

# FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

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## From Research to Reality: Activities and Strategies That Work

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Conclusions from current second-language research and research on learning are in agreement on a number of basic components of an optimum learning environment. Teachers can explore the theories based on these important research conclusions by examining the abundance of professional literature. These theories have no impact, however, unless they can be translated into practical application for the classroom.

The purpose of this article is to provide examples of procedures and activities for the elementary school second-language classroom based on several theories on the optimum classroom learning environment. In conclusion, a game will be described in detail that incorporates procedures based on the theories discussed.

**Theory:** *Cognitive learning increases when self-concept improves.*

A common barrier to foreign language learning is the learner's fear of making errors and appearing foolish. Learners quickly become inhibited in a negative or stressful environment. Language and ego are inseparable, and many students live in constant fear of ridicule by their peers and teachers.

**Application:** Willing risk-takers make good language learners. It is important to structure time for students to get to know their classmates in order to build the trust necessary to enable risk-taking. Beginning foreign language learners cannot yet converse in the target language, so ice-breaking and trust-building activities can be done with English.

During instruction in the target language, put students at ease by asking for whole or small group, rather than individual, responses. Design or utilize activities that allow students to work in pairs or teams. Encourage students to be supportive and help their neighbors or group members. With the support of partners or teammates, stress is reduced because the risk of

error is shared. In games or activities requiring a single response, allow a group effort in the formulation of the answer, and rotate the responsibility of the student who gives the official response.

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## Activities for Your Classroom

**Teachers:** *Please submit a favorite classroom activity for publication in FLES NEWS by sending a description in the following format: title, objective, materials, and procedure. You may include any pictures or drawings as illustrations. Send with your name, address, and telephone number to Shari Houpt, Classroom Activities Editor, Box 330, Little Deer Isle, ME 04650.*

- Title:** Food and Meals
- Objective:** Students demonstrate knowledge of various lunch foods by describing the contents of sack lunches for auction.
- Materials:** Brown paper sacks, magazines for cutting up, construction paper, glue.
- Procedure:** In pairs, small groups, or individually, students select food pictures from magazines and make a picture picnic lunch. Each group or individual then describes for the class the contents of his/her sack lunch and individuals either offer their lunch in trade or bid on the lunch at auction.
- Contributor:** Maggie Lee  
Box 75  
Medon, TN 38356

**Classroom Activities Editor:** Shari Houpt

## Letter from a Reader

Dear NNELL:

We of the foreign language team at the American School of the Hague (The Netherlands) find *FLES NEWS* very informative and helpful. Most overseas schools are involved in teaching foreign languages to young learners. When we meet at conferences the most commonly heard complaint is lack of suitable materials. Most overseas schools also have ESL/EFL departments. This is where we often turn for materials to adapt, especially those of us who teach the "less-commonly-taught" languages.

I'm enclosing information on two resources that I've found very helpful—they contain a wealth of material that can be adapted to teaching any language:

Hadfield, J. (1985). *Elementary Communication Games*. Thomas Nelson and Sons. Available from Monarch Books of Canada, 5000 Dufferin St., Unit K, Downsview, Ontario, Canada M3H 5T5 (tel. 416-663-8231). ISBN-0-17-555695-4 (U.S. \$28.95).

Each of the forty games and activities for beginning foreign language students is written within a specific functional area and limited to one or two structures and to a clearly defined vocabulary. Activities range from pair work and group work to whole class tasks in a variety of guessing, matching, and searching games. My students enjoyed a "Nosy Neighbors" activity. Students "lived" across the street from a row of houses, with the exception of house #5. The object of the activity was to share information and by a process of elimination discover what the occupants of #5 were doing. The material is designed to be photocopied (special permission is granted) and contains a detailed introduction and practical tips for each game.

Retter, C., & Valls, N. (1984). *BONANZA: 77 English Language Games for Young Learners*. Longman. Available from Longman Group UK, Longman House, Burnt Mill, Harlow, Essex CM20 2JE, England (tel. 0279-26721). ISBN-0-582-51020-1 (U.S. \$14).

*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.

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Contributing editors for the newsletter by topic are: *Classroom activities* Shari Houpt, Box 330, Little Deer Isle, ME 04650; *Conferences* Jane G. Graveen, Glastonbury Public Schools, Glastonbury, CT 06033; *Funding information and new legislation* Jamie B. Draper, Joint National Committee for Languages, 300 Eye St. NE, Suite 211, Washington, DC 20002; *Publicizing FLES* Carolyn Andrade, Cincinnati Public Schools, 230 E. 9th St. Cincinnati, OH 45202; *Research* Elsa Statzner, University of Minnesota, Second Languages and Cultures, 125 Peik Hall, Minneapolis, MN 55455; *French resources* Myriam Chapman, Bank Street School

*BONANZA* is a teacher's resource book of language games with descriptions of how to play them in class. About half of the games are based on color picture cards at the back of the book, which can be laminated and cut out for classroom use. The categories of the six card sets are singulars, plurals, uncountables, verbs, places, and professions. The cards are colorful and appealing to young learners.

Sincerely,  
Karen Coster  
Dutch Teacher, K-4

## 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.*

### 1990 CONFERENCES

**October 18-22: Advocates for Language Learning.** Portland, OR. Joseph Tam, 4628 SE 31st Ave., Portland, OR 97202.

**November 17-19: American Council on the Teaching of Foreign Languages.** Nashville, TN. ACTFL, 6 Executive Plaza, Yonkers, NY 10701.

**December 27-30: Modern Language Association.** Chicago, IL. MLA, 10 Astor Place, New York, NY 10003-6981.

Conferences Editor: Jane G. Graveen

for Children, 610 W. 112th St., New York, NY 10025; *Spanish resources* Barbara McDonald, A. F. Doerfler School, 3014 W. Scott St., Milwaukee, WI 53215; *German resources* Patricia Pillot, Harding Elementary School, 2920 Burdette, Ferndale, MI 48220; *Teaching methods* Audrey Heining-Boynton, Foreign Language Education, CB 3500, Peabody Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3500.

Subscription rate is \$8/year (\$12/year overseas). Please send your check to: Gladys Lipton, Treasurer, National Network for Early Language Learning, P. O. Box 4982, Silver Spring, MD 20914.

*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

# A Community-School Effort for K-12 Japanese

Audrey L. Heining-Boynton  
University of North Carolina at Chapel Hill  
Chapel Hill, North Carolina

We use the expression *community schools*, yet often the community and its schools act in isolation with little communication or cooperation. Nevertheless, the challenges facing a community have a direct impact on the public schools. One midwest city combined resources in an attempt to solve a severe economic problem. The solution provided jobs and industry for a dying community and a unique K-12 foreign language curriculum.

Battle Creek, Michigan, is known as the Cereal Capital of the World. Yet, more recently Battle Creek is becoming known as the home for Japanese industrial firms. During the sixties and seventies, Battle Creek lost a number of industries to other states. The situation reached a crisis stage in the mid-eighties. A meeting of community leaders was called and a plan of action was formulated. The committee enacted a model plan of innovation within the community and its schools. One of the positive results of this innovation was that the Lakeview Schools in Battle Creek implemented a strengthened foreign language program to meet three different student needs. The components of the program reinforce, complement, and enhance one another. The three elements of the K-12 curriculum are (1) the Saturday School; (2) the bilingual/ESL education program; and (3) the K-12 foreign language classes. These programs are making use of human and financial resources in an efficient and creative way.

As of 1990, thirteen Japanese businesses have moved to the Battle Creek area. These companies send Japanese families to Michigan for two to five years. Upon returning home, the Japanese children resume their studies, the expectation being that they continue at the same academic level as children of their own age. The reality is that the youngsters who have spent several years in the United States are behind their peers, especially in math and Japanese language skills.

During the 1987-1988 school year, a program called the Saturday School was inaugurated to address this issue. Conceived by local industry, parents, and local school officials, the goal was to provide additional instruction for the children of the visiting Japanese families. Battle Creek Unlimited (BCU), a nonprofit corporation committed to improving the local economy by assisting established and new businesses, was instrumental in the development of this program.

## Saturday School

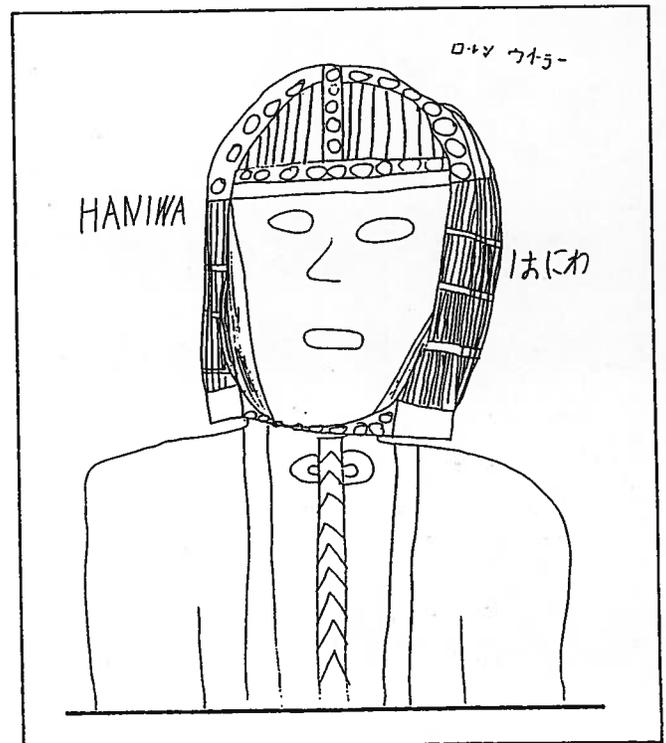
The Saturday School steering committee formed a special group named the Japanese Advisory Committee. The committee is composed of parents of the children enrolled in the Saturday School as well as two advisors representing Lakeview Schools. Japanese parents who belong to this organization work directly with the schools.

The Saturday School offers up to six hours of intensive elementary school instruction in math, social studies, and the Japanese language for native Japanese children. Japanese is spoken in the home, therefore the main thrust of the instruction is the written language. The texts and materials used are the exact ones used for that particular grade level in Japan, provided

by the Japanese Ministry of Education. Children from four other school districts in south central Michigan attend. The district offered the program for the first time during the 1987-1988 school year, and thirty-five students were involved; for the 1988-1989 school year there were fifty-seven; for the 1989-1990 year, seventy.

On Saturdays, children in the first and second grades have school from 9:00 a.m. to 12:30 p.m.; those in grades three through eight meet from 9:00 a.m. to 3:00 p.m. Five classrooms are needed; Lakeview Schools provide the facilities. Grades 1, 2, and 3 have their own classrooms. Grades 4 and 5 are combined in one room; also meeting in one room are grades 6, 7, and 8. The school is staffed by a principal and five teachers. A parent representative, such as the president of the Japanese Advisory Committee or another member of the committee, is usually present on Saturdays. A monthly fee is charged per student. Also providing funding are the area Japanese industries, the school district, and the state and local agencies.

Continued on page 4



Lorane Wheeler, 3rd Grade  
Academy of World Languages

## Haniwa

Clay funerary figurine of a soldier who served to protect and serve "departed souls." Dates from 300 B.C. protohistoric Japan.

Courtesy of Cincinnati Public Schools

### **K-12 Japanese from page 3**

One of the more difficult tasks has been to locate qualified teachers. Those who teach at the Saturday School are native Japanese and also teach during the week in the bilingual/ESL program for Lakeview Schools. Therefore, all teachers must have the proper certification for the state of Michigan, not to mention the proper visas. Several Michigan universities have been helpful in assisting Lakeview Schools in locating qualified teachers who are certified to teach ESL or bilingual education.

### **Bilingual/ESL Program**

The Saturday School is only one part of Lakeview's attempt to meet the needs of its students. Lakeview also provides instruction by certified teachers in its elementary school bilingual/ESL education program as is required by law.

The district provides instruction in language and culture for the elementary teachers who have Japanese youngsters in their classrooms. Each summer, two one-week workshop courses are offered. Thirty classroom teachers attend each week-long workshop. The purpose is to familiarize teachers with different approaches for working with children, to provide teachers with cultural information, and to develop teaching materials.

The president of the teachers' organization provided important leadership during the inception of the bilingual/ESL education portion of the project. The bilingual/ESL program bridges the K-12 curriculum and the Saturday School.

### **K-12 Japanese Program**

The American students benefit from the third element of the program, a K-12 Japanese offering. The teachers in the program are the same ones involved in the Saturday School and the bilingual/ESL programs.

Japanese language and culture are taught by elementary school teachers in a FLEX (Foreign Language Experience) format, that is, as units in their curriculum. In the 1988-1989 school year a Japanese FLES program was also instituted in the district in the second grade. In 1989-1990 the district continued and expanded the program.

Japanese is offered at the junior high along with French, Spanish, and Latin. Eighth graders receive nine weeks of exposure to the languages. At the high school level, two years of Japanese are offered. The classes are taught by the principal of the Saturday School. Japanese I is offered before school, Japanese II meets during the regular school day. The students meet with the teacher Tuesday through Friday. On Mondays, the students work on assignments without the supervision of the foreign language teacher.

The materials used for the high school students are college materials that have been adapted. The approach is a conversational one, yet reading and writing are not ignored. The students learn the Kanji characters.

The job description of the principal/teacher also includes traveling to another area high school two days a week to teach introductory Japanese. The principal/teacher is hired by Lakeview Schools. The bilingual teachers are also hired by Lakeview Schools; the Japanese Advisory Committee participates in the interviewing.

The state of Shiga, Japan, and the state of Michigan have long-standing ties; twenty years ago they joined as sister states. Among the cultural ties are teacher exchanges, which began in

1985. The Michigan Department of Commerce arranges these exchanges in conjunction with the State Department of Education and the Japanese Ministry of Education. Three teachers come from Shiga to teach in various Michigan cities. Four or five teachers from Michigan go to Japan to teach English for six months.

One difficulty with this initiative is the mistrust that some community members have concerning nonnative English speakers. Through K-12 language and culture classes, the teachers make a conscious effort to deal with the xenophobia the children learned from adults.

Another difficulty is finding elementary ESL/bilingual teachers certified and qualified in both Japanese and a K-12 approach to foreign language education.

Nationally, other districts are considering or implementing similar programs (See *Educational Leadership*, 1989). The community and school partnership in Battle Creek is a direct result of economic pressures. Is it working? The city points to a revived economy, and the school district boasts a return to a top rating in the state. In terms of foreign language education, students have profited at all levels.

### **Further Reading**

Brandt, R. S. (Ed.). (1989). Strengthening partnerships with parents and community [special issue]. *Educational leadership*, 47 (2).

Shenk, B. (Ed.). *Newsletter of the Japanese Language Teachers' Network*. Urbana, IL: Japanese Language Teachers' Network. (Available from University High School, 1212 West Springfield Ave., Urbana, IL 61801)

Publicizing FLES Editor: Carolyn Andrade

## **Children's Classroom Creations**

*FLES NEWS* would like to include samples of children's work in the second language. We encourage you to send works that lend themselves to copying, such as line drawings, short stories, or poems. If you would like a work returned to you, please enclose a stamped self-addressed envelope. Please include the child's name, age, school, and teacher's name, as well as written permission from the child and his or her parents or guardians. Send children's work to the editor, Marcia Rosenbusch.

## Research to Reality from page 1

Direct criticism puts the learner on the defensive, so avoid negative vocabulary and use indirect correction. For example, the Total Physical Response (TPR) or command strategy is being used and a student does an action in a manner other than as directed, either describe what the student did without saying that it was wrong, or repeat the command using intonation which communicates that you did not receive a correct response. In question/answer practices, when a student gives an incorrect answer, avoid the word *No*. Just give a regretful look and ask again, directing the question to another student if you see that the first student does not wish to offer another response. Another positive alternative is to change the question so that the student's answer is correct.

When students differ in responses, praise those who do it correctly *without* reprimanding or pointing out those who do it incorrectly. In addition, do not allow students, either through words or through actions, to put down other students' efforts.

For more information and suggested activities on cooperative learning and self-esteem, see Canfield and Wells (1976) and Johnson and Johnson (1975, 1984).

**Theory:** *Activities that employ multiple senses facilitate memory.*

The brain records information in different locations according to the sense through which it is received. When the information is stored, new neural connections are created in the brain. Retrieving or remembering becomes easier the more places the information is stored.

**Application:** The most frequently exercised sense in the classroom is hearing. Students are required to listen, listen, listen and are frequently criticized by teachers for not listening. Observation of teachers in a meeting or presentation will tell you that we are asking for something that we as a group have not mastered. Listening is important, but we all soon tune out if other senses are not stimulated.

The second most frequently used sense is sight. Early grade teachers take the prize for providing visually stimulating environments. In high school, second-language teachers are usually among those few teachers who offer a visually motivating classroom. Time spent in creating pleasing and inspirational surroundings should have far greater priority than many of the other tasks that teachers are required to do. Remember that having the time and skills of an interior decorator is not necessary. Include ways for the students' products to adorn the walls and make sure they are clearly related to the learning goals. Keep in mind that color in your visuals is an excellent aid to memory—from visually electric flashcards to use of colored chalk at the board.

The sense of touch is third in frequency, but not in importance. Tactile encounters are especially important in beginning stages of language learning and relatively easy to provide in the classroom. Interacting with props and objects conveys reality, convincing the brain that the information is real and should be stored. Foreign language conference exhibitors have rapidly become aware of the need and demand for reality. But do not wait for the next conference—your home and local thrift stores are bulging with ways of illustrating the words you want to teach.

Smell and taste are probably tied for last place since few of us have easy access to cooking facilities. Do not, however, let this keep you from an occasional smelling or tasting event.

Non-cooking activities that employ smell include identifying odors of cooking extracts, spices, fruit juices, scented felt pens, or anything you wish to teach that has an odor. Blind taste tests are also fun and interesting. Use different types of breads, beans, waters, cheeses, or other foods.

For specific activities on smell, taste, and other senses in the classroom, see Olliphant (1990).

**Theory:** *Language learning is accelerated when the content is interesting and useful.*

For most students, information (especially in a textbook) is not real until it is converted into meaningful activity. If language is to be internalized, that knowledge must be used to transmit real messages, not artificial exchanges contrived for the sole purpose of practicing structure.

**Application:** The goal of "covering the text" is often given too high a priority. From the standpoint of content, a text is as effective as the number of ways the information therein is related to the students' goals and interests.

Research tells us that the brain seldom considers information important enough to store until that same information is encountered many times. Yet, practice or review in the same ways invites boredom and often rejection of the content. Repetition must therefore be through different activities and contexts.

When learning a song, for example, if you detect looks of *Oh no, not again*, do the repetitions with varied pitch, rhythm, or volume. You can tap out accompaniment on different parts of the body or furniture and with different instruments (hand, pencil, book, pen, ruler). You can assign a division of labor that calls for some lines to be sung by those who are wearing socks, and other verses sung by those without socks, or by students with jewelry and without jewelry. Students can create actions to accompany the meaning and perform them in small groups while the others sing the lines.

**Theory:** *Comprehension is the first step in language acquisition.*

The classroom is perhaps the only place in society where we are asked to immediately produce what we hear. In the natural patterns of first-language development, many opportunities of hearing the words are provided before the learners are expected to speak. Even as adults, we hear new words several times and in several situations before incorporating them into our spoken language. Since we cannot say words that have not yet clearly registered on our ears, being asked to speak immediately is extremely stressful. Forcing early production sets students up for failure.

Delayed oral response allows for more nativelike pronunciation to develop. Poor pronunciation often means students did not receive sufficient input before they were asked to produce. Some learners are ready to speak after about ten hours of instruction; others, especially children, require more time.

**Application:** As in first-language development, students should not be required to passively listen, but rather to interact with the environment and respond physically to the teacher and each other. Speech comes more easily and naturally when

## Supervisors of Foreign Languages Organize

The National Association of District Supervisors of Foreign Languages (NADSFL) was founded several years ago by a group of foreign language supervisors who felt the need for a nation-wide organization that would concern itself with administering of language programs. Its members run the gamut from single building department chairs to state supervisors.

Myriam Met of Montgomery County Public Schools, Maryland, was instrumental in getting NADSFL rolling and was its first president. Currently NADSFL copresidents are Paul García of Kansas City, Missouri, and Erwin Petri of Millburn, New Jersey.

NADSFL has an annual meeting in conjunction with the American Council on the Teaching of Foreign Languages (ACTFL) every November. In addition, there are meetings at each of the regional language associations around the country. Three times each year the organization publishes a newsletter that contains reports of association meetings, a letter from the president, and descriptions of unusual programs from districts around the country.

Membership in NADSFL is open to all educators who supervise language programs from the smallest department to the largest district. An application for membership may be requested of treasurer: Debbie Corkey-Corber, Treasurer, NADSFL, 4614 N. 33rd Street, Arlington, VA 22207. The fee for individual membership is \$10 and \$20 for institutional membership.

### Research to Reality from page 5

students have spent sufficient time listening and responding physically. Classroom activities that use delayed oral response strategies have received much attention in the past decade. For teaching ideas and further explanation of the comprehension or delayed oral response theory, see Asher (1986) and Krashen and Terrell (1983).

**Theory:** *Movement increases interest, focus, and motivation.*

Kinesthetic learning, or muscle-learning, increases the supply of oxygen to the brain to maintain alertness and encourages long-term memory. In most kindergartens, a multitude of kinesthetic activities excite young learners. As students grow older and learn to tolerate sitting still, movement in the classroom is removed or greatly reduced. It is no coincidence that a corresponding reduction in student interest and rate of learning. It is unfortunate that after kindergarten, kinesthetic teaching strategies play an increasingly less important role and are rapidly replaced by a preponderance of auditory activities.

Although there are other factors diminish the effectiveness of learning as we climb the educational ladder, lack of movement for the learners is an important factor. Teachers who realize that an effective instructor is active and moves about the classroom often miss the fact that in order to be effective learners, students have a corresponding need.

**Application:** The standard classroom could be said to be *anti-learning* in many ways, but the most obvious is that the physical arrangement does not allow for group movement. A classroom arranged to allow kinesthetic learning might consist of one space with chairs in a semicircle or U-shape for group activities with movement, and another area with tables or desks for writing and other table activities.

A circle, for example, is an ideal formation for many interactive language activities. Even though it seems a hassle, space can usually be created by shoving or stacking furniture. Once students learn the rearranging procedure and get over the initial resistance to something new, the process will become painless and the benefits multiple.

The following game from *Total Physical Fun* is an example of an activity that maintains interest because of the movement. Acquisition of the language is indirect because students are using language as a tool while focusing on the object of the game. The use of props or pictures adds visual interest and realism.

**Activity:** *Change Places*

**Purpose:** Review or Introduction of nouns, phrases, or other structures—(comprehension or speaking)

**Materials:** 4 to 6 large objects, flashcards, or pictures

**Procedure:** Arrange students in a circle or a semicircle. Chairs are best, but desks are manageable. Any empty chairs or desks are removed. The object of the game is to change chairs when your assigned name is called and never to be caught without a chair when the changing stops.

Place four to six objects about a foot apart in front of class (in the middle of the circle, on the chalkboard tray, or on a table in front of the class). Announce that each class member will be assigned an object and that it is important that all remember which object they are. If objects chosen are a shark, a cookie, a hat, and a key, the first person (starting at one end of the semicircle or with anyone in the circle) becomes a shark, the next person a cookie, the third person a hat and the fourth a key. The teacher holds up each object, showing it to each person during the assigning, *You are a shark, you are a cookie, you are a hat, and you are a key, etc.* The naming process is part of the teaching so be sure that all can see and hear. The four items are assigned one by one until all students have a name.

The objects are placed in a line on the floor in front of the group. Someone volunteers to make the first call and his/her chair is eliminated, making one less chair than there are students. The volunteer stands behind the objects and, facing the group, calls out any two objects or pictures. If the student cannot say the words, s/he points out the objects with a foot and the teacher makes the call. Those players having the name of the objects called must change places to any chairs other than the ones in which they were just sitting. The caller immediately tries to sit down in one of the vacated chairs. The person who does not get a chair, and therefore is left standing, is the next caller.

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### Research to Reality from page 6

When two students land on equal portions of a chair at the same time, they both become callers. The teacher repeats the call during the changing, holding up or pointing to the objects so it will be clear to all what has been named.

The new caller (or same one, if she or he failed to secure a seat) announces any two items for the next change of chairs. The teacher may want to allow students to call three objects instead of two, or occasionally to allow everybody to change. The more objects called, the more movement there is. Caution the students on the importance of avoiding collisions. When two or more objects are called, all must remain seated and wait until the last object is called before chair-changing can begin.

At the end, ask for a show of hands of winners—those who were never caught without a chair or were never in the calling position (with the exception of the volunteer who began). With children younger than first grade, you need enough of the same objects or pictures so that each student can hold the item she or he is named. This serves as a constant reminder to the child and gives the teacher the visual clue of each child's assignment in order to monitor the movement.

**Variation:** After a few rounds, new words can easily be substituted by assigning new names for the various groups; for example, *Those who were sharks are now snowballs*. The level of difficulty can be easily increased to practice other structures, such as verbs, adjectives, time, weather, or other expressions. For example, with the class assigned the names of different foods, the callers are required to name one item they like and one they do not like. *I like cheese and I don't like pears*. Those who were assigned to be cheese or pears would change places.

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P.O. Box 4982, Silver Spring, MD 20914.

## Opportunities Available for Latin Teachers

The Awards Committee of the Classical Association of the Middle West and South (CAMWS) announces the competition for: (1) the \$2,500 Mary A. Grant Award to the 1991 summer session of the American Academy of Rome; (2) the \$2,500 Semple Award to the 1991 summer session of the American School of Classical Studies at Athens; and (3) a \$2,500 award for summer study in either Greece or Italy. This third award may be used for the summer session of the American Academy, or the American School, or any other study program in Greece or Italy.

Any elementary or secondary school teacher or graduate in CAMWS's thirty states and three provinces of Canada who is also a member of CAMWS is eligible to apply for one of these three awards to study abroad in the summer of 1991. The forms for this year's competition are now available. Please write Professor Lewis A. Sussman, 3-C Dauer Hall, Department of Classics, University of Florida, Gainesville, FL 32611. Requests for application forms must be received by January 5, 1991; completed applications are due February 2, 1991.

CAMWS has also established the Manson A. Stewart Scholarship Program to provide financial assistance for primary, middle, and secondary teachers of Latin. Funds are available to assist those who are seeking certification to teach Latin at any level. Preference in awarding these scholarships is given to those applicants whose certification will enable them to start a new Latin program or to expand an existing one.

Funds are also available to assist those who wish to attend either the annual meeting of CAMWS or the biennial meeting of CAMWS's Southern Section. Preference in awarding these scholarships is given to applicants who have not yet attended a CAMWS meeting. Application for Manson A. Stewart Scholarships is restricted to members of CAMWS, but applicants may join at the time they apply for a scholarship.

For further information and an application form, write Professor Jeffrey L. Buller, Chair, CAMWS Education and Training Awards Committee, Campus Box 886, Loras College, Dubuque, IA 52001-0178.

Marcia H. Rosenbusch, Editor  
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