

FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

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Spring 1988

State Involvement in FLES Increases

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The number of elementary school foreign language programs in this nation has increased during the last decade. The desire to add FLES programs to the curriculum appears to have been influenced in part by the publication of the report, *A Nation at Risk: The Imperative for Educational Reform* (1983), which suggested that foreign language study for proficiency outcomes begin in the elementary grades. As the number of FLES programs has grown, so has interest in discovering to what extent state legislatures and departments of education are supporting the fledgling FLES programs.

This article reports on data obtained from a survey on state involvement in FLES. For this project, questionnaires went to the 1987 state foreign language supervisors represented in the National Council of State Supervisors of Foreign Languages. Responses came from 49 states, the District of Columbia, and American Samoa. The focus of this report is on state mandates, funding, FLES teacher preparation programs, and certification requirements.

State Mandates

Five states reported having a state law or regulation mandating the inclusion of foreign languages in elementary schools in grades K-6. The strongest regulation is found in the law of **North Carolina**, which became effective in August 1987. This law mandates that by 1993 every child take a second language in grades K-5 and that school systems provide a program in at least one second language for all students in K-12.

In **Louisiana**, an articulated foreign language program in grades 4-6 (30 minutes daily) is required for academically able students and is optional for all others. "An academically able student is one who is functioning at grade level. . ." Implementation of this program started in grade 4 in 1985-1986 and was scheduled to extend upward at least one grade each year.

Continued on page 4

NNELL Thanks Its Friends

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

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Ohio Foreign Language Association
Wellesley College

Thank you!

Wingspread Initiates FLES Dialogue

Notes from NNELL Chair Nancy C. Rhodes

The Johnson Foundation hosted a two-day consultation in early February at their Wingspread conference center in Racine, Wisconsin. The purposes of the meeting were to explore issues in elementary school foreign language instruction and to consider the possibility of a national project to set forth guidelines for policy and practice in the field.

The Wingspread meeting brought together 29 leaders in the foreign language field including teachers, administrators, researchers, and foreign language organization representatives as well as national education association officers and Wingspread executives.

The Johnson Foundation, which has closely followed educational reforms during the last decade, is concerned that most U.S. students do not study a second language and that of those who do, most do not develop facility in the language

Continued on page 5

CLEAR Searches for Materials

CLEAR wants your teaching materials! The Center for Language Education and Research (CLEAR) at the Center for Applied Linguistics is conducting a search of specific foreign language materials, curricula, and programs in the more commonly taught languages (French, German, and Spanish) and in some of the less commonly taught languages (Arabic, Chinese, Japanese, and Russian) at the K-12 level. Their goal is to assist the networking of various school districts across the country and to provide information for language educators in new and established programs.

Specific areas covered include (1) FLES, FLEX, and immersion materials, curricula, and programs; and (2) specialized materials for integrating foreign language and content, i.e., content-based language materials (science materials in French, math in German, etc.).

The materials received from educators, schools, and publishers are annotated and listed in the CLEAR data base. The materials themselves are kept in the CLEAR Materials Center for reference and, with the author's permission, are also submitted to the ERIC Clearinghouse on Languages and Linguistics.

If you or your school district have materials or curricula that fit the scope areas, please send a copy to CLEAR for inclusion in the data base.

Periodically, computerized searches are made for various languages and content areas. These *Annotated Bibliographies of Foreign Language Materials* are available upon request. Currently, searches are available in Chinese, French, German, Spanish, and Native Spanish at the elementary level. The content areas included are Health/Science, Social Studies/History, Math, Language Arts/Second Language, and Music/Art/PE. To request a search, please write to the address listed below and indicate the language, level, and content area(s) you wish to receive. Please send your request by June 30, 1988, and include your summer mailing address.

Send materials and requests for searches to Karen Willetts, CLEAR, Center for Applied Linguistics, 1118 22nd St., NW, Washington, DC 20037.

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

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

August 19-23: American Association of Teachers of Spanish and Portuguese. Denver, CO. AATSP, P. O. Box 6349, Mississippi State, MS 39762-6349.

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.

June 6-July 1: Methods for Foreign Languages in the Elementary School. Moorhead, MN. Carol Ann Pesola, Director. For application forms contact: Office of Admissions, Concordia College, Moorhead, MN 56560.

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 11-14: Foreign Language in the Elementary Schools. Ashland, OR. Lauren Schaffer, Instructor. For application forms contact: Division of Continuing Education, Southern Oregon State College, Ashland, OR 97520. Preregistration is required by July 1, 1988.

July 12-29: 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.

Conferences Editor: Melanie Klutts

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. 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

Speak Out for FLES!

Including FLES, FLEX, and Immersion

Gladys C. Lipton, University of Maryland,
Baltimore County, Maryland

If you have a strong conviction that FLES is important in children's lives, then you should learn how to "go public" and tell the FLES story. Although many people believe in the teaching of foreign languages to children, few people know how to communicate information, facts, and support, and even fewer have the inclination to speak out in public.

The thrust of this article is to point out ways to communicate your convictions. To sit idly by while policymakers, school board members, and others make decisions that are not always based on the complete picture can be extremely frustrating. To speak out, contributing to more informed decision making, can be highly satisfying, even when the decision may not conform to your convictions. At least you made the effort! At least you gave some input that may not have been available elsewhere!

The "where" of speaking out is often dictated by the particular locality. It may be at a meeting of the local PTA, the district school board, the county council, a citizen's forum, or a taxpayers' meeting. No matter where the setting, you should be ready to communicate your ideas.

The "what" of speaking out is determined by a number of local issues. It may be based on a study committee's investigations of whether or not to initiate a FLES program. It may be providing specific facts and figures of programs throughout the state. It may be reporting the results of a parent survey. It may be responding to specific questions about the value of early study of a foreign language.

Presentation Guidelines

1. *Do your homework.* Listen, read, absorb the facts, learn as much as you can about the specific topics under discussion.
2. *Be fair.* Even if you are completely convinced that your point of view is paramount, you have greater credibility if you present all points of view, including opposing opinions. This is an opportunity to show that you have grasped the entire picture, not just a small area.
3. *Be honest.* When you do not know something, admit it. If you have failed to get some needed information, admit it. There is no point in trying to talk your way out of a situation of this type. Of course, if time permits, you should be the person who will bring back the needed information.
4. *Be enthusiastic.* Half the battle in convincing others is showing how enthusiastic you are about a particular topic. Show your enthusiasm in your voice (it should be loud enough to be heard), in your gestures and body language, in your visuals (if you need them to present facts and figures), and in your total charm and personality.
5. *Remind your audience about some of the problems and the cautions that must be part of the planning process.* This aspect need not be completely negative. It is, however, part of your efforts to be fair and honest so that the children have the most outstanding type of program of foreign language instruction. Merely jumping on a popular bandwagon will not ensure excellence!

To illustrate an exemplary way of speaking out about FLES, I have included part of a paper written by one of my teacher-participants in a recent FLES methods course at the university. The assignment was to write a paper that would be the basis of a presentation before a local school board.

Good evening, ladies and gentlemen. My name is Norma Bourdin, and I teach French at the Gibson Island Country Day School. It is a pleasure for me to be speaking to you about a truly exciting subject to me—teaching foreign language in the elementary school, better known as FLES.

In trying to decide how I would make you understand how important it is to begin a FLES program, I talked with parents and teachers, many of whom said to me that by adding a foreign language to a child's schedule, it would take time away from other subjects, both in school and in study time at home. Some people also said that the foreign language would only confuse the child in the study of English and reading.

I thought about giving you research figures and data which say that the child will probably do better in all of his or her subjects, especially English, and perhaps, have a more mature attitude toward school. But then I decided that I would let my own students tell why they think it is important to learn a foreign language. My fourth and fifth grade students (who have studied French with me since kindergarten) said: "If you travel to a foreign country, you can speak the language, give and receive directions, take care of any accident or medical emergency." "You can go to a restaurant and know what you will be eating, and count your money when buying something." "You will be able to ask questions and make friends in another country." "It is important for your own life experience and knowledge to know something that people around the world know, like knowing a secret code that your parents don't know!" "You could translate for others who don't know the language, communicate with relatives in your family who live in a different country." "It is fun to learn something new: words, games, songs." "You can even have penpals." "I would be ready for a college/university course and people will not think I'm ignorant!" "I can do

I would like to close with a statement which reflects my own philosophy of teaching, printed by the National Association of Independent Schools: "The study of foreign language is a liberating discipline that not only improves the student's listening and speaking proficiency, but also frees him/her from narrow national bonds, that makes him/her aware of the diversity of cultures, that sharpens rational powers, and, above all, that makes the student more aware of the fundamental importance of language."

We can all learn to be effective communicators, particularly when we have strong convictions. Go for it! Speak out for FLES!

Resources for Your Classroom

Curtain, H. A. and Pesola, C. A. (1988). *Languages and Children - Making the Match. Foreign Language Instruction in the Elementary School*. Reading, MA: Addison-Wesley.

This book is a wonderful advocate for the teaching of foreign languages at the elementary level. The tone of the book is thoughtful as well as practical, and reflects the creative approach to teaching and the broad experience of the authors. Several principles underly the book: foreign languages are a vital part of children's education; communication is the goal of language learning; children acquire language best through activities that are communicative, age-appropriate, concrete, content-based, and culture-based; and much can be learned from the success of immersion programs that can be applied to FLES programs.

The authors discuss several important topics in depth: the practical and theoretical considerations that go into choosing, planning, and developing a FLES program; activities and materials that develop communication in the classroom; fantasy-based experiences to promote an understanding of culture; ways of evaluating students and programs; and materials and resources for the classroom (both teacher-made and commercial). Since the book is intended as a methods text as well as a sourcebook for teachers and administrators, each chapter concludes with a chapter summary, questions for study and discussion, and a reading list. There are five appendices, which include model lesson plans, extensive lists of sources for classroom supplies, and professional information. Everyone connected with the teaching of languages to children will want to read this book because of its excellent presentation of the issues that concern us.

Dobb, F. (1987). *Annotated Bibliography of Materials for Elementary Foreign Language Programs*. Available from Fred Dobb, Consultant in Foreign Languages, California State Department of Education, 721 Capitol Mall, P. O. Box. 944272, Sacramento, CA 94244-2720.

This bibliography includes basic materials for the most popular FLES languages and the less commonly taught ones, such as Hebrew, Japanese, and Arabic. Many of the materials for French and Spanish may be familiar, but it is good to have them all listed together. If you are looking for materials in other languages, particularly German (which has four pages of listings), this bibliography can be very useful.

Resources Editors: Myriam Chapman and Betsy Grob

State Involvement from page 1

Hawaii's Board of Education agenda includes a resolution requiring the teaching of a foreign language in grades 3-6. In New York, public school students graduating in 1992 and 1993 must have completed at least one unit of study in a second language at some time during grades K-9, and those graduating in 1994 and after must have had at least two units.

Arkansas's Standard for Accreditation "requires exercises in foreign languages in the elementary school curriculum" to be satisfied by instruction in foreign language(s), or instruction and

activities in culture, or a combination of foreign language and culture instruction. Accompanying this standard is a strong recommendation that foreign language exercises be a part of the instruction at each grade level.

Kansas is one state that has an optional plan for elementary foreign language study. The Kansas State Board of Education has approved accreditation standards requiring that by 1990 all school districts provide opportunities to study a foreign language for at least two years at the high school level or the equivalent at the elementary level (Draper, 1987).

In other states, voices advocating the study of foreign languages in elementary schools are also heard. Two states have already set up a special task force: **Arizona**, to review the feasibility of requiring foreign languages; and **Georgia**, to prepare program models and to implement strategies. In **Mississippi**, where there is no mandate for foreign language study, the language included in the Curriculum Structure spells out in detail the requirements for the teaching of culture and the development of listening and speaking skills in a foreign language in grades K-3 and for the addition of reading and writing skills in grades 4-6.

Funding

Five states have special funds available to establish FLES programs: Florida, Iowa, Louisiana, Maine, and North Carolina. In **North Carolina**, the legislation mandating FLES study was accompanied by the Appropriations Act of 1985, thereby enabling the phasing in of foreign language study in all school systems and the hiring of foreign language teachers. In **Iowa**, two types of FLES grants have been available from the Iowa Department of Education - program planning and program implementation. Draper made note of the appropriation by the Iowa state legislature of "\$400,000 for technical assistance and grants in support of elementary and secondary foreign language education."

A description of the Louisiana Quality Support Fund, which was established from a \$600 million settlement with the federal government over disputed oil and gas revenues, was reported by Draper. This fund generated the \$1.9 million available at the beginning of the 1987-1988 school year for elementary foreign language programs. The Board of Elementary and Secondary Education has passed a requirement that "all school systems establish at least one model foreign language program at the fourth grade level." The FLES program started in 1982 in Florida provides funds on a matching basis with local districts. Twenty-three school districts participated in 1986-1987 with 174 teachers and 50,000 students in 294 public and private schools.

Teacher Preparation Programs

Fifteen respondents indicated that FLES teacher preparation programs are available through state-supported teacher education institutions, either as programs leading to certification, or as special workshops for providing FLES instructional strategies.

In **Arkansas**, several types of preparation programs have been developed and funded by federal, state, or university sources. Title II Education for Economic Security Act (EESA) funds were used to establish a program in the summer of 1987 for the preparation of elementary teachers for foreign language teaching through immersion in French and Spanish. (See the article by Ford and Hassell on page 6). Through university funding, an experimental class offered to elementary teachers at

Activities for Your Classroom

Activities for Your Classroom

Title: **Family Ties**

Objective: To express familial relationships

Materials: 8 1/2" x 11" face cards of members of two different families with first and last names of the family member on each card. Cards could be teacher- or student-drawn pictures, or magazine cutouts. Yarn.

Procedure: Both sets of family face cards are placed by family group in the center of the circle. Students in turn use pieces of yarn to connect family members and verbally express the familial relationships demonstrated. The complexity of what is said by the students will vary according to the level of the class. The student could point to a picture and say in the target language "The brother" or "the father." The more advanced student could generate a complete sentence such as "Anna is Susie's mother."

Contributor: Lynn Haire, Ferndale Public Schools, Ferndale, MI 48220

Classroom Activities Editor: Donna Grundstad

Wingspread from page 1

studied. Furthermore, foundation executives have observed that the best practices in language instruction are generally not common practice. They are keenly interested in pursuing issues in elementary school foreign language instruction – an area that has not been specifically addressed in the school reform movement.

Topics

Participants initiated group discussion by brief introductory presentations on such topics as

- When should instruction begin?
- On what basis should foreign languages, including rarely taught major world languages, be selected for instruction?
- What does research have to say about language instruction in elementary schools?
- What teaching techniques, tools, technology, and tests are useful?
- What qualifications and training are necessary for elementary school foreign language teachers?
- What program options do elementary schools have?

The discussions brought into focus the issues of greatest importance, such as teacher preparation, that need to be addressed in detail in future meetings.

Next Step

What is the next step? The Johnson Foundation will report on the conference in the June 1988 issue of *The Wingspread*

Journal (copies available from The Johnson Foundation address below). A follow-up committee has been appointed to carry out the long-term goals of the meeting. Committee members are Christine Brown, Helena Anderson Curtain, Madeline Ehrlich, Frank Grittner, Maria Ramirez, Edward Scebold, G. Richard Tucker, and Myriam Met, Chair.

Future Agenda

The follow-up committee's first task is to select its agenda from the following recommendations of the group: approach national organizations to put elementary school language instruction on the agenda of their national conventions, develop guidelines for school decision-makers, develop a research agenda, organize a national conference, develop a plan for a national project comparable to "A Nation of Readers," develop ways to bring the profession together on behalf of elementary school foreign language instruction, and contact foundations for financial support for the follow-up committee and for projects. The follow-up committee will be meeting shortly to consider these recommendations.

NNELL is very pleased with the initiative taken by The Johnson Foundation to sponsor the preliminary meeting. We would like to take this opportunity to thank them for their support of early language learning. We urge our readers to contact members of the follow-up committee to offer ideas and suggestions. *FLES NEWS* will keep you informed of the Wingspread committee's activities as it carries out its agenda.

Note: Two radio programs produced at the conference are available on cassette in the "Conversations from Wingspread" series. They are "America and the Foreign Language Crisis" (with G. Richard Tucker and Maria Ramirez) (order R-1356) and "Schooling Ourselves to Talk to the World" (with Myriam Met and Madeline Ehrlich) (order R-1357). To order, write CASSETTE REQUEST, Attn. Susan Poulsen Krogh, Director, Public Information and Program Extension, The Johnson Foundation, Box 547, Racine, WI 53401-0547. The foundation will provide these cassettes in reasonable numbers to educators without charge.

Teacher Preparation Information Requested

As part of a two-year project to expand foreign language teaching to the lower grades, the National Council on Foreign Language and International Studies is developing guidelines for curricula to prepare teachers for K-8 foreign language programs. The National Council is soliciting descriptions of existing curricula leading to teaching credentials for elementary school language teaching. From institutions that offer individual courses oriented toward teaching this age group, the National Council is seeking copies of course syllabi. For general methods courses, offered by either a language department or an education department, with a component devoted to the target group (K-8), the National Council would appreciate simply notice of the existence of such a course. Please address all correspondence to the project director: Dr. Kurt E. Müller, NCFLIS c/o The American Forum, 45 John Street, Suite 1200, New York, NY 10038

Summer Institute in Language Awareness Offered to Elementary School Teachers

*James F. Ford and Jon B. Hassel,
Department of Foreign Languages
University of Arkansas, Fayetteville, Arkansas*

During the period 1983-1985, we directed summer institutes for middle school teachers of foreign languages. During the course of preparing for these institutes and through contacts with in-service teachers and administrators, we have been led to rethink the role of first and second language study in the elementary and secondary schools. We strongly believe that language awareness should begin in elementary school through an introduction to linguistic and cultural differences not only across national boundaries but also within the United States. In order to achieve these goals, we conducted a four-week summer institute for 37 in-service elementary school teachers from the mid-South region, funded by the National Endowment for the Humanities. The teachers studied two interrelated problems of language: the nature of language in general and its critical position in humanistic study and the question of second language acquisition with its concomitant literary and cultural manifestations.

We addressed the first issue because we feel strongly that a knowledge of language and linguistics is at the very heart of a humanistic education, since it is the foundation on which all further humanistic study is built. A greater awareness of how language functions should have a dual impact: it should foster the development of interpretive skills not only in literature but also in a wide variety of communicative exchanges and it should lead to a greater sensitivity to language variation, which will promote greater cross-cultural and cross-societal understanding. We think that every elementary school teacher should have an introduction to the basic principles of general linguistics, the building blocks of language awareness.

We also think that teachers should understand the nature of language acquisition, both first and second, and should study the contrasts between standard English and varieties of non-standard English. From a practical standpoint, having some knowledge of both first and second language acquisition, the teacher will be better prepared to foster the transition from spoken language to the more formal reading and writing activities that take place during the elementary years. Moreover, a better understanding of the nature of language variation should not only make the teacher more sympathetic to dialect differences but also prepare her/him to help nonstandard speakers make this transition. This is especially important in our region and in many large metropolitan areas in which there is a large population of nonstandard-English speakers.

In order to develop a greater cross-cultural view of the world, the second part of the institute's core focused on the culture and language of France and Mexico. We read and discussed with the participants both literary texts and socio-anthropologic studies. Each participant read two novels, one French and one Mexican, and a cultural study on each region. They were also introduced to some of the basic lexical, grammatical, and phonetic elements of French and Spanish. Our rationale for an introduction to foreign language learning was twofold: We believe that the experiential process of learning a second language supports and enhances the theoretical discussions of how language works, of how language is acquired, and how language reflects cultural differences. Secondly, it provides the teachers with enough basic skills and learning activities to begin exploratory language in their classrooms.

Obviously, what little language training the elementary teachers received in four weeks would not be sufficient for anything more than a very limited exploratory unit, but we thought that it would have two more far-reaching consequences: 1) they may be motivated to continue foreign language study; 2) they will have a better awareness of how language works and will be prepared to deal with language variations in their classrooms. In-service teachers are highly pragmatic and want theoretical considerations supported by practical classroom activities. Therefore, we provided materials including texts, tapes, visual materials, songs, games, etc., which they could integrate into their classrooms. Having the exposure to two Romance languages and cultures opened up a rich field of inquiry. Not only did it permit cross-cultural comparisons between our modern American culture and the two Romance cultures, but also the differences between the two foreign cultures were explored.

The participants were divided into two groups: A and B. For the first two weeks, group A studied French culture and language while group B studied Mexican culture and Spanish language. The schedule was reversed for the final two weeks. Throughout the four weeks of the institute, all students studied basic linguistics in the "Nature of Language" segment. We believe that the objectives were achieved in all aspects of the institute and that it was a highly successful and enriching experience for the participants.

We had a three-part process of evaluation:

- 1) Participants completed a questionnaire in which they had the opportunity to comment on their institute experience.
- 2) An outside evaluator, Al Gage, Supervisor of Modern Foreign Languages for the State of Oklahoma, observed during the first two and the final two days of the institute and provided us with a narrative report.
- 3) A local teacher and an administrator observed and evaluated the activities of the institute.

At present, we are completing follow-up visits to the participants' schools. We discuss with them the impact of the institute in their classroom. We also try to meet with principals and supervisors in order to make them aware of the goals and objectives of the institute. We have found this activity to be one of the most personally satisfying aspects of the project. We found the institute experience both highly rewarding and enlightening. The participants were extremely pleasant to work with and were highly motivated. This experience indicates to us the profound need for programs designed to promote the professional growth of in-service elementary teachers.

Publicizing FLES Editor: Carolyn Andrade

JOB OPPORTUNITY

WANTED: Full-time Spanish-speaking second grade teacher for partial immersion program. Qualification for Oregon certification required. Salary range: \$18,530-\$34,743 annually, depending on experience and training. Excellent benefits. Send resume, cover letter, and three recommendations to Patricia Ryan, Personnel Department, Portland Public Schools, P. O. Box 3107, Portland OR 97208-3107. (503) 249-2000, X533. Position begins August 31, 1988.

State Involvement from page 4

the University of Arkansas at Fayetteville exposed them to native cultural informants from ten different world cultures and helped them develop strategies for the inclusion of foreign language and cultural studies in the curriculum. During the summer of 1988, two FLES preparation projects will be available through funding from the Arkansas Department of Education. One of these projects will focus on French and Spanish immersion-style preparation for elementary teachers. In the other, elementary teachers and secondary foreign language teachers will collaborate on designing linguistic/cultural experiences for elementary students to be implemented by advanced-level foreign language high school students.

The California state legislature authorized the establishment of the California International Studies Project, which now operates six international studies resource centers. One of the centers has as its specialty the development of elementary foreign language programs. In 1987, the Iowa Department of Education provided \$30,000 for two FLES teacher institutes aimed at preparing a total of thirty 7-12 certified teachers for K-6 certification.

As of July 1987, most of Ohio's 45 institutions approved for teacher education had a certification program in one or more foreign languages for K-12. A few states, like North Carolina, have extensive preparation available through the K-12 certification programs. A considerable number of short-term preparation programs have also been offered recently. For example, there were 52 programs reported in Texas, 5 in Wisconsin, and 2 one-day FLES methods workshops in Iowa.

Certification Requirements

In 19 states, along with the District of Columbia, there are teacher certification criteria for FLES teachers. In general, most require a set number of hours in the foreign language and a methodology course for teaching a foreign language at the elementary level. Increasingly, there is also some concern that

certain linguistic competencies be demonstrated, especially oral proficiencies. The requirements may be categorized broadly in four different ways.

With Secondary Foreign Language Certification. Delaware is an example of a state in which certification requires proficiency testing and the addition of a methods course at the elementary level.

With Elementary Education Certification. New Hampshire requires the addition of the foreign language(s) to be taught. New York will grant an extension to include the teaching of foreign language with the addition of 24 semester hours of college foreign language study in the language.

Foreign Language Certification for Grades 7-10 Changed to Grades K-12. Georgia is changing from 7-12 to K-12 as of the fall of 1988. Louisiana converts certification to 1-12 with the addition of 9 hours of professional elementary education courses. Minnesota has the following requirements for foreign language certification for grades 1-12:

... a bachelor's degree upon the completion of a teacher's education program with a language major . . . ; b) 18 semester credits in foreign language teaching at both the elementary and secondary levels and supervised student teaching at both levels; and c) a rating of good or superior by the language department . . . in five of the seven competencies defined in the Modern Language Association of America (MLA) 'Qualification for Secondary School Teachers of Modern Foreign Languages' and at least a minimal rating in the remaining two competencies. The competencies are to include aural understanding, speaking, reading, and writing.

New or Revised Certification Programs. Ohio's program, which went into effect in July 1987, requires 45 semester hours in the foreign language, a special methods course at the elementary level, and other professional courses. An oral proficiency test will be part of the new state board competency requirement. Oregon has a fifth-year program whereby future elementary school teachers can choose to major in a foreign language as undergraduates. Maine has new certification and

Continued on page 8

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Mail check and this coupon to: Gladys Lipton, Treasurer, National Network for Early Language Learning,
P. O. Box 4982, Silver Spring, MD 20904

State Involvement from page 7

recertification program endorsements scheduled to take effect in July 1988. **Michigan's** program requires a major or minor in foreign language plus competence in that language. **Iowa** requires 24 hours of foreign language, methods of teaching at the elementary school level, psychology of elementary-age children, and student teaching at the elementary level. **Kentucky** requires 21 foreign language semester hours for grades K-4 and 24 foreign language semester hours for grades 5-8. **Texas** has Option I (2-12 semester hours), and Option II (18 semester hours) of foreign language. **Oklahoma's** new certification requirements, which went into effect in the fall of 1986, allow a foreign language teacher to teach K-12 but not to teach other subjects.

Some states, such as **Arkansas**, which do not have special FLES certification, allow secondary foreign language teachers to teach at the elementary level. Other states are involved in the study of certification requirements. **Arizona** has a Foreign Language Task Force to review foreign language teacher proficiency certification requirements. In **North Carolina**, a state commission has been set up to revise teacher competencies in second languages, especially oral proficiencies, in the validation process for K-12.

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The Outlook

States are responding to the growing interest in the study of foreign languages in the elementary schools by changing curriculum requirements and teacher certification criteria and by allocating more funds for the establishment of programs. Interestingly, state officials have sometimes been spurred by parents who are involved in the parent-sponsored programs scheduled before or after the regular school day. The list of certified FLES teachers is short and there is an increasing demand for teachers. **North Carolina**, for example, will need 2,000 teachers through 1992! It is hoped that increased state involvement in FLES will meet the growing demand for teachers and will result in quality FLES programs nationwide.

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