

FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 1 Number 1

Fall 1987

FLES NEWS Provides Vital Forum

Notes from the Chair

I am delighted to introduce the inaugural issue of *FLES NEWS*, a newsletter written by and for educators involved in the teaching of foreign languages to young children.

This newsletter has come about as a result of the growing awareness of the importance of introducing young children to foreign languages. The increasing number of elementary schools across the country offering foreign language classes led to the birth of a much-needed network for educators involved in early foreign language education.

Over the past six or seven years, FLES (Foreign Language in the Elementary School) teachers, program coordinators, and administrators have been getting together informally at regional and national conferences to share ideas and compare notes about materials, curricula, teacher training, and other common concerns of elementary school foreign language programs. At the annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL) in November 1986, participants in a FLES Networking Session suggested that the time was right to organize a national network to help promote the teaching of foreign languages in elementary schools.

Twenty-five of the FLES educators from the ACTFL session, representing foreign language programs in 16 states, met for a full weekend of meetings at the Center for Applied Linguistics on January 31 - February 1, 1987, to discuss the organization of a network that would facilitate communication among early language practitioners. By that Sunday afternoon, the "National Network for Early Language Learning" (NELL) was born.

The main objectives of the network are to facilitate communication and to provide information that will improve public awareness and support for early language learning. The main activities of the network will be to publish this newsletter, *FLES NEWS*, three times a year and to promote FLES, especially at local, regional, and national conferences.

The network is open to all who are interested in the field. Those on the mailing list will receive *FLES NEWS* (free of charge the first year) and are invited to promote early language learning by organizing and attending FLES sessions at local, regional, and national meetings.

The executive committee elected at the meeting includes: Carolyn Andrade (Ohio), Diane Ging (Ohio), Mari Haas, corresponding secretary (New York), Nancy Hess (New York), Melanie Klutts, recording secretary (Texas), Gladys Lipton, treasurer (Maryland), Kathleen Riordan (Massachusetts), and Nancy Rhodes, chair (Washington, D.C.). Marcia Rosenbusch (Iowa), also on the executive committee, was elected editor of *FLES NEWS*.

What is the nature of the network? The network is a forum for people interested in early language teaching. Whether we will stay affiliated with an organization or become independent is yet to be determined. At this stage, we want to wait and see how our needs and goals can best be met. We are now under the umbrella of the Center for Applied Linguistics and work closely with other organizations with similar goals, including American Council on the Teaching of Foreign Languages, Advocates for Language Learning, the Modern Language Association, the International Conference of Second/Foreign Language Acquisition by Children, Joint National Committee on Languages, and the American Associations of Teachers of French, German, and Spanish and Portuguese.

It is wonderful to now have a newsletter that will keep us abreast of what is going on in the field and provide us with a means for sharing information, ideas, and concerns. Of course, the success of this newsletter depends on you, the readers, and your contributions, reactions, and ideas. You are encouraged to submit articles, classroom activities, program descriptions, comments, etc., to the appropriate corresponding editor or to Marcia Rosenbusch, Editor, *FLES NEWS*, 300 Pearson Hall, Iowa State University, Ames, IA 50011.

Nancy C. Rhodes, Chair, NELL

Congratulations to the National Network for Early Language Learning on the publication of this first issue of its *FLES NEWS*. The newsletter should prove to be a welcome and useful resource for foreign language teachers in elementary schools throughout the country.

Jacqueline Benevento
President, ACTFL

Immersion Methodology: How Do Immersion Teachers Make Instruction in a Foreign Language Comprehensible?

Research efforts in immersion education during the 1960s and 1970s in both Canada and the United States focused almost exclusively on student achievement. Parents wanted to know if their children were reading at grade level or if their children were on par with their monolingual peers in mathematics concept development, for example. Principals and school officials turned to the results of longitudinal and comparative studies as empirical evidence that the immersion experiment was working. The accumulation of findings is impressive: children can excel linguistically and scholastically in immersion programs.

Attention is now turning to other areas of interest in immersion education. The focus of this study was immersion instructional methodology. The purpose of this study was twofold: 1) to describe the strategies and techniques used by experienced immersion teachers; and 2) to draw from the insights of work in other second language education programs such as bilingual and ESL (English as a Second Language) to suggest ideas that could be incorporated into immersion instruction. This article will focus on the first objective of the study. Forty-nine teachers representing five well-established immersion programs in the United States completed an extensive survey. The methodology section of the survey was divided into four categories of techniques that may be useful in teaching subject matter to children in their second language: language characteristics, extralinguistic aids, instructional techniques, and language error correction. Teachers were asked to rate the frequency with which they utilized these techniques on a scale from "always," on one extreme, to "never" on the other.

Results are presented by category. Ten of the eleven language characteristics listed received a mean score in the range of "very frequently." In order of ranking of frequency, they are: explicit teacher modeling, exemplification (the use of "for example," "for instance," etc.) repetition, redundancy, topic fronting (for example, "The *mission system* is what we talked about yesterday in class."), explicit marking of reference (e.g., greater use of nouns), explicit enunciation, controlled vocabulary, "here and now" focus, and use of short, simple sentences. Use of a slow rate of speech was ranked the least frequent in usage. In the second category, extralinguistic aids, teachers reported using body language "always"; realia and pantomime were used "very frequently" by these teachers.

The instructional routines that received mean scores of "always" were: predictability in instructional routines, drawing on general background knowledge to aid comprehension, varying teaching methods and activities, and use of clarification requests. Teachers also rated the following techniques as "very frequently" used: review of previously covered material; contextualizing with extralinguistic information (e.g., using pictures, titles of stories); using factual display questions (i.e., teacher already knows the answer); contextualizing with linguistic information (e.g., previewing vocabulary or grammar before a lesson); commanding with objects; and use of advance organizers (for example, outlines, partially completed lists, etc.). Finally, teachers rated indirect error correction methods of teacher modeling of correct response and request for repetition as error correction techniques that were used "very frequently."

In sum, immersion teachers report using a great variety of the strategies and techniques listed on the survey. The three highest rated techniques across the four categories were: 1) use of body language; 2) use of realia; and 3) drawing on general background knowledge to aid comprehension.

The second part of the survey asked the respondents to list three strategies from the list that they considered *most* important for immersion teachers to use in helping students understand material presented in a second language. Seven techniques were most frequently mentioned: 1) use of body language; 2) use of realia, visuals, manipulatives; 3) review of previously covered material; 4) repetition; 5) building redundancy into lessons; 6) drawing on general background information to aid comprehension; and 7) explicit teacher modeling.

The third section of the survey asked the teachers what, in their opinion, immersion teachers have to do *differently* from teachers in monolingual programs to teach subject matter in a second language. There were 47 responses to this open-ended section. The responses can be classified into five categories:

1. **Preparation.** Immersion teachers require more preparation time for curriculum development and translation of materials. Several teachers also noted that immersion

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FLES NEWS* is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, various teaching methods, recent research, upcoming conferences, and information on how to publicize elementary foreign language programs. *FLES NEWS* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES NEWS is published three times a year (fall, winter, and spring) by the NNELL: Marcia Rosenbusch, editor; Nancy Rhodes, network chair.

Contributing editors for the newsletter are by topic: *Classroom activities* Donna Grundstad, Iowa City Community School District, 509 S. Dubuque St., Iowa City, IA 52240; *Conferences* Melanie Klutts, Richardson ISD, 563 Blanning Dr., Dallas, TX 75218; *Funding information and new legislation* Kurt Muller, National Council on Foreign Language and International Studies, 45 John Street, Suite 1200, New York, NY 10038; *Publicizing FLES* Carolyn Andrade, Cincinnati Public Schools, 230 E. 9th Street, Cincinnati, OH 45202; *Research* E. Statzner, Longfellow Humanities Magnet School, 318 Moore St., St. Paul, MN 55104; *Resources* Myriam Chapman, Bank Street School for Children, 610 W. 112th St., New York, NY 10025 and Betsy Grob, 196 Bleeker St., c/o Little Red Schoolhouse, New York, NY 10012; *Teaching Methods* Carol Ann Pesola, College of Education, 125 Peik Hall, 159 Pillsbury Drive S.E., University of Minnesota, Minneapolis, MN 55455.

The first two issues of the newsletter will be distributed free of charge thanks to generous contributions from Addison-Wesley Publishing Co., American Association of Teachers of French-FLES Commission, American Association of Teachers of German, American Association of Teachers of Spanish and Portuguese, Gessler Publishing Co., McGraw-Hill Publishing Co., Northeast Conference on the Teaching of Foreign Languages, and various individual contributors. There will be a charge for the newsletter starting in spring 1988; subscription rates will be announced in the next issue.

To be put on the mailing list, please send your name and address to: Nancy Rhodes, *FLES NEWS*, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037. Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES NEWS*, National Network for Early Language Learning, as the source.

*Foreign Language in the Elementary School

National Survey Profiles FLES

The role of foreign language education in our schools, especially at the elementary level, has been under close public scrutiny during the last decade. Various education commissions, policy groups, state education agencies, and local school districts have recommended ways to enhance the teaching of foreign languages.

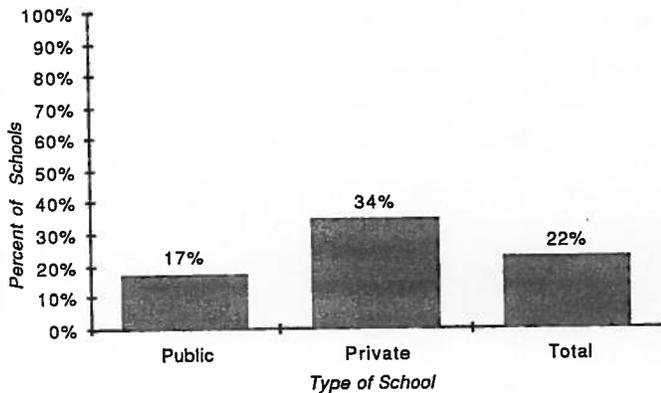
The Center for Language Education and Research (CLEAR), through funding from the U.S. Department of Education, addressed the issue of the status of foreign language instruction by conducting a national survey of elementary and secondary schools during the 1986-87 school year. A 4-page questionnaire on foreign language instruction was sent to a stratified random sample of approximately 5% of all elementary and secondary schools in the United States.

The elementary school results, compiled from questionnaires completed by principals and foreign language teachers at 1,416 elementary schools, are presented here. The respondents represented public and private schools, ranging from nursery school through grade 8, in all 50 states and the District of Columbia.

The main purpose of the survey was to provide a national picture of foreign language education at the elementary level (often referred to as "FLES" or foreign language in the elementary school). Results presented here will focus on seven major categories of information addressed by the survey: the extent of foreign language teaching at the elementary level, the interest level of schools not currently teaching foreign languages, languages taught, program types, scheduling, articulation, and major problems.

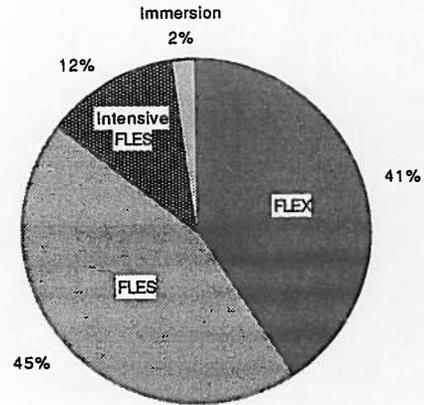
How extensive is foreign language teaching in elementary schools? Findings of the survey show that approximately one-fifth (22%) of all responding elementary schools offered foreign language classes. The percentage of private schools teaching foreign languages (34%) was exactly double that of public elementary schools (17%) (see Figure 1). Of those elementary schools that did not teach foreign languages, one-half said that they would be interested in having foreign language instruction at their school.

Figure 1: Percentage of Elementary Schools Teaching Foreign Languages (Public, Private, and Total)



What languages were most commonly taught? Spanish, offered by 68% of the elementary schools that taught language, was the language most commonly taught. It was followed by French (offered at 41% of the schools), Latin (12%), German (10%), Hebrew (6%), Chinese (3%), Russian (2%), and Spanish for Spanish speakers, Greek, and American Indian languages (each at 1%). Other languages taught by fewer than 1% of the elementary schools

Figure 2: Percentage of Elementary Schools Offering Various Program Types



Foreign Language Experience (FLEX)—The goals of this program are to get general exposure to language and culture, learn basic words and phrases, and develop an interest in foreign language for future language study. The aim is not fluency, but rather exposure to other language(s) and culture(s).

Foreign Language in the Elementary School (FLES)—The goals of this program are to acquire listening and speaking skills, gain an understanding and appreciation for other cultures, and acquire limited amounts of reading and writing skills. Lessons in early grades center around greetings, colors, numbers, food, days of the week, etc., and conversation focuses on topics children are familiar with e.g., family, pets, school. The teacher in this type of program may speak some English in the class.

Intensive FLES—The goals of this program are the same goals as in the above program but there is more exposure to the foreign language. This greater exposure includes language classes taught *only* in the foreign language or the foreign language being reinforced in other classes. There is coordination between foreign language teachers and other teachers so that language concepts are carried over into the regular curriculum.

Immersion—The goals of this program are to be able to communicate in the language almost as well as a native speaker of the same age and acquire an understanding of and appreciation for other cultures. At least 50% of the school day is taught in the foreign language, including such subjects as arithmetic, science, social studies, language arts.

included Czech, Norwegian, Persian, Portuguese, American Sign Language, and Welsh.

What types of programs are offered? Respondents were asked to characterize their programs as one of four types: foreign language experience (FLEX) (a *basic* exposure to language and culture), foreign language in the elementary school (FLES) (a focus on listening, speaking, and cultural skills), intensive FLES (FLES with additional language reinforcement), or partial/total immersion (subject matter taught *in* the foreign language). (Definitions of these program types, as listed on the questionnaire, are included with Figure 2.)

Nearly half the elementary schools that taught foreign language (45%) had FLES programs, 41% had FLEX, 12% had intensive FLES, and 2% had immersion programs (see Figure 2). These results show that the vast majority of schools offered programs that aimed at various kinds of introductory exposure to the language (FLEX and FLES), while only 14% of them (intensive FLES and immersion) had as one of their goals real communicative competence.

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Teaching Methods

Methodology for Foreign Languages in the Elementary School is surely as rich in diversity as is the methodology for all other parts of the curriculum at this level. Although in some discussions there have been references to a "FLES Method," in fact there is no single approach that is most effective with all children. It will be the purpose of this part of the newsletter to highlight the variety of teaching methods used successfully at the elementary school level.

While the program model and the goals of the individual school will certainly influence the choice of methods to be employed in each classroom, there are some elements that most successful methods for FLES have in common. Because most programs are dealing with children at concrete stages of cognitive development, successful approaches to FLES classes will emphasize concrete experiences and heavy use of realia, visuals, and physical activity. Teaching strategies found in the Natural Approach and in Total Physical Response have an obvious application to the FLES classroom because they incorporate many concrete experiences, especially in early stages.

Children also respond best to approaches that make the most of the interests and experiences related to their immediate environment. In immersion programs children experience their entire school environment, including the content curriculum, in the target language, with a dramatic effect on their growth in target language skills. The same philosophy guides many other approaches that promote language use rather than learning about language: a language experience approach to reading and writing, experiencing rather than discussing the culture of the target language, and incorporation of crafts and food activities all reflect an experience-based methodology.

Methodology for children is also most effective when it incorporates the child's love of drama and play. Use of games, role-play, action songs, and songs that tell a story can contribute to exciting and motivating FLES instruction. No subject area can tap the child's love and talent for fantasy better than the foreign language classroom. The FLES teacher can find many ways of bringing together the dramatic and creative talents of the elementary school child with the children's literature and folk and fairy tales of the foreign culture. There are many successful methods, for example, for storytelling and retelling, puppetry, and drama.

Effective methodology will also take seriously the child's need and motivation to communicate and will provide situations in which communication is natural and meaningful. Games are often used to develop this component within the FLES classroom. Penpals, classroom exchanges, and video letters are examples of other methods used successfully to promote the goal of communication.

Several relatively new developments in elementary school language programs offer opportunities and challenges. Research in second language acquisition suggests the need for an emphasis on the development of the listening skill, especially in early stages of language acquisition. Because earlier FLES programs so heavily stressed imitation and speaking, there is now a clear need for teachers to develop more systematic approaches to listening and to the evaluation of listening skills. As elementary schools place increasing importance on holistic education and on basic skills across the curriculum, foreign language teachers need to find ways to integrate these areas in the FLES classroom. Another current emphasis in elementary schools, global education, is clearly an area for which FLES classrooms can have much to offer and for which methods and techniques must be developed and shared.

The methodology section of the this newsletter will be devoted to discussing methods for dealing with specific, as

well as general, goals of FLES instruction. Some of the topics we will hope to address include: teaching culture, incorporating subject content, integrating FLES classes with the general curriculum, introducing reading, creating communicative language use situations, evaluation of student performance, and developing listening skills. The editor invites contributions from all readers, in the form of articles, book or article reviews, and suggestions for topics or references, in the hope that a wide spectrum of approaches and issues can be addressed.

Suggested References:

- Asher, J. (1986). *Learning Another Language Through Actions: The Complete Teacher's Guidebook* (3rd ed.). Los Gatos, CA: Sky Oaks Publications.
- Garcia, R. (1985). *Instructor's Notebook: How to Apply TPR for Best Results*. (J. Asher, Ed.) Los Gatos, CA: Sky Oaks Productions.
- Krashen, S., & Terrell, T. (1983). *The Natural Approach. Language Acquisition in the Classroom*. San Francisco: Alemany Press.
- Met, M. (1984). Listening Comprehension and the Young Second Language Learner. *Foreign Language Annals*, 17(5), 519-523.
- Strasheim, L. (1981). Language is the Medium, Culture is the Message: Globalizing Foreign Languages. In M. Conner (Ed.), *A Global Approach to Foreign Language Education* (pp. 1-10) Skokie, IL: National Textbook.

Teaching Methods Editor: Carol Ann Pesola

Resources

The focus of this section is to inform readers about teaching materials available to FLES teachers. Because most teachers have access to commercially published texts and materials, we will concentrate on books, teaching aids, curriculum materials, and guides that are less readily available. We will include reviews of records, tapes, and videocassettes as well. However, to be truly useful, we will need help from you. Please send us copies of materials you think we should review or let us know where we can obtain them. If you have an original curriculum you have used effectively in your classroom, send it to us as well. We, the FLES teachers, can be our own best resources.

60 Chansons, 60 Musiques et 6 Nœls. (1978). Centurion Jeunesse. Paris: Editions du Centurion. Available through the French and Spanish Book Corporation. 610 Fifth Avenue, New York, NY 10020.

This delightful book is a collection of French children's songs and includes modern songs as well as traditional ones. You will find familiar and less familiar standards such as "Fais dodo, Colas, mon petit frère," "Mon Ane," "Ne pleure pas, Jeannette," some Brassens songs including "La cane de Jeanne," and charming contemporary songs such as "La Meulasse." Each song includes the music and is printed on a tear-out sheet. Songs that are also games are clearly explained. FLES teachers who are tired of teaching "Sur le point d'Avignon," will find a wealth of materials here and the certainty that they are transmitting authentic culture.

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Publicizing FLES

Two basic goals have been established for the Publicizing FLES section of the newsletter: 1) to provide readers with information about developing positive school and community support for early second language learning and 2) to provide readers with concrete information in support of early language learning from research studies, as well as from opinion-shaping quotations from educational and political leaders.

Districts currently operating successful elementary school programs are encouraged to share their experiences in this section. Among other things, readers will be interested in knowing what factors came together to get the program started, what individuals or groups of individuals provided the initial leadership, what activities involved the educational community as well as the community at large, and what part the foreign language program has played in shaping community opinion.

In this inaugural issue of FLES NEWS the Cincinnati experience may provide an idea or two for districts just beginning their programs and for well-established programs looking for other ideas.

Although the Cincinnati Public School District offers a wide variety of specialized "magnet" school programs, from creative and performing arts to physical education and computers, the foreign language magnet program is the largest, serving about one-quarter of the total magnet program enrollment. The fact that each year children learning two languages continue to score well above national averages in both reading and mathematics enhances the position of foreign languages among parents with school-age children.

In part, the established success of the K-5 programs in French, German, and Spanish led the district to consider expanding the number of languages available in the elementary school. Several language-specific task forces were established and charged with the preparation of program proposals. Each task force included members from the local educational, industrial, or business communities. In addition to a description of the program, each proposal contained a rationale for the program, the student needs to be addressed by the program, and a list of the sponsoring groups. Early in 1985 four proposals were selected, and the Academy of World Languages welcomed its first students that September, offering them Arabic, Chinese, Japanese, and Russian.

All parents of children new to a foreign language magnet receive an initial orientation prepared by principals and central office staff. In addition to the expectations of their child's individual school, parents learn:

- how learning another language enhances overall academic performance,
- how parents can assist their children, without being bilingual themselves,
- what techniques the foreign language teachers use to put the children at ease in the new language environment,
- what special features are included at the middle school level (including a travel/study experience to the native speaking environment),
- why it is important to make a K-12 commitment to language learning,
- what language fluency students may realistically achieve by grade 12.

In addition to this initial orientation for kindergarten and first grade parents, additional sessions are scheduled each year for upper elementary and middle school parents to reiterate the above and to answer specific questions about the transition from elementary to middle school or middle school to high school.

A newsletter, published by the central office four times a year, serves as an interschool link between students, parents, and teachers of each language. Students in fourth grade and older are encouraged to submit their work in the target language. Promoting a broader audience for student writing provides recognition for the author and added opportunities for success among readers at various grade levels. The Parent's Page of each issue contains articles related to current research, local student achievement, or special interest stories.

Another vehicle for bringing an international and intercultural awareness to the regular school curriculum has been the establishment of the International School Partnership Program. This program establishes a continuing interaction between schools in communities across national borders. The International School Partnership Program Committee includes business representatives, educators, and community members. Together they help plan and implement mutually beneficial exchanges of curriculum materials, art work, school newspapers, magazines, traditional products, and in some cases, students and teachers. The nature of each partnership is limited only by the imagination of the partners. This program is open to any school in the district. To date, 18 Cincinnati public schools are in some stage of contact with 27 foreign schools or agencies.

The Cincinnati Public School District continues to demonstrate its commitment to providing quality elementary school foreign language programs and to promoting an awareness of our participation in a world community. The combined efforts of business and community leaders, coupled with the positive attitudes of parents, the academic success of the students, and the dedication of teaching staff make a winning combination.

Publicizing FLES Editor: Carolyn Andrade

NAESP Resolution Supports FLES

On March 31, 1987, at its national convention in Orlando, Florida, the National Association of Elementary School Principals (NAESP) passed a resolution in support of the teaching of foreign languages in the elementary school. The resolution states:

NAESP believes that foreign language proficiency is important for students who will live in the twentieth-first century. NAESP therefore urges principals to consider the inclusion of instruction in a foreign language as a regular component of the school's instructional program.

The following rationale was given by NAESP in support of this resolution:

NAESP recognizes that today's students live in a nation characterized by ethnic and linguistic diversity—a diversity that is likely to continue and, perhaps, even increase in coming years. The growing economic interdependence of the United States and its trading partners requires that tomorrow's citizens be competitive in the world marketplace. The ability to express oneself in and to understand languages other than English contributes to success in that competition.

Conference Information

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information to be included in the newsletter to the appropriate Contributing Editor. Please include: conference dates, name of the organization, theme, location, address for further information, and date of session proposal deadline.

September 25-26, 1987: METHODS III, CONFERENCE ON MODERN LANGUAGE TEACHING. Cedar Falls, IA. Reinhold Bubser, Department of Modern Languages, University of Northern Iowa, Cedar Falls, IA 50614-0504.

October 16-19, 1987: ADVOCATES FOR LANGUAGE LEARNING (A.L.L.). Theme: "Learning Other Languages: A National Priority." Washington, DC. Jane Reeves, 611 McNeill Road, Silver Spring, MD 20910.

October 30-31, 1987: ANNUAL CONFERENCE FOR FOREIGN LANGUAGE TEACHERS. Youngstown, OH. Renee Linkhorn, Department of Foreign Languages, Youngstown State University, Youngstown, OH 44555.

November 18-25, 1987: AMERICAN COUNCIL FOR TEACHERS OF FOREIGN LANGUAGES. Theme: "New Challenges and Opportunities." Atlanta, GA. ACTFL, 579 Broadway, Hastings-on-Hudson, NY 10706.

November 18-25, 1987: SOUTHERN CONFERENCE ON LANGUAGE TEACHING. Atlanta, GA. James Gates, Spelman College, Atlanta, GA 30314.

December 27-30, 1987: MODERN LANGUAGE ASSOCIATION CONFERENCE. San Francisco, CA. MLA, 10 Astor Place, New York, NY 10003.

March 18-19, 1988: SECOND/FOREIGN LANGUAGE ACQUISITION BY CHILDREN: THEORETICAL ASPECTS & PRACTICAL APPLICATIONS. Chicago, IL. Dr. Rosemarie Benya, East Central University, Ada, OK 74820-6899.

Conferences Editor: Melanie Klutts

Immersion Methodology from page 2

teachers must have an excellent understanding of the subject matter since they have to spend so much preparation time devoted to materials development.

- Vocabulary Development.** The second category, which was frequently mentioned, was vocabulary development. Because students lack both basic and specialized vocabulary, immersion teachers must concentrate on systematic vocabulary development.
- Additional Instructional Techniques.** The third category of open-ended comments dealt with additional techniques that immersion teachers considered essential in subject matter teaching. Two themes emerged. First, immersion teachers need to provide more direction and structure to second language learners. This point has multiple pedagogical implications—from setting standard ritualized classroom routines to providing concrete and specific instructions for assignments. Secondly, the immersion teachers reiterated the need for extensive use of realia and visual presentations to connect and reinforce language to concrete referents, particularly in the lower grades. They emphasized hands-on involvement to incorporate as many sensory modes as possible.
- Culture.** The teaching of culture was the fourth category mentioned in the open-ended comments. Immersion teachers need to know the culture of the second language community and strive to integrate it into the curriculum.

- Personal Attributes.** Finally, many additional skills were listed that related to a set of personal attributes required of immersion teachers. They must be patient and flexible because lesson preparation and delivery often take more time. They must be comfortable being good actors since there are great demands for body language and pantomime. They must know the foreign language well and feel comfortable using it both for academic instruction and interpersonal interaction (including classroom management and discipline). Finally, they must have the desire and interest to create a classroom environment in which students feel comfortable using the foreign language for all communicative purposes.

The results of this study provide a vivid description of the varied strategies and techniques that immersion teachers incorporate into their instructional repertoire to make subject matter comprehensible. Immersion teaching involves much more than simply taking the standard school curriculum and teaching it in a foreign language. Pre-service and in-service training are required to adequately prepare teachers for the challenge of immersion teaching.

A more detailed discussion of the study is available in a handbook developed for prospective immersion teachers. If you are interested in obtaining a copy, please write to: Ann Snow, Center for Language Education and Research, 1100 Glendon Ave., Suite 1740, Los Angeles, CA 90024.

Dr. Marguerite Ann Snow

Dr. Snow is a member of the professional research staff at the Center for Language Education and Research at UCLA where she conducts research on second and foreign language education.

Research Editor: E. Statzner

Fullbright Teacher Exchange

The United States Information Agency has announced details of the 1988-89 Fulbright Teacher Exchange Program that involves a one-on-one exchange for foreign language teachers at the elementary, secondary, and postsecondary levels with teachers overseas. The 1988-89 overseas exchange programs will involve Argentina, Australia, Belgium/Luxembourg, Brazil, Canada, Colombia, Denmark, the Federal Republic of Germany, France, Iceland, the Netherlands, Norway, Panama, South Africa, Switzerland, and the United Kingdom.

The program also provides opportunities for teachers to participate in summer seminars from three to eight weeks in length. During the summer of 1988, seminars will be held in Italy and the Netherlands.

The deadline for receipt of completed applications is October 15, 1987. For application and further information, contact:

Fulbright Teacher Exchange Program
E/ASX
United States Information Agency
301 Fourth St., S.W.
Washington, D.C. 20547
(202) 485-2555

Classroom Activity Suggested

Title: The Map

Objective: The students will demonstrate comprehension of directions and geographical locations and will ask and answer questions regarding where they are, where they are from, and where they go.

Materials: A large map of the target country—traced on the floor with masking tape or on a large sheet of plastic, such as a table cloth. Paper and markers for labels.

Procedure: Students make labels for cities and other places of interest in the target country. As a special project, they are encouraged to make castles out of milk cartons or shoe boxes; beach umbrellas for the beach areas; boats; mountains out of papier mâché; etc.

A student (or students) stands on the country and is instructed by the teacher or other students to move physically from one place to another.

The map can function as a visual for question/answer activities reviewing common phrases such as:

Where are you from?

Where do you live?

Where are you now?

Where do you work?

Where is _____ located?

Contributor: Marcela M. Gerber, Foreign Language Coordinator, The Hockaday School, 11600 Welch Road, P. O. Box 299000, Dallas, TX 75229-2999

Classroom Activities Editor: Donna Grundstad

National Survey from page 3

This should be kept in mind when evaluating foreign language instruction across the country. Even though one-fifth of elementary schools offered foreign languages, only 14% of that one-fifth (3% overall) offered a program in which the students were likely to attain some degree of communicative competence.

When are the classes taught? Despite the difficulty of fitting foreign language classes into the already crowded elementary school curriculum, the vast majority (89%) of elementary schools that offered foreign languages were indeed making room for foreign language study during the school day. The rest of the schools offered classes before or after regular school hours or on weekends.

What happens to these students when they leave the elementary school? An important component of any foreign language program is the long-range planning for continuation of instruction from elementary school through middle school and high school. However, 31% of elementary schools reported no plans for articulation at all. Students who had studied a foreign language in those elementary schools are placed in Level 1 foreign language classes along with students who have had no prior contact with the language. Forty-nine percent of the schools reported that students who had studied a foreign language in elementary school could enroll in more advanced classes (which may or may not have been designed to build on their prior experience).

What do principals and FLES teachers see as the major problems confronting foreign language instruction in their schools? The majority of public and private schools said that a shortage of funds was a serious obstacle. Other major problems mentioned were shortage of teachers, lack of quality materials, inadequate sequencing, lack of established curriculum, and inadequate in-service training. The problem of time in the school day, while not listed as a possible response option, was written in by numerous respondents. Many of these respondents called for more class time to teach foreign languages and for scheduling during regular school hours. Several commented that language instruction had to compete with other subjects and activities for students' attention and time.

The profile of FLES in the United States revealed by the survey shows that foreign language instruction in some form is currently being offered in just over one-fifth of the elementary schools. The majority of those classes are not aimed at overall fluency, but have as their goals a general exposure to language and the development of basic listening and speaking skills. Language classes are usually taught during the school day, but many schools have trouble scheduling the classes or allowing enough time in the already crowded curriculum. Further, schools have had trouble articulating their programs into already established middle and high school programs.

In addition, interest in starting up elementary language programs at schools not currently teaching language is widespread. Many schools, for a variety of reasons, are not able to develop a language program, although the actual number of programs has increased since 1981 when a comparable survey was conducted by the Center for Applied Linguistics.

Implications of the survey results for foreign language education at the elementary level are clear. Efforts to increase language learning by children can be strengthened in the following ways: (1) by improving articulation patterns for those schools that already offer foreign language classes in the early grades, (2) by encouraging the establishment of new programs, particularly those that aim at a high degree of proficiency, (3) by devising creative ways to fit language classes into the early grades, and (4) by addressing the major problems outlined by principals and teachers, including shortage of funding, lack of teachers, lack of quality materials, lack of established curriculum, and inadequate in-service training. Organizations such as NNELL can help coordinate the efforts to improve FLES teaching by providing a forum through this newsletter to present innovative ideas and offer solutions to common problems.

For additional information on the survey, including secondary school results, please write for a copy of *U.S. Foreign Language Instruction at the Elementary and Secondary School Levels: A Nationwide Profile*. Write to: CLEAR, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037.

Nancy C. Rhodes and Rebecca Oxford, Center for Language Education and Research, Center for Applied Linguistics, Washington, DC

An updated list of total and partial immersion programs in the U.S. is now available. For a free copy, please write to:

Tara McCallum, Center for Language Education and Research, 1118 22nd St. NW, Washington, DC 20037

Resources from page 4

Suarez Weiss, P. *Reir, Jugar, Hablar*. (1987). New York: Gessler. 900 Broadway, New York, NY 10003-1291.

This is a short activity program for elementary and junior high school students. It covers a limited number of topics: colors, days of the week, months, meals (breakfast, lunch, dinner), and a birthday celebration. The vocabulary is reinforced through jingles and poems written by the author. The booklet contains games, puzzles, and activities that can be used as a supplement to your own curriculum. A 75-minute videotape accompanies the booklet.

Resources Editors: Myriam Chapman and Betsy Grob

NNELL Meeting Planned

The National Network for Early Language Learning (NNELL) will provide an opportunity for current and future FLES practitioners to share ideas, common problems, solutions, and strategies at the annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL) in Atlanta, Georgia, November 18-25, 1987. The content of the session entitled "FLES Network Meeting: National Network for Early Language Learning" will be determined by the participants.

Marcia H. Rosenbusch, Editor
FLES NEWS
Department of Foreign Languages
and Literatures
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

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