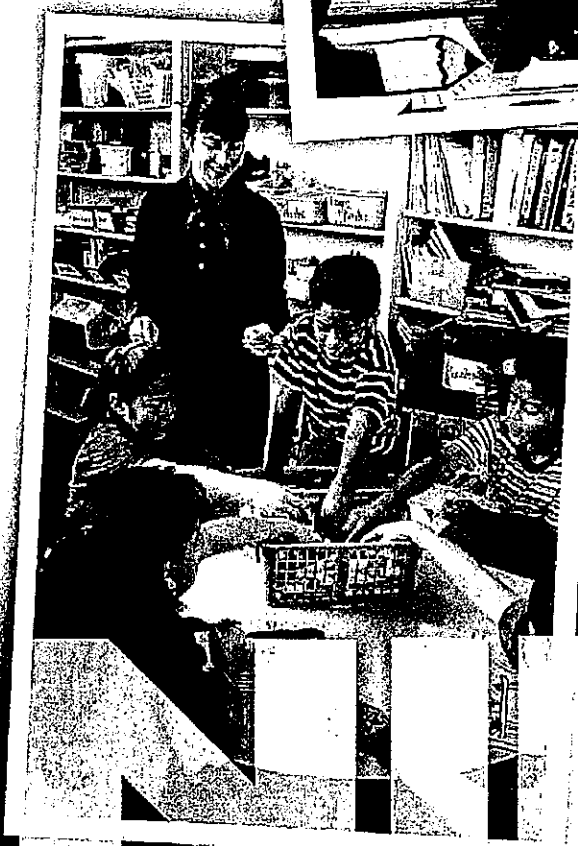


The Journal of the National Network for Early Language Learning

Learning Languages



NEL

FALL 2004
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Learning Languages: The Journal of the National Network for Early Language Learning is published in the fall and spring as the official publication of NNELL. It serves the profession by providing a medium for the sharing of information, ideas, and concerns among teachers, administrators, researchers, and others interested in the early learning of languages. The journal reflects NNELL's commitment to promote opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own. See the inside back cover for more information on NNELL.

Refereed Articles Published: Both scholarly/research and practical/pedagogical articles are published in *Learning Languages*. Scholarly articles report on original research, citing both current research and theory as a basis for making recommendations for classroom implementation. Practical articles describe innovative approaches to teaching and the administration of effective language programs for children. Refereed articles are reviewed anonymously by at least three readers from the NNELL Executive Board, the Editorial Advisory Board, and invited guest reviewers who have expertise in the area. Refereed articles are identified as such in the journal. Write to the editor to request a copy of the author guidelines for preparing manuscripts or retrieve them from the NNELL Web site at www.nnell.org. Please note that electronic submissions are preferable. Submit all scholarly and practical articles to Editor Teresa Kennedy.

Features Published: Feature articles, announcements, conference information, highlights from your school district or classroom, activities and materials, and original children's work (such as line drawings, short stories, and poems) may be submitted to *Learning Languages*. For example, submit a favorite classroom activity for the "Classroom Activities" section by sending your complete contact information plus a description of the activity that includes title, context, objectives, targeted standards, materials, procedures, assessment, as well as available pictures, drawings and illustrations to the Contributing Editor for *Activities for the Classroom*. Please note that children's work must be accompanied by written permission from the child's parent or guardian and must include the child's name, age, school, and the teacher's name, address, and telephone (add fax and email address if available). Submit all feature articles to Assistant Editor Mari Haas and the appropriate Contributing Editor as listed above.

Submissions: Deadlines for submissions: Fall issue—May 1; Spring issue—January 1. Please note that accepted manuscripts may not be printed immediately due to highlighted themes and/or journal page limitations.

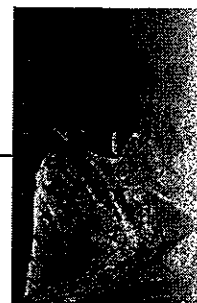
Private entities seeking to announce professional development opportunities and other services, and schools or school districts wishing to advertise employment opportunities, should send information electronically to tkennedy@uidaho.edu. The price for each announcement (quarter page ad) is \$50. Please make the check payable to NNELL and send to Mary Lynn Redmond, NNELL Executive Director, Wake Forest University, PO Box 7266, B21 Tribble Hall, Winston-Salem, NC 27109.

PLEASE CHECK FOR UPDATED INFORMATION ON THE NNELL WEB SITE <WWW.NNELL.ORG>.

Learning Languages

—The Journal of the National Network for Early Language Learning—

Volume 10, No. 1 FALL 2004



REFEREED ARTICLE

Research

- 10 **Adapting to Changing Needs: A Teacher-led Japanese FLES Program**

Ken Romeo, California Foreign Language Project, Stanford University School of Education, Stanford, CA

Margaret Dyer, Sophia University, Tokyo, Japan

- 20 **Standards-based Measurement of Proficiency (STAMP): An Assessment to Measure Proficiency of Interpretive and Presentational Communication**

Dr. Carl Falsgraf, Director, Center for Applied Second Language Studies (CASLS), The Northwest National Foreign Language Resource Center, University of Oregon, Eugene, OR

Martie Semmer, NNELL Past President, Breckenridge, CO

FEATURES

- 2 **President's Notes**

Dr. Lori Langer de Ramirez, New Hyde Park, NY

- 4 **ACTFL FLES SIG CORNER**

Christi Moraga, ACTFL FLES SIG Co-Chair, Farmington, CT

Kathy Olson-Studler, ACTFL FLES SIG Co-Chair, St. Paul, MN

Dr. Marcia Rosenbusch, National K-12 Foreign Language Resource Center, Ames, IA

- 4 **2005 The Year Of Languages**

Christi Moraga, ACTFL FLES SIG Co-Chair/NNELL Connecticut Representative

- 8 **International News On Young Language Learners**

Dr. Marianne Nikolov, University of Pecs, Hungary

- 9 **IN-NNELL Conference 2004**

Molly Murphy, Park Tudor School, Indianapolis, IN

- 16 **Research Feature—Executive Summary: The Relationship between Elementary School Foreign Language Study in Grades Three through Five and Louisiana Students' Academic Achievement on Standardized Tests**

Dr. Carolyn Taylor, Louisiana State Department of Education, Baton Rouge, LA

- 19 **JNCL-NCLIS**

Dr. J. David Edwards, Executive Director, JNCL-NCLIS, Washington D.C.

- 23 **Language Resources**

Early Childhood *Ana Lomba, Princeton Jct., NJ*

French *Marilyn Sable, Sleepy Hollow, NY*

German *Marianne Zose, White Plains, NY*

Japanese *Ikuyo Suzuki, Moscow, ID*

Spanish *Mayra Negrón, Milwaukee, WI*

- 28 **La realidad mágica de Oaxaca—Colores, olores y sabores de Oaxaca: An Interactive Workshop for Spanish Teachers**

Pamela Centeno and Christine Wells

FLES Co-Coordinators, Cheyenne Mountain School District, Colorado Springs, CO

- 30 **Classroom Activities**

Le Marché aux Mots

Terry Caccavale, Holliston Public Schools, Holliston, MA

Arabian Night Out

Lina Kholaki, New Horizon School, Pasadena, CA

A Tapar La Calle

Suzanne Daigneault, Woodcliff Lake School, NJ

- 30 **Web site Review**

- 33 **Book Review**

- 35 **Student Feature: Panza llena, corazón contento—Celebraciones, memorias y recetas: Part 2**

- 38 **Photo Album**

- 40 **Calendar**

President's Notes

Dear NNEL family,



While most of us were packing up our classrooms in June, so much was happening in "NNELL-world"!

Several of our NNEL leaders – our Public Relations Chair, Liana Clarkson, our Learning Languages Editor, Teresa Kennedy, and member Duarte Silva, Executive Director of the California Foreign Language Project - presented at the National PTA Convention in California. The response to their presentation was overwhelmingly positive and we have been encouraged to submit a proposal for this year's conference in Columbus, Ohio. Without missing a step, our Ohio State Representative, Debbie Robinson, submitted a proposal. We are hopeful that it will be accepted and that NNEL will continue to communicate the importance of early language learning to parents at this national gathering.

Also in June, members of the NNEL Executive Board and Committee appointments met in the idyllic setting of Princeton University for a Strategic Planning Meeting (special thanks to Priscilla Russel for graciously allowing us to meet and stay in her home on the university campus). Over three days (and nights!) of fruitful discussion, we developed a mission statement as well as vision statements and corresponding goals that we hope will provide strong direction for NNEL in the years to come, and especially in the upcoming Year of Languages. As defined in the constitution, the NNEL membership will be asked to vote on the change in mission statement by email ballot by the end of January 2005.

Look for information on the NNEL Web site about the goals as we take actions to move them forward during this academic year.

As my term as NNEL president comes to an end, I am excited about the future plans for our organization. Through these and other initiatives, NNEL leadership and members will continue to provide the service and support for early language learning proponents that is so crucial in today's education world. I am proud to have been at the helm of this important organization! I look forward to seeing you all at ACTFL!

Sincerely,

Dr. Lori Langer de Ramirez, NNEL President, Herricks Public Schools, New Hyde Park, NY

National Network for Early Language Learning Mission Statement: NNEL: An educational community providing leadership in support of successful early language learning and teaching.	
National Network for Early Language Learning Vision Statements and Goals:	
Vision Statement #1 NNEL is an invaluable resource for educators, parents and policymakers.	Goal #1 NNEL will develop an E-NNEL NOTES electronic newsletter on current issues related to early language learning that will be sent to members on a regular basis for further dissemination.
Vision Statement #2 Through a strengthened grassroots network, NNEL assists PreK-8 language teachers in providing programs of excellence.	Goal #2 NNEL will conduct an annual Networking Institute to provide leadership growth opportunities for its state and regional representatives.
Vision Statement #3 NNEL is proactive in shaping early language learning education policy and practice.	Goal #3 NNEL will develop and disseminate position papers on critical issues in early language learning that relate to policy and practice.
For more information about NNEL's Mission and Activities, refer to the inside back cover of this issue of <i>Learning Languages</i> .	

NVA New Visions in Action

Foreign Language Education

NOMINATE an Exemplary Program

why?

- Tired of reinventing the wheel?
- Want to learn about what's working well?
- Ready to share your own program's successes?

how?

- Visit the NVA Website* to see suggested nomination criteria.
- Nominate a program you consider exemplary in some way (even your own!).
- Submit your nomination on line at the Website* (starting August 2004).

then...

- NVA will review the nominations for programs considered exemplary:
 - Descriptive information about the program's exemplary nature will be made available to the profession on the NVA Website.*
 - A congratulatory letter will be sent to the program's administrators along with a press release.
- NVA will post information about the selected programs on its Website* so that the profession can celebrate their success and learn from them.

*** www.educ.iastate.edu/newvisions/**

For more information: Contact nvisions@iastate.edu © 2004 - New Visions in Action - All rights reserved.

A special thanks to all of the NNELL Membership who sent in their ballots for this year's election. We are happy to announce that Terry Caccavale will be NNELL's 2005 2nd Vice President. Congratulations Terry!

NNELL

Enroll or Renew

To enroll or renew your membership with NNELL, please copy the form on the back of the journal and send it to Dr. Mary Lynn Redmond, NNELL Executive Secretary. If you have questions regarding enrolling in NNELL, your current membership status, or the process of renewal, please contact NNELL Membership Secretary Robin Hawkins at nnell@wfu.edu or phone 336-758-5525.

Your participation helps give NNELL a strong voice in promoting quality language instruction for young children. Thank you!

ACTFL FLES SIG CORNER

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All ACTFL FLES sessions and presentations have been posted on the NNELL Web site. Please go to www.nnell.org and click on the link FLES Sessions at ACTFL 2004 and a comprehensive list will open as a MS Word document.

"A ballot is currently being drawn up and distributed at the election during the NNELL and ACTFL FLES SIG business meeting. Be sure to be in attendance in order to vote in new officers."

In its second year of existence, the FLES SIG has well over 160 active members to date! We want to encourage all early language teachers to attend the ACTFL Fall conference to be held at the Chicago Hilton, November 19-21, 2004. If last year's conference was any indication, this promises to be an exciting and rewarding ACTFL conference again for early language learning teachers. There were over fifty sessions related to K-8 foreign language education at last year's ACTFL conference in Philadelphia, Pennsylvania. This was a record! The theme of last year's FLES SIG conference was advocacy. This year the focus will be on Less Commonly Taught Languages (LCTL) and enduring the challenge of articulation K-16.

Again this year, in the spirit of collaboration with diverse professional organizations to continue to build on our strength in numbers, we will host a joint business meeting with NNELL (The National Network of Early Language Learning). Come and voice your needs and concerns. Let your professional affiliations help you in your professional growth.

The years 2004 and 2005 have been proclaimed the "Year of Languages." Won't you please join us in making this advocacy effort for language and cultures education a grand success?

It has been very rewarding and enlightening to work as the first officers of the FLES SIG. New officers (President, Vice President, Secretary, Treasurer) will be elected this year, serving for the next two years (2004-2006) to continue the important work of advocating for early language education. A ballot is currently being drawn up and distributed at the election during the NNELL and ACTFL FLES SIG business meeting. Be sure to be in attendance in order to vote in new officers. Results of the election will be posted on the ACTFL Web site for the FLES SIG in late November 2004 and in the FLES SIG CORNER of ACTFL's journal Foreign Language Annals.

We need to continue to share more of the fine curricula being developed across the nation. Therefore, proposals are currently being solicited for next year's conference by December 1, 2004, for consideration by the new ACTFL FLES SIG officers. The theme for proposals will be innovative, culturally rich, age-appropriate, well-articulated, content-based and standards-based curriculum.

Watch the FLES SIG Web site for further updates on the Fall ACTFL conference sessions November 19-21, 2004. Also check the ACTFL Web site for ideas for celebrating the 2005 Year Of Languages in your city or state. We look forward to seeing each and every one of you at the ACTFL conference in Chicago. Join the excitement!

2005 The Year Of Languages

Join us in the effort to promote languages and language learning!

Christi Moraga, ACTFL FLES SIG Co-Chair/NNELL Connecticut Representative

The American Association on the Teaching of Foreign Languages (ACTFL) and its affiliated organizations will coordinate a comprehensive Year Of Languages schedule of events and activities at the national, regional, state and local levels. This exciting initiative will launch at ACTFL's November 19-21, 2005, Annual Meeting and Exposition held in Chicago. Celebration of "2005 The Year Of Languages" will provide many opportunities for Americans to understand the language learning process. Americans will be able to attend national and international events devoted to the importance of other cultures and world languages. We will be celebrating languages learned in schools, heritage languages and indigenous languages. The year-long celebration will help us to appreciate the rich cultural heritage and traditions contributed to the fabric of the U.S.A. through speaking and writing diverse languages.

The Year Of Languages in the United States will parallel events and celebrations that have already taken place in 2001 for the Year Of Languages in Europe in preparation for the formation of the European Union. 2006 has been designated the Year Of Languages in China in preparation for the 2008 Olympics in Beijing. In the United States, Senators Christopher Dodd (D-CT) and Thad Cochran (R-MS) have worked together to introduce a resolution to officially designate 2005 as the Year Of Languages and ACTFL anticipates that 2005 The Year Of Languages will be the launch pad for many future activities that will take place on an annual basis.

The United States has a history of multilingualism. For more than two hundred years, Americans have continued this tradition of valuing other cultures as successive waves of immigrants settled in the United States. Through local and regional festivals, artistic performances, and heritage language learning opportunities, as well as through ethnic customs and foods that are shared across our diverse cultures in the United States, Americans continue to celebrate their diversity in many different ways.

At the same time that we recognize the importance of appreciating one another in our nation, it is increasingly clear that Americans need to be prepared to the highest level to understand the world. Recent events in our history point to the devastating effects of not knowing or understanding other languages and cultures. American parents whose children will enter the workforce in the 21st century are increasingly aware of the importance of global travel and of the access to knowledge that technology will provide across cultures and across languages. Parents, regardless of their socioeconomic status, are clamoring to have languages added to the early curriculum. Americans of all ages are studying languages. It's never too early. It's never too late.



The objectives of "2005 The Year Of Languages" are:

- Promote multilingualism and cultural understanding in the U.S.
- Provide information about the teaching and learning of languages
- Support the lifelong learning of languages
- Raise awareness and appreciation of languages taught in school, heritage languages and indigenous languages
- Celebrate the history of languages in the U.S.A.
- Sponsor workshops, conferences, competitions, celebrations, internships
- Create an atmosphere in the American business community that fosters the importance for Americans to learn other languages.

*Celebrate...
Educate...
Communicate...
Participate...
Speak more than
one language and
appreciate more
than one culture!*

Visit the following Web sites to learn more about "2005 The Year Of Languages":

- ACTFL <www.actfl.org>
- 2005 Year Of Languages Web site listing themes for every month during the calendar year of 2005 <www.yearoflanguages.org>.

The official British Web site for the European Year Of Languages is very informative and lists quotes from celebrities in Europe regarding language learning <www.cilt.org.uk/edl/linguists.htm>. ACTFL is preparing a similar list of thoughts on languages by celebrities who live in the United States.

ACTFL is asking individuals, organizations and publications in diverse domains to think about how you use world languages and promote speaking or writing languages in the U.S.A. If you can highlight the appreciation for languages in your local community during the calendar year 2005, please send your ideas, articles, and activities in an email with the subject title: "YOL Activities" to ctcoltorg@yahoo.com and cc/ Bret Lovejoy, Executive Director of ACTFL at blovejoy@actfl.org. You should include the name of the event, place, date, contact person and brief description. Thank you!

ACTFL Events for 2005 The Year Of Languages

November 2004 Focus: Kick-Off

ACTFL Annual Convention in Chicago, November 19-21, 2004.

December 2004 Focus: Media

Press Conference at National Press Club in Washington D.C.

January 2005 Focus: Language Policy

Local, state and national policy makers encouraged to examine role of languages in schools, work and business.

ACTFL: Interactive teleconference w/chief policy-makers, U of NC, Chapel Hill.

February 2005 Focus: International Engagement

Participating organizations encouraged to build relationships w/ other countries.

ACTFL: Panel Fulbright Exchange participants and other international organizations featured in symposium: Study abroad and language beyond classroom.

March 2005 Focus: Connecting Languages to Other Areas

Interrelationships between languages and other subject areas or professional fields.

ACTFL: Panel discussion of languages featuring scientists, mathematicians, artists, sociologists, etc.

April 2005 Focus: Higher Education

Discussion: Enrollments, curricula, programs, initiatives in institutions of higher education.

ACTFL: CSPAN will feature students in National Security Ed Program (NSEP) and students combining business with language.

May 2005 Focus: Language Advocacy

Participating organizations encouraged to identify ways language learning and multilingualism is promoted in their own communities.

ACTFL: JNCL Delegate Assembly and ACTFL will highlight importance of languages on Capitol Hill.

June 2005 Focus: Adult Learning and Language Use

Organizations that offer programs to adults and those that use languages in work and leisure will be highlighted.

ACTFL: Symposium on "Language Use in the Work World":

July 2005 Focus: Languages and Communities

Chambers of Commerce, Rotary Clubs, libraries and other participating organizations encouraged to participate at the local level.

ACTFL: Annual Folk Life Festival sponsored by Smithsonian Museum will feature communities and respective cultures and languages.

August 2005 Focus: Parents

Role of parents in offering opportunities for children.

Brain research benefits will be highlighted.

ACTFL: National Council of PTA's will cosponsor forum on benefits of learning languages at early age. K-12 programs will be highlighted.

September 2005 Focus: Heritage Languages

Emphasis on promoting learning and maintenance of heritage languages, Native American languages, endangered languages and sign language.

ACTFL: Nationwide teleconference will feature heritage languages in the U.S.

October 2005: Early Language Learning

Benefits of early language learning will be emphasized.

Board of Education presentations will be highlighted.

ACTFL: Nationwide Saturday festival featuring elementary students.

U.N. reception to feature student artwork and multilingual children's books.

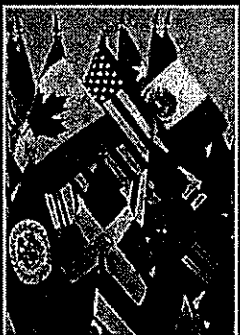
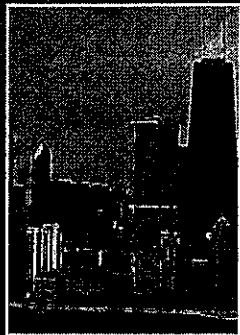
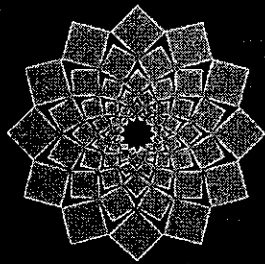
November 2005: Celebrating Accomplishments and Looking Ahead

ACTFL: Culmination of 2005 Year Of Languages at annual conference to be held in Baltimore. First National Language Teacher of the Year announced.

December 2005: Culture

Participating organizations encouraged to highlight the learning of culture.

ACTFL: Culminating cultural program at Kennedy Center in Washington D.C.



ACTFL 2004 38th Annual Meeting and Exposition

*Celebrating
Our International Spirit*

**November 19-21, 2004
Chicago Hilton**

Make plans to be part of the largest gathering of language educators in the U.S. Come help us kick off the year-long observance of the Year of Languages. . . a campaign dedicated to raising public awareness of the importance of learning languages.

Housing and workshop information is now available on the ACTFL web site. Look for more details this summer on the hundreds of program designed for professional development at all levels and for all interests.

Visit www.actfl.org!

Join Our Kick-Off Celebration!
2005
THE YEAR OF
LANGUAGES

International News on Young Language Learners—

Here we go around the world!

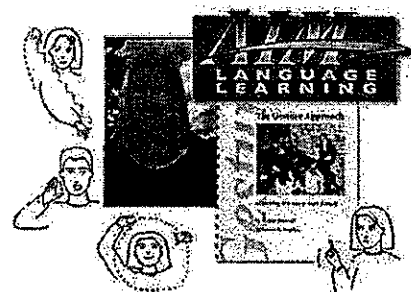
Marianne Nikolov, Ph.D.
University of Pecs, Hungary

The findings of a study published in the journal *Psychology and Aging* (Vol. 19, No. 2, 290-303) throw more light on why learning languages from an early age may be beneficial in the long run. Ellen Bialystok of York University in Canada and colleagues tested 104 monolingual and bilingual middle-aged adults aged 30 to 59, and 50 older adults aged 60 to 88. Older adults who grew up bilingual had quicker minds when tested than people who spoke only one language, the researchers found. They showed less of the natural decline associated with aging on a test called the Simon Task, which measures reaction time for cognitive tasks such as recognizing on which part of a computer screen a colored square appears. Both younger and older bilinguals were faster on the test. Although the study involved bilinguals from early childhood, the study may have important implications for early language instruction in schools.

"The European Centre for Modern Languages (ECML) in Graz, Austria, has grown significantly since the European Day of Languages in 2002. Currently the ECML has 33 member states."

A message from an enthusiastic new NNELL reader described a new method of teaching French as a second language which, in her view, is taking Canada by storm. The method is called AIM (the Accelerated Integrative Method), or "The Gesture Approach." It was created by an award-winning Canadian French teacher named Wendy Maxwell.

According to our reader, "Basically, one teaches the students vocabulary with hand gestures, which eliminates the need to use English in the classroom. The word-gesture link also greatly accelerates the students' acquisition of the vocabulary, as has been proven in many studies. As the teacher uses specific gestures, the students speak in choral unison, interpreting the gestures. This enables the teacher to model how to string the words together to make sentences and it also allows the whole class to participate actively in speaking French at all times. It is truly a revolutionary approach to teaching a second language. I have been using AIM for 4 years with my Core French students (40 minutes/day) in grades 3, 4, & 5. They are reaching levels of fluency comparable to French immersion students (all day long)." For more information see the AIM Web site at <www.aimlanguagelearning.com>. It would be interesting to hear from readers of NNELL what experiences they may have using this new method



The AIM (Accelerated Integrative Method), or "The Gesture Approach" was created by an award-winning Canadian French teacher named Wendy Maxwell.

News published in the United Kingdom cited that according to an innovative project, children are learning history and geography in French, German and Spanish. This is part of a larger plan to modernize language teaching in state schools in the U. K. As an article in the *The Independent* reported on September 26, 2003 <http://education.independent.co.uk/low_res/story.jsp?story=447098&host=16&dir=365>, the British Government is trying to boost language teaching by giving every child from the age of seven the right to learn a language at school by the end of the decade. However, the initiative has been criticized because children can drop the study of languages at the age of 14. It is also feared that there may not be enough teachers to implement the grand plan, so the key to the scheme's success depends on whether enough language teachers can be recruited.

The European Centre for Modern Languages (ECML) in Graz, Austria, has grown significantly since the European Day of Languages in 2002. Currently the ECML has 33 member states. Their Web site <<http://www.ecml.at>> provides national reports on the situation of language teaching and learning, contact addresses, as well as samples of the languages spoken in each of the member states. A new project launched by the ECML entitled TEMOLAYOLE, focuses on the teaching of modern languages to young learners. To learn more about this project go to the ECML Web site <<http://www.ecml.at>> and look for Activités, then, TEMOLAYOLE.

A new "Not for profit" *Kindersite* project is now online at <<http://www.kindersite.org>> and readers are asked to see if they wish to help or be involved in this worldwide language and early learning project. The test version of the site is for educational professionals and parents. The project aims to allow early learners, irrespective of native language, access to developmentally appropriate content available on the Internet in a safe and secure environment in which they can choose and use the content freely. Also, it intends to allow qualified academic educational and language researchers to study the children's usage of the content and follow up their usage to best understand outcomes of how and if technology should be integrated into the educational process. Readers may offer to join the advisory board. See <<http://www.kindersite.org/Advisory.htm>> for more information.

REALBOOK News, an extremely useful resource for teachers and parents is now available at <www.realbooks.co.uk>. RealBooks are intended for children learning English as a foreign language. Although RealBooks are illustrated books for young children, they are not text books for learning English. An equally interesting site promoting the use of authentic reading materials for young readers can be found at <www.picturebooks.com>.

A three-day conference was held at the University of Cyprus, Nicosia, in February 2004, with a special focus on testing young learners in modern languages. The organizers attracted participants through two SIGs of IATEFL. If you wish to find out more about the event please go to <www.countryschool.com/ylsig/events/youngevents.htm>.

IN-NELL Conference 2004

Molly Murphy, Park Tudor School, Indianapolis, IN
mmurphy@parktudor.org

Over one hundred educators from Indiana and beyond gathered at Park Tudor School in Indianapolis for the fifth annual IN-NELL Conference on March 6, 2004. This year's conference featured nationally-known presenters, multiple vendors, a Swapshop session and door prizes galore. Aptly titled *No Yawning Allowed*, this year's conference left little time for snoozing, instead offering a Saturday filled with exciting new ideas, teaching tips and inspiration.

Carol Gaab, ESL and Spanish teacher as well as President of TPRS Publishing Inc., led a dynamic workshop on Total Physical Response Storytelling. Using audience participation, Carol demonstrated this powerful teaching technique and discussed tips for including TPRS in the foreign language classroom.

The afternoon session was led by Joanna "JoJo" Lowe, Spanish teacher and author of the popular *No Yawning Allowed* series. Designing her lessons based on brain research, JoJo shared a variety of activities designed to engage every student and to make learning fun. Her creative approach to teaching languages was an inspiration to all present.

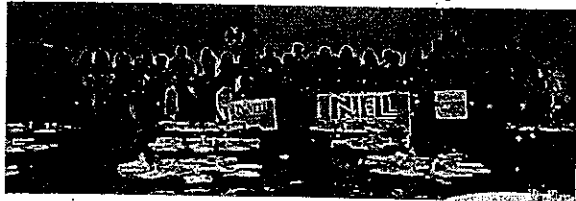
During lunch, IN-NELL board members took time to recognize local leaders in language educa-

tion and advocacy. Dr. Angelo DiSalvo was honored with the Lifetime Achievement award for his numerous contributions to foreign language education in Indiana and his promotion of the early teaching of world languages. José Antonio Laguna Cabo, representative of the Spanish Ministry of Education, Culture and Sports, received the Ambassador Award for sharing his international spirit with world language educators in Indiana. Pamela Valdés was introduced as IN-NELL's Teacher-of-the-Year 2003. Rose Egan, outgoing President of IN-NELL, also earned recognition for her incredible leadership and dedication during the past three years.

Door prizes were awarded to attendees throughout the day. Among them were several grand prizes including four scholarships for tuition to attend three language schools in Cuernavaca, Mexico. Additionally the registration fee for the conference included membership to NNELL. Therefore, all 120 IN-NELL attendees received the "prize" of NNELL membership for the 2004-2005 academic year!

The 5th annual IN-NELL conference proved to be a success on several fronts. The two outstanding presenters shared their knowledge, creativity and wisdom with an enthusiastic audience. Teachers had the opportunity to share ideas and learn from each other with the distribution of Swapshop materials. Local leaders were recognized for their efforts and Indiana's support of NNELL increased dramatically. Conference participants left with a plethora of new ideas and a renewed passion for early language education.

"All 120 IN-NELL attendees received the 'prize' of NNELL membership for the 2004-2005 academic year!"



Adapting to Changing Needs:

A Teacher-led Japanese FLES Program

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"After an in-depth program assessment in 1999, the principal, teachers, staff and parents undertook a bold experiment to restructure the program to better meet the needs of the changing student population and to bring the instruction of Japanese in line with national and state foreign language teaching standards."

When designing a language program, it is often difficult to create a workable balance between a desired ideal and the realities imposed by limited resources. Ultimately, the task is to make the best use of the available materials within the allotted time frame by drawing on the creativity and expertise of the staff. The following is a brief portrayal of how teachers at one elementary school have found a way to create a context-rich environment for language learning by drawing on their own language expertise. Results show that not only are students motivated, but their proficiency increases significantly over the span of one year. Teachers are stimulated and empowered by the nature of the program.

Background

Clarendon Elementary in the San Francisco Unified School District is designated as an alternative school that offers a special curriculum for high ability students. Their academic performance is one of the highest in the state for elementary schools of this type. In 2003, they were ranked 10th overall and first among schools with similar student populations (California Department of Education, 2004a). Clarendon offers two unique programs. The Japanese Bilingual Bicultural Program (JBBP), includes Japanese instruction, the focus of this article, and the Second Community offers Italian language instruction.

Clarendon enjoys immense popularity, with applicants exceeding places for admission by a 7:1 ratio. It is an ethnically diverse school where 38.3% of the students are Asian, 8.8% are Latino, 6.6% are African American, 2.9% are Filipino and 43.4% are Anglo (California Department of Education, 2004b). The Japanese Bilingual Bicultural Program was originally founded in 1973 thanks to the efforts of a large number of Japanese-American parents in San Francisco. At the time, there was a pervasive ethnic revival movement that led many groups to work to preserve their ethnic language and culture (Fukuyama, 1996). However, Ukita (2002) notes that the program was not the same type of bilingual education program that was being implemented elsewhere, such as in those set up in the San Francisco school district as a result of the landmark Lau vs. Nichols case.

From the beginning, the primary language of the Japanese-American students was English, and they constituted a small minority of the school population. In a parent survey, Fukuyama (1996) found that even twenty years after the program's founding, support was still strong from the Japanese-American and long-term resident Japanese communities. She found that the main motivation for choosing the JBBP was that, more than language ability, parents wanted their children to learn Japanese culture.

For many years, the school employed Japanese native speaker paraprofessionals (hereafter called the "sensei-model") to teach for 40 minutes a day in each class. During this 40-minute period, students were divided into three groups according to their ability in Japanese. The teacher rotated through the groups, so in the original sensei-model children received, on average, less than 15 minutes of instruction per day four days per week. After an in-depth program assessment in 1999, the principal, teachers, staff and parents undertook a bold experiment to restructure the program to better meet the needs of the changing student population and to bring the instruction of Japanese in line with national and state foreign language teaching standards. Over the years, the sensei-model had evolved into Japanese-only instruction for all students with the sensei's rotating through the classrooms. One problem identified with this model was that classroom teachers had very little involvement in the Japanese lessons even though many teachers were proficient in Japanese and had a connection to Japanese culture that they could share with their students.

Early in 2000, a Japanese curriculum coordinator and a Japanese language teacher were hired to assist the staff in transitioning to a teacher-led FLES (Foreign Language Elementary School) program. The teachers began intensive training in the ACTFL-NCATE standards (American Council on the Teaching of Foreign Languages, 2002; 1998), curriculum development and methods for teaching foreign languages, as well as Japanese lessons to refresh their own language skills. The classroom teachers along with a curriculum coordinator developed a vision to guide the process of restructuring the program. This paper will document the results of nearly four years of intensive revision of one of the oldest Japanese language programs in the country.

Program Vision

The Clarendon Japanese Bilingual Bicultural Program delivers a standards-based K-5 Japanese language and culture program to all students. The JBBP community inspires children to love learning Japanese and motivates them to become life-long learners of Japanese language and culture. The student body includes both native and non-native Japanese speakers; the two groups are sometimes separated for language instruction so that instruction can be tailored to their proficiency levels. The main goal for non-Japanese speaking students is the acquisition of a foundation of Japanese proficiency and a basic knowledge of Japanese culture. Teachers integrate Japanese language and culture into daily lessons, as well as throughout the day, using a content-based, thematic unit approach. Native Japanese-speaking students, roughly 30% of the total 329 students, maintain their heritage language skills as teachers extend the Japanese curriculum to challenge them using thematic units that incorporate higher-level vocabulary and spoken and written language, including hiragana, katakana, and kanji.

Professional Development

Teachers currently on staff or hired into the program must meet the following requirements:

- possess a valid California teaching credential or be enrolled in a formal teacher training program,
- participate in ongoing professional development in foreign language instruction,
- demonstrate proficiency in Japanese language or be enrolled in a Japanese course of study,
- integrate Japanese language and culture into the core curriculum using the standards-based Japanese curriculum developed by the staff, and
- be willing to disseminate the JBBP teacher-led FLES program model and standards-based curriculum to schools in the district, state and nation by presenting at conferences and workshops.

Teachers continue to update and revise the staff-developed, standards-based curriculum to meet the needs of all students. This curriculum includes proficiency assessments as well as a component that calls for students and their families to celebrate Japanese culture through various events during the school year.

Program Description

Clarendon JBBP is now what is termed a content-enriched Foreign Language in Elementary School (FLES) program. It can be distinguished from other programs, such as immersion, partial immersion, regular FLES and Foreign Language Exploratory Programs (FLEX), by the amount of time spent in the foreign language per week and the topic of instruction. Immersion programs typically spend up to 80% of class time

in the target language (Met, 1993). FLES classes meet a set number of times each week, usually for less than one hour, with some of the instruction in the target language. Finally, FLEX programs restrict language and culture content to a very introductory level and are usually conducted in the students' native language (Reeves, 1989). A content-based FLES program teaches the language as part of the subject matter and integrates language learning with topics that come from the regular curriculum content areas (e.g., social studies, mathematics, science) so that language is taught in a meaningful context. Content is the vehicle for language learning and is thus much more integrated into the overall functioning of the school (Curtain & Haas, 1995).

However, in an effort to more fully integrate Japanese into the students' perception of language and to make the context for instruction more realistic, the decision was made to include Japanese throughout the day, across the subjects, much as described in Curtain and Haas (1995), and in the daily functions of the class (such as taking attendance and making announcements), in addition to a concentrated class period of 30-45 minutes per day. Of the 15 teachers in the school, there are two native speakers of Japanese and three beginners. The remaining teachers, although non-native speakers, are proficient in Japanese at various levels. All of the non-native speakers are committed to improving their proficiency through professional development. The native speakers of Japanese on the staff are fully credentialed, multiple-subject classroom teachers and do not exclusively teach Japanese; they teach every subject, just like the other classroom teachers. Teachers, especially beginner Japanese learner teachers, are often assisted by native-speaker volunteers, both in and outside of the classroom. The teachers have devoted considerable time, effort, and personal commitment to training in the language and teaching of Japanese.

Implementation

In 2001, Clarendon JBBP was awarded grants from the U.S. Department of Education Foreign Language Assistance Program (FLAP) and the Japan Foundation to undergo this program shift. The top three priorities were to improve students' abilities to communicate in Japanese, to provide professional development and support for classroom teachers as they took on the additional role of foreign language instruction, and to create a proficiency-oriented, standards-based curriculum to be articulated with middle and high schools and serve as a national model. It is a very large task that Clarendon Elementary School has undertaken, attempting both to build a standards-based curriculum from the ground up and, at the same time, shift the responsibility for instruction to classroom teachers. However, the group of teachers present at the school now have several qualities that have contributed and will continue to contribute to the present successes and the ongoing

"The top three priorities were to improve students' abilities to communicate in Japanese, to provide professional development and support for classroom teachers as they took on the additional role of foreign language instruction, and to create a proficiency-oriented, standards-based curriculum to be articulated with middle and high schools and serve as a national model."

of the program. Most are proficient in Japanese and all are committed to improving their proficiency. They are enthusiastic about participating in this unique program where their skills can be put to use, and they feel empowered by the responsibility, as evidenced by their enthusiastic participation in curriculum development.

The Curriculum

The curriculum was written by and for the teachers with the assistance of the curriculum coordinator and outside experts in FLES and Japanese language. Even before the teachers began writing, they participated in an intensive national standards workshop, sponsored by the California Language Teachers Association (CLTA) state-level conference, and a separate two-week curriculum development institute. After writing the first draft over the summer of 2000, the teachers met in biweekly grade-level groups during the academic year to discuss the implementation of the curriculum, units and lessons. Grade-level teams also worked together on release days, one per semester, to add more details to the units and lesson plans. The Japanese curriculum coordinator held monthly meetings to discuss the progress of the implementation as well as upcoming events. For two summers the teachers met in a week-long workshop to further refine the curriculum.

The curriculum is based on six thematic units: Self, Family, Food, Nature, School and Home. These topics were chosen specifically because they relate to students' lives and immediate surroundings. Each unit has set language functions, vocabulary, structures, and cultural themes. Jan Ken Pon, a standards-based Japanese textbook for elementary schools published by the Center for Applied Second Language Studies (CASLS), is both a guide and resource for the curriculum. The program is based on recycling vocabulary and structures to ensure acquisition of productive ability, not just passive comprehension. The teachers have been trained in the five-step lesson sequence (setting the stage, comprehensible input, guided practice, application/extension, and assessment) and use this as a guide in their lesson planning. During meetings and release days, teachers have developed grade-level binders with lesson plans, worksheets, and activities for each unit. While the teachers have their own materials, books and resources, the curriculum office is the central location for thematic unit kits, a Japanese mini-library, authentic language and cultural materials, and other teaching resources and materials.

These kits are one of the key methods by which the curriculum scaffolds the students' work in order to take it to higher and higher levels through the grades. The materials for each unit include a wide range of visual aids and manipulatives, as well as a file of lesson plans and worksheets for each grade level. The kits are constructed as a unit, so there is a clear sense of the progression to proficiency in each area, and teachers

regularly contribute new creations to each file. Several thematic units on topics such as holidays and other cultural events in addition to the main six themes have also been created by the teachers. Most importantly, however, these units are all designed so that much of the language that is central to the theme is included in the materials, often with direct examples. This is a key factor in facilitating effective instruction with teachers who are not native speakers of the target language.

In addition to the daily language and culture taught in the classroom, the program also continues to hold school-wide events such as a Japanese New Year Celebration (oshougatsu), a Culture Festival (bunkasai), and a Sports Festival (undoukai). The students are able to participate in and enjoy traditional Japanese cultural events with the help of many parent and community volunteers. Performing Arts Night is another special event where the students do bon-odori (traditional Japanese dance), play taiko (Japanese drums), perform skits, and sing in Japanese and English. Parents, grandparents, and community guests are invited to enjoy the students' performances. Students often remark that these events are the highlights of their tenure at Clarendon.

Program Achievements

Clear evidence of the success of the JBBP program at Clarendon Elementary school can be seen in the results of an evaluation that gathered data from various sources. The four data sources and their results are described below. First, the results of two focus group sessions held with teachers show how the structure of the program allows a more satisfying involvement with daily language instruction. Second, an analysis of Foreign Language Oral Skills Matrix (FLOSEM) assessments showed significant proficiency gains in all grades over a six-to-eight month span. Third, Student Oral Proficiency Assessment (SOPA) scores also show a similar increase in proficiency over the course of a year. Finally, parent surveys show that children's proficiency gains, as well as increased enthusiasm and confidence, are evident at home as well.

Focus Groups

Focus groups were held at Clarendon Elementary School in the spring of 2002 to explore how non-native-speaking teachers have adapted to being the main providers of Japanese language instruction, which had previously been the responsibility of native-speaking paraprofessionals (senseis). While some of the present staff had been at Clarendon since before the transition in 2000, there were also several who have been hired since.

The teachers in the focus groups were asked one basic question: How did they adapt the curriculum into their classroom teaching? They were told that the intention of this focus group was to learn more about how non-native speakers of the language implemented the curriculum on a daily basis. In the interest of disclosure,

"The students are able to participate in and enjoy traditional Japanese cultural events with the help of many parent and community volunteers."

a draft report of the focus group session was shared with the teachers and comments were invited. The general attitude among the teachers was that this program change has been a success. In particular, the teachers who had been at the school before 2000 felt that the program was far more effective than the previous sensei-model. They noted that while the teachers had more freedom to incorporate Japanese when or where they felt it was appropriate, the language became much more a part of the natural flow of daily activities, and students did not have to shift gears to "study" it. It became apparent that there were several reasons for this success.

One important factor was the nature of the transition. The teachers overwhelmingly responded that the key to the program's success was the freedom to control how and when to include Japanese in their lessons. Previously the classroom teachers had very little if anything to do with the language lessons. Several teachers reported that this was frustrating because they saw opportunities to use Japanese in various ways during the day, but did not feel free to do so. Their responses indicated that this freedom was very stimulating and empowering.

Much of the discussion in the focus groups was on how the teachers integrated the curriculum into their lessons, and the cases in which they found it difficult to do so. The amount of material related to other subjects that teachers must teach and the content of the curriculum itself limited what the teachers included in instruction. Integration also occurred in the sense that Japanese is used in areas such as asking for permission to use the restroom or to get a drink of water, as well as in daily routine activities, such as greetings in the lower grades and school lunch counts in the upper grades. One teacher reported that she felt that the students now had real "ownership" of the language. She pointed out that the format allowed teachers to take advantage of the context of the classroom in order to give the language immediacy, so students were able to use the language to accomplish tasks that had "real" results for them.

Also important to success was the collegiality of the staff. When asked about curriculum, the teachers consistently referred to the ability to discuss language content with other teachers in the same grade level. It was quite apparent that the teachers at Clarendon see each other as resources and have opportunities to give and receive advice.

FLOSEM Assessment

The Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM) (Padilla & Sung, 1999) was used to quantify proficiency gains as a result of the language program. Classroom teachers rated students once in the fall and once in the spring on five scales of six points

each: comprehension, fluency, vocabulary, pronunciation and grammar. These scores were totaled to give a single score of 0 to 30. For this assessment, students were divided into two groups: "heritage" learners who, because of their home environment, have a level of proficiency that is significantly different from other students, and "non-heritage" learners, who are learning the language from the basic level. Usually these "heritage" learners are able to speak at near-native levels because they have regular contact with a family member who is a native speaker of Japanese. Students are divided into these two groups for instruction as well, so in order to focus on areas where there may be significant differences between students in similar conditions, these groups were treated separately in statistical tests. Approximately 30% of the 329 students in this assessment were classified as "heritage" learners. It should also be noted that due to the class-size cap of 20 in grades K-3, one split class mixing fourth and fifth grade students must be created each year.

FLOSEM ratings for each group in each grade level were tested using a paired sample t-test. For each total score of the FLOSEM assessment there was a significant difference ($p < 0.001$) between the fall assessment and the spring assessment for the non-heritage learners and a significant difference ($p < 0.01$) for three of the five groups of heritage learners. Tables 2 and 3 (below) list all of the totals.

Table 2. 2002-2003 Japanese FLOSEM Assessment for Non-Heritage Students

Grade	N =	FLOSEM Score		Increase	t-ratio
		Fall	Spring		
K	40	6.14	6.90	0.76	-7.53**
1 st	39	7.1	7.56	0.46	-4.22**
2 nd	41	7.83	8.76	0.93	-5.29**
3 rd	43	7.23	9.24	2.01	-9.36**
4 th /5 th	59	10.24	12.02	1.78	-11.12**

** Significant at the $p < 0.001$ level,

Table 3. 2002-2003 Japanese FLOSEM Assessment for Heritage Students

Grade	N =	FLOSEM Score		Increase	t-ratio
		Fall	Spring		
K	20	14.32	16.85	2.54	-5.01**
1 st	17	23.76	23.76	0.18	-0.90
2 nd	18	25.39	24.47	-0.92	0.97
3 rd	15	26.2	27.33	1.13	-3.90*
4 th /5 th	18	22.42	23.58	1.17	-3.27*

** Significant at the $p < 0.001$ level, * Significant at the $p < 0.01$ level

SOPA Assessment

The Student Oral Proficiency Assessment (SOPA) measures students' speaking proficiency and listening comprehension and was designed specifically for use in elementary foreign language programs (Thompson, Boyson, & Rhodes, 2001). In an interview format, the assessment consists of four components: identifying and naming; answering informal questions; describing; and following instructions. Two administrators, the interviewer, and the rater assess pairs of students in a friendly, non-stressful environment. Each interview takes about 15-20 minutes and is videotaped. The rating scale consists of six levels modified from the ACTFL Proficiency Guidelines (American Council on the Teaching of Foreign Languages, 2002; 1998): junior novice-low, -mid, -high and junior intermediate-low, -mid, -high. Because of the intensive time and labor required with this assessment, a random sample of students from each grade, K-5, was selected for testing. Twenty percent of the non-heritage students were assessed by the curriculum coordinator in May of 2002 and 2003. The results indicate that 67% (33 students of 48) demonstrated an increase in proficiency by one half a level or more and ten of those students improved by one full level or more. The heritage language students were not tested.

Parent Survey

Parents are an important factor in the success of the program. Clarendon is one of the top schools in the district in regard to the number of parent volunteers (over 400). They plan and participate in events sharing Japanese culture in the classroom and in school-wide events. They were also one of the driving forces behind the program restructuring movement in 1999-2000. A Japanese-speaking liaison on the Parent Advisory Council works closely with the Japanese curriculum office. The curriculum coordinator, Japanese language teacher, and classroom teachers solicit feedback from parents on a regular basis. In 2002, the second annual parent survey was administered as one way to measure the progress of the Japanese program. While there were no previous surveys available for comparison, the results have indicated that parents felt their children's proficiency, interest, and confidence all improved: 68% of parents reported that their children speak more Japanese (a 9% increase from the previous year), 73% said their children understand more Japanese, and 56% said their children read/write more Japanese (a 9% increase from the previous year). Parents also believed their children were more interested in Japanese (65%), and more confident using Japanese (64%).

Discussion

Five characteristics identified to herald a successful FLES program are community and administrative support; fully-qualified teachers; a well-planned curricula, designed to meet program goals; sufficient resources to

carry out the program; and high student interest and measurable achievement (Reeves, 1989). As demonstrated in this paper, Clarendon exhibits each one of these components. Strong community support is the foundation of the Japanese Bilingual Bicultural Program at Clarendon and has been since its inception in 1973. The 15 classroom teachers are fully credentialed, multiple-subject teachers with knowledge of the target language, training in foreign language pedagogy, and a strong desire and commitment to share language and culture with every student. Several outside grants have provided the financial means for the teachers to develop a standards-based curriculum (American Council on the Teaching of Foreign Languages, 2002; 1998) and to participate in ongoing professional development, including language instruction, to help them implement it. Finally, the FLOSEM, SOPA and parent survey results reflect the high level of student interest in Japanese as well as measurable gains in their proficiency under the new program.

Perhaps the most unique and important aspect of this program, however, is the emphasis on classroom teacher-led language instruction. The benefits of having classroom teachers delivering the language are numerous. Teachers have greater classroom control with their own students since they know their behavior and have set routines and management policies. These routines naturally flow into the language instruction when there is no disruption by switching teachers. They are able to integrate Japanese throughout the entire day in addition to the 30-45-minute block of language instruction. For example, teachers use Japanese in their morning routine, in their classroom instructions, and within certain core curriculum lessons when there is overlap between Japanese and the subject being taught. In this way, students are exposed to frequent use of language in real classroom situations and it is embedded in the culture in which it is spoken.

Furthermore, teachers have the flexibility to relate Japanese to the core curriculum because they design and deliver instruction in both. Teachers have successfully made connections (one of the five national standards for foreign language instruction) with the disciplines of social studies, science, and math. Teachers create a safe atmosphere where children feel free to use the target language within the classroom. Prior to implementing this model, students usually spoke only English to the classroom teacher. Speaking the target language to the teacher when she/he did not teach it seemed unnatural to the students. In the case of non-native teachers teaching the foreign language, students who are also non-native speakers are motivated to learn and to communicate in the target language. Students have expressed the sentiment, "If my teacher can speak Japanese, [even though she/he is not Japanese], I can do it, too!" In the case of native-speaking Japanese teachers, the students feel a similar motivation when they see their teacher using

"The curriculum coordinator, Japanese language teacher, and classroom teachers solicit feedback from parents on a regular basis."

English to teach. One of the most common scenes in classroom observations is that of heritage students enthusiastically attempting to make use of their ability to speak both languages by translating for the teacher and other students. This excited emulation of the teacher's role is evidence that heritage students are positively influenced by the freedom to speak both languages. Similarly, non-heritage students are encouraged by seeing teachers functioning successfully in a language other than their native tongue.

The importance of the integration of a context for language into instruction should not be overlooked. Daily greetings are a prime example of this. Known as *aisatsu*, greetings serve a special function in the Japanese language and culture. Phrases such as "good morning," "good afternoon," "thank you," and "you're welcome" are given a somewhat different cultural value in Japanese society compared to American society. Traditionally, children are encouraged to give loud, clear *aisatsu*, especially to those in higher social positions. Young adults are often criticized for not giving satisfactory *aisatsu*, and once someone has entered the world of work as an adult, *aisatsu* can make or break relationships. In addition, there are special phrases (which often have no direct translation in English) that are said before and after eating, as well as at the beginning and end of class. Creating a space in which *aisatsu* can be used in the classroom conveys not only language but also cultural information that is central to any experience that these students may have if they visit Japan. Further, extending this space beyond a set 30-minute period every day allows *aisatsu* to be used in much more realistic settings. Jorden and Lambert (1991) discuss this topic making a specific reference to the Japanese language:

"Authentic Japanese is not a translation of the English appropriate to a given situation. That is to say, the student of Japanese must be concerned with language in culture – the Japanese language as it is used within Japanese society, following patterns of Japanese behavior." (p. 4)

Further, they go on to note that this is true of many less commonly taught languages and that cultures in which the language is more "cognate" with English are often more closely related to that of the United States. Thus, when implementing a language program for a "truly foreign language," there is a pressing need for "an awareness of the special requirements for developing a curriculum appropriate for U.S. learners" (p. 5).

Conclusion

This type of program presents a number of possibilities for curriculum administrators in any language program. It provides an effective way of creating context for the material by taking advantage of opportunities throughout the day, rather than spending time trying to create it in a limited time frame. It empowers teachers by giving them control over their classrooms, thus stimulating new ideas about materials and methods that would best suit the needs of their students. And finally, it gives a workable arena in which non-native speaking teachers can function productively and effectively.

Often, native speakers are simply not available, or there are limitations on their participation in the classroom. However, this type of program provides structures where non-native speakers can capitalize on their own experience as language learners. In many respects, it is clearly superior to immersion programs, which take a significant commitment from the students and substantial skills on the part of the staff, as well as regular FLES models that necessarily lack the linguistic and cultural context that content-enriched FLES provides.

NOTE: Margaret Dyer served as the Japanese Curriculum Coordinator at Clarendon Elementary School from 2000-2003.

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Research Feature—Executive Summary:

The Relationship between Elementary School Foreign Language Study in Grades Three through Five and Louisiana Students' Academic Achievement on Standardized Tests

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The passage of the federal No Child Left Behind Act of 2001 established foreign languages as a core curricular content area. Nonetheless, educational policy makers at the state and local levels often opt to allocate greater resources and give instructional priority to content areas in which students, and ultimately the school systems themselves, are held accountable through high-stakes testing. Although foreign languages are designated as a core content area, instructional emphasis continues to be placed on curricular areas that are included in state educational accountability programs.

This feature highlights a study designed to explore quantitatively whether foreign language study on the part of first-year 3rd grade foreign language students who continue their foreign language study through and including the fifth grade in Louisiana public schools contributes to their academic achievement in curricular areas tested on the Iowa Tests of Basic Skills (ITBS) and the Louisiana Educational Assessment Program for the 21st Century (LEAP 21) test. Concurrently, a qualitative aim, assessed using a survey and interviews, examined how foreign language teachers of the students tested in this study perceive that they link instruction to the reinforcement of English language arts, mathematics, science, and social studies content standard skills.

Selection of Participants

Louisiana is divided into eight geographical/educational regions composed of five to 14 parishes per region. In order to select the treatment groups, it was necessary to determine in which Louisiana schools the Foreign Language in the Elementary School (FLES) foreign language instruction begins. In Louisiana, the schools that offer foreign language instruction beginning in 3rd grade and continuing through and including at least the fifth-grade were the schools chosen for the treatment group. The classes meet for an average of 30 minutes, five days per week. To identify schools fitting this profile, 1999-2002 parish foreign language enrollment data provided by the Louisiana Department of Education was examined. Once the schools were identified, they were organized by parish and by educational region. By process of elimination, all schools not offering foreign language programs

within parishes that comprise the treatment group were identified. These schools that do not offer foreign languages were matched for socio-economic status, urbanicity, locality and school enrollment with the foreign language treatment group. It is important to note that the control group schools have been granted waivers from the Louisiana Board of Elementary and Secondary Education releasing them from the Louisiana mandated required fourth through 8th grade program of foreign language study. Typically, waivers are granted to parishes because they demonstrate to the Board of Elementary and Secondary Education that they lack funding to employ foreign language teachers.

The Treatment Group

Schools beginning foreign language instruction in the third grade and continuing through and including at least the fifth grade were selected to be included in the treatment group since the students in these schools receive similar length of exposure to the target language. It is important to note that schools whose students learn foreign languages in immersion settings were not included in the treatment group, as their language-learning environment differs markedly from that of the FLES 3rd grade through 5th grade model.

Of the 16 identified schools that offered foreign languages, eight offered French and eight Spanish. Each of the schools comprising the treatment group employed one or two foreign language teachers responsible for teaching either French or Spanish to students in grades three through at least grade five continuously. The present research examined the academic performance on standardized test measures of these children as third-graders, and those who remained enrolled in the program as fourth-graders in 2001-2002 as well as those who continued program participation as fifth-graders in 1999-2002. Although the present study employed purposive sampling of intact groups in identifying the treatment and control groups, student-level data was used to compare achievement of students in these groups at and across grade levels.

The treatment group consisted of all students who were in the third grade during the 1999-2000 school year (n=1050), in the fourth grade during the 2000-2001 school year (n=849), in the fifth grade during the 2001-2002 school year (n=609) and who, during this three-year period, were enrolled in Louisiana public schools offering FLES-type programs commencing in the third grade and continuing through at least the fifth grade. Moreover, after beginning their foreign language study during the 1999-2000 school year, students in the treatment group remained enrolled in these FLES-type programs for second and third consecutive years.

The Control Group

The control group consisted of students in Louisiana public elementary schools not offering a foreign language within parishes that do offer foreign language in some public elementary schools, with the exception of Lafourche, St. John the Baptist and Acadia Parishes since all elementary schools in these three parishes have foreign language programs. Therefore, treatment group schools in these parishes were matched to schools in adjacent parishes within the regions in which they are located. The control group students were in the third grade during the 1999-2000 school year (n=802), in the fourth grade during the 2000-2001 school year (n=636), and in the fifth grade during the 2001-2002 school year (n=399).

Research Design

Students in the schools comprising the treatment and control groups were first matched with regard to the socio-economic status of the schools' student body, as evidenced by the number of students eligible for free or reduced lunch. The mean percentage of treatment group students eligible for free and reduced lunch was 70.9% and the mean percentage for the control group was 73.7%. The schools were further matched according to locality and total enrollment figures. The final factor was the schools' urbanicity. Schools were categorized either as urban, suburban, or rural for purposes of matching. In terms of finding the attributes upon which treatment and control groups were matched (figures of students eligible for free and reduced lunch, total school enrollment figures, and urbanicity), the National Center for Education Statistics' Web site was consulted in order to obtain accurate information for all schools in the control and treatment groups. Students in both groups completed three standardized tests by the time they entered the fifth-grade:

- ITBS as third-graders in 2000. Skills tested included reading (vocabulary and reading comprehension) and language (spelling, capitalization, punctuation, usage and expression);

- LEAP as fourth-graders in 2001. (Skills tested included read, comprehend, and respond to a range of materials; write competently, use conventions of language, locate, select, and synthesize information; read, analyze, and respond to literature; and apply reasoning and problem-solving skills);

- ITBS as fifth-graders in 2002. Skills tested included reading (vocabulary and reading comprehension) and language (spelling, capitalization, punctuation, usage and expression).

Therefore, it was possible to examine a fairly broad scope of the effect of foreign language study on individual student academic achievement in other subject areas. This three-year window of investigation also allowed any potential difference in outcomes on broad-based academic achievement to be evidenced as students in the treatment group were exposed to subsequent years of foreign language study.

Results

Several important findings of this study emerged. First, and most strikingly, foreign language students significantly outperformed their non-foreign language peers on every test (English language arts, mathematics, science, and social studies) of the fourth-grade LEAP 21. Secondly, the present research suggested that regardless of the test, whether the fourth-grade criterion-referenced LEAP 21, or the 3rd and 5th grade norm-referenced ITBS, at each grade-level foreign language students significantly outperformed their non-language counterparts on tests of English language achievement. A third notable finding is that the foreign language students significantly outperformed their monolingual peers after sustained enrollment in the Louisiana Elementary Foreign Language Program. Even when significant differences in LEAP 21 and ITBS performance between language and non-foreign language groups were not detected, the foreign language students have lost nothing academically and have gained the ability to understand and use French or Spanish.

Foreign language teachers of student participants in the present study reported that the amount of instructional time they spend reinforcing other content skills was allocated on average as follows: English language arts (57%), mathematics (31%), geography (31%), and science (7%). Table 1 below indicates the percentage of weekly instructional time teachers reported spending on reinforcing English language arts, mathematics, history, geography, and science skills through foreign language instruction.

"Even when significant differences in LEAP 21 and ITBS performance between language and non-foreign language groups were not detected, the foreign language students have lost nothing academically and have gained the ability to understand and use French or Spanish."

Table 1

Reinforcing Content Area Skills through Foreign Language Lessons

% of weekly instructional time teachers estimate spending reinforcing content areas through foreign language study	Data Reported for Population	
	Mean %	Standard Deviation
reinforcing English language arts content area skills through foreign language instruction	57	18.81
reinforcing mathematics skills through foreign language instruction	32	9.19
reinforcing history skills through foreign language instruction	29	14.35
reinforcing geography skills through foreign language instruction	31	7.35
science skills through foreign language instruction	7	7.57

Teachers reported utilizing a mean of 57% (SD=18.81) of their weekly foreign language instructional time reinforcing English language arts skills. Weekly instructional time for mathematics skills reinforcement reportedly received a mean of 31% (SD=9.19). A mean of 29% (SD=14.35) of weekly instructional time was used to reinforce history skills. Geography skills were reported to have received a mean of 31% (SD=7.35) weekly instructional time. Finally, a mean of 7% (SD=7.57) of weekly foreign language instructional time targeted science skills.

The fact that a great deal of the average allocated time (57%) was devoted to building English language arts skills was reflected in the foreign language students' significantly higher language scores during the second and third years of foreign language study compared to non-foreign language students.

Conclusion

These findings underscore the positive effect continued foreign language study has on academic achievement and helps substantiate the view that foreign language study should commence during the early elementary grades and continue in an uninterrupted sequence throughout the course of elementary study. The findings also suggest that policies diminishing children's access to foreign language study should be reconsidered based on the findings of this and other studies indicating that foreign language study promotes academic achievement.

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National Security and Languages Dialogue Continues

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

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

jdwards@languagepolicy.org

The national dialogue regarding languages and homeland security that began in earnest after September 11, 2001, continues to be active and serious. Within the last year a number of policies making the connection between languages, education, national security, and the national interest were recommended and are under consideration.

Recently, Senators Christopher Dodd (D-CT), Thad Cochran (R-MS), Russ Feingold (D-WI) and Richard Durbin (D-IL) introduced S. 2727, the International and Foreign Language Studies Amendments Act of 2004. This legislation, which does not contain provisions for an advisory board, increases undergraduate eligibility for foreign language and area studies programs, encourages the U.S. Department of Education to collect and use data, and increases appropriations levels.

Representative Rush Holt (D-NJ) and 61 bipartisan co-sponsors introduced H.R. 3676, the National Security Language Act. This significant bill focuses exclusively on foreign languages and creates six programs: early foreign language instruction, science and technology advanced foreign language education, a federal foreign language marketing campaign, a study of heritage language communities, the international flagship language initiative, and loan forgiveness to language students at institutions of higher education. The bill has been jointly referred to committee.

In the Second Session of the 108th Congress, Senator Richard Durbin (D-IL) and Senator Daniel Akaka (D-HI) introduced S. 2299 - the Homeland Security Education Act. This legislation would forgive interest on student loans for math, science, engineering, or foreign language majors. It would strengthen math and science instruction in the schools, promote early foreign language study, create math and technology advanced foreign language grants, and increase funding for the National Flagship Language Initiative. Finally, S. 2299 calls on the National Research Council to do a feasibility study of a National Language Foundation.

The National Association of State Boards of Education (NASBE) has released a report

entitled *The Complete Curriculum: Ensuring a Place for the Arts and Foreign Languages in America's Schools*. The report makes ten recommendations to state policymakers to ensure that arts and foreign languages, and their inherent educational benefits, remain part of the core curriculum. For example, recommendation #8 suggests incorporating all core subject areas, including arts and foreign languages, into the improvement strategies promoted by the No Child Left Behind Act (NCLB). For more information see <http://www.nasbe.org>.

The Council for Basic Education released a study entitled *Academy Atrophy: The Condition of the Liberal Arts in America's Public Schools* in which high-minority schools reported that instructional time and professional development for foreign languages had decreased greatly. See <http://www.c-b-e.org> for more information.

In June, the Department of Defense and the Center for the Advanced Study of Languages (CASL) sponsored a National Language Conference at which leaders of the governmental, business and academic sectors considered our national language needs and capabilities. A white paper describing the conference's conclusions and recommendations for national language policy is currently being developed. Papers presented at this conference can be accessed from www.nlconference.org/papers.cfm?CFID=&CFTOKEN=.

For additional information and details on any of these policies and programs, please visit the JNCL-NCLIS Web site at www.languagepolicy.org.

Secretary of State Colin Powell released a statement for International Education Week 2004. To read a copy of the statement and for more information on IEW 2004, please visit <http://exchanges.state.gov/iew/>.

"The report makes ten recommendations to state policymakers to ensure that arts and foreign languages, and their inherent educational benefits, remain part of the core curriculum."

Standards-based Measurement of Proficiency (STAMP):

An Assessment to Measure Proficiency of Interpretive and Presentational Communication

Carl Falsgraf, Ph.D., Director, Center for Applied Second Language Studies (CASLS), The Northwest National Foreign Language Resource Center, University of Oregon, Eugene, OR falsgraf@uoregon.edu

Martie Semmer, NNELL Past President, Breckenridge, CO semmer@colorado.net

"We would like to invite NNELL members to join us in the planning associated with the development and refinement of our assessment tools...We see standards as the North Star around which all of these aspects of teaching need to be aligned. It only makes sense that we should test what we teach and then reflect on our practice based on how successful students acquire language."

Teaching can be overwhelming. What to teach? How to teach it? What about assessment? How to fit foreign languages into a PreK–12 curriculum when the demands of national, state and local mandates in other core subjects are monumental. You can feel like you are being pulled in different directions...unless you point all of these complicated tasks in the same direction.

The Center for Applied Second Language Studies (CASLS) has delivered online assessments called STAMP to over 50,000 middle and high school students nationally. As a proficiency-based measure of student performance, STAMP can serve as an exit assessment for K–6 programs as well as assist in articulation between elementary and middle school programs. Additionally, CASLS, together with its partner Language Learning Solutions (LLS), is currently developing an ESL assessment for elementary school students, and is investigating the possibility of developing similar assessments for elementary school foreign language students. We would like to invite NNELL members to join us in the planning associated with the development and refinement of our assessment tools.

CASLS is a National Foreign Language Resource Center funded by the U.S. Department of Education to provide support for foreign language education. A central theme of CASLS is integrating assessment, curriculum, and professional development through national student standards. We see standards as the North Star around which all of these aspects of teaching need to be aligned. It only makes sense that we should test what we teach and then reflect on our practice based on how successful students acquire language. But this is easier said than done. CASLS has done extensive research in order to develop assessment tools to measure proficiency of the national foreign language student standards in order to help teachers orient all aspects of their teaching towards clear proficiency goals.

So far, CASLS has focused on grades 6–16, so the tools described in this article will be most useful for middle school teachers. We hope to develop K–5 versions of these tools in the near future and look

look forward to input from the NNELL membership on what these might look like. In the meantime, elementary school teachers can look at these standards and assessments as goals that their students can strive for by the time they enter middle school.

Benchmarks

At the core of all these products, CASLS has created Benchmarks. The Benchmarks are based on ACTFL Proficiency Guidelines for K–12 Learners (see <http://www.actfl.org>), but are much more specific (see <http://casls.uoregon.edu> and click on "Curriculum and Assessment" then on "Benchmarks"). This specificity is the key to the whole system. By "digitizing" proficiency, we make the abstract concepts of proficiency concrete and allow assessment items and teaching materials to be stored in a database. At Benchmark 3 (analogous to Novice High), for example, teachers know that students must perform the function of describing related to the topic of family (e.g., "My dad is tall and works downtown").

The systems we have developed are all online and require no special software. You can view screen shots and explanations at <http://casls.uoregon.edu> or www.onlinells.com.

Standards-based Measurement of Proficiency (STAMP)

Assessment is at the core of a standards-based system. Unless we all use the same measuring stick, how can we ever judge our students fairly and begin to articulate our programs? Imagine two students who enter high school and say, "I studied Spanish for two years." One student had a teacher who was highly trained in standards-based and proficiency-based language instructional strategies using sound instructional practices based on second language acquisition theories. The other student came from a program that focused on stereotypical culture. They had fiestas, made piñatas, and visited Mexican restaurants. Obviously, these two students do not belong in the same class. But this is what happens now because we do not have a common measuring stick. STAMP is designed to be that common measuring stick.

In New Jersey and Louisiana, for example, STAMP has been used to facilitate articulation from eighth grade programs into high school. Using objective data, districts can grant high school credit, high school teachers can place students at the appropriate level, and middle school teachers receive detailed feedback on student performance that helps them reflect on curriculum and teaching practice.

There are also a number of schools throughout the U.S. using STAMP to facilitate articulation from grade eight to grade nine. Because of the standards-based and proficiency-based focus of STAMP, as well as age-appropriate assessment items, STAMP can also be a tool for placing sixth graders with a FLES background going into seventh grade into the language class suited best for continuing progress in language proficiency. K-6 program models (e.g. Immersion and FLES Sequential, and their respective variations of FLES program models) can be better articulated with the upper grades using an assessment tool such as STAMP. Even though a PreK-6 version of STAMP is yet to be developed, PreK-8 foreign language teachers can base their curriculum, units and lessons on the ACTFL Proficiency Guidelines and student foreign language standards that in the future will be evaluated through a common measuring stick: STAMP.

Dynamic Activity Templates (DATs)

Assessing students does not make them more proficient; it just tells you how far they have progressed. DATs are online teaching materials developed specifically to help students reach higher benchmarks. However, these are not traditional materials. Rather than being fixed in a particular order, like textbooks, they are accessed by searching a database. Once you identify a DAT you like, you can either print it out or download it onto your computer as a Word document. Once it is downloaded, it is yours! You can delete vocabulary your students do not have, add special things you are working on, or personalize the activity with students' names or local references. Once a textbook is printed, you cannot change what

is on the paper, but with DATs, every teacher has the power to customize activities to meet the needs of students. These materials can be used to supplement an existing textbook or combined to create units and courses independent of a textbook. To see some sample DATs, go to <<http://www.onlinells.com>>.

QuizPak

STAMP measures student performance while DATs help teachers prepare them. The missing link is in-class assessment. Even if students are becoming proficient, teachers cannot be sure that they are ready for STAMP unless they have a way of checking their progress. QuizPak is a set of assessment items similar to the ones in STAMP in terms of format and basic content. Teachers can view these items and select the ones that are appropriate for their students. Then, students take the quiz online just as they would with STAMP. The reading section is graded automatically and the results are posted immediately. Future versions will even send the data out to your grade book program. The writing section requires teacher grading, but the process is expedited through online scoring guides.

"Assessing students does not make them more proficient; it just tells you how far they have progressed."

The Future

All of the tools described above focus on learners aged 12 and older. CASLS hopes to secure funding to develop similar tools that are appropriate for language learners in grades PreK-6. The challenges of writing instructions and creating content that is age appropriate are significant. However, with the technology in place and the help of NNELL members who are experts in early childhood language learning, we believe that we can make a contribution by developing these tools. Luckily, the technology to deliver rich multimedia learning materials is beginning to take hold in many elementary schools. We look forward to partnering with NNELL and its members to help us make this dream a reality.

For more information see <<http://CASLS.uoregon.edu>>.

NNELL would like to thank the Write Group/McGraw Hill for continuing to support the FLES Swap Shop Breakfast at ACTFL. Without you we could not continue to do our important work for PreK-8th grade language learning. Gracias... Merci... Arigato... Spacibo... Danke... Obrigada... Xie Xie... Mahalo... Khawp khum...

NNELL would like to thank Santillana USA for contributing to the publishing costs of *Learning Languages* and to the 2004 Executive Board planning meeting.



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Language Resources

EARLY CHILDHOOD

Ana Lomba, Princeton Junction, NJ



Title: *Calavera abecedario, A Day of the Dead Alphabet Book*, 2004, ISBN: 0-15-205110-4.



Title: *Niño's Mask*, 2003, ISBN: 0-8027-2807-7.

Author: Jeanette Winter

Publishing Company: Dial Books for Young Readers, 375 Hudson Street, New York, NY 10014, (800) 788-6262, academic@us.penguin.com, <<http://penguin-putnam.com/static/packages/us/about/children/dial.htm>>.

Cost: \$15.99

Jeanette Winter, author of *Diego, Josefina, and Day of the Dead*, has published two new books in 2003 and 2004. Both are in English, but the simple text can be easily translated (before you plan to use the book!) into Spanish. One is called *Calavera abecedario, A Day of the Dead Alphabet Book*. The book begins by telling the story of the Linares family from Mexico City who have been producing paper maché Day of the Dead figures for several generations. The simple story describes how these figures are made, "...like his father before him, Don Pedro makes skeletons for the fiesta of el Día de los Muertos. Enrique, Felipe, and Miguel help their father make the Calaveras with torn pieces of brown paper and wheat paste. At dawn on fiesta day, they take the Calaveras to the market. And among the marigolds, candles, and sugar skulls, the dance begins." At the end of the story the *abecedario* begins. Each page has a picture, the letter of the alphabet, and the word in Spanish. The delightful illustrations are also done by the author. Students of all ages will enjoy the book, but it is especially appropriate for PreK-2.

The second book, *Niño's Mask*, is the story of an eight year old boy who dreams of taking part in his village's *fiesta* by wearing the mask of *Perro*. Niño wants to be someone else for just one day. He asks his father if he can wear a mask this year. He asks his mother if she will sew him a costume. They both reply, "When you are older, Niño." But Niño can't wait so he makes a plan. He watches the mask carver and decides to carve the *Perro* mask himself. During the fiesta all of the "animals" try to catch *Tigre*,

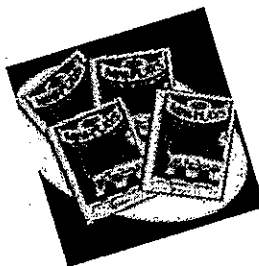
because if they don't, *Tigre* will eat the corn crop. The chase is on and *Perro* saves the day by catching *Tigre* and saving the town's corn crop. The language in this book is more difficult, but very repetitive as can be seen in the following excerpt:

"I could be a CONEJO and nibble on the cactus. I could be a BUHO and hoot all night long. I could be a CALAVERA and dance at the graveyard. I could be a CIERVO and run like the wind. Today I will catch TIGRE. I am ready for you TIGRE. Catch me, Catch me if you can. Out here, out here, no CORN this year. Catch me, catch me, if you can."

Again, students of all ages would love to hear or read this book, especially during a carnival celebration. However, please note that the language used in this book is more appropriate for students who have been learning Spanish for a year or two.

FRENCH

Marilyn Sable, Sleepy Hollow, NY



Title: *Mighty Mini-Plays for the French Classroom*, 1998, ISBN 0-9650980-5-2.



Title: *Music that Teaches French! Original Songs, Games and Creative Activities for Beginning and Intermediate Students*, 2000, ISBN 0-9650980-8-7.

Author: Patti Lozano

Publishing Company: Dolo Publications, Inc., 12800 Briar Forest Drive #23, Houston, TX 77077-2201; (281) 493-4552; Fax (281) 697-9092; dolo@wt.net, <www.dololanguages.com>.

Cost:

Music that Teaches French! The book is available with CD (\$31.95) or audio-cassette (\$29.95).

Mighty Mini-Plays for the French Classroom (\$21.95).

If you are not familiar with Patti Lozano's work, visit her booth the next time you go to a conference or check out her Web site. *Music that Teaches French!* is a lively collection of original songs that focuses on core vocabulary and structures from the Level I French curriculum. Through song, students learn greetings, introductions, the alphabet,

classroom objects, body parts, clothing, weather, family, prepositions, courtesy, rooms of the house and their furnishings, daily routines, how to tell time, food and drink, personal hygiene, reflexive commands, and transportation.

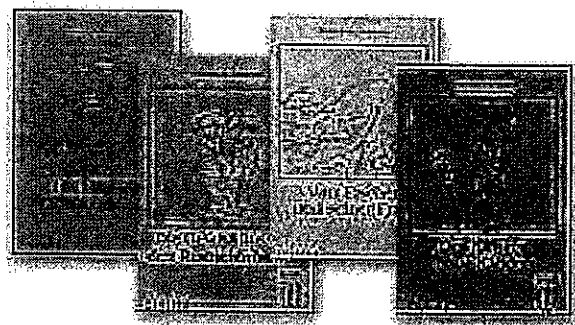
In *Ça me gratte*, the more you sing, the itchier you become from head to toe. In *Le Jus de pomme*, apple juice is awesome. In *Chère Sophie*, Jean-Bernard has personal hygiene issues. Sophie respectfully and reflexively tells him to go wash his face, brush his teeth, change his socks, and come back to see her when he's squeaky clean. In *Je veux voir le monde en mon beau camion bleu*, students travel the world by truck, by plane, by boat, and by balloon. In *Passe-moi le sel, s'il te plaît*, a chain of family members tries to satisfy the bratty youngest son by passing everything in creation to him. But will they ever get to eat? My students have lots of fun singing and performing these songs.

Each song features music for piano and guitar, French lyrics with English translations, explanations of target vocabulary and structures, creative games and activities, templates, flash cards, game boards, and illustrated song sheets that students can use to create personalized songbooks.

Also available from Ms. Lozano is *Just Music!* Great for classroom karaoke, this is a CD of instrumental music tracks without vocals of all the songs from *Music That Teaches French!*

Mighty Mini-Plays for the French Classroom is a collection of twelve original short plays that reinforce familiar structures and vocabulary within the context of funny twisted everyday situations. Plays are designed for 3-8 actors and can be performed in 10-15 minutes. The kids love to perform! Divide the class into groups and have them perform the same play or different plays. Language objectives, production notes, staging tips, and acting tips are included. Ms. Lozano also gives suggestions on how to extend or reduce the length of the play. Sets and props are minimal; costumes are optional. So turn your classroom into a stage and make your students stars! Theatre is a wonderful way for students to experiment with character, voice, diction, and movement. *Mighty Mini-Plays* is also available in Spanish, German, and English.

Coming soon: *French Grammar's Greatest Hits!* an interactive songbook of snazzy, jazzy original songs and activities and *Latin American Legends: on Page, on Stage and in Song*. I attended a workshop given by Ms. Lozano this summer where we previewed some of the songs from the *Latin American Legends* book. They are fabulous! Reserve your copy today!



GERMAN

Marianne Zose, White Plains, NY

Series Title: *Vereinfachte Lesetexte* (Easy Readers: Stories and Fairy Tales)

Book Title: *Die Bremer Stadtmusikanten* (The Bremen Town Musicians), 2001, ISBN 3-12-67546-2.

Book Title: *Der kleine Vogel* (The Little Bird), 2000, ISBN 3-12-67465-1.

Book Title: *Die Geschichte vom Rosinenbroetchen* (The Story of the Raisin Breads), 2000, ISBN 3-12-675454-6.

Book Title: *Vom Fischer und seiner Frau* (The Fisherman's Wife), 2001, ISBN 3-12-675449-X.

Book Title: *Des Kaisers neue Kleider* (The Emperor's New Clothes/Play), 2001, ISBN 3-12-675469-4.

Author: Norbert Rothhaas

Publishing Company: Klett-Cotta Stuttgart, r.knappe@klett-cotta.de, <www.klett-cotta.de>.

Cost: The books and cassettes can be purchased online at <www.amazon.de> or through <www.globalbooks.de> for approximately \$5.00 U.S. each (no delivery charges for purchases over Euro 50.00).

Generations of children have delighted in listening to and reading the magical stories of the Brothers Grimm and Hans Christian Andersen. Experts agree that a strong imagination in the early years is seen as laying the foundation for creative thinking later in life. Fairy tales help children understand the difference between good and bad. They show that life's difficulties can be overcome with faith and effort, and demonstrate that evil deeds, jealousy and greed will lead to downfall. Fairy tales are an integral part of the German culture and history. Children enjoy acting out stories. Storytelling props encourage active involvement in the story, resulting in increased comprehension. The use of manipulatives (masks, hand puppets, and costumes) encourages children to take greater risks in acting out different characters.

"So turn your classroom into a stage and make your students stars! Theatre is a wonderful way for students to experiment with character, voice, diction, and movement."

Author Norbert Rothhaas is an accomplished master teacher for German as a Foreign Language. He taught many years at German funded schools in South America. Mr Rothhaas's "Vereinfachte Lesetexte" (simplified readers) are based on the Grimm's brothers and Hans Christian Andersen's fairy tales and on stories written by Ursula Woelfel and Agathe Apel. Norbert Rothhaas lives in Germany where he is principal of an elementary school. All of the booklets are nicely illustrated. The drawings can be used in many different ways, (e.g. for coloring, checking comprehension, reinforcement and review). Five of his booklets are described below.

Beginners /Intermediate (Grades: 2-4)

Title : *Die Bremer Stadtmusikanten (The Bremen Town Musicians)*, ISBN 3-12-67546-2.

This is a story about an old donkey, a dog, a cat, and a rooster. In order to escape their masters they set out for Bremen, a town in Germany, to become musicians.

Title: *Der kleine Vogel (The Little Bird)*, ISBN 3-12-67465-1.

On her way to school Susi finds a little bird. Her teacher and classmates prepare a cozy nest for him. The children wonder how birds really live and what they eat and drink. After school Susi takes the little bird home and puts him outside. He enjoys the sunshine and eventually gets rescued by his mother.

Title: *Die Geschichte vom Rosinenbroetchen (The Story of the Raisin Breads)*, ISBN 3-12-675454-6.

This is a story of a little boy who is asked to run some errands for his father, namely to pick up thirty stamps from the post office and three raisin breads from the baker. On his way to town, the child gets distracted and returns home with thirty raisin breads and three rolls.

Intermediate Mid - Advanced (Grades: 3-6)

Title: *Vom Fischer und seiner Frau (The Fisherman's Wife)*, ISBN 3-12-675449-X.

A well-known fairy tale that tells the story of a fisherman and his wife who live in a modest little house by the sea. However, the story takes a twist when the fisherman meets a magic fish.

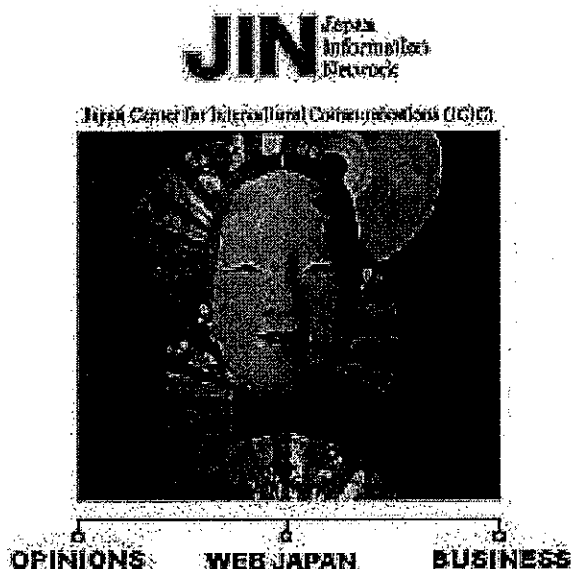
Title: *Des Kaisers neue Kleider (The Emperor's New Clothes / Play)*, ISBN 3-12-675469-4.

This is the tale of the grand emperor who loved nothing more in life but fine clothes. Because of his vanity he was ridiculed and laughed at by his people.

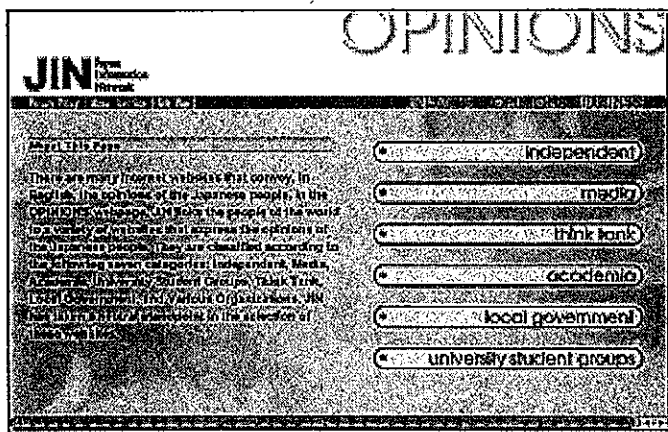
JAPANESE

Ikuyo Suzuki, Moscow, ID

Web site review: The Japanese Information Network
<<http://www.jin-japan.org>>



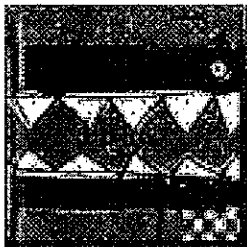
The Japan Information Network (JIN) provides teachers information to use in an integrated curriculum that includes teaching about Japan and the Japanese language. Categories include earth and environmental science, technology, social studies, and culture. When you open the site, click on Web Japan, and you will be directed to three categories, as seen above—*Opinions*, *Web Japan*, and *Business*. Choose the subject that interests you and will be helpful for your classroom teaching!



Under the *Opinions* section of the home page, the JIN Web site contains links to a variety of other Web sites that express the opinions of the Japanese people. These resources are listed according to the following seven categories: Independent, Media, Academia, University Student Groups, Think Tank, Local Government, and Various Organizations. Of particular interest are the Media links to some Japanese newspapers and Local government that in turn link to Nagasaki and Hiroshima cities. These can be extremely useful for your classroom.

SPANISH

Mayra Negrón, Milwaukee, WI



Title: *Lobo*, 1999, ISBN: 968166079X.

Author: Olivier Douzou

Publishing Company: Fondo de Cultura Económica USA. Available from <www.fceusa.com> or <www.amazon.com>.

Cost: \$13.99 (hardcover) Available from <www.amazon.com>.



Title: *Juguemos en el bosque.*, 2003, ISBN: 9802572829.

Author: Monica Bergna

Publishing Company: Venezuela:Ediciones Ekare. Available from <www.amazon.com>.

Cost: \$5.95 (softcover)

Lobo and *Juguemos en el bosque* are two little books about wolves. How can a book with only about 12 sentences be used to teach a reflexive verb, vocabulary, and sequencing, and be totally enjoyable for young students? Get a hold of a little book entitled *Lobo*, written by Olivier Douzou, follow the directions in this article, and you'll see. In the book someone assembles a wolf head, first beginning with an eye, then the other eye, and so on. It continues by adding a napkin, growling twice, and then proceeding to eat. Originally written in French, the simple text and brash illustrations in this book are perfect for readers young and old.

I recently used this book with first grade second language learners. We began with a series of photographs of animals that included dogs and wolves among them. For about 3 minutes we worked on "es un lobo/no es un lobo." Following the activity, I shared cropped photos of the eyes, nose, mouth/teeth of a wolf to review face vocabulary and combine it with the "lobo" term I had previously introduced. Next I used my "magic bag" to play with the words napkin, carrot, and up/down (this is all vocabulary in the book) as I pulled items out

of the bag. We were ready to use the book after only 15 minutes into the lesson! I proceeded to read the book with as much enthusiasm as I could, highlighting the fierceness of the wolf's growl to prepare the kids for the funny ending where the wolf eats a carrot.

I had previously drawn the parts of the wolf's head and cut them apart, adding magnets to each piece. We talked about each of the pictures as I distributed them among the students. I read the first page: "Me pongo un ojo" and a student would pick a picture of an eye and place it on the board. I continued with the next page: "Me pongo el otro ojo" and the student would continue, picking the other picture of an eye and placing it on the board, in the same place as in the illustration of the book. We continued in this manner until the completed wolf illustration was recreated. I read the story a few more times, while different students came to the board and assembled the wolf's head, replicating the book for all to see. This repetition gave the students the opportunity of becoming part of the book, while at the same time everyone heard the first person reflexive form of the verb "ponerse" several times. I later had kids take turns reading the book while someone else recreated the story.

A few days later I introduced *Juguemos en el bosque*, a traditional song, adapted and illustrated by Mónica Bergna and published by Ekare. In the traditional game, children sing about playing in the woods while the wolf isn't around. The singing is stopped and someone will call the wolf and ask if he is there. The wolf answers by saying he is putting on his shirt, pants, and other articles of clothing, until suddenly it dashes to catch a child who will play the part of the wolf the next time around.

Juguemos en el bosque maintains the words of the song but it is in the illustrations where a slightly different story is told. The illustrations show sheep playing all kinds of pranks on a wolf. The sheep get what they deserve at the end of the story. We read the book and practiced clothing vocabulary I had previously introduced. I taught the students the tune of the song and we went outside to play the game.

Lobo and *Juguemos en el bosque* are two little books that provide a lot of fun, and plenty of second language acquisition for all involved.

"How can a book with only about 12 sentences be used to teach a reflexive verb, vocabulary, and sequencing, and be totally enjoyable for young students?"

Share your classroom success stories with NINELL members! Send your favorite classroom resources and an explanation of how you use them with your students to the appropriate language resource editor.

La realidad mágica de Oaxaca—Colores, olores y sabores de Oaxaca:

An Interactive Workshop for Spanish Teachers

Pamela Centeno and Christine Wells

FLES Co-Coordinator, Cheyenne Mountain School District, Colorado Springs, CO centeno@cmsd.k12.co.us

"Through creating a Mexican environment, we hoped the participants would leave with ideas that they, too, could share with their students."

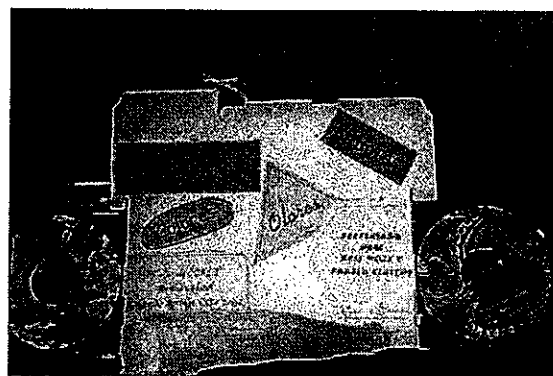
As the fortunate participants in the National Endowment for the Humanities summer institute entitled *La Realidad Mágica de Oaxaca* (led by NNELL past president, Dr. Mari Haas), we designed interactive ways to share our rich and colorful learning experience with our students and colleagues. In February 2004, we lived our Oaxacan adventures in an all-day workshop entitled, *Colores, olores y sabores de Oaxaca*, for our state organization, the Colorado Congress of Foreign Language Teachers (CCFLT). Our goal for the day was to immerse the participants in a Oaxacan cultural experience, stimulating their senses to see the images of the valleys of the ancient *zapotecas*, hear the *sones itsmeños* (ballads from the Istmo de Tehuantepec), touch the *artesanías*, taste *quesillo* (fresh cheese) and *chapulines* (fried grasshoppers), and smell *el copal* (incense used during the Day of the Dead celebration). Geography, archeology, colonial architecture, marine turtles, people of the maize, crafts, cuisine, music, song and dance were all addressed through interactive activities. Through creating a Mexican environment, we hoped the participants would leave with ideas that they, too, could share with their students.

In order to introduce participants to just a taste of the colors and images that Oaxaca has to offer, colleagues were treated with a PowerPoint presentation of nearly 300 photos we had taken during the summer. Everything from the colonial architecture, for which Oaxaca is known, to the market place, the arts and crafts, and the people we had met were included. These pictures were shared with all of the teachers so they will be able to take them to their own classrooms and speak about them with their students. It was an excellent way to whet their appetites to the people and places of this magical place we were about to explore in our fantasy adventure.

After a get-acquainted activity in which teachers shared their favorites in many categories, we began our simulated trip. We all made "seat belts" from crepe paper streamers that we threaded through cardboard buckles, "bus windows" and "curtains" of paper, and "visas" from index cards. Properly belted in our chairs and with manila folder "suitcases," we were ready to begin our imaginary journey. Having

simulated the purchase of tickets, the stowing of luggage and the attentive listening to safety instructions, we began our road trip from the capital city of the Distrito Federal along the treacherous mountains to the Oaxacan valleys of our destination. When the bus finally arrived at the Hotel Bugambillas after many curves in the road, travelers made postcards by drawing their favorite scenes on index cards to send home.

As presenters, we were challenged with how to bring to life the very special *zócalo* (town square or plaza) of Oaxaca City. Like most cities in México, it represents the heart of the city that draws to it people of all classes and walks of life. A visit to the *zócalo* is probably one of the best ways a newcomer can become familiar not only with the special relaxed pace of any Mexican city but also the wide range of people who frequent it. In an effort to bring the atmosphere and people of the *zócalo* to the classroom, participants were asked to play the roles of the characters in the play, "A day in the life of the *zócalo*." Caretakers, athletes, shoeshine stand owners, ambulant salespeople, tourists, bankers and students all have a part to play as the day progresses and the personality of the city, town, and nation begin to unfold. Whether teachers choose to make this a silent play with a narrator or a loosely structured role-playing activity will depend on the linguistic ability of the students. The colorful helium balloons, props, and name tags helped the participants feel as if they were in the heart of downtown Oaxaca, which affords locals and tourists a very entertaining session of people watching.



The file folder "maleta" and CDs on interviews and Oaxaca photos.

Understanding the importance of corn to the Mexican people is imperative to our visit to Oaxaca. A video introduced the ancient cities of Monte Albán and Mitla where cornfields still grow today. Teachers learned a Zapotec legend of the origin of corn and repeated it to their partners with flashcards before they made little books to retell it later. Next several participants demonstrated how to make tortillas, using Play-Doh® for the *masa* (dough), while the other teachers pantomimed the process. Cornhusks became little dolls with a few quick yarn ties. These toys could be main characters of stories written by students. After a visit to the Sunday *Mercado* (market) of Tlacolula, participants passed around their purchases, trying to guess the price and purpose of many items, such as a *molinillo* (chocolate beater), tortilla press, water scooper and wooden toys. This delightful activity is a very inexpensive way to introduce cultural products and practices to our students.

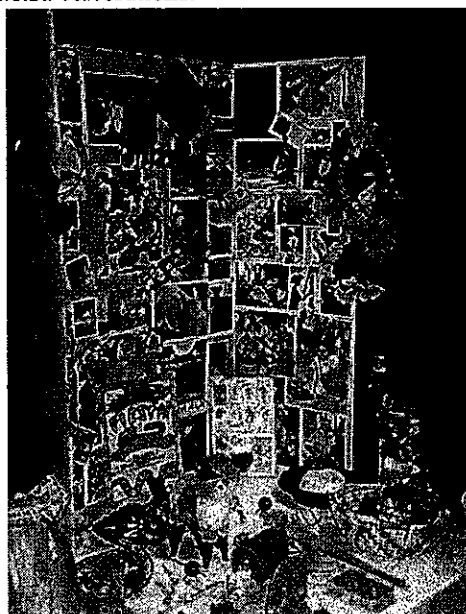
In a subsequent trip, many participants learned of the significance of the marine turtles from multiple perspectives. From the view of literature, two legends were shared, one regarding how the tortoise acquired the design on its shell, and the second one answering the question of why it lives so long. From an ecological point of view, colleagues learned through a series of drawings about the plight marine turtles have suffered in the last century prized for their meat, eggs, hide and shell. Their numbers were severely devastated. Thanks to eco-volunteers, and new laws, the marine turtle can often be seen grazing on the sea grass offshore from Puerto Escondido and the Bays of Huatulco. With partners, colleagues were able to explain the real challenges of the marine turtle in our world today.



Presenter Christine Wells acting as the "bus attendant" announcing departure times for the fantasy trip.

A workshop about the state of Oaxaca would not be complete without some appreciation of the music and dance of the area. The history of the *Bani Stui Gulal* and the *Guelaguetza* are among the most important folk dance and music festivals in the entire Republic of México. The distinctive costumes of the *tehuanas*, and the haunting music of *sones itsmeños* like *Zandunga* and *La Martiniana* gave participants yet another opportunity to actively participate. Singing was only the beginning! All of the participants moved their *esqueleto* to dance to the music. We showed video clips of the actual *Guelaguetza* and then clips of real American elementary and high school aged students performing folk dances from the area to inspire others to include Oaxaca in their next music lesson. At the end of that segment, we tossed small plastic bags of goodies to the audience as is traditional at all *Guelaguetza* celebrations.

No trip to Oaxaca would be complete without visiting several of the many villages in the area whose artisans make their living creating colorful souvenirs to sell to the tourists. There is something for everyone! The black pottery of Coyotepec, the *alebrijes* (wooden carved and painted magical animals) of Arrazola, the hand dyed weavings of Teotitlán del Valle and many more. During the last hour of the workshop, we gave participants the time and opportunity to recreate paper flowers, colonial styled houses completely out



Artesanías are on display to enhance the Oaxacan experience.

of paper with *tejas españolas* (Spanish roofs), or bookmarks and frames out of colorful craft sticks in the style of *alebrijes*. All of the participants left with a model of a craft project inspired by the artisans of Oaxaca that they could take to their classroom and easily adapt for their own students.

A celebration ended the cultural immersion, and everyone enjoyed more music with samples of *mescal*, *quesillo* and *chapulines*. The workshop was a vivid, memorable experience for the teachers because of their willingness to suspend reality for the simulation, and they left with many ideas of how they, too, could create fantasy cultural experiences in their own classrooms.

For more information about the workshop and the CD of photos and/or DVD's of interviews of people in the market, please contact Christine Wells at jekr wells@adelphia.net or 719-653-1865. To access thematic units on Oaxaca go to <www.oaxacaunits.com>.

Classroom Activity

Le Marché aux Mots

Terry Caccavale, Holliston Public Schools, Holliston, Massachusetts,
caccavalet@holliston.k12.ma.us

CONTEXT:

The objective of this activity is to reinforce and/or introduce vocabulary and verbs in a French class at any level. It is designed to provide a meaningful, interactive context in a low-risk, structured setting. (Beware, the activity is very noisy!) In order to do the activity with your class you need drawings or photos of objects that pertain to a topic, with the word written on the back. There should be enough to provide a different picture to each student.

MATERIALS:

Drawings or photos of objects (with the word written on the back) that pertain to a topic. Some examples are fruits and vegetables, clothing, items in the school and professions. There should be enough vocabulary pictures to provide a different one for each student.

PROCEDURE:

Distribute the photo cards, one to each student, and ask them to repeat their vocabulary word. Once the students all have their cards, the game can begin. I start by holding up one photo image (a carrot, for instance) and say, *Voici la carotte*. [Here's the carrot.]

Je ne veux pas manger la carotte. [I don't want to eat the carrot.] *Je déteste les carottes!* [I hate carrots.] *Je veux l'échanger contre _____*. [I want to exchange it with _____.] As soon as I say the word *échanger*, students hold up all of their cards and start yelling out the names of the fruits and vegetables they have on their desks. I then pick one of their cards and the person receiving my card (the carrot) gets up and says the same thing I modeled, *Voici la carotte...* We continue until all students have had a turn.

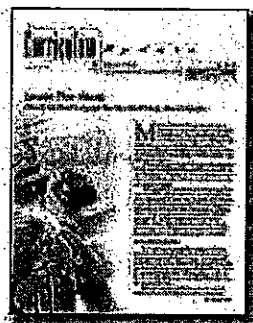
VARIATIONS:

The following are ideas for variations on the activity. For clothing or school-related objects, I explain to the class that students are packing a suitcase for a trip or filling a backpack with items for school. To add practice of the future tense with professions, I start with, *Un jour je serai...* [Someday I will be....] With vocabulary for toys and games, I use, *Quand j'étais petit(e) je jouais avec...* [When I was young I played with....] You could adapt this activity for any vocabulary topic or any verb tense in any language.

Web site Reviews

What are the world's most widely spoken languages? See <www2.ignatius.edu/faculty/turner/languages.htm> for lists of the top languages by populations, lists of languages ordered by the number of native speakers represented by each language, the world's 10 most influential languages, languages by the number of countries where each is spoken, and much more!

The MLA Language Map was released on June 16, 2004 by the Modern Language Association (MLA). The MLA Language Map uses data from the 2000 United States census to display the locations and numbers of speakers of thirty languages and seven groups of less commonly spoken languages in the United States. Visit <www.mla.org/census_main> for more information on the language map.



The Association for Supervision and Curriculum Development (ASCD) represents over 160,000 educators from more than 135 countries. Their membership spans the entire profession of educators—superintendents, supervisors, principals, teachers, professors of education, and school board members. ASCD produces many publications, including Educational Leadership magazine, and an informative newsletter, *Curriculum Update*, that provides Web resources on the use of technology for teaching and learning world languages and professional development for foreign language teachers. The Fall 2004 issue of *Curriculum Update* contains two articles that may be of interest to NNELL members: “Louder Than Words: How K-12 World Language Teachers Are Meeting New Challenges” and “Versatile Technologies Broaden Students’ Language Horizons.” To view these articles online go to <http://www.ascd.org/cms/objectlib/ascdframeset/index.cfm?publication=http://www.ascd.org/publications/curr_update/index.html>.

Classroom Activity

Arabian Night Out

Lina Kholaki, Arabic program coordinator (BIAE) and Arabic program developer (Aldeen foundation), New Horizon School, Pasadena, CA, Lkholaki@newhorizonschool.org

CONTEXT:

The Arabian Night Out was designed to provide students with a fun activity to use the Arabic language outside of the formal classroom.

PARTICIPANTS:

Teachers of Arabic at the New Horizon School in Pasadena, California and students grades K-4.

TIME AND PLACE:

Various rooms of the school on a Saturday, 5 pm – 8 pm.

MATERIALS:

Tickets, small prizes, games, paper and pencils, and food.

PROCEDURE:

Students were given a bag of 20 tickets as they entered the main room. The students were encouraged to use Arabic and were told that if they used English they would lose tickets. Students keeping 10 tickets or more by the end of the evening received a prize.

From 5:00-5:30 an Ayat from the Quraan was recited followed by an explanation of the rules and instructions for the evening. The rules were:

- Arabic must be spoken throughout the evening.
- Teacher directions must be followed.
- Interactions must be polite and respectful.
- In case you want to express something and you don't know the word, write it in English on a piece of paper and a teacher will translate it for you.

Following the welcome and instructions, the schedule followed this format:

5:30 – 6:00 Treasure Hunt

6:00 – 6:30 Three rotating activities (cooking, making fruit salad, and outside games)

6:30 – 7:00 Who am I? (game)

7:00 – 7:30 Pizza and fruit salad with cookies made by the children

7:30 – 8:00 Story telling activity and farewell.

At the end of the evening, students were pleased with themselves for using Arabic as much as possible. In all, it was a very successful activity!



Pictures documenting the Arabian Night Out Activity

Classroom Activity

Beginning a Thematic Unit with the Poem *A tapar la calle*

Suzanne Daigneault, Woodcliff Lake School, NJ

CONTEXT: Creating a Thematic Unit—How to get started!

The web below, based on the traditional poem *A tapar la calle*, was created as a first step in planning a thematic unit. The lessons outline activities based on the themes found throughout the poem.

PROCEDURE:

The next stage of planning the unit would be to write out detailed lesson and language plans. For example, in the lesson on families, the teacher would place pictures of different family members in a magic box or bag. The family could be the teacher's own family, a TV family, or a historic Mexican family. As the students take out the pictures, the teacher would introduce or review the names of the family members. Next, s/he would draw a T-chart on the board or on chart paper and encourage the students to sort each of the family members as masculino or femenina. The third step would be to describe each family member using binary opposites such as "Esta persona es la abuela. Ella es hermosa. Esta persona es el abuelo. El es guapo."



Book Review

Curtain H. & Dahlberg, C. A. (2004). Languages and Children -- Making the Match: New Languages for Young Learners, Grades K-8, Third Edition. New York: Pearson/Allyn & Bacon.

For many of us, *Languages and Children, Making the Match* has been our "bible" of teaching languages since 1988. With each edition, the text of the book has been refined and updated. Curtain and Dahlberg have again provided language teachers with an exciting new edition. The 2004, 3rd edition of *Languages and Children* is expanded and rich with new information along with the tried and true strategies. Instead of beginning with, "Rationale, History, and Program Models", the 3rd edition begins with the children themselves in the chapter called, "Characteristics of Young Learners." The book includes the foreign language standards and a more detailed assessment section that has a section on K-12 program articulation. There are also new chapters focusing on classroom management, technology, early second language literacy, a new section on the rationale for learning languages early paired with information on advocacy and new curricular examples provided by teachers.

The new edition is divided into seven parts:

- Focus on the Learner (Characteristics of Young Learners);
- Communication (Creating an Environment for Communication, Person-to-Person Communication: The Interpersonal Standard (1.1), One-Way Communication: The Interpretive Standard (1.2), Literacy in the Early Language Classroom, Interpersonal Communication, Partners and Small Groups);
- Planning for Success in the Early Language Classroom (Integrated Thematic Planning For Curriculum, Unit and Lesson Design, Using Assessment to Help Students and Programs Grow);
- Cultures: Standards 2.2 and 2.2 (Language, Culture, and curriculum Interact: Experiencing Culture in the Classroom);
- Connections: Standards 3.1 and 3.2 (The Connections Standard: Content-Related Instruction and What We Can Learn from Immersion);
- Resources and Technology for the Early Language Classroom (Stocking the Early Language Classroom with Materials and Resources, Bringing Language to Life: Choosing and Creating Classroom Games and Activities, Choosing and Using Technology Resources); and
- Planning and Sustaining Effective Programs (Making the Case for Early Language Programs: Rationale and Advocacy, Learning from the Past to Enhance the Present and the Future,

Selecting and Staffing an Early Language Program Model, Program Planning, Assessment, and Articulation, and Developing Professional Teachers for Early Language Programs)

Each of the twenty chapters ends with questions, found in the "For Study and Discussion" section, and additional resources, found in the "For Further Reading" section. The book is comprehensive and up to date. As the authors describe, "This book is about the many ways in which learning a new language with skilled teachers can enrich the world of the learner. There are keys, old and new, to unlock the magic that second languages hold for children" (p. xii). Some of the new "keys" the authors have added to the book are examples of assessments (analytic and holistic rubrics, self assessment checklists, assessments to send home for the parents/guardians to complete, a hands-on Gouin Series assessment that asks the students to close their eyes, listen to the series, and act out each step and later create storyboards of the series). In the section, "How Do We Keep the Classroom in the Target Language?", Curtain and Dahlberg suggest that teachers, (1) surround the student with the new language, (2) monitor and assess target language use, (3) separate the native language from the target language, (4) make the language comprehensible, (5) maintain a physical classroom and school environment to support the target language, and (6) monitor comprehension. As the authors describe, "Meaningful, age-appropriate contexts for language use provide the best support for language development" (p. 37). How to use the strategy of Total Physical Response Storytelling (TPRS) is another addition to this text. Like the Gouin series, it is a powerful strategy that combines listening, speaking, and possibly writing with actions. The book walks teachers through the planning for, and the teaching of, a story about a boy named Hans who trades a lump of gold for a horse. A new and important chapter is entitled "Literacy in the Early Language Classroom". If foreign languages are going to be a valued part of the "No Child Left Behind" initiative, we need to be focusing on literacy along with the content we are teaching or reinforcing. This chapter gives theoretical information about literacy as well as many strategies to use in the classroom. These strategies include: key words and work banks, environmental and functional print, The Language Experience Approach to Reading, Shared Reading, literacy building activities at the word level (labeling, concentration-type games, making lists, completing graphs, and sorting and classifying).

Activities at a sentence-level include: read and write poems and songs, write captions for pictures, write and read a reading action chain, keep journals, write and ask interview questions) and paragraph-level activities include, creating pattern stories, describing the house you live in now and the one you will live in when you grow up, and write class experience stories).

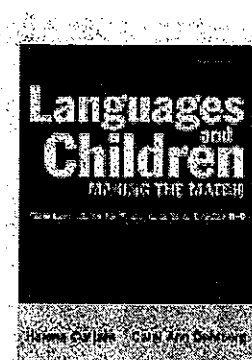
A new activity in the partner activity section asks students to compare what they did on the weekend. This activity requires students to first predict what their partner's answer will be and then ask him or her specific questions. In addition, "Flat Stanley" (inspired by the book by Jeff Brown) has made his way into the "Language, Culture, and Curriculum Interact" section. In a "Flat Stanley" project, students make a paper or electronic "Flat Stanley" to exchange with other classrooms. The recipients treat the visiting Stanley as a guest and record events from Stanley's visit in a journal and through photographs, postcards, and so forth. Some classes mail Stanley to relatives and friends all over this country. A few language classes have used "Flat Stanley" as a way of exchanging correspondence with young learners in other cultures and other countries. (p.243). The technology chapter includes the National Educational Technology Standards for Students and Teachers and gives ideas for computer-assisted projects such as: creating brochures, newspapers, personal picture dictionaries, PowerPoint or HyperStudio presentations, and talking storybooks. A list of suggestions for enhancing teacher productivity using computers is provided that includes creating personal roll/record/plan books, using clip art and authentic pictures to create visuals, producing newsletters for parents, creating e-games and e-books, and using CD-ROMS. There is also a section on key-pals that gives a useful to do list of how the two teachers are going to structure the exchanges, such as (1) who writes to whom, the content of the letters, how many corrections to make, how many letters to write, the time line for the exchanges, how to evaluate the process, and what the teachers final goal for the project is. Web Quests, electronic portfolios, and using videos are also described in this section.

The chapter, "Making the Case for Early Language Programs", is an essential one in this age of budget cutting and threats of program elimination. For world languages, as for any content area seeking a secure place in the school curriculum, offering a convincing rationale holds a high priority. School boards and parent organizations need reasons and evidence before making a commitment of time and resources to a new program, and existing programs can be called into question at any time (p. 391).

This chapter discusses research studies that provide a rationale for starting language study early including: cognitive and brain research; national reports, policy statements, and studies; a general rationale for teaching languages ("When language learning begins earlier, it can go on longer and provide more practice and experiences, leading ultimately to greater fluency and effectiveness" [p. 395]); and a vision for language competence in the world of the Twenty-First Century.

The basic elementary school skills and goals furthered by learning a new language include the fact that students do not sacrifice their basic skills when they spend time learning another language, students gain a greater understanding of their own language, and students acquire better listening, memory, verbal, and non verbal skills. Students who learn new languages early have also been shown to have a higher self-concept and greater insight into other cultures. And, of course, there are many societal and career benefits to being bilingual.

This review barely scratches the surface of what is included in the new edition of *Languages and Children*. It is a rich treasure that can be read many times over, always teaching the reader something new. It is a must read for every world language teacher and the most comprehensive text on early language learning and teaching for every K-8 (and higher) methods instructor. The text is practical and easy to read. It gives educators new ideas and helps them grow their knowledge of teaching languages. Kudos to Carol Ann Dahlberg and Helena Curtain! Together, they have affected the teaching of languages K-8 in the USA and abroad and have succeeded in raising the bar and making something that was already great into something even better. According to Dr. Marcia Rosenbusch, as quoted on the back cover, "*Languages and Children* provides the most useable information available in the field, it clarifies how to effectively teach a foreign language. The authors are masters at providing teachers the knowledge and skills they need and inspiring a passion for teaching foreign languages to young learners."



Student Feature

Panza llena, corazón contento—

Celebraciones, memorias y recetas: Part 2

Panza llena, corazón contento was the featured book review in the spring 2004 issue of *Learning Languages* (Vol. 9, No 2, pages 39-40). This student-made book, published by La Cosecha/Dual Language Education of New Mexico (DLNeM) in 2003, was provided to each La Cosecha 2003 Conference attendee and the student artwork featured in the book was also placed on the conference poster as well. Selected stories and their accompanying recipes and illustrations are highlighted below.



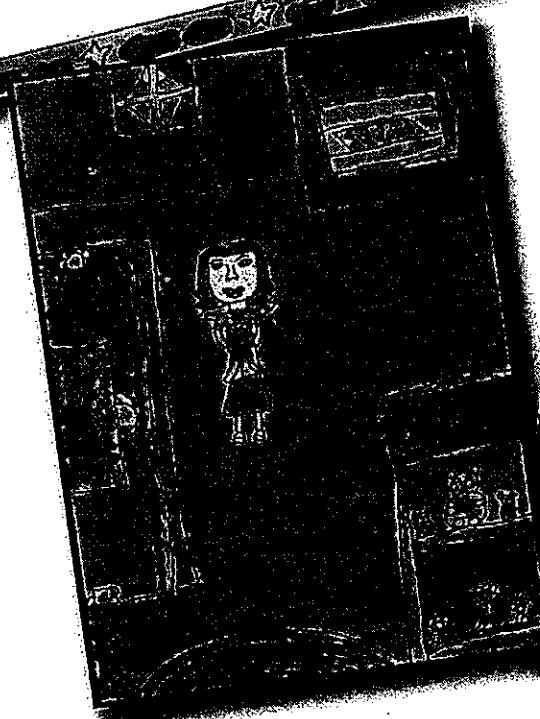
Día de los Reyes

El Día de los Reyes, el seis de enero, es un día especial. Por la noche, el cinco de enero, tienes que dejar una carta en tus zapatos a los tres Reyes Magos, Melchor, Gaspar y Baltazar. Al día siguiente te levantas temprano y en la sala encontrarás muchos juguetes con los que podrás jugar y divertirte lo que quieras. En un Día de los Reyes mis primas, hermanos y yo mandamos nuestras cartas y al otro día por toda la sala había juguetes y jugamos todo el día sin parar. Por la mañana mi mamá fue a su propia casa, que todos se encargarían con él. Casi se lo querían llevar a su propia casa. Después nos cansamos mucho y ya bien tarde como a las diez de la noche nos fuimos durmiendo todos hasta el perro se durmió de cansancio.

Capitotada

Ingredientes:
 4 cucharadas de mantequilla
 12 pedazos de pan tostado
 3 tazas de queso blanco rallado
 1 taza de uvas pasas
 3 cuadritos pequeños de panocha
 2 tazas de agua caliente
 1/4 cucharadita de clavo
 1/2 cucharadita de canela

Derretir la mantequilla, cubrir cada pedazo de pan tostado con la mantequilla. Poner una capa de pan en una cazuela, agregar queso rallado y uvas pasas. Repetir hasta que se usen todas las ingredientes. Hervir la panocha, el agua, el clavo y la canela en una olla para hacer una juleta. Poner esta juleta sobre la mezcla en la cazuela. Hornear (temperatura - 350 grados) por 25 a 30 minutos. Listo para servir.



Día de San Valentín

En el Día de San Valentín mi familia y yo vamos a la tienda a comprar papel de diferentes colores, especialmente rojo. Regresamos a la casa a hacer tarjetas. Las Intercambiamos entre la familia y amigos. También decimos y damos paz y amor para nuestros amigos y enemigos. Hasta a los que no conocemos. Mi mamá y yo hacemos biscochitos de corazones y también con su amiga que es muy buena con nosotros. Eso es lo que mi familia y yo hacemos en el Día de San Valentín.

Biscochitos

Ingredientes:
 1 taza de manteca
 1/2 taza de azúcar
 1 cucharadita de semillas de anís
 1 huevo batido
 4 tazas de harina
 1/2 cucharadita de sal
 2 cucharaditas de polvo de hornear
 1/2 taza de agua
 1 1/2 cucharaditas de canela mezclada con 1/2 taza de azúcar

Se bate la manteca a punto de nieve. Se incorpora el azúcar y la semilla de anís. Agregar el huevo batido. Cernir la harina con el sal y el polvo de hornear y agregar a la mezcla. Posteriormente se incorpora el agua y se hace una masa uniforme. Extender la masa 1/2 pulgada de grueso y cortar en corazones. Se les añade la canela con el azúcar. Se meten al horno (temperatura - 350 grados) por 15-20 minutos. Lleno de amor.

Cumpleaños

Una vez mi prima tenía unos abuelos que vivían en un rancho. Mi prima iba a tener su cumpleaños de ocho años. Ese día mi prima nos invitó a su fiesta. Era un rancho tan grande. En su fiesta primero comimos nachos con queso y chiles rellenos con arroz y frijoles. Después fuimos a jugar a las escondidas en la plantación de maíz. De allí quemamos la piñata, corriendo cada uno para recoger los dulces que cayeron. Después le cantamos las mañanitas y comimos un pastel riquísimo de tres leches. Fue un bellissimo día para todos.

Chiles rellenos

Ingredientes:

10 chiles verdes para rellenar
1/2 libra de queso rallado
1 taza de harina
1 cucharadita de polvo de hornear
1/2 cucharadita de sal
1 taza de leche
2 huevos batidos
aceite

Se asan los chiles y se pelan. Se rellenan con el queso.

Cernir 1 taza de harina con 1 cucharadita de polvo de hornear y 1/2 cucharadita de sal. Agregar 1 taza de leche y 2 huevos batidos.

Mezclar todo bien. Poner los chiles rellenos uno a uno en esta mezcla. Poner aceite hasta la tercera parte de la sartén. Calentar y freír los chiles rellenos uno a uno hasta que estén bien fritos. Listo para comer.

Día de la Madre

Cuando es Día de las Madres mi papá siempre le lleva a mi mamá un ramo de flores y una caja de chocolates. El año pasado yo le compré una rosa de vidrio que tenía perfume adentro. Mi hermana le compró un pastel y una rosa de chocolate. Para festejar su día especial tomamos champurrado. Mi hermana también le hizo un pay de queso y malteada. Yo quiero mucho a mi mamá y siempre la honramos con cariño y comida.

Champurrado

Ingredientes:

2 litros de leche
2 tabletas de chocolate mexicano
3/4 de taza de azúcar
1/2 libra de masa
1 raja de canela

Se pone a hervir la leche con el chocolate, el azúcar y la canela. Se licua la masa y se agrega a la leche hirviendo. Se menea con una cuchara hasta que hierva. Su mamá va a sonreír.

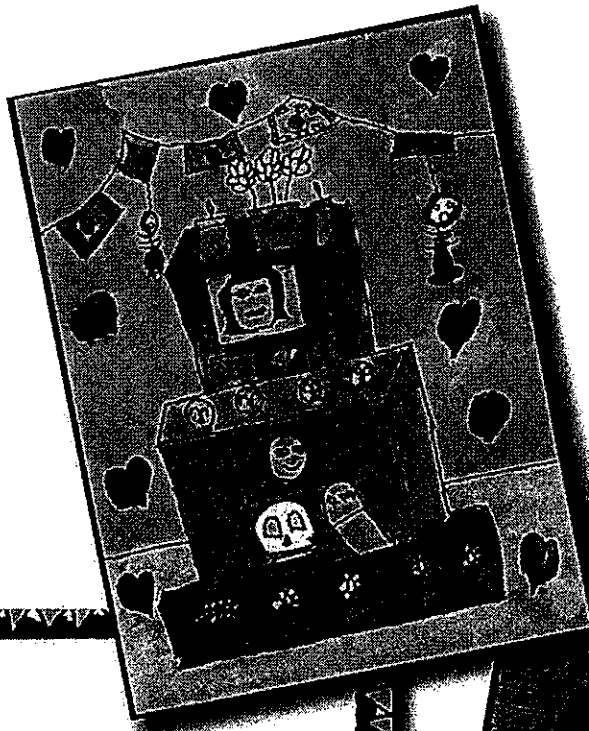
Quinceañera

Una amiga llamada Elisa nos invitó a su quinceañera. Una quinceañera es una fiesta grande que dan los padres y padrinos a una niña que cumple 15 años. Fuimos a la 1:00 de la tarde a la iglesia llamada Sagrado Corazón. En la misa rezamos. Elisa le escribió algo a su mamá. Yo me acuerdo que le dijo, "Mi mamá me dio todo y ella me cuidó". Después de la misa fuimos a la cuna en un hotel de lujo. Para las decoraciones usaron flores moradas y rosas blancas. Uno de los bocadillos era guacamole. Estaba bien rico. ¡Mi prima se comió dos platos! Los meseros quitaron unas cuantas mesas y sillas donde iban a bailar. Prendieron sus luces y salió humo. Pusieron el CD de Las Ketchup que cantaban el "Asereje". Elisa y su mamá bailaron el "Asereje". La fiesta se acabó a la una de la mañana. ¡Fue una fiesta muy linda y no puedo esperar hasta que cumpla mis quince años!

Guacamole

Ingredientes:
2 aguacates
4 chiles jalapeños
1 tomate
media cebolla
sal al gusto

Se machucan los aguacates. Se cortan finamente los jalapeños. Se corta el tomate y la cebolla en pedazos pequeños. Agregar sal al gusto y mezclar todo. ¡Delicioso.



Día de los Muertos

El Día de los Muertos tienes que ir al panteón a visitar a tus seres queridos que ya murieron. Cuando vas al panteón llevas flores y hasta puedes mandar pintar la tumba. También en tu casa haz un altar y le pones calaveritas de dulce, la comida que les gustaba, pan de muerto, y hasta una foto de ellos. Le rezas el rosario también. En el Día de los Muertos fui a visitar a mis abuelos, les llevamos flores y repintamos las letras de la lápida. En el altar de la casa mi mamá dejó un plato de arroz con leche, una comida favorita de mi abuela.

Arroz con leche

Ingredientes:
1 taza de arroz
1 litro de leche
1 taza de azúcar
1/2 lata de la lechera
1 raja de canela

Se pone a cocer el arroz con la canela y la leche. Cuando está suave se agrega la lechera y el azúcar. Se deja hervir por 10 minutos más. ¡Delicioso!

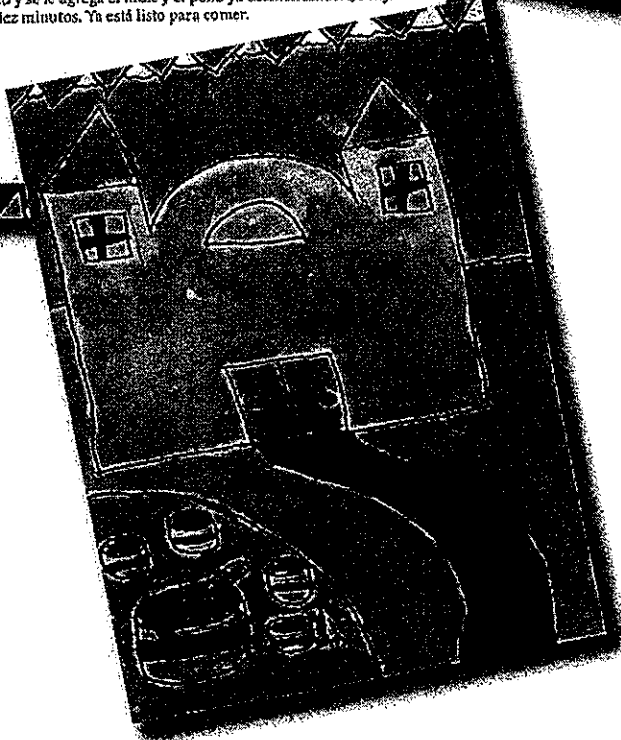
Nochebuena

El día antes de Navidad es Nochebuena. Ese día mi mamá hace tamales y mole. En la noche usualmente visitamos la iglesia para ir a la misa. Después nosotros abrimos los regalos a las 12:00 de la noche. A mí me regalaban muchas cosas y nos divertimos mucho. Todas las Nochebuenas son muy divertidas porque estás con tu familia y la gente que más quieres y puedes disfrutar de la comida.

Mole

Ingredientes:
1 pollo
1 vaso de mole (del supermercado)
2 dientes de ajo
sal al gusto
2 tazas de caldo de pollo

Se cocc el pollo, cortado en pedazos, con el ajo cortado y la sal en una cazuela con agua. Después se desmenuza el pollo. En un sartén se echa el caldo de pollo y se le agrega el mole y el pollo ya desmenuzado. Se deja hervir por diez minutos. Ya está listo para comer.



Navidad

Yo me acuerdo cuando era Navidad y parte de mi familia venía a visitarnos. Yo me divertía mucho porque yo jugaba con mis primos. También porque mi mamá y mis tías se ponían a cocinar. A mí me encantaba la comida que cocinaban. Por ejemplo, mis tías y mi mamá hacían tamales, posole, atole, enchiladas y otros diferentes tipos de comida. Mis primos y yo nos sentábamos en el sillón a comer mientras mi mamá y mis tías se ponían a platicar. Después de que mis primos y yo terminábamos de comer jugábamos con los regalos que nos regalaban.

Posole

Ingredientes:
1 kilo de carne de puerco
2 latas de posole (maíz preparado para posole)
1 cebolla
3 dientes de ajo
1 taza de chile rojo en polvo
1/2 cucharadita de orégano
1 cucharada de sal
2 cucharadas de aceite
6 tazas de agua

Cortar la cebolla en trozos pequeños. Cortar la carne de puerco en trozos de tamaño regular. Freír la cebolla y la carne de puerco en un sartén profundo con el aceite. Agregar el posole, el chile rojo, orégano, sal y agua. Dejar hervir hasta que la carne esté bien blanda, más o menos tres horas. Rico.

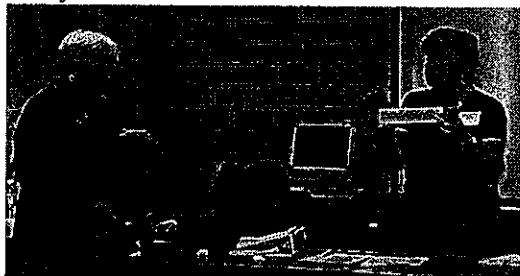
NNELL Photo Album

National K-12 Foreign Language Resource Center
Summer Institute—Rethinking the PreK-12 FL Curriculum:
Intrinsically Interesting, Cognitively Engaging, Culturally
Connected and Articulated.



The group and leaders of the Rethinking the PK-12 FL Curriculum Institute: (front row, from left) Heather Southammovong, Tammy Dann, Jessica Haxhi, Fadia Hamid, Emily Gates, Sylvia Salaff; (second row) Debora Mayer De Kijak, Eileen Rosario; (third row) Irma Torres, Helena Curtain, Ines Lormand, Libby Munro, Mari Haneda, Monica Floyd, Ronda Priebe, Carol Ann Dahlberg, Mary Elizabeth Dunsky; (fourth row) Peter Floyd, Marcia Rosenbusch, Almuth Riggs, Linda Froehlich, Jill Showman, Wendy Schmidt.

Carol Ann Dahlberg and Helena Curtain take tools out of the "curriculum toolbox."



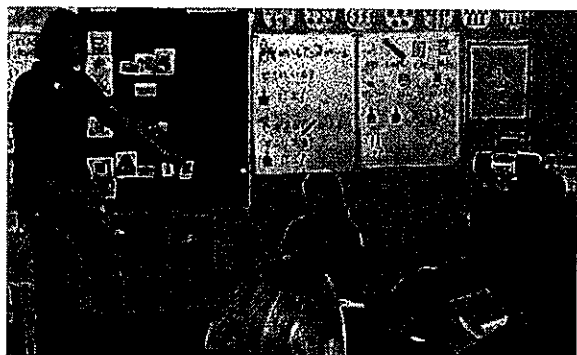
Helena Curtain identifies one of the tools from the toolbox.



*Small working groups report the name they have given themselves and the reasons for that name as they prepare to work with Grant Wiggins' and Jay McTighe's book, *Understanding by Design*.*



Ines Lormand, Helena Curtain, and Linda Froehlich.



Jessica Haxhi responds to a question of an institute participant in the discussion that follows the Japanese children's class.



In an activity carried out in German, Carol Ann Dahlberg and Linda Froehlich check to see which person jumped higher, Peter Floyd (Charlotte, NC) or Ines Lormand (Lafayette, LA).

Opportunities for Teachers

FULBRIGHT MEMORIAL FUND TEACHER PROGRAM 2005

The Fulbright Memorial Fund (FMF) Teacher Program, administered by the Japanese-United States Exchange Commission and the Institute of International Education, offers teachers and administrators of Grades 1–12 an opportunity for a fully funded three-week professional development opportunity in Japan. FMF participants travel with other outstanding educators, learn about Japanese culture and education, and return home to implement a self-designed plan to share their knowledge and experience with their students, colleagues, and community. It is upon their return that the true value of the FMF program emerges, as students, schools, communities, and the individual participants all benefit from the FMF experience by gaining new ideas about culture and curriculum, and by expanding global perspectives. Now in its 9th year of existence, FMF sends 600 educators annually. 2005 FMF study visits will take place in June, October and November. Interested individuals may apply online or request further information by calling the Institute of International Education (IIE) at 888-527-2636. Application Deadline: 12/10/2004. For more information see <<http://www.iie.org/fmf>>.

THE NATIONAL ENDOWMENT FOR THE HUMANITIES SUMMER INSTITUTES AND SEMINARS 2005

Each year NEH offers teachers opportunities to study humanities topics in a variety of Summer Seminars and Institutes. All teachers selected to participate in a seminar or institute will be awarded a stipend of \$2,800, \$3,250, or \$3,700 (depending on the length of the seminar or institute) to help cover travel costs, books and other research expenses, and living expenses.

Full-time teachers in American K–12 schools, whether public, private, or church-affiliated, are eligible to apply to seminars and institutes. Americans teaching abroad are also eligible if a majority of the students they teach are American citizens. Librarians and school administrators may also be eligible. Applicants should consult the guidelines and application information received directly from seminar and institute directors concerning any additional eligibility requirements specific to the project. Selection committees give first consideration to applicants who have not participated in an NEH-supported seminar or institute in the last three years.

General questions concerning the National Endowment for the Humanities' Seminars and Institutes Program may be directed to 202-606-8463 or email: sem-inst@neh.gov. Application deadline: 3/1/2005. For more information see <www.neh.gov>.

SANS INC. ANNOUNCES SONY VIRTUOSO™ GRANT OPPORTUNITY FOR EDUCATIONAL INSTITUTIONS

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Schools eligible for the Grant must be certified senior high schools, colleges, or universities with a language learning program and a networked PC-based lab in place. To apply for the Grant, schools may go to <www.sansinc.com/grant>, complete the on-line application, and describe why their school is committed to language education and technology, then mail-in a hard copy of the signed application with proof of school certification. All applications must be received by December 31, 2004.

In recognition of the Year of Languages 2005, SANS Inc. will announce the Sony Virtuoso Grant Award winner in January 2005. For more information go to the SANS Web site at <www.sansinc.com>.

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Calendar

Fall, Winter and Spring 2004-2005

NOVEMBER 19-21, 2004 ACTFL 2004 38TH ANNUAL MEETING AND EXPOSITION: CELEBRATING OUR INTERNATIONAL SPIRIT.

The Hilton Hotel, Chicago, IL <<http://www.actfl.org>>

NOVEMBER 17-20 LA COSECHA 2004

Hyatt Regency Tamaya Resort & Spa, Santa Ana Pueblo, New Mexico

La Cosecha is an annual dual language conference that brings together educators, parents, researchers, and practitioners who support dual language programs. The conference offers an opportunity to share our rich experience and knowledge, network and "harvest" the very best that our multilingual communities have to offer. The conference is organized by teachers for teachers. <<http://www.cosecha2004.org>>

JANUARY 19-22, 2005 NABE 2005 ANNUAL INTERNATIONAL BILINGUAL/MULTICULTURAL EDUCATION CONFERENCE

San Antonio, TX <<http://www.nabe.org/conferences.asp>>

FEBRUARY 24-26, 2005 MANY LANGUAGES, MANY LEARNERS, ONE WORLD

2005 SCOLT/FLANC Joint Conference: Charlotte, NC <www.valdosta.edu/scolt>

MARCH 10-12, 2005 CENTRAL STATES CONFERENCE (CSC)

Columbus, OH, Hyatt Regency <<http://www.centralstates.cc>>

MARCH 31-APRIL 3, 2005 THE NORTHEAST CONFERENCE (NEC)

New York, The Marriott Marquis <<http://www.dickinson.edu/necffi>>

APRIL 7-9, 2005 THE SOUTHWEST CONFERENCE ON LANGUAGE TEACHING (SWCOLT)

Irving, Texas <<http://www.swcolt.org>>

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

Refereed articles are reviewed anonymously by at least three readers from the NNELL Executive Board, the Editorial Advisory Board, and invited guest reviewers who have expertise in the area. Refereed Scholarly/Research Articles report on original research, citing both current research and theory as a basis for making recommendations for classroom implementation. Refereed Practical/Pedagogical Articles describe best and promising practices as well as innovative approaches to teaching and the administration of effective language programs for children. Refereed articles are identified as such in the journal.

Feature articles generally report on current issues, programs or available materials for use in PreK-3 foreign language programs.

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