at home, takes him along when she goes shopping and knits him a warm sweater for cold winter days.

Crictor and Madame Bodot have a very close and warm relationship. One day Madame Bodot, who is a school teacher, introduces her class to Crictor. The children are delighted about their guest. When studying the alphabet and numbers Crictor turns himself into various letters and numbers.

After catching a dangerous robber in town Crictor is awarded a medal of courage. Inspired by Crictor's deed, a sculpture is being placed in the town's park and the people name the park after Crictor.

Tomi Ungerer who wrote and illustrated the book is a master in providing great pleasure to elementary school children by using simple words and imagination (grades: 2-5).

ACTIVITIES FOR THE CLASSROOM

Crictor can be read at any time of the year. I used it after the holiday season. Many children do receive gifts that are pets for Christmas, birthdays or other holidays.

We compared Crictor to a real boa constrictor and common pets like cats, dogs, turtles, guinea pigs and hamsters.

The students had access to books and the internet to research information required.

ARBEITSAUFGÄBE

1. Sucht Informationen über Schlangen, Katzen, Hunde, Meerschweinchen und Schildkröten in Büchern oder im Internet.
2. Schreibe die fehlenden Informationen in die entsprechenden Zeilen.

Crictor



Wo lebt er?

Was frisst er?

Wie sieht sie aus?

Was kann er?

die Schlange (die Würgeschlange)



Wo lebt sie?

Was frisst sie?

Wie sieht sie aus?

Was kann sie?

3. What do they have in common?
What is different?
Gemeinsamkeiten vergleichen und Unterschiede herausfinden.
(Venn Diagramm)
What is realistic? What's fiction?
4. Listen to animal sounds (internet).
Tierstimmen anhören.

die Katze



Wo lebt sie?

Was frisst sie?

Wie sieht sie aus?

Was kann sie alles?

die Schildkröte



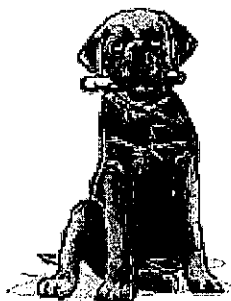
Wo lebt sie?

Was frisst sie?

Wie sieht sie aus?

Was kann sie alles?

der Hund



Wo lebt er?

Was frisst er?

Wie sieht es aus?

Was kann er alles?

das Meerschweinchen



Wo lebt es?

Was frisst es?

Wie sieht ist es aus?

Was kann es alles?

Resource Editor's Note:
Cricitor also comes in French and can be purchased from Sosnowski Language Resources www.sosnowskibooks.com along with a thematic unit written especially for the book and published by the National K-12 Foreign Language Resource Center at Iowa State University.

5. Children should develop an understanding that pets need to be given special attention and tender loving care. They should be able to explain what kind of attention and care pets need. Am Ende der Unterrichtseinheit sollen die SchülerInnen anhand der Steckbriefe erklären können, wie die einzelnen Haustiere aussehen und welche Pflege sie beanspruchen.
 6. Create a poster of your favorite pet. Die Kinder gestalten ein Poster (allein oder mit einem Partner) und stellen es anschließend im Plenum vor.
 7. Exhibit / Ausstellung
- Submitted by: Marianne Zose, German Resources Editor*

Activities for the Classroom

Two activities to stimulate higher order thinking skills

Janet Glass, Spanish teacher grades 2-5

Dwight-Englewood School, Englewood, New Jersey

CONTEXT: These activities were taken from a two-month unit on Don Quixote. It was designed for 5th graders who are in a FLES program.

CONTENT OF UNIT: To begin the unit I introduced cultural items from Spain using a "magic box." Students held them up, pointed to them, identified them and described their features. Students then placed the items on a map of Spain according to instructions, "pon la figura de Sancho Panza en el centro." We then played map games in teams to further familiarize students with Spain. After studying the map, we did several puzzles including the logic activity included below. The whole class began the activity and students completed it individually (filling out the grid and the fill-in-the-blanks) and checked their answers in pairs.

Following the introduction to Spain, I showed the class posters of scenes from Don Quixote and

taught vocabulary they would need in order to understand the reading. The class read and enacted several skits from Don Quixote that I had adapted to their level. They then filled out the "Superman Venn Diagram" (on the next page) in pairs and discussed it afterwards with the whole class. In order to have the students internalize the core vocabulary, I taught them TPR stories culled from the reading. They presented these stories in class and at home and expanded them both orally and in writing. These were assessed using rubrics.

As a culminating activity, another Spanish teacher posing as Don Quixote visited the class. Students had prepared questions and he answered them with a flourish. He then knighted several of the students in a mock ceremony and gave them new names such as, "Luis, de la Tierra Lejana."

LA LÓGICA

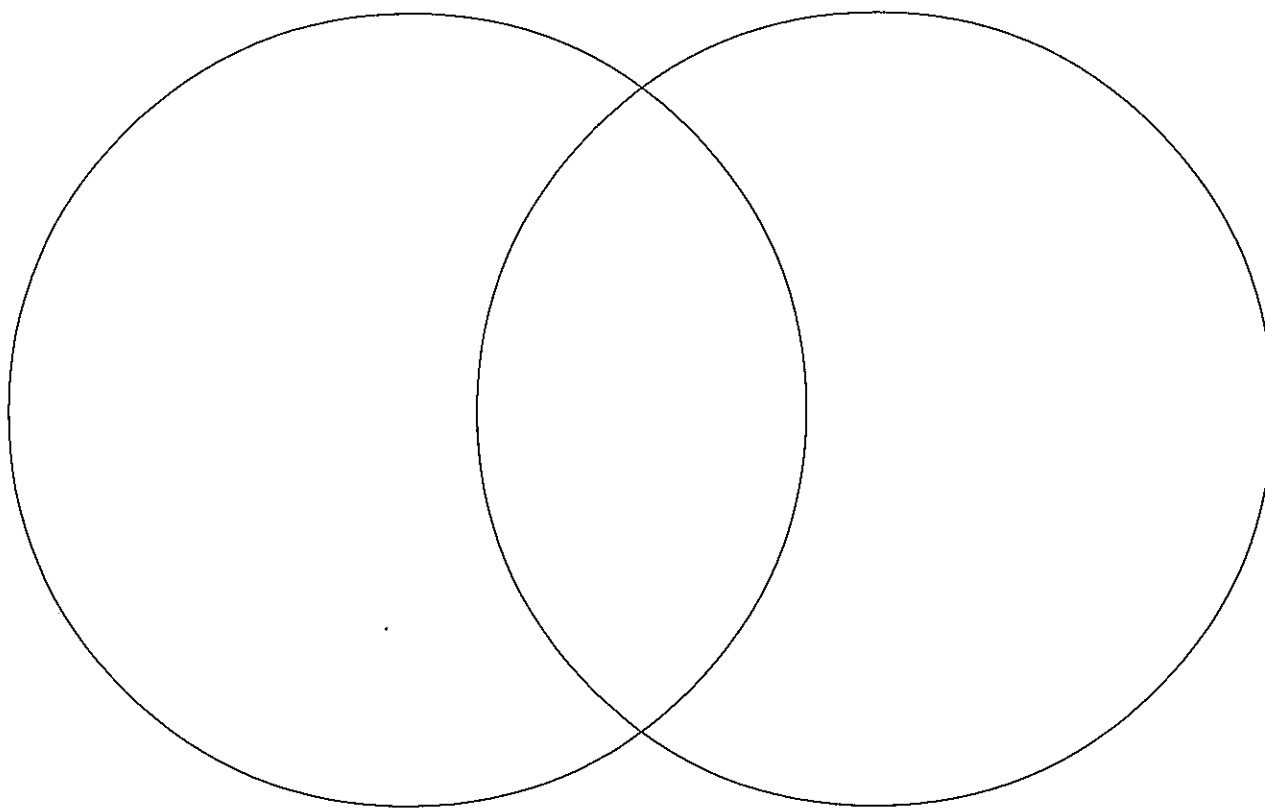
	Barcelona	La Mancha	Madrid	a pie	en caballo	en burro
Don Quijote						
Sancho Panza						
el ventero						

Tres hombres, un ventero, el caballero andante don Quijote y su escudero Sancho Panza viajan a tres lugares en España. Son Madrid, Barcelona y La Mancha. ¿Cómo viajan? Uno camina a pie, otro monta el famoso caballo Rocinante y otro viaja en un burro.

- Sancho Panza no camina a pie
- Don Quijote viaja a Barcelona
- Don Quijote y el ventero no viajan a Madrid
- Una persona anda a pie a La Mancha
- El ventero anda a pie
- El caballo va a Barcelona

Don Quijote viaja a _____ por _____
 Sancho Panza viaja a _____ por _____
 El ventero viaja a _____ por _____

SUPERMAN DON QUIJOTE



- | | |
|-----------------------------------|-------------------------------------|
| 1. Tiene características mágicas. | 8. Tiene un caballo. |
| 2. Es viejo. | 9. Es muy famoso. |
| 3. Es fuerte. | 10. Quiere proteger a los víctimas. |
| 4. Quiere ayudar mucho. | 11. Respeta al rey. |
| 5. Es español. | 12. Está enamorado. |
| 6. Es americano. | 13. Es religioso. |
| 7. Puede volar. | 14. Su identidad es un secreto. |



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

National Board Certification Update

By Martie Semmer, WLOE National Board Certification Project Facilitator
National K-12 Foreign Language Resource Center, Iowa State University*

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

WLOE National Board Certification is now in its second year. In year one of the WLOE certificates, there were a total of 119 WLOE teachers who received National Board Certification (NBC) in Early Adolescence through Young Adulthood (EAYA)/WLOE and 19 WLOE teachers who received NBC in Early and Middle Childhood (EMC)/WLOE. Those who did not achieve NBC in year one have two more years in which to successfully complete the process by submitting retakes. Congratulations to the WLOE National Board Certified Teachers and to the WLOE Advanced Candidates who are continuing their journey towards National Board Certification! NNELL is proud of all of you!

This 2002-2003 school year, EAYA and EMC Japanese and Latin were added to the certificate areas of EAYA and EMC French, German and Spanish that were initiated last year. Those beginning the one-to-three year process during the 2003-2004 school year are the first NBC teacher candidates to be able to take advantage of four different assessment cycles, which constitutes the first year-round schedule. However, because of low numbers in Japanese, Latin and German, as well as all the EMC certificates, the National Board for Professional Teaching Standards (NBPTS) Board of Directors have had to consider "retiring" or "shelving" these certificates. In the NBPTS Press Release dated March 6, 2003, which follows this article, it appears that a "staggered schedule" will be developed. This most likely will affect 2002-2003 WLOE candidates and most certainly will affect all future WLOE candidates. Since the policy was just created, the policy has not yet been implemented. Even though the article suggests that all certificate areas with low numbers will be accommodated via a staggered schedule, the full details of implementation were

not available by the time this issue of *Learning Languages* went to print. Important note: All 2002-2003 WLOE candidates and all 2003-2004 candidates please check frequently the NBPTS Website www.nbpts.org for detailed information. Also, for those of you who are already members of the National K-12 Foreign Language Resource Center WLOE listserv, I will keep you updated as NBPTS implements the NBPTS Board of Directors policy on low number certificates.

Over the years and since the first year in which there were National Board Certified Teachers (NBCTs), the prestige and recognition of the value of NBCTs has grown immensely. This prestige and recognition goes beyond the teaching profession into our local, state and national communities. WLOE teachers can now join the ranks of National Board Certified Teachers. WLOE NBCTs demonstrate accomplished teaching practice that improves student learning and strengthens the Pre-K-12 foreign language education profession. Nevertheless, because of low numbers of candidates, it is difficult to meet the minimum number that NBPTS and the Educational Testing Service requires for valid scoring in terms of psychometrics of the WLOE assessments.

If the opportunity for NBC for WLOE teachers in multiple languages at both the EMC and EAYA levels is lost, then the negative effects will plague Pre-K-12 foreign language education and teacher preparation for the future. This will undermine the national initiatives that have occurred in recent years in order to lead to improved Pre-K-12 foreign language education. Perhaps even worse, is the fact that local schools and communities will begin to lose and/or never develop the perspective that Pre-K-12 foreign language education is essential to every child's education. For these reasons and others, it is essential that all Pre-K-12 WLOE teachers plan for NBC in

their career path. However, these teachers need a support system to help prepare them for the demanding and rigorous WLOE NBC assessment process.

District supervisors, foreign language coordinators, state foreign language supervisors, principals, administrators, and university teacher educators need to provide support and encouragement, pre-candidacy programs/support systems as well as candidacy program/support systems. There are many ways such support can happen. Supervisors at the local and state levels can offer release time, access to equipment and materials necessary for candidates to complete their assessments, arrange for cohort group meetings, etc. University credits can be offered for pre-candidacy programs in which WLOE teachers can practice being candidates. University credits can be offered for candidate programs and advanced candidate programs as well. WLOE NBC needs to begin with and become integrated into foreign language teacher preparation programs. These and additional forms of support need to be in place so that all WLOE teachers can plan for National Board Certification.

In the next issue of *Learning Languages*, NNELL members who are Early and Middle Childhood National Board Certified Teachers will share their thoughts on what it means to be a National Board Certified Teacher.

*As the NFLRC WLOE National Board Certification Project Facilitator, Martie Semmer leads a listserv for candidates, advanced candidates, pre-candidates, and educators serving as a support system. Also, Martie has presented workshops and sessions on WLOE and National Board Certification for national, regional and state conferences. The goal of this project is to offer a nationwide support system for WLOE NBC teacher candidates.

NBPTS Board Adopts New Resolutions at February 2003 Board Meeting

Low Demand Certificates are Among Items Addressed

In order to ensure continued access to National Board Certification for teachers in all certificate areas, the National Board for Professional Teaching Standards (NBPTS) has decided to offer, on a staggered schedule, certificates with low candidate demand. Depending upon candidate volume, certain certificates will be available on either a two- or three-year cycle. These candidates will have the same length of time to complete the process as all other National Board candidates, according to the resolution the board of directors passed at its February 2003 meeting.

The board's resolution, "Low candidate volume certificates/specialty areas will be offered on an alternate schedule that staggers delivery on a two- or three-year cycle, as warranted by NBPTS' receipt of a sufficient number of applications" is effective beginning with candidates in the 2003-2004 cycle.

The National Board took these steps after examining a variety of solutions to address those certification areas in which there is currently low demand. The board decided that offering such certificates on an alternating schedule is a cost-effective and fiscally responsible way to ensure that the assessment process will continue to reach the overwhelming majority of the teaching profession.

"Pursuing National Board Certification provides teachers with an opportunity to put their teaching practice up against the highest standards the profession has to offer. Our well-established process is highly valued by teachers and policymakers because it requires teachers to demonstrate their content knowledge, pedagogical skills, how they work collaboratively with parents, and how all those factors combine to increase student learning. Thus, our goal as an organization is for teachers to have the greatest possible access to this process," said NBPTS Chair Barbara Kelley. "We will continue to review each of the certificate areas and increase our assessment offerings as the demand increases."

The board of directors also affirmed that this decision is not a value judgment on any subject area and is based strictly on market demand. Certificates likely to be affected are in subject areas that have a relatively small number of licensed teachers.

Also at its board meeting in February, the National Board affirmed a previous action, announcing that, effective July 1, 2003, it will eliminate the handwriting option in assessment centers except for mathematics and science and other certificates as necessary. The National Board will continue to comply with the Americans with Disabilities Act and make accommodations for candidates as appropriate at assessment centers. The board of directors also voted to defer for one year the scheduled revision of several existing standards.

The National Board stressed that it will not compromise the rigor of its standards and assessment process, and will continue to offer the high-quality assessments that have earned the support of national organizations, elected and appointed officials, business and community leaders, and educators.

Details regarding the affected World Languages Other than English (WLOE) certificates, including the Early and Middle Childhood (EMC)/WLOE certificates, can be found on the National Board for Professional Teaching Standards (NBPTS) Website www.nbpts.org.

It is essential to maintain the high quality of National Board Certification in the World Languages Other than English Certificates. In order to do so, NBPTS needs practicing WLOE teachers. If you are a National Board Certified Teacher, please consider scoring WLOE this summer. It is recommended that all non-NBC teacher candidates consider scoring. The flyer below will give you an in-depth look into the process of WLOE National Board Certification assessment.



National Board for **PROFESSIONAL TEACHING STANDARDS®**

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from NBPTS to Teachers*

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in 2003-2004**

Qualifications:

- ❖ Baccalaureate degree
- ❖ Valid teaching license/certificate, if required by school
- ❖ Three years teaching experience in pre-K-12
- ❖ Currently be teaching at least half-time in the certificate areas listed below or be a National Board Certified Teacher[®] in the certificate area
- ❖ Not be a current or non-achieving candidate for National Board Certification[®]
- ❖ Successful completion of assessor training (provided by NBPTS)

***WORLD LANGUAGES OTHER THAN ENGLISH (WLOE) CERTIFICATES WILL
BE SCORED AT THE FOLLOWING SITES DURING SUMMER 2003***

Note: Information subject to change. For updates or further information, check the NBPTS Web site, call the number below, or email nbptsassessor@harcourt.com.

EAYA/WLOE (Spanish) - Miami (FL) 6/16-7/2, San Antonio (TX) and Daytona (FL) 7/14-8/1
EAYA/WLOE (French) - Princeton (NJ), Las Vegas (NV), and Washington D.C. 7/14-25
EAYA/WLOE (French, German, Spanish) - Oklahoma City (OK) 7/14-25
EAYA/WLOE (French, Spanish) - Cincinnati (OH), Charleston (SC), Dallas (TX) 7/14-25

CERTIFICATE AGE RANGES

EARLY CHILDHOOD: 3-8	EARLY ADOLESCENCE: 11-15
MIDDLE CHILDHOOD: 7-12	EARLY ADOLESCENCE THROUGH YOUNG ADULTHOOD: 11-18+
EARLY AND MIDDLE CHILDHOOD: 3-12	ADOLESCENCE AND YOUNG ADULTHOOD: 14-18+
EARLY CHILDHOOD THROUGH YOUNG ADULTHOOD: Birth-21+ (Exceptional Needs Specialist); 3-18+ (Library Media)	

CALL 1-800-22TEACH OR ACCESS www.nbpts.org

Calendar

Spring/Summer 2003 Conferences

APRIL

APRIL 10-13, 2003

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

MAY

MAY 9-10, 2003

Trevor Conference on Early Language Learning (Pre-K-8th grade), Trevor Day School, 1 W. 88th Street, New York, NY 10024, Website: http://www.trevor.org/Foreign/conference_2003/index.htm

Pre-Conference workshops on Friday, May 9th: What's Going On In Our Language Class? Knowing Our Goals, Planning Our Assessment, Identifying What We Need To Teach (1:00pm-4:00pm), Paul Sandrock, WI Department of Public Instruction; Technology in the Foreign Language Class-Emphasis on K-8th Grade, Donna Linton and Veronica Lima, Trevor Day School (9:00 am-12:00); How to Create Lively and Practical French and Spanish Classes (9:00 am-12:00), Myriam Chapman, Bank Street School and Mari Haas, Teachers College, Columbia University.

Conference Sessions on Saturday, May 10th (9:00-3:00): Keynote Address by Paul Sandrock *Committing to Communication - Why do we teach languages?* Breakout sessions, Lunch, Snacks, Entertainment.

For more information: Donna Linton, Conference Chair. Website: http://www.trevor.org/Foreign/conference_2003/index.htm Session proposal forms due by April 25th, Early-bird Registration before April 21st \$85 Conference only (May 10th) + \$85 per pre conference session (May 9th).

MAY 29-31, 2003

Third International Conference on Language Teacher Education, Radisson-Metrodome Hotel Minneapolis, Minnesota, USA sponsored by The Center for Advanced Research on Language Acquisition at the University of Minnesota. Featured speakers at the conference will include: Claire Kramsch, as keynote speaker, Michele de Courcy, Lily Wong Fillmore, and Bonny Norton. For further information, email the conference planning committee at: lteconf@tc.umn.edu Website: <http://carla.acad.umn.edu/conference2003/LTE.html>

COURSES AND WORKSHOPS FOR PRE-K-8 LANGUAGE TEACHERS

JUNE

JUNE 16 -20, 2003

National FLES Institute of Texas, The Hockaday School, Dallas, offers 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 postmarked before May 1: \$450; Room and Board (3 meals daily) \$75 per night.

JULY AND AUGUST

Calendar,
cont.

JULY

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 Pre-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

JULY 28 - AUGUST 1

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

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>

ACTFL FLES SIG

Send to: ACTFL
6 Executive Plaza
Yonkers, NY 10701

Dear Colleagues,

At the 2002 ACTFL Conference in Salt Lake City, Utah, a new Special Interest Group was formed to promote advocacy of early language programs and articulation (Pre-K-16). Many of you signed a letter and your support was very much appreciated. ACTFL has a \$5.00 fee for SIG members, so if your ACTFL membership is up to date, please use the tear-off slip below and remit the sum of \$5.00 to the ACTFL Membership address in N.Y. If your membership is not current, please be sure to check the box for FLES on the ACTFL Membership Application when you renew your membership.

MISSION STATEMENT OF ACTFL FLES SIG

The FLES Special Interest Group of ACTFL will promote and support early language programs in the U.S. through advocacy, networking and articulation. The SIG will assist in the following ways:

- 1) Provide a networking system within the organization that would enhance ACTFL's advocacy for early language learning at the local, state and national levels.
- 2) Coalesce support for early language learning within the existing membership through articulation Pre-K through 16.
- 3) Provide services such as ACTFL Conference workshops, news items in the SIG Corner of Foreign Language Annals and newsletters posted on the ACTFL website.

- 4) Heighten the importance of early language learning by setting up a structure within ACTFL to reach out to other early language learning organizations.

Look for FLES SIG news on the ACTFL website and in upcoming issues of Foreign Language Annals. For more questions, contact Christi Moraga trigal@rcn.com

Sincerely,

Christi Moraga trigal@rcn.com
Kathy Olson-Studler kolson@goodrich.spa.edu
Marcia Rosenbusch mrosenbu@iastate.edu

I would like to join the ACTFL FLES SIG and I am enclosing a check for \$5.00. Please add me to the list.

Name _____

Email _____

Mailing Address _____

Home Phone _____

Work Phone _____

NELL

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

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

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

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

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

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

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

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Positions:

ACTFL FLES SIG Representative — Martie Semmer

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Northeast Representative — Virginia Staugaitis, FLES Educator, Washington Primary School, 11 School Street, Washington Depot, CT 06794 vrstaug@aol.com

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Southwestern Representative — Liana Clarkson, World Languages Specialist, SSRC, Mesa Public Schools, 549 N. Stapley Drive, Mesa, AZ 85203 lclarkso@mpsaz.org

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

Home Phone (_____) _____

E-mail Address _____

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>

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