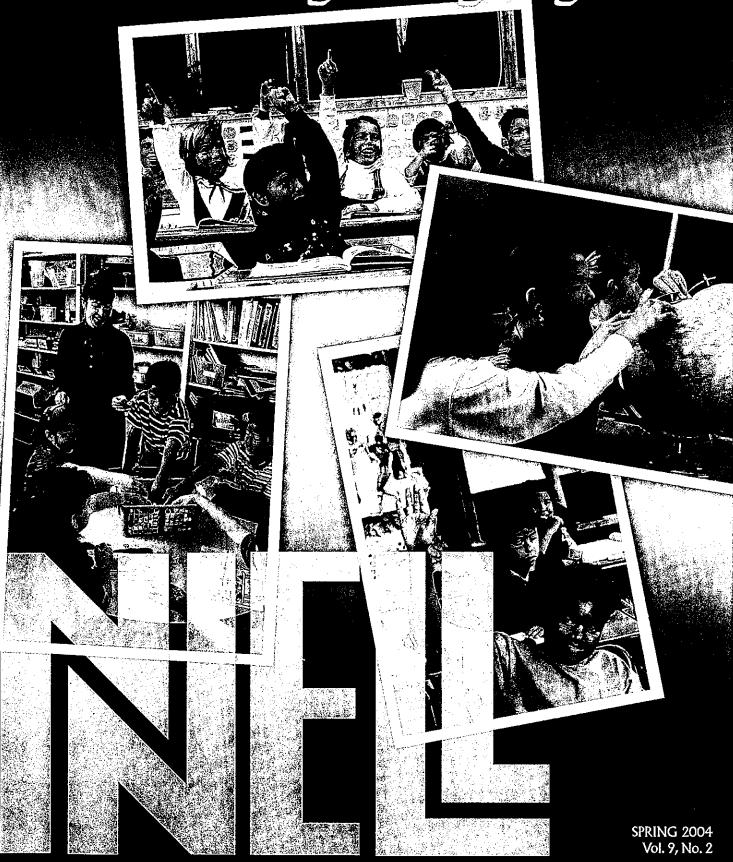
The Journal of the National Network for Early Language Learning

Learning Languages



#### EDITOR:

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

Mari Haas, Ed.D., Options for Language Education (OLÉ), 828 Camino Atalaya, Santa Fe, NM 87505, marihaas@mac.com **EDITOR EMERITUS:** 

Marcia Rosenbusch, Ph.D., Director, National K-12 Foreign Language Resource Center, Iowa State University, Ames, IA, mrosenbu@iastate.edu. Dr. Rosenbusch served as the editor to the National Network for Early Language Learning for 15 years. FLES News (1987-1995); Learning Languages (1995-2002).

EDITORIAL ASSISTANTS: Elinor L. Michel Jessica García de Sharrard Megan Hansen

DESIGN: Beth A. Case

NNELL Web site: www@nnell.org

NNELL Email: nnell@wfu.edu

#### CONTRIBUTING EDITORS

#### Activities for the Classroom — Janet Glass, FLES Educator

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

# Assessment — Peggy Boyles, Foreign Language/ESL Coordinator

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

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

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

### International News — Marianne Nikolov, Ph.D., Professor

University of Pecs, Department of English Applied Linguistics, 7624 Pecs, Ifjusag u. 6., Hungary, nikolov@btk.ptc.hu

Teaching with Technology - Eduardo García Villada, Ph.D. Candidate, Curriculum and Instructional Technology, E051 Lagomarcino Hall, Iowa State University, Ames, IA 50011, egarcia@iastate.edu

#### RESOURCES

#### Early Childhood - Ana Lomba, Director

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

### French - Marilyn Sable, FLES Educator

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

### German - Marianne Zose, Head of Language School

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

#### Japanese — Ikuyo Suzuki, Instructor of Japanese

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

### Latin — Natali Miller, Instructor of Latin

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

#### Spanish — Mayra Negrón, Dual Language Educator

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

Learning Languages: The Journal of the National Network for Early Language Learning is published in the fall 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 Classroom Activities Editor. 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—Jan 1.

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, A2A Tribble Hall, Winston-Salem NC 27109.

#### PLEASE CHECK FOR UPDATED INFORMATION ON THE NINELL WEB SITE.

# Learning Languages

# The Journal of the National Network for Early Language Learning

Volume 9, No. 2 SPRING 2004

#### REFEREED ARTICLES

8 Research

Threats and Strategies to Counter Threats: Voices of Elementary School Foreign Language Educators

Dr. Marcia Harmon Rosenbusch, Adjunct Associate Professor and Director of the National K-12 Foreign Language Resource Center, Iowa State University Laurie Sorensen, Pre-service Teacher, Iowa State University, Ames, IA

18 Pedagogical

No Teacher Left Behind: Early Language Learning and Students with Disabilities Annmarie Gorenc Zoran, Ph.D. Candidate, SLA/IT, University of South Florida, Tampa, FL

### **FEATURES**

- 2 President's Notes Dr. Lori Langer de Ramirez
- 3 Announcements
- 4 NNELL News from ACTFL 2003
- 6 Advocacy Feature: Schools Cut back on Foreign Language Classes—Emphasis Shifts to ABC Tests. Todd Silberman, The News and Observer of Raleigh, NC
- 22 NNELL Photo Album
- 24 JNCL-NCLIS: National Security and Languages Dialogue Continues Dr. J. David Edwards, Executive Director, JNCL-NCLIS
- 26 National Capital Language Resource Center: Who is Paying the Bills? The Federal Budget and Foreign Language Education in U.S. Schools and Universities Dr. Catharine Keatley, Associate Director, NCLRC



32	Language Resources
	75 1

Marilyn Sable
Marianne Zose
Natali Miller
Dr. Mari Haas
Ana Lomba

- 36 Classroom Activity—Woman's History Month Alexis Haas Rubin, Cypress Hills Community School, Brooklyn, NY
- 39 Book Review—Panza Ilena, corazón contento Tee McDougal, Albuquerque Public Schools, NM
- 41 Video Review—Teaching Foreign Languages
  K-12: A Classroom Practices Library by
  Annenberg
  Dr. Mari Haas, Options for Language Learning, Santa Fe, NM
- 42 Web site Reviews—NASA Products for the
  Content-based Language Classroom
  Dr. Teresa Kennedy, Idaho NASA Space Grant Consortium,
  Moscow, ID
- 43 Calendar

Learning Languages (ISSN 1083-5415) is published two times a year (fall and spring). Membership dues for NNELL, which include a subscription to the journal by academic year, are \$30/year (\$40 overseas). Please send your check to: Dr. Mary Lynn Redmond, Executive Secretary, National Network for Early Language Learning, P.O. Box 7266/A2A Tribble Hall, Wake Forest University, Winston-Salem, NC 27109 or use your credit card online at www.nnell.org Copyright © 2004 by the National Network for Early Language Learning

# President's Notes:



DEAR NNELL FAMILY,

▼ reetings to all my fellow "NNELLies". I would like to take this opportunity to introduce myself. My name is Lori Langer de Ramirez and along with the honor of serving as your NNELL president for this year, I am an Adjunct Assistant Professor of Education at Teachers College, Columbia University. My "day job" is Chairperson of ESL and World Languages for Herricks Public Schools in Long Island, New York. One of my passions is the promotion of language education for young children. It is in this role that I come to you to contribute what I can over the next year of my presidency. It is my goal this year to strengthen our network and improve on the services that are already offered through NNELL.

There has been a whirlwind of activity in NNELLandia since ACTFL. So much is changing and growing in this organization...

We have now officially moved our "home" from the Center for Applied Linguistics to Wake Forest University. Nancy Rhodes, our Executive Secretary since NNELL's inception in 1987, has passed the reins over to Mary Lynn Redmond. It is a real tribute to both of these wonderful leaders that the transition has been such a smooth one. Over the past few months, Mary Lynn and Membership Secretary, Dianne Lough, have been updating our membership lists. In order to assist with this important task, please contact either Mary Lynn (redmond@wfu.edu) or Dianne (loughdb@wfu.edu) with any changes to your contact information. With the hard work and dedication of these two professionals, we have been able to continue providing members with the same great services and networking connections that make NNELL such a strong force in the world of early language learning.

Speaking of membership and networking, we are in the process of our membership drive called "2004 in 2004." Spearheaded by Membership/Publicity Chair Pamela Valdes and Public Relations Chair Liana Clarkston, the drive aims to build our NNELL family to a membership of "2004 in 2004." We all know the importance of having a strong voice when it comes to early language programs. NNELL members are at the forefront of initiatives across the country and around the world. It is crucial that we continue to network and join together in the good times - as a means of supporting each other with curriculum suggestions,

ideas and techniques, and in bad times - when our programs face cutbacks or cancellation. For these reasons, and more, we need your active participation and that of your colleagues. If you know of colleagues who are either teaching in an early language program or are supportive of early language learning, encourage them to join NNELL or to contact Pamela (pamelavaldes@msdlt.k12.in.us) or Liana (lclarkso@mpsaz.org). The more language educators who participate in the network, the more access we all have to the wisdom and talents of our colleagues. We look forward to your continued support and to many new members!

In looking towards the future, the NNELL executive board is planning a Strategic Planning Meeting for June of this year. We will be meeting at Princeton University for three days of brainstorming and planning ways in which to strengthen and expand NNELL in the coming years. As such, we are interested in your input. If you have any ideas or suggestions about ways in which NNELL might better meet your needs, please contact me via email at ljl17@columbia.edu.

It is an exciting time to be a part of the language teaching profession and especially, a member of the NNELL family. In this election year, it is imperative that your voice be heard in the political arena. Keep track of language policy on the Joint National Committee for Languages/National Council for Languages and International Studies (JNCL-NCLIS) Web site: http://www.languagepolicy.org/ and make sure that your Senators and Congresspeople hear your thoughts on important language education issues.

Looking towards 2005, the Year of Language, we are facing the opportunity of having the national spotlight focused on language learning. With the developments to come in our organization and the continued networking of language teachers across the country, we are poised to share our vision with a national audience. Ralph Waldo Emerson once said: "Language is a city to the building of which every human being brought a stone." Now is a time for building. Our city is one in which children speak many languages and know many cultures and what a beautiful city it is!

Dr. Lori Langer de Ramirez, Herricks Public Schools. 100 Shelter Rock Rd., New Hyde Park, NY 11040 Phone: 516-248-3163, Email: ljl17@columbia.edu

# Announcements

# Mary Lynn Redmond Receives SCOLT Outstanding Teaching Award



Mary Lynn was nominated for this prestigious award by the Foreign Language Association of North Carolina (FLANC).

r. Mary Lynn Redmond, Associate Professor of Education at Wake Forest University, received the 2004 Southern Conference on Language Teaching (SCOLT) Outstanding Teaching Award, Post-secondary, March 19, 2004, in Mobile, Alabama. NNELL congratulates Mary Lynn for this great honor. We are proud to have her as our new Executive Secretary and appreciate her continuous work for our organization and for early second language teachers throughout the country. Congratulations, Mary Lynn!

SCOLT President, Peggy Pilbro, presented the award at the awards ceremony along with these remarks: "The letter of nomination states: 'She is an excellent teacher, a mentor, a leader, an advocate and an innovator. Her career has been dedicated to our profession.' Of that, there is no doubt. She has been a driving force in FLANC and the recipient of FLANC's Honorary Life Award. She is a nationally-recognized leader in the profession, especially in early second language learning, through her many roles in the National Network for Early Language Learning (NNELL), including President. She is currently Executive Secretary of NNELL and chairs the committee for

the Outstanding Support of Early Foreign Language Learning Award. She was a member of the National Committee on Accreditation of Teacher Education's Foreign Language Teacher Standards Writing Team, a founding member of the North Carolina Alliance for Language Learning, has served in many capacities with the American Council on the Teaching of Foreign Languages (ACTFL), and has worked with New Visions in Action from the beginning. Her participation in SCOLT has been long and generous, from conference presentations, to the Editorial Board of Dimensions. At Wake Forest, Dr. Redmond has built one of the nation's premier programs in foreign language teacher preparation. Her students, placed throughout the United States, are successful, contributing members of our profession. They are the well-trained, enthusiastic, and competent heart of the summer Foreign Language Immersion Camp for Children, founded and directed by Dr. Redmond. Dr. Redmond is meticulous, tireless and visionary in all she undertakes. For those characteristics, we are proud to recognize Dr. Mary Lynn Redmond as recipient of the 2004 SCOLT Outstanding Teaching Award, Post-Secondary."

# Tribute to Senator Paul Simon

n December 9, 2003, the language and international studies communities lost one of our greatest and most respected champions. Former Senator Paul Simon died after undergoing heart surgery. A member of the 1979 President's Commission on Foreign Languages and International Studies, Congressman/Senator Simon was a tireless advocate for national policies encouraging languages, international education and study abroad. The author of the Tongue-Tied American and numerous articles about America's language needs and shortcoming, Senator Simon was an intellectual leader in the struggle to improve our nation's language skills. In Congress, Paul Simon sponsored numerous bills and amendments to support languages and international education, such as: the Foreign Language Assistance Act, the National Security through Foreign Language Assistance Act and the Global Education Opportunities Act, just to name a few. Chairman of the Board of the National Foreign Language Center, Senator Simon most recently served as Co-Chair

of the NAFSA taskforce that produced "Securing America's Future: Global Education for Global Age - A Report of the Strategic Task Force on Education Abroad." He was the driving force behind the Abraham Lincoln Study Abroad Fel-

lowship Program, which Congress will consider through a commission created in the now pending Omnibus Appropriations bill.

Personally, Paul was a mentor and friend. In the 23 years that we worked together on a variety of projects, I have not known anyone more thoughtful, courageous, honest and decent. He was a gentle man. Paul Simon was truly a public servant dedicated to improving our nation and the world. He will be sorely missed.

Written by Dr. J. David Edwards, Executive Director, JNCL-NCLIS



NNELL members celebrate with Paul Simon at his retirement party in 1996, from left to right: Mimi Met, Kay Hoag, Eileen Lorenz, Nancy Rhodes, Paul Simon, Donna Christian, Marcia Spielberger, Rick Donato, and Eileen Glisan.

# NNELL News from ACTFL 2003

# Summary of 2003 ACTFL FLES SIG and NNELL Sessions

Terry Caccavale, NNELL Secretary Christi Moraga, ACTFL FLES SIG Co-chair/NNELL Connecticut Representative

uring the 2003 ACTFL Conference, progress was made in strengthening elementary programs and validating teachers for the hard work they do. There was excellent collaboration between our two organizations, NNELL and the ACTFL FLES SIG, and among individual teachers. We heard the message loud and clear that smaller groups, such as Pre-school World Language teachers, teachers of less commonly taught languages (especially Arabic), and the American Association of Teachers (AAT's) would like to be part of our organizations.

Following is a summary of each of our sponsored sessions.

1. Joint NNELL-FLES SIG Business Meeting This meeting, a joint endeavor between NNELL and the FLES SIG, gave FLES practitioners an opportunity to meet the officers of both groups, to hear about initiatives being sponsored by our groups, and to participate in break-out sessions a propos to various topics of interest and concern to elementary foreign language practitioners. NNELL President Martie Semmer described the year's activities, including the two major goals addressed in 2002-03, which were the strengthening of our networking system within NNELL and the strengthening of ties beyond NNELL to other organizations (such as the National PTA and the AAT's). FLES SIG Co-Chairs Kathy Olson-Studler and Christi Moraga explained how the formation of the FLES SIG took place at ACTFL 2002, and the cooperative nature in which the FLES SIG and NNELL will work together. They noted that this year there were nearly 50 FLES sessions at ACTFL, including those co-sponsored by NNELL and the FLES SIG. All members of both groups were encouraged to submit proposals for the 2004 ACTFL Conference by December 19th. It was proposed that NNELL and the FLES SIG continue to conduct a joint business meeting in 2004, and that members continue to network with one another during the year. Participants were divided into several discussion groups, including Year of Languages (2005), Parent Involvement, and Articulation. The notes from each of these groups were as follows:

The Year of Languages: Members were encouraged to tie into the ACTFL celebration by organizing cultural performances, linking with content areas such as social studies and international education programs, becoming involved in multicultural committees, conducting community-wide PR campaigns, communicating with businesses that want to help out at the local level, showcasing students to the school board and community, as well as connecting with state foreign language associations.

Ideas for Parent Involvement: Suggested activities included attend parent meetings and Back to School evenings; participate in PTA Meetings; conduct demos with children; establish Web sites and portfolios that highlight language programs; make videos of children learning languages; email a parent newsletter for foreign languages; sponsor festivals for families; sponsor exchanges or homestays; organize immersion weekends/camps.

Articulation: All participants expressed an ongoing need for consultation on curriculum coordination, and concerns including the problem that once an elementary program reaches the middle school level, middle school teachers often feel the need to "start over." We discussed the elementary phase as the basis of the program, the middle school phase as the articulation phase hinging the bottom and the top, and the high school as more of the "rules-based" and grammatical phase of the program.

A good resource for FLES teachers about the success of elementary foreign language programs is the bibliography developed by Elizabeth Webb at the Georgia Department of Education.

# Advocacy Panel (sponsored by FLES 2.

The purpose of this session was to understand better how to do advocacy for early language learning programs. Kathy Olson-Studler, Co-Chair of our FLES SIG, introduced four panel members and then solicited questions and contributions from the audience. Presenters include:

a) Kay Hewitt, NNELL National Advocacy Chair, Lexington, South Carolina, provided

"There was excellent collaboration between our two organizations, NNELL and the ACTFL SIG, and among individual teachers."

a chronological list: "A Response to Crisis in 2003." K and 1st grade FLES were eliminated in Lexington, and K-12 Japanese programs were eliminated.

For NNELL, Kay compiles a valuable Advocacy Packet for \$15. Email kbhewitt@aol.com to order your Advocacy Packet today!

- b) Mary Bastiani, Project Director, Moshi Moshi Japanese Program, Oregon, stressed the importance of marketing, politicking, fundraising and collecting data for the proof of success.
- c) Marcia Rosenbusch, Director, National K-12 Language Resource Center, Iowa State University, presented findings from the Advocacy Survey sent out by the ACTFL FLES SIG this past year. The main source of threats included budget, administrators and lack of qualified teachers. (See page 10 for more information).
- Christine Brown, Immediate Past President of ACTFL, Past President of NNELL, Director of FL and ESL in Glastonbury, CT, shared how even a successful program must continue to advocate year after year. She gave examples of showcasing the program to parents, administrators and the board of education through the Web site (go to www.foreignlanguage.org).
- 3. NNELL Q&A Session: Focus On Research Presenter(s): Richard Donato, University of Pittsburgh, PA; Lori Langer de Ramirez, Herricks Public Schools, NY; Martie Semmer, NFLRC, Iowa State University; Nancy Rhodes, Center for Applied Linguistics.

This session began with a discussion of hemisphericity and language acquisition by Lori Langer de Ramirez. Nancy Rhodes discussed the results of a study on the use of video programs and indicated that no one video program resulted in the development of any real proficiency on the part of the students, but that there were pluses and minuses to all of the programs evaluated. Terry Caccavale presented the results of a survey of the literature on the effects of second language FLES and Immersion programs in Canada on the development of first language literacy skills in students. The survey implied that learning a second language has a positive impact on the development of literacy skills in the first language. Presenters also discussed an article from the Boston Globe (9/11/2002) describing the latest research on foreign languages and the brain, conducted by Ellen Bialystok at York University in Toronto, Canada. This study, based on what she calls the "Lego Tower Experiment," suggests

that children who are bilingual at an early age may have a one-year cognitive advance over children who are monolingual, suggesting that one of the most important reasons for an early start in Foreign Language is the positive impact on overall cognitive development. Finally, the bibliography entitled, "The Effect of Second Language Learning on Test Scores, Intelligence and Achievement" was distributed. It is a compilation of the results of many research studies in elementary foreign language instruction, and is available from the Georgia Department of Education Web site. Richard Donato discussed many salient aspects of good foreign language programs at the elementary level, and stated that longitudinal research on elementary programs is lacking and that we need to focus on what students can do as opposed to what they cannot do, after a number of years of study. He described some research conducted by the ELLRT (Early Language Learning Research Team) and made the following statements: 1) Children make steady but differential progress across program formats; 2) Motivation of students changes over time in extended sequences of instruction; 3) Parental attitudes and program ambiance are linked to children's language learning; 4) Interactional contexts matter; and 5) Literacy skill development requires early and continual instruction.

# 4. FLES Swapshop Breakfast (sponsored by NNELL)

Presenter(s): Lori Langer de Ramirez, Herricks Public Schools, NY; Janis Jensen, NJ Department of Education; Pamela Valdés, Craig Middle School, Indianapolis, IN

The annual FLES Swapshop Breakfast, as always, was very popular and very successful. Special tribute was given to Nancy Rhodes, the outgoing NNELL Executive Secretary. Participants either brought 250 copies of lesson ideas in stacks of ten to be put out on all the tables, or submitted them ahead of time to be shared electronically. Exhibitors that specialize in elementary materials were present around the room selling wares and also generously contributing to the raffle. Many teachers won great prizes. NNELL Executive Board, Regional Reps, State Reps, and Learning Languages Editors were introduced. Vibrant entertainment by the female trio "Cantaré" inspired many participants who stood up and danced! www.cantaremusic.com.

For ideas see ACTFL FLES SIG sessions for 2004 and 2005, please contact:

Kathy Olson Studler: kolson@goodrich.spa.edu

The State and Regional Reps would like to thank NNELL for the great banners. Thank you to Liana Clarkson for obtaining and delivering them to us!

"Even a successful program must continue to advocate year after year."

# **Advocacy Feature:**

# Schools cut back on foreign language classes Emphasis shifts to ABC tests

Todd Silberman, Staff Writer, The News & Observer of Raleigh Reprinted with permission of The News & Observer of Raleigh, North Carolina. Monday, February 23, 2004

LAYTON -- For just about everyone at East Clayton Elementary School, the latest snowfall was, well, snow. But students in Linda Griswold's classroom were seeing something different. Nieve. Words new to the first-graders rolled off Griswold's tongue as she described a familiar snowman in Spanish: El hombre de nieve.

The lesson may have been simple, but Griswold's goal is more ambitious. She hopes that by fifth grade, her students will be well on their way to fluency in a second language.

Yet East Clayton is one of a shrinking number of elementary schools in North Carolina putting a priority on teaching a language other than English.

In a state that once pushed foreign language lessons as early as kindergarten, North Carolina elementary schools have been steadily curtailing instruction in second languages to devote more time and effort to basic reading and math instruction in English. Those two subjects are heavily tested under the state's ABCs and federal No Child Left Behind accountability rules.

"I don't think the ABCs were meant to narrow the curriculum, but unfortunately, that's been one of the consequences in many districts," said Maria Palmer, a bilingual member of the State Board of Education who first started learning English as a kindergartner in Peru.

"Things that are considered frills -- like the arts and languages -- are suffering," she said. "We know that, done well, these things contribute to the education of children."

Less than 20 percent of students in the state's elementary schools are enrolled even in once-aweek language lessons, down from almost half in 1994. Schools have converted teaching positions earmarked for foreign languages to extra reading teachers, technology specialists and instructors for students learning English as a second language.

"Once those positions were taken away, they didn't bring them back," said Fran Hoch, foreign language curriculum specialist with the state Department of Public Instruction.

In the mid-1990s, Wake County eliminated weekly language instruction in kindergarten through second grade at most schools. Foreign language survived as an elective in all grades only in magnet schools, some of which stress language instruction. A third of Wake's nonmagnet elementary schools have eliminated foreign language instruction altogether.

"Principals have probably had some difficult decisions to make where they allocate resources," said Tom Huffstetler, Wake's senior administrator for second languages. "If there was an endless amount of money, I don't think anyone would argue that foreign language instruction isn't important."

Other large districts, including Charlotte-Mecklenburg and Guilford, have all but dropped elementary school foreign language lessons except for a few magnet programs that now offer intensive instruction.

Foreign language instruction advocates say that in nonmagnet schools that continue to offer classes, the lessons often are too infrequent - perhaps just once a week - and lacking in clear objectives for students to develop fluency. Some schools offer "exploratory" programs, common in middle schools, that provide a sampling of several languages, but no concentrated focus.

Despite the trend in elementary school, more students are taking foreign language classes in high school. The state now requires two years of a second language for students to graduate from a college-preparatory course of study.

Still, some people say that's not enough, especially if students have had little or no instruction before high school. "Students have to be able to communicate and compete in the world," said Marty Babcock, program director of the Center for International Understanding in Raleigh. which provides global study opportunities for educators and policy makers. "More and more

"In a state that once pushed foreign language lessons as early as kindergarten, North Carolina elementary schools have been steadily curtailing instruction in second languages to devote more time and effort to basic reading and math instruction in English."

employers want people who can speak a second language."

National standards call for a minimum of 30 minutes of instruction a day, taught entirely in the foreign language and with a clear progression from elementary school into high school.

"A lot of people came out of an era when we thought two years of high school language was sufficient," said Mary Lynn Redmond, director of foreign language education at Wake Forest University in Winston-Salem and director of a project to foster language instruction in the state's schools.

"If you start in elementary school with language, you're reinforcing basic skills," she said. "Some people may think it's frivolous, but students who perform the best academically have had a longer sequence of foreign language study."

That's one reason the youngest students at East Clayton Elementary have the option to take a half-hour of Spanish five days a week.

"I see foreign language as a ticket to success for the whole child," said Peggy Smith, principal at East Clayton, now in its second year of offering daily Spanish. "It makes for a better learner."

#### RISING DEMAND

Demand for the program in kindergarten doubled this year over last, Smith said. Each day, groups of kindergartners and first-graders gather in Griswold's classroom trailer. She speaks only in Spanish. The students tend to speak to her in English; she responds in Spanish.

One day this month, they made Valentines. Another day, she might teach them about insects. She tries to coordinate with their regular classroom teachers to reinforce - in Spanish - what they're learning in English. Daily and consistent practice is key. Students who start early are more likely to develop fluency and better pronunciation.

No one needed to persuade Darlene Thomas, a Clayton parent who opted for the daily Spanish classes for her son, Chad, now a first-grader.

"When you're young, your mind is like a sponge, and you can pick up things much easier," Thomas said. Chad likes to sing songs he has learned in Spanish, she said, and often asks her to turn the car radio to a Spanish-language station.

"He wants to hear the music, and he wants to hear people talking," she said. "If he starts early like this, he'll really be able to learn the language."

# The Balanced Curriculum: A Guiding Document for Scheduling and Implementation of the NC Standard Course of Study at the Elementary Level

The Instructional Services Division at NCDPI, has developed a guiding document that focuses on the importance of delivering a well-rounded education which includes all areas of the Standard Course of Study. The document incorporates and addresses many current issues and concerns from the public schools as reported via surveys and feedback through teachers, principals and administrators to the elementary curriculum committee. There are many ways that this document can be used as a springboard for discussion groups, professional development, and leadership at various levels.

The PDF version is available on the web at: http://www.ncpublicschools.org/curriculum/ (Click on the "Balanced Curriculum" link above the SCS chart). This PDF file contains the entire document, but is not hot-linked internally or externally. It will remain on the Web site until the new PDF (which will have the ability to follow links within and outside the document) is complete. Hard copies of the document that can be placed into notebooks or a CD version may be ordered through NCDPI publications.

Note: East Clayton Elementary School is a pilot site for VISION 2010: A Plan for Model Foreign Language Programs in the North Carolina Public Schools, For further information, please contact Dr. Mary Lynn Redmond at redmond@wfu. edu.

# Call for Nominations

NNELL is now accepting nominations for the position of Second Vice-President for the 2004-2005 school year. (This is a 4-year commitment beginning in November 2004: Second Vice-President 2004-2005 moves into First Vice-President 2005-2006, President 2006-2007, and Past-President 2007-2008.) The duties of the Second Vice-President will include the following: to become familiar with and learn the NNELL Board and its workings, to assist the First Vice-President and the President, to carry out projects assigned by the First Vice-President and the President, and to serve as a voting member of the NNELL Executive Board.

Please send nominations via email attachment with each nominee's curriculum vitae and a statement describing why the nominee would like to serve in the NNELL leadership to Martie Semmer at semmer@colorado.net by August 1, 2004. Thank you!

# Threats and Strategies to Counter Threats:

# Voices of Elementary School Foreign Language Educators

Dr. Marcia Harmon Rosenbusch Adjunct Associate Professor and Director of the National K-12 Foreign Language Resource Center, Iowa State University, Ames, IA

Laurie Sorensen, Pre-service Teacher, Iowa State University, Ames, IA

It was clear to all FLES staff, which included French, German, Japanese, and Spanish specialists, that their 13-yearold programs could be on the "chopping block" at the next regularly scheduled school board meeting.1

"A survey was designed to gather the stories of teachers who had experienced threats to their own elementary school foreign language programs."

The experience described by Kay Hoag, Advocacy Chair of the National Network for Early Language Learning (NNELL), exemplifies the threat of program elimination and/or cutbacks that elementary school foreign language programs across the nation experienced with increased frequency during the 2002-2003 academic year. Reports of these threats concerned the co-chairs of the Special Interest Group on Foreign Languages in the Elementary School (FLES SIG) sponsored by the American Council on the Teaching of Foreign Languages (ACTFL).2 In response, they proposed a panel discussion on the topic as a conference session for the 2003 ACTFL annual meeting.

To prepare for and enrich the panel discussion by providing a voice for those directly affected, a survey was designed to gather the stories of teachers who had experienced threats to their own elementary school foreign language programs.3 The survey also asked respondents to describe strategies they had found to be effective in countering threats. Additionally, respondents were asked to consider whether national organizations could provide support helpful in meeting the challenges faced by local programs. The results of the survey are presented in this article and their implications for action are discussed.

### SURVEY DESCRIPTION

The survey was composed of four questions:

Provide a description of the most important threat/s your early language program has

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

Respondents were asked to provide information about the type of elementary school foreign language program that served as the basis for their responses: FLEX, FLES, intensive [contentbased FLES, immersion, other (see program definitions in Curtain & Dahlberg, 2004, p. 420). They were also asked to provide information about themselves: name, position, address, phone number, and e-mail address. Additionally, respondents were asked to indicate permission for citing their responses in the survey report: full permission, which approved the use of their name, location of their school, and state in citing examples; and partial permission, which included the use of only their state.

#### METHODOLOGY

The survey was designed for electronic distribution and response through e-mail. The survey was distributed through the e-mail lists of the ACTFL FLES SIG and NNELL and was further distributed to e-mail contacts of these original recipients. Additionally, an announcement about the survey appeared in the SIG corner of Foreign Language Annals (Vol. 36 [1], p.151) and a paper copy of the survey with contact information for receiving the electronic version was published in Learning Languages (Vol. 8 [3], p. 31). Information about the survey and how to access it was also distributed through the Nandu listsery. which is an electronic listsery sponsored by the Center for Applied Linguistics and the Lab at

Brown University that provides a medium for discussion among elementary school foreign language classroom teachers and others interested in early language learning.

# **RESULTS**

### Demographics

Frequencies indicate that a total of 33 individuals responded to the survey of which the majority were foreign language teachers (19) (Table 1).

Table 1. Survey Respondents by Role

Teacher	Methods Professor/ Teacher Trainer	Principal/ Assistant Principal	Dept. Chair /For. Lang. Coordinator/Supervisor	Other	Total
19	2	3	5	4	33

Respondents represented 19 states from all regions of the nation; however, more states were from the Central States region (7) and the Northeast (6). Additionally, more respondents were from the states of Iowa (8), Connecticut (3), and Ohio (3) than from other states (Table 2).

Table 2. Survey Respondents by State and Region

State	Region	Respondents	State	Region	Respondents
CO	CSC/SWCOLT	1	NC	SCOLT	1
CT	NECTFL	3	NJ	NECTFL	1
DE	NECTFL	1	NY	NECTFL	2
ΙA	CSC	· 8	OH	CSC	3
IN	CSC	1	OR	PNCFL	1
LA	CSC/SCOLT	2	SC	SCOLT	1
MD	NECTFL/SCOLT	1	VA	SCOLT	1
MI	CSC	2	WI !	CSC	, 1
MN	CSC	1	WY	PNCFL	1
MO	CSC	1			
		Total	19 States	5 Regions	33 Respondents

Respondents represented a variety of program models from FLEX to Immersion (Table 3).

Table 3. Program Models Represented by Respondents

<u>FLEX</u>	FLES	Intensive FLES	Immersion	Other	Total Represented*
6	16	2	7	4	35

<sup>\*</sup>Note: More than one program model may be represented by a respondent.

### **THREATS**

Respondents reported that the most important threat to elementary school foreign language programs was that of program elimination. Eleven of the 33 respondents indicated that they had been informed that their program faced elimination (Table 4). Additionally, the threat of scaling back the program was reported by 8 respondents. This scaling back was of four types: (a) reducing the instructional time for targeted grade levels, (b) downsizing the program by reducing the number of teachers in the program or failing to hire replacement teachers, (c) eliminating instruction at targeted grade

"Respondents
reported that the
most important
threat to
elementary school
foreign language
programs was
that of program
elimination."

levels or failing to expand to additional grade levels as in the original plans for program expansion, and d) dropping or changing the languages taught. Additionally 3 respondents reported other types of threats to their programs, which included replacing the language taught with Spanish, large class size, and lack of paraprofessional help.

Table 4. Most Important Threats Reported by Respondents

Most Important Threats	<u>Respondents</u>	
Program Elimination	11	
Scaling Back Program	8	
Other	3	
Total	22	

"The majority of respondents indicated that the source of the threat to their elementary school foreign language program was finances, followed by non-supportive school administrators and staff."

# SOURCES OF THREATS

Figure 1 presents the sources of threats identified by respondents (who frequently identified more than one source). The majority of respondents indicated that the source of the threat to their elementary school foreign language program was finances (20), followed by non-supportive school administrators and staff (16). Each of these, as well as the other threats identified, is examined using excerpts from respondents' comments to clarify the nature of the threats.

Other **Parents** Spanish Bandwagon **Elected Officials/Politics** Teachers School Administrators/Staff Budget/Finances 0 10 20 25 **Number of Responses** 

Figure 1. Sources of Threats to Program

Finances. The threat to eliminate a program was described by two respondents as an easy solution for school district budget problems.

We have been in place for six years now, but we're still the "new" program compared to music, art, PE. So, if something goes it will be "last in, first out" (Millie Mellgren, Ada, Michigan).

The school board was faced with instituting nearly \$2 million dollars in budget cuts for the 2003-04 school year. Well, the 23 FLES teachers' salaries and benefits in our district cost approximately \$950,000 so it was easy to target this million dollars (Kay Hoag, Lexington, South Carolina).

Sometimes the threat was the result of an escalation of past cuts.

On Thursday, April 29, 2003 our City School administrators informed me, and the other three elementary Spanish teachers, that our Elementary Spanish program, in place at the third, fourth and fifth grade levels, was being cut, yet again, due to budgetary concerns (Pamela Cauble, Asheville, North Carolina).

Other program elimination threats were predictable, as when grant funding that had supported the program came to an end and no new funds had been identified.

Our dual language program was originally funded by state and federal money. When that funding was scheduled to sunset, we faced downsizing and potential elimination of the program (Melanie Pores, Albany, New York).

Some threats of program elimination due to finances related to changes in state funding and affected numerous programs in the state.

The NC General Assembly mandated K-5 foreign language instruction in NC back in 1980s, but they never fully funded the Basic Education Program (BEP) (the name of the program that included elementary FL). By the early 1990s with the influx of NC's diverse population, local districts had to divert BEP funds to be able to fund ESL programs, so they wrote waivers to use the funds for programs other than ESL. Also, with the arrival of NC's ABC's of Accountability in the 1990s and the state testing program, funds were needed for remediation, especially in math and reading. Thus, more waivers were written and more FL programs were cut at the elementary and middle school levels (Catherine T. Hodges, Troy, North Carolina).

School Administrators and Staff. A lack of understanding and valuing of the elementary school foreign language program among administrators and staff is an important threat that can be exacerbated when there is turnover in administrators (Figure 1).

The most important threats to our program have come from community and leaders in the school that do not fully understand nor appreciate the value of early language learning (Lynn Sessler Schmalling, Menasha, Wisconsin).

When a new principal came in, we experienced a year of complete lack of support for the program. This principal was not properly introduced to the program and the issue never even was brought up in her job interview (Margaret S. Rose, Stafford, Virginia).

In addition, due to the fact that the program design is K-12, the program was not considered the responsibility of either the primary or the secondary curriculum directors!!! (Indiana).

The most important threat that we have encountered and are encountering is the lack of consideration, understanding and caring on the part of the district administrators. That is to say, whenever they make decisions for the majority, they never even think about those of us in immersion. For example, they have initiated a system wide assessment program of primary reading skills. We scurried for two years to get a similar assessment created in French. The following year they changed the English assessment dramatically without any notice to us. We had to work to get ours aligned again. They changed it again. (Maryland).

Lack of support from classroom teachers or other faculty can be an important part of the threat to programs.

We have experienced jealousy and resentment from other faculty in the building because our program has been falsely perceived as being for the "special kids," the "bright kids" (Margaret S. Rose, Stafford, Virginia).

At one point, first grade teachers decided that they wanted to cut Japanese to two times per week. That would have had a snowball effect to all grades, we were sure. So, we requested that our Inter-district school board (for the magnet programs at the school) hear both sides. The state magnet consultants were also there. Luckily, they were convinced that losing 1/3 of our instruction time was not worth the mere 25 minutes per week that the first grade teachers would gain (Jessica Haxhi, Waterbury, Connecticut).

Teachers. Eleven respondents identified a lack of qualified teachers to fill available positions as a threat to programs (Figure 1).

My school has been unable to find an elementary Spanish teacher to replace me. . . . the source of this threat is the lack of aualified teachers coming into the field (as well as the fact that the position is part time and therefore not as attractive to qualified teachers) (Andrea Happel, Cedar Rapids, Iowa).

Lack of qualified teachers is one of the major areas where we are caused to panic every year if one of our teachers leaves. Our teachers must be elementary endorsed plus have proficiency in Spanish. This is not easy to find (Margaret S. Rose, Stafford, Virginia).

"A lack of understanding and valuing of the elementary school foreign language program among administrators and staff is an important threat that can be exacerbated when there is turnover in administrators."

One respondent cited the No Child Left Behind Legislation that requires "highly qualified teachers" as a barrier to recruiting qualified teachers from abroad to fill open positions in this country.

Most of our immersion teachers are foreign associate teachers hired from different countries across the world. Teacher degree programs are different from country to country. For example, our Belgian teachers are usually excellent, with a fantastic training in early childhood. However, their degree program in a three-year program (although more condensed and on a longer year scale), so the state hesitates to recognize them as Highly Qualified [No Child Left Behind]. This is the newest and the most important threat to our programs so far. Added to the new immigration laws and all the policies put in place through the Homeland Security, it makes us wonder if we will be able to recruit any foreign associate teachers next year and maintain a high quality program. Ironically, the new legislation on Highly Qualified teachers [No Child Left Behind] is preventing us from getting exactly that! (Nicole Boudreaux, Lafayette, Louisiana).

Elected Officials/Politics. Local and even state board of education elections can result in changes in policies that impact foreign language programs for better or worse, as 6 respondents observed (Figure 1).

The turnover in the school board membership has resulted in a loss of the original board members who instituted our FLES program in the first place.... One [new member] is the former PTA President of my elementary school and she is an avid advocate for K-12 Foreign Language instruction because both of her daughters are profiting from our program. ... The other board member has his doctorate in Divinity, is a music advocate, and speaks other languages—and seems to be an ally. But [he] was more concerned about music programs being cut than the Foreign Language (Kay Hoag, Lexington, South Carolina). Many board members have had less than glowing world language experiences themselves, and therefore are reluctant to spend

precious dollars on the maintenance and implementation of state mandated programs.

Furthermore, the present state board of educa-

tion has considerable bias when it comes to

the value of world language learning (Jean Modig, Lincoln Park, New Jersey).

Spanish Bandwagon. Three respondents noted that sometimes the threat to a long-standing program is competition among languages.

Another threat is the "Spanish" Bandwagon where many in the community, including other teachers and administrators believe that Spanish is the most beneficial, easiest, etc. language and it should be offered to all students, forcing the stoppage of other world languages (Lynn Sessler Schmalling, Menasha, Wisconsin).

Parents. Two respondents noted that negative parent attitudes toward learning a foreign language can also be a threat (Figure 1).

There have. . . been a few [parent] nay-sayers who keep saying my child needs more science or math not Spanish (Bea Houston, Albert City, Iowa).

# STRATEGIES RECOMMENDED FOR COUNTERING THREATS

Respondents identified a variety of strategies they have used to successfully counter threats to their programs and identified others they believe would help if put into place. Both types of strategies are summarized in four recommendations, which are clarified and illustrated with examples provided from survey responses. The fifth recommendation results from responses to the last survey question on what type of support national organizations could offer local programs to help in countering the challenges they face.

### **EDUCATE TIRELESSLY**

Publicize program benefits to classroom teachers, school administrators, elected officials, parents, and the public.

Making the program visible through coverage in school newsletters and the press and increasing direct exposure to the program for classroom teachers, administrators, school board members, parents, and the public through open houses and special events were all frequently cited.

We have tried to inform parents and the administration about the benefits of our program through conferences, handouts, and through [information on] students' attitudes toward Spanish class (Lindsey Rice, West Des Moines, Iowa).

Holding an Open House for School Board members was a big eye-opener for many of them. Never having had foreign language themselves as young children, it was difficult for them to understand the program (Margaret S. Rose,, Virginia).

"Local and even state board of education elections can result in changes in policies that impact foreign language programs for better or worse."

Try to get the kids to do Spanish things in as many music programs and other outlets as we can. The more they are exposed, the more parents will continue to demand it. It can't be a well-kept secret! (Millie Mellgren, Ada, Michigan).

# Share research findings on language learning.

One important facet of educating the public is the dissemination of current research and examples of viable programs.

I shared research data as to the benefits of early language study and examples of programs from other schools (Fadia Hamid, Chagrin Falls, Ohio).

We always had research, articles, and parent surveys to quote when we talked with boards of education (Jessica Haxhi, Waterbury, Connecticut).

We collected data on parent involvement, student achievement and professional development to prove how this program was helping students improve both personally and academically (Michigan).

# Lobby those with power and influence about the value of your program.

Several respondents spoke to the effectiveness of mobilizing parents to support the program by encouraging them to voice needs and expectations for the program to the administration, or circulating petitions and writing letters.

I myself went through my classroom rolls; this took time since I teach as many as 550 students. I made an index card for every student whose parent has been supportive or who has made comments about how much they like [the] program etc.—this was about 50 of 550. I began calling these parents at home to ask if they were aware of what the school board was considering. First, I asked these parents if they were planning to go to the next school board meeting. If so, I asked if they were thinking of making their feelings known to the school board. I encouraged them to both speak and write letters to school board members, and state legislators. I asked the parents what they might say at the board meeting, offering to give them copies of articles or research if they wanted. I made a list of which parents committed and what their "talking points" would be (Kay Hoag, Lexington, South Carolina).

The parents have been great advocates when the decision makers are willing to listen. Some of them were involved in the formation of the immersion program and have done extensive research with regard to early language learning (Indiana).

The strategies the parents employed were to immediately send out a petition and collect supportive signatures (Pamela Cauble, Asheville, North Carolina).

Older students, community members, and members of professional organizations were also asked to get involved and to contact those with power and influence.

Marshalling the forces of language club and student council presidents, we sent petitions to the governor, senators and each member of the state board of education in support of a world language requirement. The effectiveness of this effort trickles down to maintaining world languages as a viable part of core content in New Jersey (Jean Modig, Lincoln Park, New Jersey).

[At the board meeting] middle and high school students spoke in their second language and praised the programs saying that their skills are such as they are due to the early language "beginning" that our district had offered them. Former students who were studying at the Sorbonne e-mailed special messages explaining how much they were able to do in the language due to our early language learning program. A former student spoke in person showing his passion for the program (Kay Hoag, Lexington, South Carolina).

I asked FL leaders at a INCL (Joint National Committee for Languages)-NCLIS (National Council for Languages and International Studies) Delegate [meeting] to sign a petition letter to the School Board of Ed. Impressive! (Colorado).

[I] encouraged our "Cultural Arts" district committee to write to head administration encouraging support for the K-6 program (Millie Mellgren, Ada, Michigan).

# DESIGN PROGRAMS SKILLFULLY

### Integrate the foreign language curriculum with other content areas.

Respondents noted that content integration helped to maintain a positive relationship with classroom teachers.

Integration into the curriculum (math and social studies) was a key tool in being able to work with the elementary teacher's needs and not perceived as a threat to their time needs. .

"The strategies the parents employed were to immediately send out a petition and collect supportive signatures."

. . I always strived to present the program as supportive of their pedagogical goals. Be part of the team. . . . I attended the weekly grade level meeting religiously—[it] was very important for them to see me as part of the team and also made content integration possible as then I KNEW what they were doing (Jane Hanson Smith, Iowa City, Iowa).

#### Create an articulated curriculum.

Establishing Pre-K-12 articulation for the program is a successful strategy that pays dividends for the time originally invested.

We have also put in the time to make sure that our programs are well articulated K-12—I think this has been a major positive in our programs. The time we have spent on getting our K-12 articulation piece solid and in place was well worth it and is paying us back 3 fold as we continue to strengthen our curriculums and standard assessments/performances (Lynn Sessler Schmalling, Menasha, Wisconsin).

I have used what I learned during the two summers spent at NFLRC in Iowa to develop a well-articulated program for elementary and middle schools in my district. The success of these programs breeds further success as parents turn out in support of world language study (Jean Modig, Lincoln Park, New Jersey).

#### Assess student progress.

Assess student progress and report the results to educate the public; include the assessments as part of the regular program evaluation.

Make assessments meaningful and report assessments in such a way that students and parents can clearly see progress and a direction to the program (Patty Ryerson Hans, Columbus, Ohio).

Do periodic program evaluations and include attitudinal surveys and assessments aligned with the standards (Colorado).

Evaluate your program regularly. . . . Set up an evaluation program in the target language. We test 3rd graders for oral production (Student Oral Proficiency Assessment from the Center for Applied Linguistics), 5th graders for written proficiency (a test created through another FLAP grant in the 1990s). We test 7th graders with the state approved French I credit exam, and 8th graders with the state approved French II credit exam (2 high school credits altogether). We use the results to adjust instruction and curriculum. Also, in these days of testing frenzy, it has given us some credibility (Nicole Boudreaux, Lafayette, Louisiana).

### COLLABORATE

- Work with teacher educators to prepare pre-service teachers of excellence.
- Seek ways of providing professional development for in-service teachers that meet local needs.

Respondents addressed the lack of "qualified, certified, interested elementary language teachers" and the "inability to retain these teachers" (Iowa teacher), by proposing expanded pre-service training for elementary school foreign language teachers and opportunities for in-service continuing education.

More university programs need to be formed to educate future teachers (Iowa).

Reality demands... alternative routes to growing more FLES teachers (Ann Tollefson, Casper, Wyoming).

More high quality institutes such as the one held at NFLRC [www.educ.iastate.edu], for teachers to learn methods and thematic planning are desperately needed. Most of our teachers come to us qualified to teach elementary and with no experience or knowledge of appropriate foreign language methodology. I search for good training programs whenever we hire a new teacher and they are hard to find (Margaret S. Rose, Stafford, Virginia).

I recently attended a summer institute sponsored by CARLA in Minneapolis[ that gave me great insight on the teaching of students with special needs in immersion. This kind of professional development is extremely important and very much needed. However, it needs to be more local for teachers in my building to be able to access it (Maryland).

#### MAINTAIN THE VISION

Define the vision for your program and keep it alive.

Several respondents spoke to the importance of defining a vision for what the program will be like when it is fully in place and maintaining that vision in spite of setbacks.

... have a clear vision on the desired end result and communicate that vision to all concerned/involved (Fadia Hamid, Chagrin Falls, Ohio).

Develop goals and curriculum direction that outline the vision for the continuation of the program (Andrea Heppel, Cedar Rapids, Iowa).

"Assess student progress and report the results to educate the public; include the assessments as part of the regular program evaluation."

### Establish and maintain lines of communication.

A number of respondents emphasize the importance of establishing lines of communication with those who influence decisions on programs and making their voices heard in a professional way.

Keeping communication strong among all interested parties (Oregon).

We tried to be problem solvers, not too defensive. We actually told the board that we would "certainly support" a reduction in our instruction time if that is what these teachers felt was necessary. We just felt it was our duty to share the research and our qualitative observations about the possible effects it would have on the Japanese program (Jessica Haxhi, Waterbury, Connecticut).

I voiced my concerns, politely but sometimes forcefully, to administrators at all levels as well as to the Board (Fadia Hamid, Chagrin Falls, Ohio).

### Prepare for threats.

The importance of being prepared for anything, no matter how strong your program appears also was advised, and, with that in mind, gathering the important evidence that you will need. ·

NEVER rest on your laurels. The minute you stop advocating, that's when a surprise attack hits! (Jessica Haxhi, Waterbury, Connecticut).

Good record keeping: [be ready to answer the question] What have you done? (Andrea Happel, Cedar Rapids, IA).

I also used the results of a survey given to parents who responded 90% favorably, and who wrote in comments clearly in support of keeping World Language available for students in grades 1-5.. .. (Connecticut).

# Seek funding sources that are long-term for program longevity; use soft money for program enhancement.

Accessing additional funding through alternative means such as grants or petitioning the state legislature can help address financial needs for the short-term and provide the means to enhance the program, but, as one respondent noted, for program longevity funds should be based within the district.

Avoid grants for the nuts and bolts of a FLES program. One of the best things was for us to get local buy-in and the FLES program was a part of the annual district and building budget from the beginning. Soft money often does not allow

for programs to have longevity. Grant money is wonderful for one-time items, such as materials (Colorado).

We have had foreign language supervisors who do understand our needs and who have written and obtained federal grants that enable us to have the financial means to spend time adapting and translating new curriculum and to get materials in the target language to support new curriculum. These grants also provide an immersion specialist in the central office building who can advocate for us (Maryland).

We are finishing a three-year FLAP (Foreign Language Assistance Program from the US State Department of Education) grant. Through this grant, we were able to pay teachers to attend developing material sessions or to pay substitutes to allow teachers to attend workshops during the regular school day, to buy materials and equipment, and to reimburse the coordinator for travel (Nicole Boudreaux, Lafavette, Louisiana).

FLIP (Foreign Language Incentive Program) and FLAP funds were used to bring in a national consultant to educate the district administrators and board members who cared to attend the orientation (Indiana).

# INVOLVE NATIONAL **ORGANIZATIONS**

#### Disseminate research.

Research findings are critical for the development of strong, convincing program rationale. National organizations and the federal government could provide an important service to programs nationwide by defining and even supporting the type of research most needed in the field and disseminating current research findings to the profession.

Support new research on benefits of FLES (specifically relating to enhanced scores on assessments in other subject areas). While we know the goals of a FLES program are language skills and cultural awareness, these additional benefits often help support the existence of FLES programs (New York).

Support continued research on Immersion education and share information learned (John Giese, St. Paul, Minnesota).

[Provide support by] distributing research that supports early language learning (Kay Hoag, Lexington, South Carolina).

#### Prepare advocacy materials.

Advocacy is an important part of every foreign language educators' job description, therefore,

"National organizations and the federal government could provide an important service to programs nationwide by defining and even supporting the type of research most needed in the field and disseminating current research findings to the profession."

national organizations could provide training and materials to help them advocate effectively for their programs.

Easy to use advocacy materials, such as videos and brochures, examples of activities/presentations that have been successful for advocating for early FL programs [are needed] (Lynn Sessler Schmalling, Menasha, Wisconsin).

I would like to consider making a short presentation to our local school board this year, but frankly, it still feels intimidating (Pamela Cauble, Asheville, North Carolina).

# Provide assistance with grants.

With budget cuts, more programs are in desperate need of short-term funding and are looking for help in applying for grants and in understanding the role of grant monies in program longevity. National organizations could examine how to best provide that help.

Assistance with writing grants—feedback, info about grant writing opps [opportunities], etc. (Jane Hanson Smith, Iowa City, Iowa).

I have wanted to apply for grants, although our program does not meet certain criteria (specifically, student contact time does not meet the minimum required by some grants, roughly 75 minutes per week). If we could get grant money, it might bridge the financial gap that exists and allow us (ironically) to expand staff and allow students to have more time per week in World language (Connecticut).

Money! Grants earmarked for early language education—to pay salaries, provide materials, technology, etc. Incentives: Scholarships, grants, loans to get certified in FL elementary education (Iowa).

# Provide workshops and institutes.

Teacher training in the form of workshops, inservices, and institutes is an important service national organizations could provide.

More high quality institutes. . . for teachers to learn methods and thematic planning are desperately needed... (Margaret S. Rose, Stafford, Virginia).

An immersion conference would be a plus. Perhaps an addendum to the ACTFL conference. Where new immersion research, strategies, and established schools could offer suggestions and help (Louisiana).

# Identify models of articulated K-5 cur-

Respondents also mentioned the lack of elementary foreign language curriculum that is

articulated K-12 and the need for models that demonstrate what such a curriculum would be like and how to establish articulation. National organizations could take the initiative to identify model programs.

(We need] an articulated K-5 curriculum that could be used in developing new programs (Ann Tollefson, Casper, Wyoming).

[We need models to show how to] maintain vertical articulation to ensure [a] smooth transition for students (Fadia Hamid, Chagrin Falls, Ohio).

### Provide letters of support for programs.

Another important source of help that national organizations could provide is letters of support for programs at the time of crisis.

Have available position statements that when programs are in trouble, the heads of the organizations can get off immediate support to the program in trouble. The most appropriate organizations would be ACTFL (American Council of Teachers of Foreign Languages), NNELL (National Network of Early Language Learners), and the language-specific organizations. The signed petition paper from the JNCL (Joint National Committee for Languages) — NCLIS (National Council for Languages and International Studies) was powerful! (Colorado).

## CONCLUSION

The results of this survey provide a view of challenges elementary school foreign language programs face. Over half of the respondents report the threat of program elimination or reduction as their reality. The most frequently cited factor leading to this situation is finances. Some respondents hoped that grant funding would help solve their funding problems, but as one respondent noted, program longevity cannot be resolved with short-term funding from grants. The lack of support among school administrators and/or staff for the program was the second factor cited as threatening programs.

Respondents shared many ways they have addressed the challenges faced by their programs, providing a rich source of ideas for the profession. The innovative examples of how respondents educated the school, parents, and community about the value of their program, even to the point of involving students and parents in lobbying those who hold the power, are invaluable. Another important strategy illustrated in respondents' comments is using assessments of student progress across program levels and data from parent surveys to convince those who make decisions

"Teacher training in the form of workshops, in-services, and institutes is an important service national organizations could provide."

about the value of the program. In fact, the wealth of information respondents shared suggests that more conference sessions in which teachers, program coordinators/supervisors, and/or principals share these types of strategies with their colleagues would be helpful to the profession.

Several respondents mentioned the need for well-prepared, committed teachers, and indeed, when we realize the skills effective teachers need to maintain their program, the question arises, are our pre-service teacher preparation programs resulting in teachers who have the advocacy skills, data collection skills, curriculum writing skills, and assessment skills needed? Respondents also express the need for more in-service professional development opportunities and provide a number of suggestions for how national organizations might help them in preserving and strengthening their programs.

Some current national efforts clearly were not known to all respondents. Those asking for national organizations to provide advocacy support may not be aware of the advocacy packet offered to members on-line by NNELL (nnell. org); those asking for grant information may not know of the FLAP information provided on-line by JNCL-NCLIS (www.languagepolicy.org); those requesting professional development institutes

and workshops should explore those provided by ACTFL (www.actfl.org), the 14 Language Resource Centers (http://nflrc.msu.edu), and the language specific organizations.

Yet the call for support from national organizations is appropriate. Information that is available can be publicized more broadly. Collaborative efforts can establish new initiatives to help define solutions for the difficult questions of how to establish the vision for a program and successfully advocate for it, and how to establish funding for a program so that it endures through budget crises.

NNELL President, Martie Semmer (2003) described an important first step in collaboration in January 2003 when representatives from ACTFL and NNELL began a dialogue about how to work together in support of early language programs. The collaborative business meeting held at ACTFL 2003 between the ACTFL FLES SIG and NNELL was another important step in this direction. Broadening the dialogue to establish collaborative efforts that include other organizations makes good sense. Through combined forces we can better weather this current storm of threats to elementary school foreign language programs and define a future of strength.

#### SUMMARY OF RECOMMENDED STRATEGIES

#### **Educate Tirelessly**

- Publicize program benefits to classroom teachers, school administrators, elected officials, parents, and the public.
- Share research findings on language learning.
- Lobby those with power and influence about the value of your program.

#### Design Programs Skillfully

- Integrate the foreign language curriculum with other content areas.
- Create an articulated curriculum.
- Assess student progress.

#### Collaborate

- Work with teacher educators to prepare pre-service teachers of excellence.
- Seek ways of providing professional development for in-service teachers that meet local needs. Maintain the Vision
- Define the vision for your program and keep it alive.
- Establish and maintain lines of communication.
- Prepare for threats.
- Seek funding sources that are long-term for program longevity; use soft money for program enhance-

#### **Involve National Organizations**

- Disseminate research.
- Prepare advocacy materials.
- Provide assistance with grants.
- Provide workshops and institutes. 0
- Identify models of articulated K-5 curriculum. n
- Provide letters of support for programs.

#### FOOTNOTES:

- From "A Response to a Crisis in 2003: A Personal Experience in Lexington School District One, Lexington, SC" by Kay Hoag, French FLES teacher. FLES SIG Panel on Advocacy, ACTFL conference session handout, November 21, 2003.
- <sup>2</sup> The FLES SIG Co-chairs are Christi Moraga, Kathy Olsen-Studler, and Marcia Harmon Rosenbusch.
- 3 Marcia Rosenbusch developed the survey, the analysis of which was supported by the National K-12 Foreign Language Resource Center with funding from the U.S. Department of Education, Office of Postsecondary Education, Center for International Education, under grant no. P229A990015-01 to Iowa State University.

# REFERENCES

- Curtain, H. & Pesola, C.A. (2004). Languages and Children - Making the Match: New Languages for Young Learners, Grades K-8, 3rd Edition. Boston: Allyn & Bacon.
- Moraga, C., Olson-Studler, K. & Rosenbusch, M. SIG Corner. Foreign Language Annals 36(1), p. 151.
- Rosenbusch, M. (2003). National advocacy survey for early language programs. Learning Languages, 8 (3), p. 31.
- Semmer, M. (2003). Notes from the President. Learning Languages, 8(2), p. 2.

# No Teacher Left Behind:

# Early Language Learning and Students with Disabilities

Annmarie Gorenc Zoran Ph.D. Candidate, SLA/IT University of South Florida, Tampa, FL

"An important event was the inclusion of foreign languages as the core subject under NCLB."

oday, foreign language teachers are faced with more challenges than ever before. These challenges are due to technological advancements, new educational policies and reforms, a rapidly changing student population and recent legislations and documents designed for educating all students (Curtain and Pesola, 2004; Peyton, 1997; Robinson, 1998; Spinelli, 1996). Foreign languages used to be taught mainly to the elite, rich or to the gifted population. However, it has now shifted priorities. This is reflected in The National Standards for Foreign Language Learning (1996), which states:

"The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which all students will develop and maintain proficiency in English and at least one other language, modern or classical."

All students may include, but is not limited to, those who are from culturally, linguistically and ethnically diverse backgrounds and students with various types and levels of disability. According to the National Center for Education Statistics, the number of public school English Language Learners (ELLs) in 1993/1994 was approximately 2.1 million (NCES, n.d.). Statistics showed that thirty percent of the public school teachers had received training for teaching ELLs and only three percent had received a specific degree in bilingual education or ESL (NCES, n.d.). The number of ELL children continues to rise. It has been reported that there were approximately 4.6 million limited English proficient students or 9.6% of the public school enrollment in 2001 (NCELA, 2002). The current population of special needs children in a federally funded program is approximately 6,195,000 of which forty-six percent of students with disability spend eighty percent or more time in a regular classroom, whereas in 1988 only thirty one percent did so (U.S. Department of Education, 2002). These numbers are projected to grow and reflect the critical necessity to provide pre-service and in-service teachers with formal education in teaching foreign languages to monolingual and English Language Learners with special needs.

The shift from restrictive environments, where special needs and limited English proficient students were segregated from their peers, to less restrictive environments, where such students have more opportunity to interact with their non-disabled and/or English speaking peers has been influenced by various federal legislations and policies. One such policy is the Individuals with Disability Education Act (IDEA) of 1997, which mandates that all disabled students have to be provided with a free and appropriate education. An important principle that influences the foreign language teacher is the inclusion of special needs students with their non-disabled peers. This inclusion must be supported by Individualized Education Plans (IEPs) to provide accommodation, services and support to the disabled and/or the ELL student.

Policy concerning foreign language teachers in the past decade consisted of Goals 2000 which stated that teachers should be provided with continuous professional development in order to prepare all American students for the next century. This document further stated that "all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages..." In addition, the National Assessment of Educational Progress (NAEP) under the current No Child Left Behind Act (NCLB) may also assess foreign language learning in grades 4, 8, and 12, if monetary funds and time allow it (NCES, 2002). In addition, an important event was the inclusion of foreign languages as the core subject under NCLB. As such, NCLB requires that all teachers in public schools of core subjects must be highly-qualified. These policies reflect that foreign language teachers will be faced with various issues, such as inclusive practices, skills, specific competencies with foreign languages, special needs, basis of second language development, and/or methods of assessment. Furthermore, foreign language teachers will also face opportunities and added responsibility of teaching foreign languages to special needs children in selfcontained classroom, such as the Educable Mentally Handicapped (EMH) or other self-contained

classes if it is also provided to non-disabled peers in the school. Therefore, it is important that teachers are equipped with the tools and knowledge to better assist their students and themselves in this endeavor. Teacher education programs, professional development workshops and mentoring programs should provide teachers the resources, skills and tools to adequately instruct such diverse student populations. Curtain and Pesola (2004) list three areas which preparation of teachers for early language classrooms must address:

- 1. Language skills and understanding of the culture within which the language is used;
- Experiences and methodology for teaching languages to children;
- 3. Curriculum knowledge and philosophies of school (p. 242).

However these 'must' areas do not include curriculum adaptations, teaching strategies or models for early language classrooms with ELLs and/or special needs children. ACTFL's 1988 guidelines (in Curtain & Pesola) for preparing teachers at the elementary school level include various characteristics. One of which states, "familiarity with aspects of the target culture appropriate to the developmental needs and interests of students..." (p. 243). ACTFL's 2002 guidelines for the preparation of foreign language teachers state: "Candidates demonstrate an understanding of the physical, cognitive, emotional, and social development of K-12 students at all levels of instruction." (p. 24). The afore mentioned guidelines specify that foreign language teachers need an understanding, but not experience or specific skills in early foreign language learning with special needs monolingual or ELL children.

Qualitative and quantitative research in early foreign language learning is not vast and few articles have been published in this area. Rosenbusch (1998) states "currently, very little information specific to the field is available to foreign language teachers of young students to help them in this endeavor" (p. 59). However, awareness is increasing, more descriptive reports are being collected and initial questions are being raised. Kertschmer & Kertschmer (1998) outlined that foreign language teachers need to know how the disability influences the language learning process. The authors categorized disabilities with regard to foreign language learning into four broad categories (this classification considers only one primary disability and not more). These categories are hearing and visual impairment, severe motor control disabilities, disturbances in neurological and biochemical development and

severe socio-emotional problems. Students who are classified as hearing and visually impaired usually have the cognitive abilities for learning languages, but lack communicative and language abilities due to the lack of exposure to the aural/visual environment and sensory disabilities. Severe motor control disabled children also have the cognitive abilities but are physically and communicatively impaired to express the language. Children with disturbances in neurological and biochemical development usually are cognitively/ neurologically impaired to various degrees and cannot acquire various aspects of the language such as the syntactic, pragmatic, lexical forms of words. The last category, children with severe socio-emotional problems have obstacles to their language learning mainly with the semantic forms of language (for a more detailed description of these categories see Kertschmer et al).

Kertschmer's classification is important with regard to teacher preparation programs and in-service professional development in that instructional material can be adapted according to the category of disability to overcome some of the obstacles and challenges students might have. The ability to learn another language is possible when individualized solutions are outlined and obstacles are overcome with support; however these obstacles are even more difficult to overcome when they are due to severe language disorders, developmental delays and severe barriers to learning (Kertschmer, 1998). Descriptive studies have also shown that special needs children of various degrees and types are capable of learning other languages. For example, Candelaria-Greene (1996) reports of children in Kenya diagnosed with mental retardation (MR) and their ability to acquire fluency in three or more languages. She had found that since the social discourse environment required individuals to communicate in various languages, depending who they were communicating with, the children with MR also became fluent in the languages around them. This article supports the notion that language learning is not solely dependent on cognitive ability. Others have reported that individualization, inclusion, and program types are indeed important aspects in teaching early foreign language learners with special needs. Torres (1998) reports that individualization and addressing student's abilities on an individual basis are successful methods that are taken into consideration at their school. Teachers also believed that inclusion is important and their school district's philosophy is that 'all children should have the opportunity to learn a language' (p. 60). Gouin (1998), Holobow "Descriptive studies have also shown that special needs children of various degrees and types are capable of learning other languages."

"Most foreign language teachers who do not have experience and professional development with this population are faced with teaching their students to the best of their abilities without the tools, methodologies, program types or aids that are necessary for successful teaching of foreign languages."

(1998) and Genesee (1987) reported on immersion programs that included special needs and learning disabled children. Gouin reports that accommodations need to be determined based on individualized needs. These range from adapting activities, alternative assessments, pair/group work, individual attention, etc. Holobow's and Genesee's reports have also shown that there are some benefits of language disabled children in immersive environments. Wing (1996) also reports on special needs children within various foreign language settings and provides an excellent example of a school district that values and encourages foreign language education. The author describes a FLES program in Putnam City School, Oklahoma City, which offers foreign language programs to 18 elementary schools from grades K-12. Inclusion in these schools represents learning disabled students, physically impaired and limited English proficient students. Some of the characteristics of a school system adapting to a more diverse population have been opportunities for professional development; providing opportunities for teachers, special education and ESOL specialists to consult with one another. Overall, from this limited review of research it can be seen that an individualized approach has been utilized and a strong parental support is also evident. Yet, empirical data are limited in the area of early foreign language learning/teaching of special needs (Wing, 1996). More research and information is needed in the areas of:

- inclusive environments and foreign language learning/teaching (Rosenbusch, 1998),;
- the effects of various program types and disability (Holobow, 1998);
- the role of paraprofessionals/personal assistants and foreign language learning;
- longitudinal cognitive benefits of foreign language learning with special needs population:
- relationship between the types and levels of disability and foreign language learning;
- in-depth analysis and critique of teacher

- preparation programs that include development in the area of early language learning with special needs students;
- and a need to re-examine the current paradigm of teaching early foreign languages for diverse students with special needs.

Sparks & Ganschow (1993) and Sparks (1995) have devoted much of their research toward high school and university at risk/learning disabled students. For example, a Sparks, Ganshow, Pohlman, Skinner, and Artzer (1992) study of high school learning disabled students (mean age of 14 years) showed that by using direct instruction with the Multisensory Language instructed (MSL) approach in both Spanish and English, students significantly improved in their native language phonology and vocabulary skills. The implication of such research is also applicable for the early foreign language learning field where more critical analysis and research needs to be conducted to answer questions, such as: What types of foreign language programs are most suitable for young monolingual or ELL students with special needs? Is the communicative approach most suitable for special needs populations? Is immersion, FLEX, or FLES an advantageous program for at-risk students? To what depth is explicit instruction needed? What types of assessments should be carried out to best reflect the actual and potential level of knowledge?

Most foreign language teachers who do not have experience and professional development with this population are faced with teaching their students to the best of their abilities without the tools, methodologies, program types or aids that are necessary for successful teaching of foreign languages. There is a dearth of research and a dire need to prepare all teachers for the challenges that they are facing. Ultimately, it is the teacher who will influence and teach our children, but it is up to all of us in the profession of teaching and teacher education that we prepare our teachers for the obstacles that lay ahead, making sure that no teacher is left behind in this endeavor.

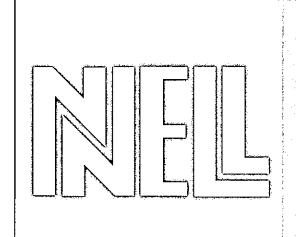
#### Acknowledgment:

The author would like to express her sincere gratitude to Dr. Carine Feyten for her insightful comments on this paper.

#### References:

- ACTFL (2002). Program standards for the preparation of foreign language teachers. Retrieved online August 14, 2003, from http://www.ncate.org/standard/ new % 20program % 20standards/actfl2002.pdf
- Candelaria-Greene, J. (1996). A paradigm for bilingual special education in the USA: lessons from Kenya. The Bilingual Research Journal, 20 (3,4), 545-564.
- Curtain, H. & Pesola, C.A. (2004). Languages and Children - Making the Match: New Languages for Young Learners, Grades K-8, 3rd Edition. Boston: Allyn & Bacon.
- Genesee, F. (1987). Learning through two languages: studies of immersion and bilingual education (pp. 78-99). Cambridge, MA: Newbury House Publishers.
- GOALS 2000: Educate America Act (2001). Retrieved April 15, 2004, from http://www.ed.gov/G2K/
- Gouin, D. (1998). Report on current practice: immersion program in Montgomery County, Maryland. In Met, M. (Ed.), Critical issues in early second language learning: building for our children's future (pp. 62-64). Glenview, IL: Addison-Wesley Educational Publishers, Inc.
- Kertschmer, R.R. Jr., & Kretschmer, L.W. (1998). In Met, M. (Ed.), Critical issues in early second language learning: building for our children's future (pp. 65-68). Glenview, IL: Addison-Wesley Educational Publishers, Inc.
- Holobow, (1998). A report on research: the suitability of immersion for all majority-language children. In Met, M. (Ed.), Critical issues in early second language learning: building for our children's future e(pp. 68-73). Glenview, IL: Addison-Wesley Educational Publishers, Inc.
- IDEA '97: Individuals with Disability Act. Retrieved April 15, 2004, from http://www.ed.gov/offices/OS-ERS/Policy/IDEA/
- NCELA (2002). Ask NCELA. Retrieved April 15, 2004, from http://www.ncela.gwu.edu/askncela/01leps.
- NCES National Center for Educational Statistics (2002). Retrieved April 15, 2004, from http://nces.ed.gov/ nationsreportcard/nclb.asp
- NCES National Center for Education Statistics (n.d.). Retrieved online from http://nces.ed.gov/fastfacts/ display.asp?id = 96

- National Standards in Foreign Language Education Project. (1996). Standards for Foreign Language Learning: Preparing for the 21st Century. Retrieved April 15, 2004, from http://www.actfl.org
- Peyton, J. (1997). Professional development of foreign language teachers (Contract No. RR93002010). Washington, D.C.: Office of Educational Research and Improvement. (ERIC Digest No. EDO-FL-98-05). Retrieved April 15, 2004, from http://www.cal. org/ericcll/digest/peyton02.html
- Robinson, D.W. (1998). The cognitive, academic, and attitudinal benefits of early language learning. In Met, M. (Ed.), Critical issues in early second language learning: Building for our children's future (pp. 37-43). Glenview, IL: Addison-Wesley Educational Publishers, Inc.
- Rosenbusch, M.H. (1998). Is foreign language education for all learners. In Met, M. (Ed.), Critical issues in early second language learning: building for our children's future (pp. 57-59). Glenview, IL: Addison-Wesley Educational Publishers, Inc.
- Sparks, R. (1995). Examining the linguistic coding differences hypothesis to explain individual differences in foreign language learning. Annals of Dyslexia, *45*, 187-214.
- Sparks, R. Ganshow, L, Pohlman, J., Skinner, S. & Artzer, M. (1992). The effects of Multisensory Structured Language instruction on native language and foreign language aptitude skills of at-risk high school foreign language learners. Annals of Dyslexia, 42, 25-53.
- Spinelli, E. (1996). Meeting the challenges of the diverse secondary school population. In Wing, B.H. (Ed.), Foreign languages for all: Challenges and choices (pp.57-90). Lincolnwood, IL: National Textbook Company.
- Torres, I. (1998). Report on current practice: K-8 program in Ferndale, Michigan. In Met, M. (Ed.), Critical issues in early second language learning: building for our children's future (pp. 60-61). Glenview, IL: Addison-Wesley Educational Publishers Inc.
- U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 2002, Table 52. Retrieved April 15, 2004, from http://nces. ed.gov/fastfacts/display.asp?id = 64
- Wing, B.H. (Ed.) (1996). Foreign languages for all: challenges and choices. Lincolnwood, IL: National Textbook Company.



# Enroll or Review

It is time to renew for the 2004-2005 school year! To enroll or renew, 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 Dianne Lough 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!

# NNELL Photo Album



Carol Ann Dahlberg, Martie Semmer, Mario Nuñez (Santillana USA), Steve Marban (Santillana USA), and Helena Curtain.



Helena Curtain, 2nd VP, Carol Ann Dahlberg, first NNELL president, and Marcia Rosenbusch, Editor Emeritus of Learning Languages.



Alexis Haas Rubin, Lori Langer de Ramírez, Nancy Rhodes, Liana Clarkson, and Marcela Van Olphen dancing to the music of Cantaré.



Martie Semmer with her plaque of appreciation for her service to NNELL.



Audrey Heining Boynton, Past President 1993-94, Marcia Rosenbush, and Carine Feyten, Past President 2001-02.



Pam Valdés, Publisher Liaison, at the Swapshop.



Mary Sosnowski and Eva Neisser Echenberg at their Swapshop booths.



Grupo Cantaré entertaining at the Swapshop.



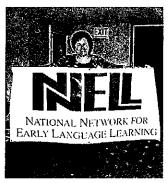
The NNELL Executive Board— Front Row: Kay Hoag, Pamela Valdés, Martie Semmer, Mary Lynn Redmond, Mari Haas, Virginia Staugatis, Helena Curtain, and Jan Kucerik. Back Row: Tony Erben, Lori Langer de Ramirez, Nancy Rhodes, Carine Feyten, Liana Clarkston, Janet Glass, Teresa Kennedy, and Terry Caccavale.



Ginny Staugaitis, NE Rep, Faith Knoll, and Janet Glass, NNELL Treasurer, at the Swapshop.



Janet Glass preparing snacks for the NNELL board meeting.



Liana Clarkson, Public Relations Chair, with the new NNELL banner she had made for the state reps.



Lori Langer de Ramirez, NNELL President, at the Swapshop.



Teresa Caccavale, NNELL Secretary, selling raffle tickets at the Swapshop.



Lynn Thompson from the Center for Applied Linguistics reading testimonials to Nancy Rhodes.



Jim Harmon, Wright Group/McGraw Hill, at the Swapshop booth.



The Rhodes Price family, Nancy, Griff, and Carolyn.

Terry Caccavale, NNELL Secretary,



Pam Valdés, Teresa Kennedy, Learning Languages Editor, and Eva Niesser Echenberg setting up the NNELL booth.



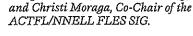
Mary Lynn Redmond, incoming Executive Secretary, and Nancy Rhodes, outgoing Executive Secretary.



Tony Erben, NNELL Web site Editor with Audrey Heining Boynton, NNELL Past President 1993-1994, and Jim Harmon.



Mari Haas presenting Nancy Rhodes with a token of NNELL's appreciation for her 16 years of service.



# INCL-NCLIS



# National Security and Languages Dialogue Continues

Dr. J. David Edwards, Executive Director Joint National Committee for Languages/National Council for Languages and Internationa Studies

"Many federal policumakers seem unable or unwilling to make a connection between languages, national security, and education."

The national dialogue regarding languages and homeland security continues to be active and serious. However, with the exception of changes within federal agencies, there also continues to be a great deal more motion than substance. Many federal policymakers seem unable or unwilling to make a connection between languages, national security, and education. A greater concern is that a few who do make the connection so narrowly define national security that they actually hurt the cause of languages in the greater context. Nevertheless, there has been a great deal of activity in the last few months.

- At the end of last year, the Senate passed S. 589, the Homeland Security Federal Workforce Act. The bill would create fellowships for graduate students to enter federal service, a national security service corps, and a pilot program for student loan repayment in exchange for federal service in eight agencies. Foreign languages is one of the disciplines for eligibility. S. 589 has been referred to the House of Representatives.
- Also last year, the House passed H.R. 3077, the International Studies in Higher Education Act, which reauthorizes Title VI of the Higher Education Act dealing with languages and international education. This bill renews and fine tunes current programs and calls for a national study of foreign language heritage communities. On a very negative note, however, in seeking accountability H.R. 3077 created an International Higher Education Advisory Board that is more supervisory than advisory. The board even has the power to intervene in curricular matters. The Senate, where there is considerable opposition to the creation of any advisory board, will address reauthorization of the Higher Education Act within the next few months.
- Representative Rush Holt (D-NJ) and 33 bipartisan co-sponsors introduced HR 3676,

- the National Security Language Act. This very 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 January, Congress finally passed an omnibus spending bill for the current fiscal year. Of the 44 federal programs that have even a minor impact on languages and international studies, most experienced small decreases. For example, International Education and Foreign Language Studies (Higher Education), Star Schools, Gifted and Talented. Cooperative Education and Exchanges were reduced. The Foreign Language Assistance Program (FLAP) was increased from \$16.1 million to \$16.5 million. NEH and the State Department's Educational and Cultural Exchange Programs experienced increases of \$9.3 million and \$75 million respectively.
- In February, the Administration sent its FY2005 budget request to Congress. Most of the programs of interest to the language profession were level-funded. A number of smaller programs such as Gifted and Talented and Star Schools were again eliminated. Foreign Languages in Higher Education (Title VI) was level-funded at last year's level of \$103.6 million. Despite foreign languages and international education being a Department of Education priority, the Foreign Language Assistance Program (FLAP) was eliminated.
- The National Security Education Program (NSEP) was funded for another year at \$8

million and has a great deal of Congressional support. However, the Congressional Intelligence Committees continue to try to restrict the federal service requirement for fellowships to the intelligence agencies and the Department of Defense.

- The FY 2004 Budget contained a provision to establish a commission to consider a new Abraham Lincoln Study Abroad Fellowship Program, which will provide more opportunities for students in higher education in the U.S. to study in developing nations. This program is the brainchild of the late Senator Paul Simon who envisioned fellowships of up to \$7,000 for 500,000 students.
- Last year's Intelligence Authorization Act directed the National Security Education Program (NSEP) to prepare a report on the feasibility of establishing a Civilian Linguist Reserve Corps comprised of individuals with advanced proficiency in foreign languages of national need. The report has been completed and submitted to Congress.

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

# ADDITIONAL INFORMATION FROM JNCL-NCLIS

# United States Civilian Linguist Reserve Corps Feasibility Study

The Intelligence Authorization Act for FY2003 directed the Secretary of Defense through the National Security Education Program (NSEP) to prepare a report on the feasibility of establishing a Civilian Linguist Reserve Corps (CLRC). The CLRC would be comprised of individuals with advanced levels of proficiency in foreign language. The report outlines the following:

- a) Consideration of the Military Reserve Model
- b) CLRC Structure and Operations
- c) Requirements for levels of proficiency and performance of duties
- Requirements for skill maintenance and training requirements

For a copy of the full report, please visit www. ndu.edu/nsep.

Foreign Service Institute - Language Continuum The Language Continuum is a tool for Foreign Service Officers, Foreign Service Specialists and eligible family members to help them plan a career-long integrated approach to language learning and use in order to build up an advanced level of language specialists. It provides

an overview of language learning opportunities

and a "roadmap" through training and multiple assignments for individual language learners to acquire, maintain, and improve their language skills to a high level of proficiency. For a copy of the report, please email Cynthia Wierzbicki at crwierzbicki@languagepolicy.org.

#### ACADEMIC ATROPHY

The Council for Basic Education recently released a study on how the No Child Left Behind Act is influencing instruction time and professional development in key subject areas. The study, Academic Atrophy: The Condition of the Liberal Arts in America's Public Schools, found that schools are spending more time on reading, math and science and squeezing out social studies, civics, geography, languages and the arts. Over 1,000 school principals in four states (Indiana, Maryland, New Mexico and New York) were asked to participate.

According to the study, three-quarters of the principals reported increases in instructional times for reading, writing and mathematics. Time devoted to professional development in these areas experienced a similar increase.

Despite these increases, other subject areas have not fared as well, especially in high-minority school districts. Foreign language instruction experienced decreases in instructional times as reported by the principals. In low-minority schools, 9% of the principals surveyed reported a decrease and 11 % reported an increase in foreign language instruction time.

High-minority schools reported a 23% decline in instructional time with only 9% reporting an increase. Additionally, 29% of principals in high-minority school districts anticipated future decreases; half of the 29 % expected the decrease to be large.

The Council for Basic Education suggests four steps that educators and policy makers should take to ensure that a liberal arts education has a permanent role in education curriculum:

- 1. Integrate the liberal arts into strategies for improving mathematics and reading skills.
- Better prepare teachers to integrate the liberal arts into mathematics and reading instruction.
- Incorporate standards and accountability systems into all liberal arts courses.
- Maintain high goals for excellence in the liberal arts, and track progress towards these goals.

For detailed information on the comprehensive findings, please visit Council for Basic Education Web site at www.c-b-e.org to download a copy of the study.

"The FY 2004 Budget contained a provision to establish a commission to consider a new Abraham Lincoln Study Abroad Fellowship Program, which will provide more opportunities for students in higher education in the U.S. to study in developing nations."



# Who is Paying the Bills?

# The Federal Budget and Foreign Language Education in U.S. Schools and Universities

Dr. Catharine Keatley, Associate Director, NCLRC Originally published by the National Capital Language Resource Center Reprinted with permission from NCLRC

#### INTRODUCTION

'n this paper we have reviewed all the Federal programs that support, at least partially, foreign language education for non-government language students, and we have calculated the maximum amount that these programs spend on foreign language education. The Department of Education (ED) receives the most funding for these projects with total funding allocations for the ED in 2003 amounting to \$62.9 billion. Yet in the same year, total funding for foreign language education in the ED budget was a maximum of \$85,425,469, which constitutes 0.15% of the overall ED budget. In other words, for each \$100 spent by the Department of Education in 2003, \$0.15, fifteen cents, was spent on foreign language education.

Monies from other federal departments and agencies that went to support foreign language education for non-government students were approximately \$9.75 million in 2003. Together, the total federal expenditure on foreign language education for non-government students in 2003 was less than \$95.2 million. This article explains how the estimated expenditure on foreign language education was arrived at. Also provided are brief descriptions of the federally-fund programs that support the teaching of foreign languages to non-government students.

**METHOD** 

This article focuses on national funding for foreign language education in the schools and universities in 2003. It reports only on programs that were carried out for students in schools, colleges and universities. It does not include programs for foreign language training of government personnel, such as those in the Department of Defense or

the State Department. Most funding for foreign language education in the public schools comes from state and school district budgets. Colleges and universities fund their foreign language programs out of their own resources, for the most part.

The figures for Department of Education (ED) are taken from the published budget for 2004 (which includes allocations for 2003). However, specific program budgets that are not in the ED budget are taken either from program Web sites or from conversations with ED staff. There are some discrepancies between budget allocations and specific program outlays. It is not always clear whether the posted information reflects allocations or actual outlays, and the Web sites are not always updated quickly enough for this report to include the latest outlays for 2003. The discrepancies do not appear to be dramatic, but the specific numbers for each program should be treated as approximate - not absolute figures.

The easiest way to review ED's budget is to go to www.languagepolicy.org, then click on either the ED budget or click on the Joint National Committee for Languages (JNCL) copy of the budget. Figures for the National Security Education Program, the National Endowment for the Humanities, and the State Department are based on the U.S. Budget 2003 and on discussions with program staff.

In the effort to pinpoint the amounts specifically allocated to language training and education, we encountered some problems, the main one being that area studies and foreign language are often lumped together and program names do not always correspond with content. We thus reviewed individual descriptions of awards when possible in order to determine whether

"For each \$100 spent by the Department of Education in 2003, \$0.15, fifteen cents, was spent on foreign language education."

they included foreign language education components or not. A number of projects labeled as "cross-cultural" and "area studies" do not include a foreign language education component, except that a researcher or student may use his/her foreign language to conduct the research.

# U.S. DEPARTMENT OF EDUCATION FUNDING FOR FOREIGN LANGUAGE EDUCATION

#### 2003 Foreign Language Assistance Program

There is one national program that provides direct funding to school districts for K-12 schools, the Foreign Language Assistance Program, better known as FLAP. The purpose of FLAP is to promote interesting, innovative model programs in foreign languages in the schools. In 2003, the FLAP program received \$15,981,619. It has been refunded in the 2004 budget, at \$16.5 million, \$400,000 above the 2003 budget. When the President's 2005 proposed budget was released, FLAP was dropped entirely from the budget. It is yet to be seen whether advocates will be successful in reinstating the FLAP program again in 2005.

To understand the breadth of the impact of the FLAP programs on students in public schools K-12 we tried to estimate the amount spent per student in the schools. There are no statistics available for the total number of students in public schools in the 2002-2003 school year. However, the National Center for Education Statistics reports that there were 47,665,483 students in the public schools K-12 in the fall of 2001. If we assume that the numbers in 2003 were roughly the same, and divide this number by the amount spent on FLAP in 2003, we find that the federal government directly allocated approximately \$0.33, or 33 cents, per public school student for foreign language study that year.

### Title VI of the Higher Education Act

At the university level, the federal government supports the teaching of foreign languages primarily through Title VI of the International Studies in Higher Education Act. Title VI funds are used to support university-based centers, scholarships, fellowships, and research studies around the country that are dedicated either to teaching foreign languages or to the study of particular regions of the world. For information on ED's different international programs go to http://www.ed.gov/ about/offices/list/ope/iegps/index.html (scroll down the page). A discussion of these programs follows.

#### Resource Centers (Title VI)

There are currently 14 funded Language Resource Centers (LRCs) and 120 National Resource Centers (NRCs) housed in universities around the country. The LRCs develop language-teaching materials;

conduct research on languages and teaching, and train language teachers and instructors. Of the LRCs, six have developed broad-based programs focusing on projects that are relevant to an array of levels, including elementary and high school, and various world languages. The other eight LRCs focus on the languages of specific regions of the world, mostly those with critical languages.

The NRCs support area studies, such as Middle Eastern Studies or Central Asian Studies. Varying amounts of their funds provide direct support for language instruction primarily at the university level, particularly for the less and least commonly taught languages. Some NRCs have provided some introductory foreign language materials and cultural resources for schools through their outreach programs.

In 2003 the NRCs received \$30,028,850 and the Language Resource Centers received \$5,100,000. Ideally, the NRCs might use one-half of their funding to directly support the teaching and learning of foreign languages. If this were the case, in 2003 a maximum \$15,014,425 would have been spent on language training and education. Combined with the \$5,100,000 for Language Resource Centers, this yields a possible total of \$20,114,425 spent on foreign language from the funds devoted to the Resource Centers in 2003.

#### International Business (Title VI)

There are two international business-related programs also funded under Title VI. One is the Business and International Education Program (BIE), which funds programs that focus on international business. This program received \$4,720,000 in 2003. The other program funds Centers for International Business Education (CIBERs). In 2003, \$11,100,000 was appropriated for these centers. These programs provide varying amounts of funding for foreign language for business purposes. If one-half of the combined \$15,820,000 BIE and CIBER funds were dedicated to foreign language education, which is a maximum estimate, then the total amount that might have been spent for language learning for both the BIE program and the CIBERs would be \$7,493,000.

# Undergraduate International and FL Studies Program (TitleVI)

The Undergraduate International and Foreign Language Studies Program received \$4,600,000 in 2003. This program provides funding for a large range of undergraduate programs in the U.S. for international studies. A review of the objectives of the projects funded in 2003 indi-

cated that all of the programs had an international studies focus, and foreign language education comprised usually one of four or five major objectives. On the assumption that altogether the projects may have devoted a maximum of about 50% of total funding to foreign language education, it can be estimated that this program may have dedicated about \$2,300,000 to foreign language education in 2003.

## American Overseas Research Centers (Title VI)

The allocation for the American Overseas Research Centers in 2003 was \$1,000,000. The program description explains that these funds support the U.S. contribution to various consortia, which support study overseas. On the assumption that at least half of the money goes to foreign language study, a maximum of \$500,000 can be added to the amount dedicated to foreign language study.

## International Research and Studies Program (Title VI)

ED provides support for research, materials development, and teacher training projects in area studies and foreign language through this program. Twenty-seven projects were funded during fiscal years 2003-2005. Of the 27 projects 21 specifically focus on the teaching/learning of foreign languages, primarily less and least commonly taught languages. In 2003 the funding for these 27 projects plus support for continuing projects was \$5,705,248.

# Foreign Language and Area Studies Grants (Title VI)

Foreign Language and Area Studies (FLAS) grants are grants for graduate students in various disciplines who study both foreign language as well as their chosen discipline. These grants can also be given to graduate students who are foreign language specialists. In 2003, Congress apportioned \$29,092,000 to support 1,012 students through the academic year and 632 students in the summer with FLAS grants. Most of the FLAS grants, about 95%, go to students who study less commonly taught languages. Since FLAS grantees are required to use FLAS funds to study a foreign language, we assume that a maximum of \$29,092,000 contributed to foreign language learning.

# Institute for International Public Policy (Title VI)

The Institute for International Public Policy (IIPP) provides grants to assist consortia of universities and colleges to provide programs and projects that increase the representation of minorities in international service. One of their programs is the support of students to attend in-

tensive foreign language summer school courses. In 2003, the IIPP was allocated \$1.6 million, 3% of which, \$48,000 was spent on summer language institutes. Other parts of the grant were spent on study abroad, which may have included foreign language study, but the exact amount supporting language study is not available. The total amount we can include for the IIPP's expenditures on foreign language study is \$48,000 however, in this one case it is possible that this is an underestimate.

### **Fulbright-Hayes Training Grants**

ED's Mutual Educational and Cultural Exchange Program supports Fulbright-Hayes training grants. Altogether the "Overseas/Fulbright-Hays" grants were budgeted at \$12.9 million in 2003 and will receive \$12.8 million in 2004. There are four kinds of grants with different levels of funding:

The Doctoral Dissertation Research Abroad program gives grants to colleges and universities to fund doctoral students to conduct research in other countries (but not Western Europe) in foreign language and area studies. In 2003 this program was budgeted at \$4,823,280.

The Faculty Research Abroad Program, funded at \$1,608,270 in 2003, is given as grants to universities to fund faculty to carry out research and/or language study abroad in areas other than Western Europe.

The Group Project Abroad program is for groups of teachers, students and/or researchers to visit other countries to conduct area studies and/or language training. This program was budgeted at \$4,350,000 in 2003. Of this amount, \$1,435,000 was dedicated to supporting advanced language summer programs in less and least commonly taught languages. The rest, \$2,915,000 supported short-term projects. If a maximum of 50% of the funding for short-term projects was spent on foreign language education, then a maximum estimate of total funding is \$1,457,500 from the short-term projects for foreign language instruction. Together, the maximum amount of funding from this program that could have gone to foreign language instruction may be estimated at \$2,882,500.

#### The Seminars Abroad

Bilateral Projects program had outlays of \$1,941,609 in 2003. Its purpose is to provide short-term travel and seminars for U.S. educators in social sciences to improve their knowledge of other countries and cultures. There is no specific mention of a foreign language focus. The Web site lists "AskEric" and The Institute for International Education as the awardees,

Overall, the Fulbright-Hayes training grants provided a maximum of \$2,882,500 to support foreign language education. The dissertation and faculty research funds are granted to people who already speak the foreign language to conduct research. They do not focus on studying the foreign language, so these monies are not counted as contributing to foreign language education in our list. There is no evidence that the Seminars Abroad - Bilateral Projects have a strong foreign language focus. However, to give it the benefit of the doubt, the Group Projects program could have contributed an estimated maximum of \$2,882,500 for foreign language education.

### Fund for the Improvement of Post-Secondary Education

The Fund for the Improvement of Postsecondary Education (FIPSE) supports some programs that focus on, or include, the teaching of foreign languages in universities. FIPSE received \$171.6 million for 2003 and \$157.7 million for 2004. There are 116 projects listed on the FIPSE web site under the category "Language Learning." These grants include completed and continuing grants. Fourteen of the 116 projects that were receiving funds in 2003 had a foreign language focus. The average period of these grants is three years. The total spent on the 14 foreign language focus grants (for the duration of the grant - usually three years) was \$4,080,032. One-third of the total amount would represent approximately the amount spent on foreign language focus grants by FIPSE in 2003, \$1,362,677. Only one of the 14 grants with a language focus was a new project selected for funding in 2003, "Arabic Without Walls" at the University of California at Davis, for \$452,622 for the years 2003-2006. The other 13 were continuations of projects that had been selected in earlier years. This means that approximately 2.6% of FIPSE funding was spent on foreign language programs in 2003.

# Total U.S. Department of Education Funding for Foreign Language Instruction

According to ED's published budget, in 2003 the total allocations for programs were \$62.9 billion. While it is likely that some more funds from the ED budget in 2003 went to foreign language education through the Magnet School Assistance Program, the Charter School Grants program, and/or the State Grants for Improving Teacher Quality, it is not possible to demonstrate how much money, if any, was used to support foreign language. Using the figures described in this article, and given the caveats provided in the methods section, the total maximum funding that ED provided for foreign language education in 2003 would have been approximately \$85,425,469.

Foreign Language Assistance Program\$15,981,619
National and Language Resource Centers\$20,114,425
CIBERS and BIE (business programs)\$7,439,000
Undergraduate International and Foreign Language Studies Program\$2,300,000
American Overseas Research Centers\$500,000
International Research and Studies\$5,705,248
Foreign Language and Area Studies Grants\$29,092,000
Institute for International Public Policy\$48,000
Fulbright-Hayes Grants\$2,882,500
Fund for Improvement of Post-Secondary Education\$1,362,677
TOTAL\$85,425,469

Since the estimates above are based on maximum expenditures that could have been spent across all programs, we can conclude that ED spent less than \$85.4 million of its total budget, \$62.9 billion, on funding for foreign language instruction in 2003, amounting to less than 0.15% of the total ED budget. For each \$100 dollars spent on education by the ED, less than \$0.15, fifteen cents, was spent to support foreign language education and training.

# OTHER FEDERAL GOVERNMENT SUPPORT FOR FOREIGN LANGUAGE EDUCATION

There are other programs that support foreign language education in the schools and universities. The funding for these programs, however, is modest. Altogether, monies allocated in the 2003 budget outside of ED were approximately \$9.75 million. This, together with the \$85.4 million from the ED gives us a total of \$95.2 million allocated by the Federal Government to foreign language education for non-government employees in 2003. These programs are described below.

#### National Security Education Program

The U.S. government provides grants for foreign language study through the National Security Education Program (NSEP) of the Department of Defense. The NSEP program received \$8 million in appropriations for 2003 and again in 2004 to support scholarships for undergraduates and fellowships for graduate students to study a foreign language and culture deemed

"ED spent less than \$85.4 million of its total budget, \$62.9 billion, on funding for foreign language instruction in 2003, amounting to less than 0.15% of the total ED budget."

critical to the security of the U.S. This funding also supports the National Flagship Language Initiative, a program that gives grants to universities to develop programs in advanced proficiency in less commonly taught languages. Students who apply for and accept NSEP grants are required to work for the government in a security-related area for a specific period after graduation. Four Flagship programs have been initiated: one each for Korean, Chinese, Arabic and Russian. According to the NSEP office, the \$8 million is divided up roughly as follows: \$2 million for NSEP graduate fellowships; \$2 million for undergraduate scholarships; \$2 million for the four Flagship University Programs; and \$2 million for administration of the program.

National Endowment for the Humanities

The National Endowment for the Humanities (NEH) also supports foreign language projects. In 2003 the NEH received \$125.7 million, approximately \$12 million of which was allocated specifically to education programs. Of this, about 10%, or slightly over \$1,000,000, was spent to support foreign language education projects. A number of NEH fellowships were granted to foreign language teachers to pursue research related to culture and the humanities. The NEH office reports that in 2003 and 2004 it received very few foreign language education proposals for projects other than seminars and institutes and would like to encourage foreign language educators to apply for NEH project grants. The NEH Web site is http://www.neh.gov/

#### U.S. Department of State

The Department of State has one program that supports foreign language instruction for scholars other than the Department of State staff. These monies come from Title VIII of the Soviet-Eastern European Research and Training Act of 1983, and are used for research and language training for scholars interested in Eurasia and Central and Eastern Europe. In 2003, the program received a total of \$5,000,000. Of this amount, \$3,400,000 was dedicated to research on Eurasia and \$1,600,000 was dedicated to studies on Central and Eastern Europe. Of the total funding, at least \$750,000 was spent on foreign language education/training according to the Title VIII office.

# U.S. Department of Agriculture Graduate School

The U.S. Department of Agriculture Graduate School offers a number of foreign language courses as part of its program. The Graduate School, however, is self sustaining and does not receive any federal funding.

Altogether, the federal programs listed above, outside the Department of Education, contributed approximately \$9,750,000 to the teaching of foreign languages in schools and universities in 2003. Adding together ED, NSEP, NEH, and State, the total federal commitment to foreign language education in schools and universities in 2003 was less than \$95,175,469.

# PROPOSED LEGISLATION FOR FOREIGN LANGUAGE

Proposals for new legislation show an increasing interest in Congress in funding foreign language education programs in schools and universities. Priority is given to programs that treat foreign language education as a means to ensure national security. Proposed legislation lays emphasis on supporting the teaching of less commonly taught or "critical" languages, providing funding for training professionals in a number of different fields (doctors, engineers, business people) in less commonly taught languages, and training and educating U.S. heritage speakers of less commonly taught in their heritage language(s).

Congressman Rush Holt (D-NJ) has introduced legislation that would provide more funding for teaching foreign languages in the schools. The proposed National Security Language Act (HR 3676) includes \$48 million to encourage early foreign language study. This funding would be in the form of grants for foreign language partnerships between local school districts and foreign language and teacher training departments at institutions of higher education. Priority would be given to partnerships that include high need local educational agencies (i.e., poorer school districts) and to partnerships that emphasize the teaching of less commonly taught languages. The proposed grants would fund partnerships as a way to encourage the professional development of teachers of less commonly taught languages and to provide a strong base for the programs that might occur across several schools.

The proposed National Security Language Act also includes \$12 million for the development of university foreign language programs, especially in the less commonly taught languages, \$15 million for higher education to establish programs that combine education in science and technology with foreign language, and loan forgiveness for undergraduate university students of "critical" foreign languages who become teachers or federal employees. The critical languages mentioned are Arabic, Korean, Persian, Pashto, and Chinese. In addition, the bill includes a national study to identify heritage language communities with native

"Four Flagship programs through the National Security Education Program have been initiated: one each for Korean, Chinese, Arabic and Russian."

speakers of critical languages, and a campaign to encourage speakers of these languages to pursue degrees in those languages.

This bill has been sent to the House Education and Workforce Committee and the House Select Committees on the Armed Forces and Intelligence. It is sponsored by Rush Holt and has 47 co-sponsors in the House. Congressman Holt's office is seeking feedback from teachers, administrators, students, and parents about the bill, and would also appreciate constituents providing feedback to their own representatives. A summary of the bill can be read at http://holt. house.gov/issues2.cfm?id = 7633#content. To read full text of the bill, visit: http://www.holt. house.gov/pdf/NSLANov2003.pdf.

Recently, the Senate passed the Homeland Security Federal Workforce Act (S 589). This bill includes a pilot program to repay existing student loans, \$10,000 per year, for foreign language professionals who agree to work in the federal government for at least three years in national security positions. The bill is now being considered in the House.

#### CONCLUSION

Foreign language education/training in the schools, colleges, and universities receives very little funding from the U.S. federal government. The number of U.S. federally funded programs and projects related to area, multicultural, and international studies gives the impression that there is more funding available for teaching foreign languages than is actually in the budget. Although ED received an overall 3% increase in the 2004 budget over the 2003 budget, funding for international study and foreign languages (Title VI) was cut \$4 million in 2004. In 2003 only one foreign language-focus project received funding from FIPSE out of its \$171.6 million budget. The President's proposed 2005 budget reflects approximately the same level of spending on foreign language as the 2004 budget, except that the \$16.5 million allocated to FLAP grants in 2004, the only direct funding for school districts, has been completely taken out of the budget.

Some people believe that foreign language education in the schools and universities should be supported by local sources, while others believe that foreign language education is a national priority and should be supported by the national budget as well as local funds. It is very clear, however, that the current reality is that very few of our federal dollars support the teaching and learning of foreign languages in the schools and universities.

"The critical languages mentioned are Arabic, Korean, Persian, Pashto, and Chinese."

<sup>©</sup> National Capital Language Resource Center, Washington, DC, March 2004

# Employment Announcements

DEPARTMENT CHAIR, FOREIGN LANGUAGES, GRADES 6-12

ITHACA CITY SCHOOL DISTRICT, ITHACA, NEW YORK

The District is seeking applicants for this leadership position for the 2004-2005 school year. Certification in French, Spanish, or Latin required. Administrative certification preferred. The position involves part-time teaching assignment and supervision of the Foreign Language Department in the District's four secondary schools. Health insurance benefits are available to the same-sex partners of the District's employees and their dependent children. Applicants are encouraged to apply after June 30 by sending resume, certification, copies of undergraduate and graduate transcripts, and three letters of recommendation to: Michael J. Cuddy, Jr., Director of Human Resources and Labor Relations, Ithaca City School District, 400 Lake Street, Ithaca, New York 14850.

The Ithaca City School District is an equal opportunity employer with a commitment to workplace diversity.

AYCOCK MIDDLE SCHOOL IN GREENSBORO. NORTH CAROLINA ANNOUNCES THE FOLLOWING VACANCIES FOR 2004-2005:

SPANISH IMMERSION LANGUAGE ARTS/LITERATURE TEACHER (MULTI-GRADE 6-8)

SPANISH IMMERSION SCIENCE TEACHER (MULTI-GRADE 6-8) 

SPANISH IMMERSION SOCIAL STUDIES TEACHER (MULTI-GRADE 6-8)

> For information contact: William Price, Principal Aycock Middle School 336-370-8110 school 336-332-1825 voicemail 336-370-8044 fax pricew2@guilford.k12.nc.us

# Language Resources



# **FRENCH**

Marilyn Sable

"Children will enjoy reading these books as a class, in groups, with a partner, or by themselves. Aloud or silently, kids will be thrilled that theu are reading and understanding French!"

Title: PREMIERS MOTS: L'initiation à la lecture avec des livres stimulants

Publishing Company: Available from Scholastic Canada Ltd.; 175 Hillmount Road; Markam (Ontario) L6C 1Z7; 905-887-7323; Fax: 905-887-1131; www.scholastic.ca/editions/premiers-mots/index. html

Cost: Série 1 - série de 15 livres......0590-12317-3 (\$63 Canadian)

Série 2 -série de 15 livres......059012318-1 (\$63 Canadian)

Attention FLES teachers! If you are looking for reading material for your youngest language learners Premiers Mots is an excellent resource. Premiers Mots comprises two series of books, each with 15 books on different subjects. The texts are simple and repetitive in structure and theme, and a color photo or illustration facing each page clearly mirrors the words of the text.

Children will enjoy reading these books as a class, in groups, with a partner, or by themselves. Aloud or silently, kids will be thrilled that they are reading and understanding French! This is a great way to introduce children to reading in a foreign language and to encourage them to become independent readers.

Titles in series I include: Au zoo, Maman, Qui suis-je?, Dans le chariot, Le repas, Regarde-moi!, Une maison, Moi, Papa, C'est petit!, Jejoue, Les animaux, Le skieur, C'est grand! Les karts.

Titles in series II include: Le crayon, La ferme au printemps, Balles et ballons, Qu'est-ce qu'il y a dans mon sac?, À la pêche, Où sont les oeufs?, La voiture rouge, Ce que je vois, On aime courir, Stop!, Les quatre crèmes glacées, Où sont les bébés?, L'accident, Entre les rochers, Nous aimons le poisson.

# **GERMAN**

Marianne Zose



Title: Die Frühlings-Werkstatt

Authors: Sabine Willmeroth, Rösgen Anja

Publishing Company: Verlag an der Ruhr, 1999; ISBN 3-86072-399-5; Number of pages: 73; This book is available through: www.verlagruhr.de, www.amazon.de

Cost: EUR 19,50

Theme-based teaching has proven to be a very effective and rewarding approach in the foreign language classroom. Units are typically designed to foster creative thinking, examine topics from various perspectives, encourage cooperative learning and provide hands-on activities, just to name a few.

The German publishing company "Verlag an der Ruhr" has created a wide variety of such units, called "Werkstatt", for elementary school students. Each one is a collection of authentic and up-to-date materials for teachers.

Die Frühlings-werkstatt consists of 5 chapters, preceded by an introduction from the author.

#### Chapter 1

Frühblüher im Garten / Spring Flowers Main focus: Identify spring flowers, name parts of a plant, compare, find differences and similarities between the United States and German speaking countries, grow your own flowers and care for them.

#### Chapter 2

Vögel bauen Nester / Birds build nests Main focus: Identify and name common local birds, compare, find differences and similarities between common birds of the United States and German speaking countries, write a small biography about a bird, create a collage, listen to birds' songs, sing spring songs.

## Chapter 3

Wetter / Weather

Main focus: weather words, reading temperatures (Comparison: Fahrenheit/Celsius), different kinds of clouds, poetry writing.

# Chapter 4 Farben / Colors

Main focus: experimenting with colors (art), primary colors, mixing colors, rainbow, spring meadow, identifying and writing compound color words, e.g. kiwi - grün, feuer - rot.

# Chapter 5

Ostern / Easter

Main focus: spring celebrations/traditions in German speaking countries, comparisons with home country, experimenting with eggs, following recipes, sharing meals.

# Samples

#### Writing Poetry - "Frühlings-Elfchen"

Even beginners can write their own poems by following this simple concept.

1. Line		1 Word
2. Line		2 Words
3. Line		3 Words
4. Line		4 Words
5. Line	<u></u>	1 Word

Frühling Vögel singen bunte Blumen blühen Kinder spielen im Garten Sonne

Die Frühlings-Werkstatt is a collection of exciting activities that will spark students' curiosity and interest. Students will learn about plants, animals, poetry and springtime traditions in German-speaking countries. They can share their work with classmates, parents and their community. Students will make connections across other disciplines, and learn about similarities and differences between Americans and German speaking peoples.

Some activities do require a higher command of the German language, others however, will be just right for them or may need to be simplified by their instructors.

Also available through Verlag an der Ruhr:

Die Sommer-Werkstatt ISBN 3-86072-472-X Die Herbst-Werkstatt ISBN 3-86072-439-8 Die Winter-Werkstatt ISBN 3-86072-440-1 Die Weihnachts-Werkstatt ISBN 3-86072-469-X Die Europa-Werkstatt ISBN 3-86072-473-8



Title: Lernen an Stationen in der Grundschule Herbst

1.-4. Schuljahr Kopiervorlagen und Materialien

Authors: Harald Baumbusch, Jutta Maurach, Marianne Neininger, Renate Schmelzle, Marika Westrich, Rösgen Anja

Publishing Company: 1997 Cornelsen Verlag Scriptor GmbH & Co. KG, Berlin; this book is available through: www.cornelsen.de www. amazon.de

ISBN 3-589-21116-4

Number of pages: 36 Cost: EUR 15,50

Language: German

The "Lernen an Stationen in der Grundschule" Herbst is a ready to use series with the emphasis on fall. Copies of worksheets may be reproduced by the buyer of the book for use in the classroom only.

The activities in this book provide students with practice in the skills of: analysis, critical thinking, comparison, observation, prediction, problem solving, recording information, arts and crafts.

Chapter 1 Chapter 7 Arts and Crafts Migration of birds Chapter 2 Chapter 8 Trees and Fruits Fall Calendar Chapter 3 Chapter 9 Thanksgiving celebra-Weather tions in German speak-Chapter 10 ing countries Clothing Chapter 4 Chapter 11 Fruits and Vegetables Poetry Chapter 5 Chapter 12 Fall is planting time Sounds, Songs (growing bulbs) Chapter 13

Chapter 6 Animals are preparing for winter (squirrel,

hedgehog)

The concept of this booklet is similar to "Die Frühlings-werkstatt".

Colors

"Students will make connections across other disciplines, and learn about similarities and differences between Americans and German-speaking peoples."



"The advantage to using a familiar text is that the students already know the general flow of the story, and don't have to try to figure out a storyline as they are working on the syntax of a particular sentence."

### LATIN

Natali Miller

Title: Harrius Potter et Philosophi Lapis (2003).

Author: Rowling, J. K. & Needham, Peter, transl. Harrius Potter et Philosophi Lapis (2003).London, GB.

Publishing Company: Bloomsbury Publishing Plc. ISBN 1-58234-825-1. Available from Barnes & Noble at www.bn.com

Cost: \$21.95

When I meet new people, whether it be a student or the dentist, when they find out that I am a Latin teacher, one of the first things they bring up is "But I thought Latin was a dead language"-or words to that effect. If by "dead" they mean that hardly anyone speaks it, then the cliché might indeed be correct (though they might be surprised at how many Latin speakers are indeed out there). However, I would contend that Latin is definitely not dead. For one thing, I and many others have a job teaching it. But more importantly, Latin is very much alive in old books (think of the great stories told by Vergil and Ovid, the histories of Livy and Tacitus, the impassioned speeches of Cicero), and also vibrant in the modern languages descended from it. The implied criticism in the statement "Latin is a dead language" is that it is not relevant. Yet probably not a day goes by that every American who is not in some way influenced by Latin in their vocabulary, their grammar, their classical allusions.

Yet sometimes it may be a bit more difficult to convince students of the helpfulness and relevance of Latin. Certainly if the class is taught in a dry and dusty fashion, Latin will seem dry and dusty as well. One of the ways a teacher can liven things up is by getting students into the language, so that they can see that the chants they have been learning and the words they have been studying can produce results. It is quite satisfying for the students when they figure out a sentence, or even more so, a long passage. One of the texts I would recommend for adding variety to the Latin classroom is a new Latin translation by Peter Needham of J. K. Rowling's Harry Potter. Rowling's original already had several Latin-sounding names and characters (Draco Malfoy, for instance), which lent itself to a Latin translation. Needham has done a fine job of rendering the story into good Latin, and has managed to keep the cleverness as well.

In addition, the advantage to using a familiar text is that the students already know the general flow of the story, and do not have to try to figure out a storyline as they are working on the syntax of a particular sentence. For most children out there, the adventures of Harry, Ron,

and Hermione are well-known. And the story is quite exciting in places, so students' interest can be maintained. The possible disadvantage to using this book is that the grammar is not simple—there are participles, ablative absolutes, and subjunctives. It is not extremely difficult, either, but the class may need handouts or teachercommentary to explain unknown constructions. And indeed, sometimes showing students a new construction in context can be the best way to introduce it. In addition, the teacher may need to provide the students with some of the vocabulary words to facilitate translation. The story could be implemented in a number of ways: students could merely read through a chapter, orally or silently, for comprehension by immersion. Or they could go through in a more formal, line by line fashion.

It is exciting to me that there are those out there who maintain that Latin is still alive, and that more resources for Latin teachers at all levels continue to be made available!

# **SPANISH**

Dr. Mari Haas

Title: Palabras manzana (2003).

Author: Luján, Jorge

Illustrations: Manuel Marín

Publishing Company: Anaya. Available from Los Andes Publishing Inc., P.O. Box 190, Chino Hills, CA 91709, 800-532-8872, http://www. losandes.com

This delightful anthology of poetry is full of short poems written by poet, children's book author, musician, and educator Jorge Luján. Originally from Argentina, Jorge has lived in Mexico City for many years. He explains his choice of the title, "Words are subtle sustenance, at times sweet, and sometimes tart. They are also temptations: they can make us lose a paradise, or give us the gift of another. This was sort of how it happened: I took a big bite, then another and, when I finally noticed, I had written a book of poems."

The book is divided into untitled sections. I and II. The first section includes this poem:

#### El gallo

El gallo abre su pico y sale el sol. El sol abre su mano y nace el día. El día se asombra cuando la noche tiende su capa y la colma de estrellas para que coma el gallo y vuelva transparente al nuevo día.

It also has many other poems including one about a garza, a woodpecker, a parrot, the sun, a lake, a spirit in a guitar and a poem for a deserted island.

## Lista de cosas para llevar a una isla desierta

Lista de cosas para llevar a una isla desierta: un libro, un catalejo, una brújula, un juguete, si cuatro es demasiado un juguete será suficiente.

The second section includes poems about a trip. the night, days that are like birds, and a disappearing oar.

## Desde el comienzo del viaje

Desde el comienzo del viaje no ha hecho más que pasar el paisaje.

Many of the poems can be used as models to create new poems with the students or poems to continue with the students' input. The words in the poems are not so precise as to paint a clear picture, but they leave room for thinking. The illustrations are whimsical and also ask the reader to interpret their meanings. This anthology is a wonderful tool for exposing young Spanish students to poetry and will also delight teachers.

## EARLY CHILDHOOD RESOURCES

Ana Lomba

Title: Pan y canela Collection (Spanish Version) Rise and Shine Collection (English Version)

Publisher: Hampton-Brown, 26385 Carmel Rancho Blvd., Camel, CA 93923, 800-933-3510 www.hampton-brown.com

Built as a reading and writing program for K-2 Spanish or English language arts teachers, Pan y canela's book collection is also an excellent tool for Pre-K-2 world language teachers. As a first-reader program, the language is controlled and carefully used in repeated patterns that are common in Spanish or English, making it highly memorable.

The pages provide strong picture support (mostly photos) and the sentence captions can easily be changed to other languages with a simple copy and paste procedure. Other great assets of the books from an early childhood teacher's perspective are that:

- 1. There are only one or two protagonists throughout each book (a boy and his mom, a girl and dad, an animal...).
- 2. The images are uncluttered and very well connected to the text.
- 3. The content is extremely kinetic. It lends itself easily to movement games.

#### Samples

1. The book Zapatos (Shoes), by Lada Josefa Kratky, ties movement with clothing. You may want to use this activity in circle time. Ask the children, or a child at a time, to raise their legs and imitate the actions, for example:



Estos zapatos patean / These shoes kick Estos zapatos corren / These shoes run Estos zapatos saltan / These shoes jump

The book Veo, veo colas (I See Tails!), also by Lada Josefa Kratky, can be used to reinforce the concept of short and long, to talk about animal body parts, and to introduce the children to the game of "Veo, veo" ("I spy with my little eye"). Give long and short tails to your students (you can make them with string, yarn or other materials) and ask them to raise the type of tail they hear described on each page.

Veo una cola larga / I see a long tail (picture of a leopard)

Veo una cola corta / I see a short tail (picture of a bear)

Veo una cola larga (picture of a kangaroo).

The collection comes divided by level of difficulty (A,B,C) each level containing twenty different small books, four big books and a teacher's guide. The materials can be bought as school packets or individually. The teacher's guides focus on reading and writing and are geared towards language arts teachers.

Overall, a great program for many different pur-

# Classroom Activity

## Woman's History Month

"The specific reasons and stories they told to illustrate why these women were important to them were impressive."

## CONTEXT:

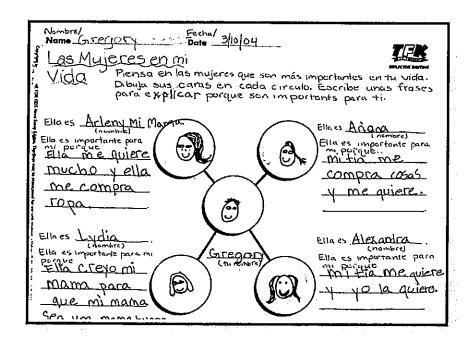
I am a third grade dual language teacher at a public school in Brooklyn, New York. My class is comprised of both English and Spanish dominant students, as well as a few students that are equally strong in both languages. They are all African American and Latino. I teach completely in Spanish and English on alternating days. Woman's History Month, the month of March, provides a wonderful opportunity for students to think about how the women in their lives are important. See http://www.defenselink. mil/specials/womenhistory03 for more information about Woman's History Month.

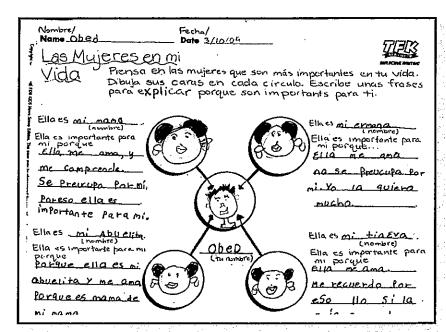
### PROCEDURE:

To celebrate Women's History Month my students read an article for homework on the Time For Kids Web site (www.timefor kids.com) about important women in history. On the next day, in Spanish, I read my students the book Conejo Andarín by Margaret Wise Brown. This book is about a bunny who wants to leave his mom to explore the world. (With each idea he has to go far, far away from his mom, and she tells him how she will keep him near. For example, when he says that he will become a trout and swim

far away in a pond, his mother says she will fish him out.) After reading this book we discussed the mother bunny's relationship to her son. We realized that no matter what happened she would always be there for him.

Next, I asked my students who the important women were in their lives. They talked about their mothers, grandmothers, aunts, cousins, friends and teachers. The specific reasons and stories they told to illustrate why these women were important to them was impressive. My students really stopped to think about who provided for them, who loved them, and who took care of them in different ways. That night for homework I asked students to complete this graphic organizer (from Time for Kids) illustrating and writing about the important women in their lives. These examples of student work are first drafts. I decided to submit these drafts will without editing them because they demonstrate the range of levels of Spanish writing that my students produce. Analyzing the student drafts help to guide my future lessons. Based on these pieces, I taught follow-up mini lessons on conjugating verbs in the first person singular form, reflexive verbs, and using accents.





### **VARIATIONS:**

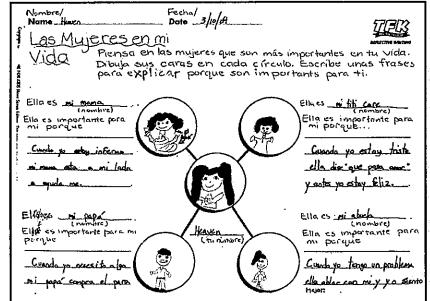
The same type of activity can be done in celebration of International Woman's Day. See http://www.women.gov.au/content/story. asp?story\_id = 2394 for more information about International Woman's History Day (March 8).

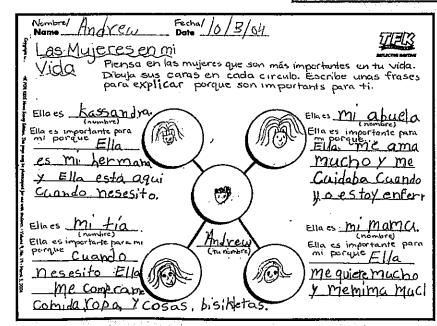
### About the students:

Gregory is completely bilingual and receives a lot of support in English and Spanish at home.

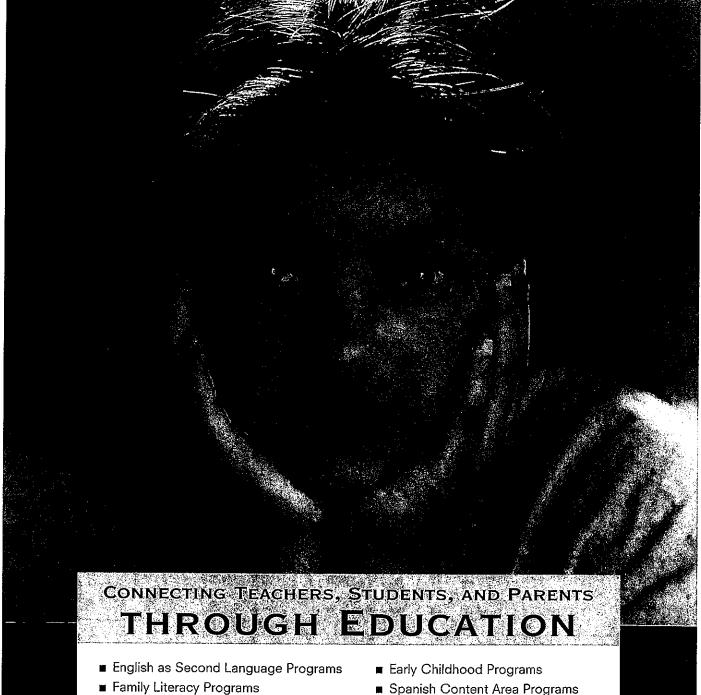
Obed just arrived in Brooklyn from Mexico this year. He is quickly learning short English phrases that he interjects when he can. Heaven is an English dominant student who has been in the dual language program since Kindergarten.

Andrew is also English dominant, but occasionally he hears Spanish at home.





Submitted by Alexis Haas Rubin First Year New York Teaching Fellow, Cypress Hills Community School, Brooklyn, NY



- Spanish Language Arts Programs
- Dual Language Programs

- Authentic Spanish Literature
- Professional Development Services



THE EXPERTS IN SECOND LANGUAGE EDUCATION

2105 NW 86th Avenue, Miami, FL 33122 / Tel: 800-245-8584 Fax: 888-248-9518 customer.service@santillanausa.com

NNELL gives a BiG THANK YOU to Santillana USA for contributing to the publishing costs of Learning Languages and to the Executive Board planning meeting. We also thank the Wright 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 Pre-K-8th grade language learning. Gracias...Merci...Arigato...Spacibo...Danke...Obrigada...Xie Xie...Mahalo...Khawp khum...

## **Book Review**

## Prelude to a Book

Tee McDougal Bilingual Teacher, Armijo Elementary School Albuquerque Public Schools Albuquerque, New Mexico Ctmcdougal@aol.com

ver the summer of 2002 I started to think about a major culminating project for my upcoming dual-language (Spanish and English) fifth grade class. I had had these same twenty-one students as fourth graders and was looping with them into the fifth grade. Scholastic Publishers had a "Kids are Authors" contest for some years and this was definitely something that interested me. I felt sure that the students would also want to participate in such a writing project.

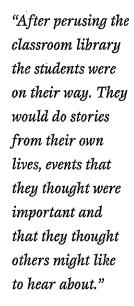
Early October of 2002 I organized a small group of six students from the class to think about the book contest as a small group project. They were immediately excited about the chance to write and illustrate some piece of writing. First we set about deciding what it was they wanted to write about. I had them go back to the classroom library book shelves and pull out their favorite books. I decided that by looking at what they liked it might guide them in the direction of something that both interested and motivated them.

Two particular authors' books kept coming up: Carmen Lomas Garza and Jan Romero Stevens. Carmen Lomas Garza has written two books that were extremely popular in my class, Family Pictures and In My Family. The students were drawn to her stories which are brief vignettes of Hispanic family life. Events range from the comfortingly ordinary, like eating watermelon with family on a summer evening, to the more involved, like a community fair cake walk. The illustrations are heartfelt and detailed, showing how the particular written event occurred.

Jan Romero Stevens' books take place in Española, New Mexico thus placing them physically closer to the lives of my students. They liked the clever stories with the twist ending that always taught a lesson. One aspect that they liked was the inclusion of a recipe at the end of every story that loosely tied in with the story. For example at the end of Carlos and the Squash Plant there is a recipe for "calabacitas" a traditional New Mexican dish made with squash or "calabacitas" in Spanish.

After perusing the classroom library the students were on their way. They would do stories from their own lives, events that they thought were important and that they thought others might like to hear about. The next major decision they made was picking the language(s) with which to write the book. "The library," they commented, "Is full of books in English and many of the books in the Spanish section are actually bilingual, both English and Spanish." The decision was to do the book entirely in Spanish. At the time I didn't even think about the ramifications for the Scholastic contest. After all, the rules didn't specify or rule out any language and we had bought many books in Spanish from Scholastic through their classroom-based book club.

I helped keep the students on track for an early March deadline. They settled on stories that related to important personal and familial events such as baptisms, birthdays, and Day of the Dead celebrations. An integral part of each story was the food that was prepared and served as part of the event. Each student author then went to family members, mostly mothers, grandmothers, and aunts for the accompanying recipes. The initial recipe write-ups were authentic if somewhat unsuitable for publication. Many initially consisted of not much more than loose lists of ingredients. Being family recipes most likely learned and used from memory, the mothers, grandmothers, and aunts had no need for exact measurements or step by step instructions. I asked the students to return to re-interview family members asking for exact amounts and instructions. If these were hard to get I asked the students to help their family members make the recipes while taking careful notes. Slowly over the course of the next few months, the family stories and recipes made





"At the conference they spoke to the attendees at a general session, entertained with a readers theater presentation of the book and perhaps most exciting

for them, signed

autographs."

their way from memories to notebooks to classroom computers. The perfect title came toward the end of the writing portion of the project, from a dicho or saying in Spanish, "Panza llena, corazon contento" which roughly translates to "Full Belly, Happy Heart." After many drafts and revisions, the students were amazed and sometimes frustrated to realize how painstaking it was to write a book for publication and we hadn't even gotten to the art work yet!

Luckily we had our "every-other-year" art teacher work in Armijo Elementary School for the 2002-2003 school year. Alternating years focus on music. The art teacher, Annette Rush, was more than happy to work with the students in a book illustration project. For most of January and February of 2003 the students planned, pencil sketched, and then executed their watercolor art for the book. Each painting included a foreground with the featured food for the event and then a middle ground and background that illustrated the actual event. In addition to the main illustrations, the students also designed and painted the borders for the text pages. All of the students in the class participated in the art portion of the project. The early March deadline was drawing near.

I called the student author contest days before sending off our submission for some final answers to some minor questions. That's when I found out that our submission needed to be in English or at least in a bilingual format, I asked the students if they wanted to add the equivalent English text and submit it as a bilingual book.

My students were disappointed that Scholastic wasn't interested in accepting their book as they had originally written it. Fortunately, soon after our class conversation, representatives from Scholastic returned with a call suggesting that I ask the students if it was acceptable to submit the manuscript and art work to DLNeM, as they might be interested in publishing their work. Truly, the

manifestation of the saving. "When some doors close other doors open." The students were very excited to learn that someone was interested in publishing their book in



the language in which it was originally written. I was happy that DLNeM gave my students the opportunity to submit their work and have it be judged in its literary and artistic merits regardless of the language used.

The board of directors of DLNeM loved the book and offered to not only publish the book, which would be given to each La Cosecha Conference attendee, but use the artwork for the conference poster as well. The book was published in the Fall of 2003, and the students attended the La Cosecha Dual Language Conference in November, 2003. They were now sixth graders, and no longer my students, but I made it a priority to make this final journey with them. At the conference they spoke to the attendees at a general session, entertained with a readers theater presentation of the book and perhaps most exciting for them, signed autographs. They were now published authors and their book had found a patron and an appreciative audience all without having to compromise their linguistic vision. Corazón contento indeed!

La Cosecha is an annual dual language conference that brings together educators, parents, researchers and practitioners who support dual language programs. The conference is organized by teachers for teachers. For more information see http://www.duallanguagenm.org/lacosecha/.

Note: DLENM-Dual Language Education of New Mexico.

# Video Program Review

## Teaching Foreign Languages K-12: A Classroom Practices Library

Dr. Mari Haas

Options for Language Learning (OLÉ), Santa Fe, New Mexico

Annenberg/CPB. 2003, S.Burlington, VT: Annenberg/CPB http://www.learner.org/resources/series185.html

This series of 30 videotapes documents 27 language teachers (teaching in eight different languages) and their students around the United States. The series also includes an introductory tape, a tape on the standards, one on assessment strategies, along with a professional development guide. All of the videotapes and the guide are available on the web to view free of charge.

In all of the videos you hear the voices of the teachers, their students, and experts in the field of teaching foreign languages. The core advisors to the program are Martha Abbot, from Fairfax County, Virginia, Public Schools, June K. Phillips, from Weber State University, Kathleen M. Riordan from Springfield, Massachusetts, Public Schools (retired), and Adam J. Stryker from ACTFL. The general advisors are Ruta Couet from the South Carolina Department of Education, Marjorie Hall Haley from George Mason University, Janis Jensen from the New Jersey Department of Education, Yu-Lan Lin from Boston Public Schools, Paul Sandrock from the Wisconsin Department of Public Instruction, and Duarte M. Silva from the California Language Project. The American Council on the Teaching of Foreign Languages was the Collaborating Partner.

The following K-8 themes are on individual videos: Introduction to the Library, Standards and the Five Cs, and Assessment Strategies. The classroom program tapes include the following views of classroom lessons: Chicken Pox in a Kindergarten French class, Mapping Planet Earth in a 2nd grade French class, Holidays and Seasons in a 3rd grade German class, Fruits of the Americas in a 4th grade Spanish class, Family and Home in a 5th grade French class, Sports Stats in a 5th grade German class, Daily Routines in a 5th grade Japanese class, Communicating About Sports in a grade 6 Chinese class, A Cajun Folktale and Zydeco in an 8th grade French class, Touring a French City in an 8th grade French class, Food Facts in an 8th grade Spanish class, and Hearing Authentic Voices in an 8th grade Spanish class.

The Standards tape is full of examples of the five Cs and the three modes of communication, interpersonal, interpretive, and presentational, reflected in classroom vignettes. These glimpses of language teaching and learning are accompanied by comments from the experts, the teachers, and their students. The assessment tape includes comments from Grant Wiggins, an expert in assessment strategies and wellknown for encouraging teachers to organize curricula by goals and checking to see if they are on the road to achieving them. This strategy is also known as "backward design." Wiggins also stresses that language teachers should find out if their students are "on the road to fluency," instead of "teach, test, and hope for the best." The tape also includes a look at an Integrated Performance Assessment (IPA) in a high school classroom, an 8th grade French teacher using backward design, and French high school students presenting a performance task, information about rubrics, and different types of evaluations (peer and self) and record keeping strategies (portfolio).

The Library Guide for the program describes each segment and provides teaching reflection sheets for the teachers watching the video to complete. These sheets include the sections, Before You Watch, Watch the Video, Reflect on the Video, and Look Closer. Each section asks several questions, such as, "How would you describe the role of rubrics and feed back in the featured assessment strategies?" "How is the student-to-student interpersonal communication task enriched by the preceeding interpretive communication task?", and, "What language strategies does the teacher use?" Appendices in the back of the guide include all of the activity sheets used by the teachers in the lessons.

This video library is a wonderful resource for K-12 language teachers. The video segments illustrate good teaching strategies and show how they are received by real children in language classes. They help teachers understand the foreign language standards at a deeper level and explain many assessment strategies and the theory behind them. Teachers can view the videos online free at www.learner.org or the tapes can be ordered on the Web site.

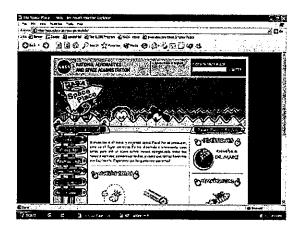
"The video segments illustrate good teaching strategies and show how they are received by real children in language classes."

## Web site Reviews

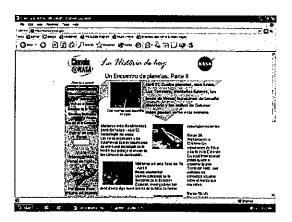
## NASA Products for the Content-based Language Classroom

Dr. Teresa Kennedy Idaho NASA Space Grant Consortium University of Idaho, Moscow, Idaho

NASA's international education programs provide the opportunity for integrated language and content instruction, weaving interdisciplinary lessons in science, mathematics, social studies, language arts and world cultures into everyday classroom activities through extensive Web environments.



- For activities and information related to many of NASA's missions and enterprises see the animated Web site found at The Space Place http://spaceplace.jpl.nasa.gov/sp/kids/
- Are you interested in conducting a unit on the oceans? See the Jason-1 board game and poster in French Voyage en Haute Mer: Une aventure océanique avec Jason-1 http://www.aviso.oceanobs.com/html/kiosque/galerie/jeu\_fr.html



Do you need interesting readings for your language classroom? See Ciencia @ NASA or NASA Kids featuring stories from all fields of science, aeronautics and aerospace education at http://ciencia.nasa.gov/ and http://kids. msfc.nasa.gov/sp/News/respectively. Another

fun resource is Robin Whirlybird, an online, interactive book about one girl's visit with her mother to the rotorcraft research center where her mother works. Written in English, Spanish and Chinese, this resource can be found at http://quest.arc.nasa.gov/test/rotorcraft/



How about incorporating a program that can involve every classroom in your school? NASA's GLOBE Program, active in 105 countries, provides authentic opportunities for integrated language and content instruction. Since GLOBE partners represent over half the countries in the world, with schools on every continent, in every time zone, and representing virtually every type of biome, the program naturally provides many resources for language teachers. The GLOBE Web site www.globe.gov contains authentic materials ready for classroom implementation available in all six United Nations' languages (Arabic, Chinese, English, French, Russian, and Spanish), and at least part of the GLOBE Teacher's Guide is now available in Dutch, German, Greek, Hebrew, Japanese, and Thai, with many other materials becoming available in other languages through GLOBE's international partners. See http://www.cal.org/resources/news/ 2003spring/globe.html for an explanation about how GLOBE can easily be integrated into your language classroom.

For more information on these programs and many other NASA materials and international programs that you can use in your language classroom, visit http://www. uidaho.edu/ed/ nasa rerc/ and click on Materials in Other Languages!

## Calendar

## Spring and Summer 2004

## JUNE 22-24, 2004 THE NATIONAL LANGUAGE CONFERENCE: A CALL FOR ACTION.

The Department of Defense must strengthen its language ability and regional area expertise in order to keep pace with global changes. For this reason, the DOD and its co-sponsor, the Center for Advanced Study of Language (CASL), University of Maryland, are convening leaders from industry, federal and state government, and international and national academic circles. We will discuss the need for language skills and share practices that may illuminate approaches to meet the country's language needs in the 21st century. The conference proceedings will provide the foundation for a Department of Defense white paper recommending the initial steps toward a national language agenda. Each attendee should be prepared to help shape the national language agenda white paper.

The conference will be held at the Inn and Conference Center, Adelphi, Maryland, June 22-24, 2004. To register online, please go to The National Language Conference Web site at < http://www.nlconference.org >. The registration and payment deadline is June 14, 2004.

## SUMMER INSTITUTE AT THE NATIONAL K-12 FOREIGN LANGUAGE RESOURCE CENTER AT IOWA STATE UNIVERSITY

## LANGUAGE, CULTURE, AND CONTENT CONNECTIONS: MEXICO AND THE ZAPOTEC CULTURE

In collaboration with two other centers, the Stone Center for Latin American Studies (Tulane University, New Orleans) and the Center for Latin American and Caribbean Studies (University of Wisconsin, Milwaukee), this institute will provide Pre-K–12 Spanish teachers with experience developing content-related and culturally-rich thematic units, and will help them develop skills in teaching strategies, curriculum design, technology, and use of information sources on Mexico and the Zapotec culture.

## July 12-22, 2004

## Participants:

Experienced and practicing 1) Pre-K-12 Spanish teachers; 2) methods professors at institutions of higher education who prepare pre-service and in-service teachers; and 3) educators who provide professional development for teachers in their school or district.

Cost: See Web site for updated information. Scholarships are available.

Credits: optional 1 to 3 semester level graduate credits are available at \$280/credit hour plus \$37 computer fee (subject to change).

#### Institute Leaders:

Mari Haas, Options for Language Education, Santa Fe, New Mexico; Ruth Borgman, Columbia University, New York; Julie Kline, Center for Latin American and Caribbean Studies, University of Wisconsin-Milwaukee; and Valerie McGinley Marshall, Stone Center for Latin American Studies, Tulane University, New Orleans

This institute will offer daily Spanish immersion sessions on aspects of Mexican history and culture such as pre-Colombian origins, religion, astronomy, literature, and arts, geography and archeological sites, and the view of the environment, the conquest and colonization, and Magical Realism in works by contemporary Oaxacan authors and artists that allude to the pre-Colombian roots. Participants will experience Spanish model lessons from existing thematic units that exemplify teaching strategies and learning activities appropriate for language lessons, including pair and small group work, stimulation of higher order cognitive skills, and integration of cultural information. Participants will apply the knowledge and understandings gained by forming pairs or small groups to develop curriculum units that address language, content, and culture, and incorporate national student standards and aspects of the history and culture of Mexico. Teachers will be invited to complete and field-test their units in their own classrooms and to create action research projects to examine more closely the impact of the new materials and strategies on student learning. Informed by the field-testing and action research, teachers will be encouraged to revise and finalize their units for sharing at professional conferences or publication on their school or district's Web site.

## CARLA SUMMER INSTITUTES FOR LANGUAGE TEACHERS

The Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota has sponsored an internationally known summer institute program for second language teachers since 1996. The institutes reflect CARLA's commitment to connecting research with practice as well as the center's ongoing mission to share its research findings with teachers and their second language learners. These interactive workshops include discussion, theory-building, hands-on activities, and networking, and link research and theory with practical applications for the classroom

## July 26-30

- Content-Based Language Teaching with Technology (CoBaLTT)
- Proficiency-Oriented Language Instruction and Assessment (POLIA)
- Second Language Acquisition: Basics for Teachers

### August 2-6

- Meeting the Challenges of Immersion Education: Special Needs Learners
- Developing Assessments for the Second Language ClassroomMaximizing Study Abroad: Strategies for Language and Culture Learning
- Material Development for Less Commonly Taught Language

### August 9-13

- Immersion 101: An Introduction to Immersion Teaching (5 day Teacher / 2 day Admin)
- Styles- and Strategies-Based Instruction
- Culture as the Core in the Second Language Classroom
- Using Technology in the Second Language Classroom

## October 21-23, 2004

Radisson-Metrodome Hotel Minneapolis, Minnesota, USA

#### Pathways to Bilingualism:

Evolving Perspectives on Immersion Education

As one of many pathways to bilingualism, language immersion education continues to proliferate in the U.S. and throughout the world. This conference on immersion education aims to bring together immersion educators in all languages, at all instructional and institutional levels, and in all contexts.

Targeted contexts include: foreign language immersion in more and less commonly taught languages, dual language immersion, and immersion for linguistic and cultural revitalization involving heritage and indigenous populations.

#### Conference Themes

Theme 1: Program Design and Development

Theme 2: Assessment and Program Evaluation

Theme 3: Immersion Pedagogy and Language Development

Theme 4: Policy and Advocacy

## Keynote Speaker

Fred Genesee, Professor of Psychology, McGill University, Montreal, Quebec.

### Featured Speakers

Kathryn Lindholm-Leary, Professor of Child Development, College of Education at San Jose State, San Jose, California

Roy Lyster, Associate Professor, Department of Integrated Studies in Education, McGill University, Montreal, Canada.

Myriam Met, Deputy Director, National Foreign Language Center, University of Maryland, College Park, Maryland.

Merrill Swain, Professor, Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education, University of Toronto, Toronto, Canada.

For more information: www.carla.mn.edu/institutes/2004/schedule.html



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

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

ACTIVITIES: Facilitate cooperation among organizations directly concerned with early language learning; facilitate communication among teachers, teacher educators, parents, program administrators, and

policymakers; and disseminate information and guidelines to assist in developing programs of excellence.

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

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

**JNCL-NCLIS MEMBER:** NNELL is a member of the Joint National Committee for Languages-National Council for Languages and International Studies.

FOR MORE INFORMATION: Visit the NNELL Web site at: www@nnell.org or email NNELL at nnell@wfu.edu

### **NNELL Executive Board**

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

Herricks Public Schools, 100 Shelter Rock Road, New Hyde Park, NY 11040, 1/117@columbia.edu (TERM 2003-04)

First Vice-President — Janis Jensen, World Language Coordinator

New Jersey Department of Education, 100 River View Plaza, P.O. Box 500, Trenton, NJ 08625-0500, janis.jensen@doe.state.nj.us (TERM 2003-04)

Second Vice-President - Helen Curtain, Ph.D., Associate Professor

University of Wisconsin-Milwaukee School of Education, Dept. of Curriculum and Instruction, Enderis 377, PO Box 413, Milwaukee, WI 53201, hcurtain@uvm.edu (TERM 2003-04)

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

Holliston Public Schools, 235 Woodland St., Holliston, MA 01746, caccavalet@holliston.k12.ma.us (TERM 2003-05)

Executive Secretary - Mary Lynn Redmond, Ed.D., Associate Professor

PO Box 7266/A2A Tribble Hall, Wake Forest University, Winston-Salem, NC 27109, redmond@wfu.edu. (TERM 2003-06)

Treasurer - Janet Glass, FLES Educator

Dwight-Englewood School, Englewood, NJ 07631, glassj@d-e.org and iguanaj@aol.com (TERM 2002-04)

Membership Secretary — Dianne Lough, Curriculum Media Center Coordinator

PO Box 7266/A2A Tribble Hall, Wake Forest University, Winston-Salem, NC 27109, nnell@wfu.edu

Past-President - Martie Semmer, Foreign Language Education Consultant

P.O. Box 139, Breckenridge, CO 80424, semmer@colorado.net (TERM 2003-04)

Learning Languages Editor - Teresa J. Kennedy, Ph.D., Adjunct Associate Professor

College of Education, University of Idaho, Moscow, ID 83844-3080, thennedy@uidaho.edu (TERM 2003-04)

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

Options for Language Education (OLÉ), 828 Camino Atalaya, Santa Fe, NM 87505, marihaas@mac.com (TERM 2002-04)

## **NNELL Appointments**

#### Positions:

- Membership Chair and Publisher Liaison Pamela A. Valdes, FLES Educator, Craig Middle School, 6501 Sunnyside Rd., Indianapolis, IN 46236, pamelavaldes@msdlt.k12.in.us
- National Networking Coordinator Jan Kucerik, Supervisor of World Languages, Pinellas County Schools, 301 4th St. SW, Largo, FL 33770, janet\_kucerik@places.pcsb.org
- Political Action & Advocacy Kay Hoag, FLES Educator Lexington Elementary School, 116 Azalea Drive, Lexington, SC 29072, kbhewitt@aol.com
- Public Relations Chair Liana Clarkson, World Languages Specialist, SSRC, Mesa Public Schools, 549 N. Stapley Drive, Mesa, AZ 85203, lclarkso@mpsaz.org
- Web site Editor Tony Erben, Ph.D., Assistant Professor
  Department of Secondary Education, University of South Florida,
  EDU 162, Tampa, FL 33620-5650, terben@tempest.coedu.usf.edu

#### Regional NNELL Representatives:

- Central States Representative Lynn Sessler Schmaling, FLES Educator, Clovis Grove School, 974 Ninth Street, Menasha, WI 54952, sesslerl@mjsd.k12.wi.us or sesslerlynn@aol.com
- Northeast States Representative Virginia Staugaitis, FLES Educator, Washington Primary School, 11 School Street, Washington Depot, CT 06794, vrstaug@aol.com
- Pacific Northwest States Representative Renate Brendler Grant, FLES Educator, The Evergreen School, 15201 Meridian Ave. N., Shoreline, WA 98133, rgrant@evergreenschool.org
- Southern States Representative Sylvia Amaya, FLES Educator, Campbell Park Elementary School, St. Petersburg. FL 33705, sylvia\_amaya@places.pcsb.org
- Southwestern States Representative Liana Clarkson, World Languages Specialist, SSRC, Mesa Public Schools, 549 N. Stapley Drive, Mesa, AZ 85203 lclarkso@mpsaz.org
- See the NNELL Web site at www@nnell.org for a listing of all state representatives.

# NNELL Membership Form

YES! I want to become a member of (or renew my membership to) NNELL. Please enter my subscription to Learning Languages (2 issues for the current academic year).

MEMBERSHIP FO	OR	м
---------------	----	---

Please renew/enroll me as a member of the National Network for Early Language Learning (NNELL). Check the Membership Option for your membership.
2004-2005 Academic School Year NNELL membership including a subscription to two issues of Learning Languages. (\$30.00; outside US \$40.00)
Lifetime Membership including a lifetime subscription to Learning Languages. (One payment of \$900.00; \$1200.00 outside US.
Payment may be made by check or money order (payable to NNELL). No purchase orders please.
Name
Preferred Mailing Address
City, State, Zip
Title or Grade Level
School or Affiliation
Is this an address change from last year?
Check whether this address is: Home School
Telephone: Day Evening
Email (Important! Please include):
Mail this form and your check (or money order) to: National Network for Early Language Learning Attn: Mary Lynn Redmond, NNELL Executive Secretary

National Network for Early Language Learning
Attn: Mary Lynn Redmond, NNELL Executive Secretary
Wake Forest University
P.O. Box 7266 / A2A Tribble Hall
Winston-Salem, NC 27109

Additional option: Credit Card Payment is available online only at www.nnell.org

DR. MARY LYNN REDMOND, Executive Secretary National Network for Early Language Learning P.O. Box 7266 / A2A Tribble Hall Wake Forest University Winston-Salem, NC 27109 PRESORT STD US POSTAGE PAID MOSCOW ID PERMIT 120

ADDRESS SERVICE REQUESTED