

FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 1 Number 2

Winter 1987-88

The Louisiana Report: Second Language Study Improves Basic Skills

One result of the current national outcry for excellence in education has been renewed public interest in foreign language instruction at the elementary level. Although most curricular specialists endorse foreign language instruction, some controversy exists as to when it should start, which children would benefit most, and whether the always limited resources of time and money would not be better allocated to instruction in basic skills.

Proponents of early instruction argue that the cognitive consequence of foreign language study may have a positive impact on basic skills acquisition. In theory, exposure to a second language at the elementary level increases a student's general cognitive level insofar as the student becomes aware that a word and the thing it represents are independent entities. This is thought to enable a student to reach a level of abstraction not otherwise so readily available (Lambert, 1981). General cognitive functioning, as well as exposure to parallel language systems, is often linked to increases in native language skills (Lambert, 1978).

The Louisiana study was designed to determine the impact of elementary foreign language programs on basic skills acquisition. Only school systems and grades that provided second language instruction for a total of 150 minutes/week (typically 30 minutes/day) were included. Subjects were 13,200 students in third, fourth, and fifth grades who had not been exposed to a foreign language in the home, had not repeated a grade in 1985, and whose 1984 and 1985 Louisiana Basic Skills Tests results (used to estimate academic talent) were available. In order to determine whether foreign language instruction had different effects on different subgroups of students, both foreign language (FL) and non-foreign language (NFL) groups were matched for race, sex, and grade level.

Results of this study indicate that regardless of their race, sex, or academic level, students in foreign language classes outperformed those who were not taking foreign language on the third, fourth, and fifth grade language arts sections of Louisiana's Basic Skills Tests (see Figure 1). Foreign language study appears to increase the scores of boys as much as girls, and blacks as much as other races. This finding supports the notion that, beginning as early as the third grade, second language study facilitates the acquisition of English language skills.

Although FL students at all the grade levels in the analysis showed higher scores than NFL students on language arts, the

advantage was more than doubled for FL students in the fifth grade. Third and fourth grade FL students, however, also showed a significant overall advantage over NFL students. The results of this study suggest that foreign language study aids, not hinders, the acquisition of English language arts skills. Students who are performing poorly in reading and language arts should be encouraged, not discouraged, from participating in foreign language study.

Acquisition of basic math skills is more difficult to interpret. Overall, there was neither a significant advantage nor disadvantage for FL students on the Basic Skills math sections. Once again, the results show that students of different races and sexes responded in much the same way as far as foreign language study was concerned. There was, however, a significant difference in FL and NFL students with respect to grade level. That is, FL and NFL students performed differently depending on which grade was tested. Fourth grade FL students showed some disadvantage compared with NFL students, but by fifth grade FL students were performing better than NFL students.

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NNELL Thanks Its Friends

NNELL thanks its friends who made possible the distribution of the first two issues of this newsletter free of charge:

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Ohio Foreign Language Association
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Thank you!

Teaching Language Through Content—Creative Ideas for the Teacher

*Myriam Chapman, Bank Street School for Children
Betsy Grob, Little Red Schoolhouse
Marij Haas, Bank Street Summer Language Institute
New York City*

What better way is there to teach a second language than to integrate the core curriculum into the language class? Why not teach math concepts in the French class? Or teach geography facts in the German class? Krashen and Terrell (1983) say that language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning. In content-based instruction, content areas from the core curriculum are integrated and reinforced in the second language class.

Social studies, science, geography, and math are subject areas that can successfully be reinforced in the second language. The neighborhood is a topic in the social studies curriculum for seven-year-olds. The second language teacher can reinforce concepts and introduce vocabulary that support and enrich the study of this topic. A trip around the block to look at the cars on the street or fruits in the market can be the starting point for teaching vocabulary for colors and numbers. Shapes can be taught by looking at buildings, windows, doors, wheels on baby strollers, and tires on cars. These concepts can be brought back into the room by drawing pictures and writing a simple book about them, painting a mural, graphing the information, and talking about them in the target language. The curriculum can also be expanded and a cultural element added by comparing and contrasting neighborhoods in other parts of the world.

Science also lends itself to content-based instruction. When nine-year-olds are studying the pond environment, the second language class can parallel and enlarge upon this study by introducing vocabulary related to pond life, animals, and birds. The vocabulary can be classified, dramatized, graphed, and a pond environment can be built and talked about in the target language.

When thirteen-year-olds study geography, the concepts introduced in the geography class can be used to teach about the countries where the target language is spoken: France or French-speaking Africa, Puerto Rico, or Germany. Vocabulary for directions (north, south, east, and west) and land forms (continent, island, mountain, etc.) can also be learned in the target language. Students can manipulate puzzles, build plasticene models, and do fantasy travel to the country.

Content-based instruction provides a solution to the problem of taking time away from the core curriculum. Since "specials" are usually added on to the core curriculum, the elementary school teacher often feels intruded upon when yet another specialist comes into the room. With content-based instruction, however, the language teacher works in partnership with the classroom teacher, enriching and adding a multicultural dimension to the curriculum. Paintings, stories, songs, and games in the second language have a place in the classroom because they relate to the ongoing classroom curriculum.

As in any new situation, language teachers need to spend time educating supervisors and principals about the value of content-based instruction. When administrators are convinced of the importance of this method of teaching the second language, they may want to find ways of providing longer periods of time for language instruction.

The job of creating a content-based curriculum with appropriate materials falls to the second language teacher. As yet there is no book to tell teachers how to go about this task. Teachers need to be creative and innovative. In order to prepare a content-based second language curriculum the teacher has three basic tasks: (1) to establish a relationship with the core teacher, (2) to choose areas in the curriculum for use in the language class, and (3) to create curricula that are developmentally appropriate for children.

Observing the core classroom might be a first step in establishing a relationship with the core teacher. It is important to talk to the teacher, to find out about the curriculum content, and to share your ideas with him or her. Start with a topic in the curriculum that you feel comfortable with and "plug" into that, or start with something that the teacher feels passionate about.

If you do not feel comfortable with any part of the curriculum of the core classroom, you may want to find a specialized area that interests you more. Classes such as art, music, and physical education lend themselves very well to second language instruction. Get to know the teachers of these subject areas to see if there is a possibility for a cooperative effort. Team efforts don't necessarily have to last the entire year. A joint curriculum that lasts one month may be the best way to start.

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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 National Network for Early Language Learning: Marcia Rosenbusch, editor; Nancy Rhodes, network chair.

Contributing editors for the newsletter by topic are: *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.

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Subscription rates are \$8/year, starting with the 1988-89 year. (Send in your check by March 1988 and you will receive the spring 1988 issue free.) Please send your check to: Gladys Lipton, Treasurer, National Network for Early Language Learning, P. O. Box 4982, Silver Spring, MD 20904.

FLES NEWS wants to hear from its readers. Send letters to: Nancy Rhodes, *FLES NEWS*, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1.

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

Notes from the Chair

We have been pleasantly overwhelmed during the past few months by your letters and requests to be put on our mailing list. We now have over 1,800 on our list and it's growing every day. There is certainly a tremendous interest in early language learning from all over the country—requests are coming in not only from elementary teachers but from middle and high school teachers, university professors, administrators, and parents. Please help us serve your needs by keeping us informed of your interests and the types of articles you'd like to see included in *FLES NEWS*.

From what we've heard, our readers have been involved in a variety of networking activities since NNELL was formed less than a year ago. Many FLES practitioners participated in the Advocates for Language Learning Conference in Washington, DC, in October, while others have been organizing FLES swap shops and networking sessions at local, state, and national foreign language conferences. Still others are writing articles for national magazines and journals. Keep up the good work and do keep us informed of your activities.

Nancy C. Rhodes

Letter from a Reader

Dear NNELL:

I am about to become a father for the first time and I happen to speak four languages: English, French, Creole, and Spanish.

My perplexity lies from what I have been hearing about children in the U.S. that are introduced to more than one language. (I've heard that) children whose households speak other languages lag in school, get low reading scores, and are usually placed in special learning classes. How true is this in the U.S.?

I am disturbed by these sayings. Whereas in Africa, my ancestors' home, the majority of the people speak more than one language and yet their ingenuity thrives.

Please send me as much information as possible.

Roland Solomon, Brooklyn, New York

Dear Mr. Solomon:

We were delighted to receive your letter because your concerns are exactly what we hope to address in this newsletter.

Please be assured that what you have learned from your experience growing up in a bilingual country is exactly correct. Bilingualism does have a positive effect on intellectual growth. In fact, learning a second language at an early age actually enriches and enhances a child's mental development.

Since the United States has traditionally not thought of itself as a multilingual nation, we are only gradually coming to realize the extraordinary benefits of bilingualism. As non-native English speaking children learn English in our schools, we are encouraging English speakers to study other languages and cultures. Our goal is to develop a language competent society. We want to be able to communicate with others from around the world without depending on them to speak our language or to translate for us.

For more information on the benefits of bilingualism, we recommend the book, *Mirror of Language: The Debate on Bilingualism*, by Kenji Hakuta (Basic Books: New York, 1986), which discusses the positive correlation between bilingualism and intelligence. Also, the Center for Applied Linguistics has available a one-page handout, *Benefits of Being Bilingual*, as well as *Useful Resources for Immersion and FLES*

Programs, (both available from: John Karl, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037).

Congratulations on your soon-to-be-fatherhood. May your child be as quadrilingual as you are!

Sincerely,
NNELL

News from Washington

Jamie B. Draper, JNCL / NCLIS*

The year 1987 has been a busy one for Congress, and the language and international studies field has been getting its share of attention. There are over fifty pieces of legislation pending before Congress dealing with issues in this field.

An example of this legislation is the Senate version of an omnibus education bill. This bill, S373, includes reauthorization of Title II of the Education for Economic Security Act (for math, science, and foreign language instruction) through which states would receive matching funds for elementary and secondary language programs. Authorization levels for such funding would be \$22 million for 1989, increasing to \$25 million in 1993. Additionally, \$1 million would be authorized for the creation of Presidential awards for 104 foreign language teachers: one elementary and one secondary teacher from each state, the District of Columbia, and the Commonwealth of Puerto Rico. A "Star Schools" program, which would establish telecommunications networks for the teaching of math, science, and foreign languages, would be authorized at \$100 million.

This bill did pass in the Senate on December 1, 1987, by a vote of 97 to 1. In order to be put into effect, the bill must now be funded through appropriations. We are optimistic that funding will be approved and increased support for language instruction at the federal level will become a reality during 1988. For more information on language legislation, contact: JNCL/NCLIS, 20 F Street NW, Washington, DC 20001; (202)783-2211.

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

Funding Information and New Legislation
Editor: Kurt Muller

Classics Teachers Form FLES Committee

The Executive Committee of The American Classical League is pleased to welcome the Elementary Teachers of Classics as an *ad hoc* committee of The American Classical League.

The Elementary Teachers of Classics has been formed:

- to nurture and support the teaching of classics at the elementary level;
- to provide a forum for intellectual stimulation, dialogue, and development;
- to foster collegial collaboration among educators at all levels;
- to participate in and sponsor conferences and seminars;
- to disseminate teaching materials appropriate to elementary curricula.

To become a charter member of the Elementary Teachers of Classics, please write to: The American Classical League, Miami University, Oxford, OH 45056.

Activities for Your Classroom

Title: At the Clothing Store

Objective: To identify items of clothing by price or description.

Materials: Blackboard, bulletin board, or flannel board; construction paper or flannel board frame for a "store window"; doll clothing, flannel board clothing, or paper doll clothing; and price tags to place next to clothing in the window.

Procedure: The teacher asks questions about the visuals, for example, How much is the yellow dress? Or Which item costs \$10? The teacher then directs the students to ask and answer similar questions. The students can also role-play as the clerk and the customer, asking and answering questions. This activity can be expanded to include metric sizes or prices expressed in the foreign currency.

Contributor: Kendall Burns
North Polk High School
Alleman, IA 50007

Title: White Elephant Sales

Objective: To comprehend large numbers by bidding on items and paying for items bought and to become aware of similarities and differences in the money systems of the U.S. and the target culture.

Materials: Envelopes of play money representing currency in the target culture (amounts according to numbers students have learned); "white elephant" items brought in by students; and a container for items (sack or box).

Procedure: All items brought by the students are placed in a sack or box. Students do not know for which item they are bidding. They only see the item after all bidding on the item is complete. The teacher calls out bids, for example, starting with 500 and going up by 100's until there are no more bids. The teacher then goes back to the last 100 and raises the bid more slowly. Students raise their hands as long as they are willing to keep bidding on the item. The student who wins the bid will use play money to pay for the object, which is his or hers to keep.

Contributor: Neva Christensen
Iowa City Community School District
Iowa City, IA 52240

Classroom Activities Editor: Donna Grundstad

Louisiana Report from page 1

The most significant predictor of success on the 1985 Basic Skills mathematics sections was the previous year's (1984) Basic Skills language scores. Insofar as FL study is related to increases in language scores, and the language scores predict math scores, one would expect that FL study would eventually help raise math scores. Some explanation on this order may

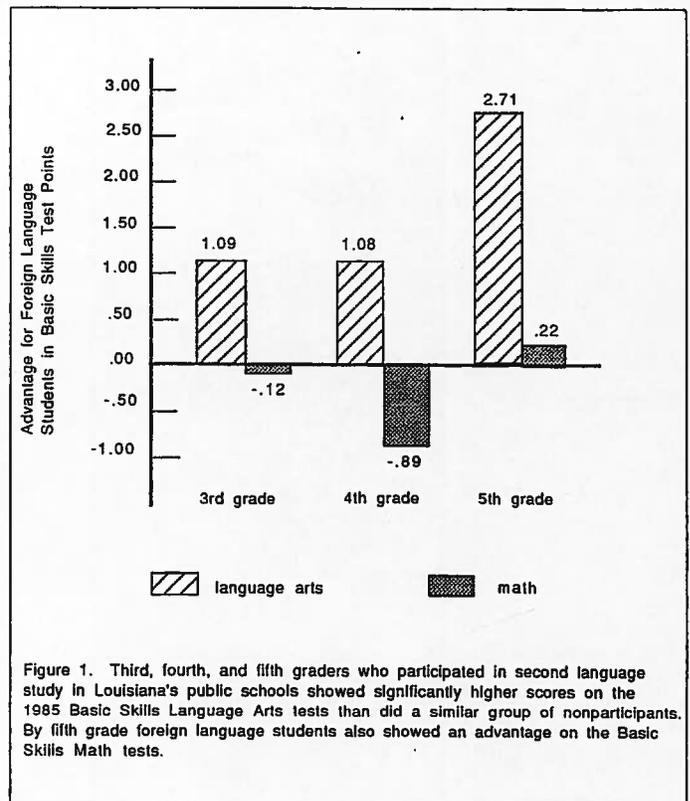


Figure 1. Third, fourth, and fifth graders who participated in second language study in Louisiana's public schools showed significantly higher scores on the 1985 Basic Skills Language Arts tests than did a similar group of nonparticipants. By fifth grade foreign language students also showed an advantage on the Basic Skills Math tests.

account for the turnaround for FL students in math at the fifth grade.

Results of this study confirm what educators have been speculating about for years—foreign language study at the elementary school level improves students' abilities in English language arts. Although results are not conclusive for the influence of foreign language on math skills, by the end of fifth grade foreign language students were outperforming their non-foreign-language peers in math skills as well as in English skills.

References

Lambert, W. E. (1978). Some cognitive and sociocultural consequences of being bilingual. In J. E. Alatis (Ed.), *International Dimensions of Bilingual Education*. Washington, DC: Georgetown University Press.

Lambert, W. E. (1981). Bilingualism and language acquisition. H. Winitz (Ed.), *Language and Foreign Language Acquisition* (pp. 9-22). New York: New York Academy of Sciences.

This article is based on a 1986 report prepared by Eileen A. Rafferty, Bureau of Accountability, Office of Research and Development, Louisiana Department of Education. Copies of the complete report can be obtained by writing to: Perry M. Waguespack, Acting Director, Foreign Languages, Louisiana Department of Education, Post Office Box 94064, Baton Rouge, LA 70804-9064.

Research Editor: E. Statzner

Conference Sessions: Tips for the First-Time Presenter

Carol Ann Pesola
University of Minnesota/Concordia College, Moorhead, MN

Many classroom teachers feel that presenters at conferences are always "someone else," people with more time, more experience, and more expertise. In fact, well-organized presentations by classroom teachers are the most popular sessions at conferences because they tend to be practical and immediately useful. If elementary school foreign language programs are to thrive, teachers need to share their ideas about teaching and demonstrate the success and importance of their programs. Classroom teachers who have never presented before are needed to propose sessions at state, regional, and national conferences.

The first step is understanding how conference programs are developed. Although major speakers, such as keynote and general sessions speakers, are invited by the program committee and usually paid for their services, it is rare for a special invitation to be issued to speakers for the individual, small-group sessions at any conference. In most cases presenters have submitted session proposals, usually on a form designed specifically for each conference. These forms are often available at the conference itself for the next year's program, or they may be requested from the program chair or from officers of the organization. Deadlines for submitting proposals range from six to ten months in advance of the conferences.

Typically a program form will request the following information: title of presentation; name, school affiliation, address, and telephone for all who are presenting; abstract or brief description of session content; intended audience for the session; proposed length of session; and audio-visual equipment required.

The best-received sessions are usually those that are *presented* rather than *read*. Like the teacher in the classroom, the presenter who is sharing information from a well-planned outline rather than reading or reciting a word-for-word script is both more effective and more credible. Other guidelines for teaching also apply to planning a conference session:

1) Present something you know well and are enthusiastic about. The list of possible topics is endless: a technique that has worked very well for you, an approach to language skills or culture, a way of using unusual materials or of using familiar materials in a new way, a class project you are excited about, or a successful method for encouraging parent interest.

2) Demonstrate your technique, don't just talk about it! The audience in your session will enjoy becoming your class for a few minutes and they are likely to remember an idea longer if they have experienced it.

3) Use visuals liberally and make them of the highest quality possible. Teachers like to see the materials you actually teach with, the work your students produce, and slides or videotapes of class activities. Any or all of these can help put your point across. Choose slides and videotapes carefully; if you are uncertain about the quality of a slide or a segment of videotape, leave it out.

4) Overhead transparencies are very useful for reinforcing your main points. Be sure that the print is large enough, and that you limit the amount of information on each transparency. The primary typewriter produces copy that is a good size (2xPica) for transparencies. If you must use a regular typewriter to print your information, find a copying machine that enlarges the print size. Some microcomputer programs can also produce effective masters for transparencies. When you letter

Continued on page 7

Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the conferences editor.

1988 Conferences

February 25-27: Southeast Conference on Foreign Languages and Literatures. Ruth M. Mésavage, Rollins College, Box 2616, Winter Park, FL 32789.

March 18-19: Third International Conference on Second/Foreign Language Acquisition by Children: Theoretical Aspects and Practical Applications. Chicago, IL. Rosemary Benya, East Central University, Ada, OK 74820-6899.

April 7-10: Northeast Conference on the Teaching of Foreign Languages. New York, NY. Richard Williamson, Northeast Conference, Box 623, Middlebury, VT 05753.

April 13-16: Central States Conference on the Teaching of Foreign Languages (in conjunction with the Southwest Conference on the Teaching of Foreign Languages). Denver, CO. Gerard Ervin, Slavic Dept., 232 Cunz Hall, Ohio State University, Columbus, OH 43210.

May 6-7: Pacific Northwest Council on Foreign Languages. Eugene, OR. Dianne W. Hart, Foreign Languages and Literatures, Oregon State University, Corvallis, OR 97331.

FLES Training Workshops, Summer 1988

Summer opportunities for specialized training for FLES teachers are listed with the contact person from whom application information can be requested. For publication in the spring issue, send international, national, and regional training opportunities to the Conferences Editor.

June 30-July 30: Third Annual Summer Language Institute. New York, NY. Mari Haas, Bank Street Graduate School of Education, Summer Language Institute, 610 West 112th Street, New York, NY 10025. (212) 865-5382. Session includes two weeks travel in France or Mexico. Session also available June 30-July 15 without travel.

July 12-29: National FLES Institute. Catonsville, MD. Dr. Gladys Lipton, Coordinator of Foreign Language Workshops, University of Maryland/Baltimore County, Department of Modern Languages, Catonsville, MD 21228. (301) 455-2109. Application deadline: March 31, 1988.

Conferences Editor: Melanie Klutts

Resources for Your Classroom

Bébémex, Minimax, Kilimax, Animax, Maximax. (1987). Paris: L'Ecole des Loisirs. Available through Dorothy Guellac, P. O. Box 362, 4 Wolf Road, Croton-on-Hudson, NY 10520.

This French language book club for children sends books to subscribers from the well-known children's publishing house, L'Ecole des Loisirs. Some of the books are classic English titles translated into French such as the book for very young children, "Le coucher de Max," by Rosemary Wells, but other books are French titles. There is even a collection of Chekhov stories for older children. The books are sent air mail direct from Paris. Sample prices are: \$46.00 for seven books for the *Bébémex* set (toddlers through kindergarten age) and \$54.00 for a set of eight books for the older children. This book club is recommended for parents who want to help their children improve their French language skills, but we think the books can be a valuable addition to any classroom library.

Lipton, G. C. (1988). *Practical Handbook to Elementary Foreign Language Programs*. Chicago: National Textbook Company. 4255 West Touhy Avenue, Lincolnville (Chicago), IL 60646-1975.

This handbook is an extremely thorough guide to foreign language programs in the elementary school. A glance at the table of contents reveals the breadth of the book: What is FLES?; Why FLES?; Goals and Objectives; How to Organize Programs; What is the Content of FLES?; Teaching the Four Skills and Culture; Methods of Teaching Foreign Languages in the Elementary Schools; Evaluation; Selection of Materials; and How to Get Publicity for Your Program.

This guide discusses the role of parents in a foreign language program, teacher training and recruitment, how to develop strategies for teaching gifted and less motivated students, and how to develop and obtain evaluations and assessments. Four appendices are included: a sample lesson each for FLES, FLEX, and immersion programs, games for the classroom, sample programs, and a selected bibliography.

The chapter entitled "Why FLES?" will be especially useful for teachers who may need to convince parents and administrators of the value of teaching foreign languages at the elementary level. New teachers will find definitions of the latest methodologies and how to apply them. Experienced teachers will have a source book that covers a wide range of topics. The text is always informative and practical. The author favors an eclectic approach to teaching which draws on the experience of the past as well as the discoveries of the present.

Resources Editors: Myriam Chapman and Betsy Grob

Publisher Announces Foreign Language Initiative

Addison-Wesley Publishing Company announces a new Foreign Language publishing initiative that will target the development of skill-focused materials to complement or serve as alternatives to existing K-12 foreign language materials in French, Spanish, German, Italian, and Latin. This initiative, from planning to development and publication of materials, is being undertaken in consultation with Dr. Myriam Met, Foreign Language Coordinator K-12 for the Montgomery County (Maryland) Public Schools.

The new Addison-Wesley materials will address the needs of beginning, intermediate, and advanced learners, and will stress the development of students' foreign language proficiency in listening, speaking, reading, writing, and cultural awareness. In addition, the new product line will strive to incorporate higher-order thinking skills and teach language learning strategies. To the fullest extent possible, the materials will also be flexible, motivating students, and integrated with the culture of the target language.

Addison-Wesley recognizes that there are many foreign language professionals who have ideas for materials or who have already developed high-quality materials which, if published, would be welcomed by their colleagues. If you are interested in taking part in this project, write to the following address for a complete description of the criteria for materials and the guidelines for submitting a proposal: Lise Ragan, Executive Editor, World Language Division, Addison-Wesley Publishing Company, Reading, MA 01867.

Language through Content from page 2

All of us who work with children know that five-year-olds learn differently from nine-year-olds. In order to teach children effectively, it is important to keep in mind how they learn at different stages. Younger children, for example, are very concrete and learn by doing; older children can think in more abstract terms. The curriculum must reflect these differences.

At Bank Street School for Children and the Little Red Schoolhouse the focus of our work is on educating the whole child in ways that are appropriate to that child's development. Content-based second language instruction has been very successful in our own teaching. Even though it takes time and planning, this approach opens a whole new way of teaching second languages to children. Content-based instruction can be an exciting and rewarding experience for the children. It makes second language learning a partner with the other subject areas.

References

Krashen, S. and Terrell, T. (1983). *The Natural Approach*. Hayward, CA: Alemany Press.

Teaching Methods Editor: Carol Ann Pesola

Conference Presentation from page 5

transparencies by hand, use lined paper as a guide and use colors liberally. If there is a cartoon that seasons what you have to say, enlarge it before you use it as a transparency master. If your district has an audiovisual coordinator, s/he might help you prepare your transparencies.

5) Your audience will thank you if you enable them to use your idea themselves, rather than just telling them how it worked for you. This involves the extra step of giving complete directions, background information, contact information, bibliographies, modeling of the technique of the process, or whatever assistance or experiences are suggested by your topic.

6) Handouts are an important means of helping your audience to get the most out of your presentation. Consider duplicating your outline or key information so the audience can listen carefully to what you have to say instead of scrambling to take notes. Sample activities, directions, materials lists, and bibliographies are other useful handout possibilities. Many seasoned conference-goers count any presentation as a good one if the handouts are numerous and useful. Ask the program chairperson how many handouts you should expect to bring for your session. Put your name and school on all your handouts and include an address and a phone number if you are willing to be contacted after the conference.

7) Plan for changes of pace and focus even in a one-hour session. Give your listeners a chance to participate in your demonstration, to exchange ideas with a partner, or to contribute to the development of your presentation through a brainstorming exercise. If possible, plan five to ten minutes at the end of the session for audience questions and sharing.

8) As soon as you arrive at the conference, check the room scheduled for your session so you know what special challenges or opportunities it might present. Find out whom to contact if you have problems with equipment or the physical surroundings during your session and how to reach them quickly. Arrive at your session well before it is scheduled, so you don't have to rush to get ready at the last minute. You may have to wait until another session ends before yours can begin; if so, have friends

and colleagues on hand who can help you get organized quickly. Check all your audiovisual equipment before the session begins and be sure projectors are focused and tapes are wound to the exact point at which you want them to play.

9) Don't be distressed if a few people leave during your presentation. This happens in every session for a variety of reasons, most of which have nothing to do with the presenter. Some people always try to attend at least two sessions at every time slot and they will leave no matter how good your session is. Others have meetings to attend or preparations to make for their own presentation. A few individuals will leave any session immediately after they receive the handouts. For this reason it is often a good idea to wait to distribute handouts as they are needed or to announce that they will be available at the end of the presentation.

10) Enjoy your session! You have an interesting topic, it is well prepared, and everyone in the room is there because they want to hear what you have to say. The faces of adults don't always reflect their interest, especially early or late in the day, so pick out one or two responsive participants and draw your encouragement and energy from them.

The rewards of making a conference presentation can be numerous and very satisfying. Most important, you will make a connection with colleagues who have interests similar to yours as you contribute to the vital process of sharing and networking. You will find that presenting at a conference is much like teaching a class; you will have the same good feelings when things have gone well. You will discover, and demonstrate, that good ideas deserve to be shared. You may also find that your presentation results in higher visibility and greater appreciation for your program within your school and in positive attention from your administration. You will learn from experience that good conference programs are not the work of "someone else," but of people like you, who take the time and make the extra effort to share.

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The ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL) operated by the Center for Applied Linguistics, is one of a nationwide network of 16 clearinghouses funded by the U.S. Department of Education that constitute ERIC (Educational Resources Information Center). ERIC's objective is to make current developments in educational research, instructional methodology, and teacher/administrator training readily accessible to the public.

ERIC/CLL collects and disseminates information in the following areas: foreign language education (for both commonly and uncommonly taught languages), psycholinguistics and psychology of language learning, theoretical and applied linguistics, bilingualism and bilingual education, English as a second or foreign language, and intercultural communication.

ERIC/CLL is actively seeking developed-teacher classroom materials, curriculum guides, masters' theses, and research reports to consider for inclusion in the ERIC data base. Please submit any relevant materials you or your school district may have to the ERIC/CLL address in the next column.

The following ERIC resources are available on FLES:

Foreign Language in the Elementary School: State of the Art, by Linda Schinke-Llano, available from Prentice-Hall, Inc., Book Distribution Center, Route 59 at Brook Hill Dr., West Nyack, NY 10994 (1985, 133 p., \$9.33).

Q&A Fact Sheets (4 pages each; free)

- *Foreign Language Learning and Children: The Parental Role*
- *Foreign Language Immersion Programs*
- *Teaching Foreign Language with Realia:*

ERIC Digests (2 pages each; free)

- *Exploratory Foreign Language Courses in the Middle or Junior High School*
- *Personal Benefits of Foreign Language Study*

Ready-Made Computer Searches of ERIC Data Base (\$10 each)

- *FLES Programs and Materials* (33 pages, 103 citations)
- *Foreign Language Immersion Programs* (28 pages, 89 citations)

Send your order, including a self-addressed stamped (37¢) envelope for every 5 free items requested, to: **Bill Code, ERIC/CLL, 1118 22nd St. NW, Washington, DC 20037.** (Envelope not necessary when ordering computer searches.)

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FLES NEWS
Department of Foreign Languages
and Literatures
300 Pearson Hall
Iowa State University
Ames, Iowa 50011