

FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

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Young Authors—A Double Success

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Elementary school foreign language programs are among the most exciting in the nation. Enthusiastic and dedicated parents, teachers, and administrators work together to provide quality programs, often despite the lack of appropriate print materials.

It is said that children learn to read by reading. A wide variety of inviting, commercially available books in the elementary school, plus frequent opportunities for children to use them, makes perfect sense. However, books written for preliterate children or children who are just beginning to develop their literacy skills in the second language are very difficult to find.

In the Cincinnati Public Schools, identifying interesting and appropriate reading materials for FLES and immersion programs in Arabic, Chinese, French, German, Japanese, Russian, and Spanish is an especially challenging task. Three years ago we decided to write our own. And who better to write them than the children themselves?

A program of young authors makes sense for several reasons. Because the children have essentially the same experiences with the second language, the topics they choose to write about will come from those shared experiences. Not all children remember exactly the same words or phrases in the second language, nor do they remember exactly the same sequence or the same details of events. While the young writer selects the language and events for the book, the young reader will draw from those shared experiences for the background knowledge that is so important in bringing meaning to the printed page.

A program of young authors encourages children to participate in the process of writing. From the generation of an idea, through the first draft, the revisions, editing, illustrating, and publishing, students learn from each other. The teacher is no longer the sole source of information or encouragement.

Students learn that while one writes for many reasons, writing for publication can also serve many purposes. A counting book or an alphabet book can be a teaching tool. Fictional stories entertain, while an autobiography can be informational.

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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.

1991 CONFERENCES

October 18-21: Advocates for Language Learning. Tysons Corner, VA. Preconference workshops, October 18; school visitations, October 21. Ellen Boudreaux, President, 6419 Forest Road, Cheverly, MD 20785 (301-773-4088).

October 24-26: Southern Conference on Language Teaching. Raleigh-Durham, NC. Wayne Figart, 204 N. 16th St., Wilmington, NC 28401 (919-763-4009).

November 23-25: American Council on the Teaching of Foreign Languages. Washington, DC. ACTFL, 6 Executive Blvd., Yonkers, NY 10701-6801 (914-963-8830).

December 27-30: Modern Language Association. San Francisco, CA. Modern Language Association, 10 Astor Place, New York, NY 10003-6981 (212-475-9500).

Conferences Editor: Jane G. Graveen

Resources for Your Classroom

Please submit directly to the appropriate resources editor any language-specific materials you would like considered for review. Other materials may be sent to the FLES NEWS editor for review.

German

Seeger, H. (1990). *Wer? Wie? Was?* (2d ed.) Bonn: Gilde-Buchhandlung. Available from Carl Kayser, Buchhandlung und Verlag, Postfach 1649, D-5300 Bonn 1, Germany.

This visually appealing textbook series for beginning language learners in grades 3-8 is organized around communicative themes. Book One is a bound textbook with speaking exercises, a song or rhyme, cartoon readings, and a lesson in each chapter. A grammar section appears at the end of each chapter. Themes for level one include greetings, family, classroom, calendar, free time, telling time, birthdays, animals, money, body parts, clothing, and Germany. This text could be used for grades 3 and 4. Book Two includes color photographs, a variety of fictional readings, and authentic short excerpts from everyday sources. "A New Student," "Our School," "My Day," "Our Hobbies," "Our Animals," "We Live in Cologne," "A Birthday Party," "We Live Like This," "Traveling," "A City Adventure," "Clowns," "Robbers," "Musicians" are the themes for these lessons for grades 5 and 6. Book Three adds mysteries, short stories based on books and movies, and nonfictional reading selections about topics of interest to the middle-school child.

The black-and-white workbooks add a variety of reading and writing exercises and a work list for student work. These workbooks are well designed to stimulate thinking and conversation. A teacher's handbook in German is well developed and detailed. The series, which also offers cassette tapes, slides, transparencies, tests, and a hand puppet, is highly recommended by the American Association of Teachers of German *Kinder Lernen Deutsch* team.

German Resources Editor: Patricia Pillot

Spanish

The Magnetic Way. (Manipulative overlay system). Amherst, NY: Creative Edge. For additional information and a price list, contact *The Magnetic Way*, Division of Creative Edge, Inc., 2495 N. Forest Road, Amherst, NY 14068 (1-800-626-5052).

If you're looking for a new way to add variety to the FLES curriculum, *The Magnetic Way* provides attractive, flexible materials that can be used with a variety of approaches: Whole Language, Total Physical Response, and the Natural Approach.

The "Into Language" program is available with the magnetic board (24" x 34") and stand. There are over 450 visuals in the four categories of "The Street," "The Country," "Indoors," and "People in Action." The visuals adhere to the board by magnetic attraction and are printed in full color. The people are multicultural and range in age from infants to elderly. This program is available with a Second Language Guide.

In addition to "Into Language," *The Magnetic Way* offers the following programs: "The Supermarket," "Fairytale,"

"Folktales," "Nursery Rhymes," "Life Systems," and "The Age of Dinosaurs." Programs may be purchased as complete packages or by ordering specific items. Depending upon the unit desired, packages can include cassette tapes, individual student books, assorted markers, etc.

Although *The Magnetic Way* can be used in a conventional classroom setting, it is particularly effective in working with small groups. It is designed for use in prekindergarten through adult classes.

Spanish Resources Editor: Barbara McDonald

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. Executive committee members are: Carolyn Andrade (Ohio), Diane Ging (Ohio), Mari Haas, corresponding secretary (New York), Nancy Hess (New York), Melanie Klutts, recording secretary (Texas), Gladys Lipton, treasurer (Maryland), and Kathleen Riordan (Massachusetts).

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Subscription rate is \$12/year (\$15/year overseas). Please send your check to: Nancy Rhodes, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St., NW, Washington, DC 20037.

FLES NEWS wants to hear from its readers. Send letters to: Marcia H. Rosenbusch, Editor, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011. 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

Teacher Preparation for Elementary School Foreign Language Programs

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Rapid growth in the number of elementary school foreign language programs has led to a severe shortage of teachers with appropriate background and preparation for teaching languages at this level. Very few colleges and universities are currently preparing these teachers, in part because the demand is so recent and the process of adding new programs in higher education is usually slow. The problem is more difficult to address because most teacher education professionals have not been involved with the discipline of elementary school foreign languages as it has evolved over the past twenty years. Before institutions of higher education can successfully prepare teachers for FLES and immersion programs, there must be teacher educators who have the background, interest, and understanding to create effective programs.

Several problematic features of higher education stand as obstacles to development of programs for elementary school foreign language teachers. Most language departments are focused on literature and oriented to graduate students. There are few offerings in contemporary culture and children's literature, which would be beneficial to the teacher preparing for the elementary school level. Some language departments do not value the pedagogical aspirations of their students nor the classroom-oriented scholarship of their faculty. The reward structure of the university may even discourage the time and effort necessary to be knowledgeable about and provide leadership for elementary school foreign language education. For effective and lasting programs of teacher preparation to develop, university departments will need to break with this traditional reward structure and forge new collaboratives with education departments and local school districts, where some of the necessary expertise for new programs may be located.

Many university departments are unwilling to introduce new programs for the preparation of teachers until specific licensure/certification rules are in place for the state in which the institution is located. At this time, very few states offer licensure for elementary school foreign languages, although a number of states are currently considering such requirements. In these situations the development of licensure guidelines at the state level must be considered a preliminary step to implementation of teacher-preparation programs.

Georgia and North Carolina have changed their state certification guidelines so that universities with undergraduate teacher-preparation programs in foreign languages now offer K-12 certificates instead of the previous secondary certification. Both states have addressed the preparation of methods teachers through special programs designed especially for teacher educators. In Georgia, methods teachers participated in an intensive "conversion course" sponsored by the Department of Education to give them both background in elementary school methodology and direct experiences with teaching languages to children. North Carolina methods teachers participated in a FIPSE-sponsored project with inservice elementary school language teachers that brought them together for workshops and

then teamed them over a two-year period for classroom visits and exchanges. The North Carolina project resulted in development of a curriculum for elementary school foreign language teacher preparation.

Preparation of teachers for the elementary school language classroom must address three areas:

1. language skills and understanding of the culture, especially children's culture, within which the language is used;
2. methodology for and experiences with teaching languages to children;
3. background in the curriculum and philosophy of the elementary school.

Currently, clients for this preparation come from three groups: inservice and preservice elementary school teachers who have language background; inservice and preservice secondary school language teachers who have interest in working with elementary school children; and native speakers of the language whose education and teacher preparation have taken place outside the United States. Although each group of clients requires a somewhat different pattern of emphasis in its preparation, they can work together very effectively in the same program, each sharing their particular areas of expertise with their colleagues.

The short-term need in teacher preparation is for programs that will facilitate the recertification or relicensure of inservice teachers so that they may staff emerging elementary school programs. A number of intensive summer workshops around the country, such as those in Florida, Iowa, Maryland, Minnesota, and New York, are assisting in meeting this challenge. Some local districts are providing intensive inservice programs for their own staff, such as the immersion teach education program developed in Montgomery County, Maryland. More intensive recertification workshops are needed to meet the growing demand for teachers, together with the establishment of licensure programs in colleges and universities nationwide.

For the long term, programs in higher education are needed that will encourage the development of teachers who have dual certification: teachers of language who are fluent speakers and are also licensed elementary school teachers. Only a shared commitment on the part of college and university language departments, elementary education departments, and the language profession as a whole can command the resources necessary to meet this challenge.

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 Donna Grundstad, Iowa City Community School District, 509 S. Dubuque St., Iowa City, IA 52240.

Title: The Clothesline

Objective: To provide an innovative means of teaching the articles of clothing and colors.

Materials: Plain white posterboard (approximately 29 1/2" by 18 1/2"); regular white sheet of drawing paper to make cutouts of articles of clothing (each cutout will be about 4"—pictures from magazines or paper doll cutouts may be used instead); enough transparent contact paper to cover posterboard and individual clothing; a stick of Tack-a-Note adhesive; colored markers; and crayons for teacher and students.

Preparation: Clothesline Poster: Using the posterboard, draw a traditional clothesline consisting of two poles on either end and a rope stretching from one pole to the other. Color the clothesline and surroundings at your own discretion—brown clothesline, green grass, blue sky, etc. Cover the finished poster with the contact paper.

Articles of Clothing: Select vocabulary to be taught (dress, skirt, blouse, shirt, pants, shorts, T-shirt, socks, sweater, coat, shoes, hat, etc.). On the drawing paper, draw selected articles of clothing. Color each piece—purple dress, green skirt, pink blouse, yellow shirt, blue pants, red shorts, white T-shirt, red-and-white socks, brown sweater, orange coat, etc. Black shoes and a gray hat can go on the ground. Cut out and cover individual pieces with contact paper (it will protect cutouts and give them firmness for easy handling).

Procedure: Show the specific article of clothing as you introduce each word and have the students repeat it. Rubbing adhesive stick on the back of the cutout, place each item on the clothesline. Students repeat the word once more. Children enjoy this realistic approach of "hanging clothes to dry." As a reinforcement activity, students may describe the color of the clothing.

Various Total Physical Response activities may also be used. For example, in checking for understanding, disassemble the clothesline and ask for volunteers. Give directional commands in the target language: "Hang the pink blouse on the clothesline." "Hang the green socks to the right of the blouse."

For subsequent lessons, the poster and clothing may be used as reinforcement for the weather or the seasons. For instance, have the students

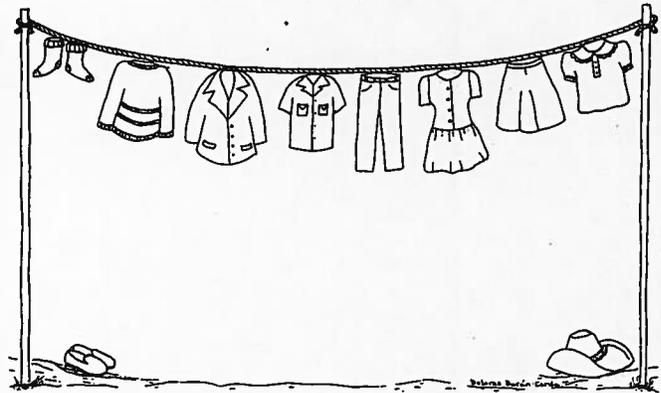
hang clothes for a cold rainy day: coat, sweater, scarf, mittens, etc.

For assessment, a worksheet reproduction of the clothesline and hanging clothes can be distributed to the students. Directional commands can be given such as, "Color the dress yellow."

As a follow-up, the students can cut out pictures of their favorite clothing from magazines and make their own clothesline by pasting pictures to it. They can label each picture in the target language. The students can then talk about their favorite clothes, colors, designs, etc.

Contributor: Dolores Durán-Cerda
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Iowa City, IA 52246

The Clothesline



Classroom Activities Editor: Donna Grundstad

NNELL ANNUAL MEETING

Plan to attend the NNELL meeting at the American Council on the Teaching of Foreign Languages (ACTFL) conference in Washington DC, November 24, 1991, 2-3:15 p.m. at the Washington Convention Center, Room 14.

Strategies in a Small School Setting: The Filley FLES Program

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Two characteristics, which are typical of small communities, offer a potential resource for successful development of an elementary school foreign language program in a small school. First, within the school system there is a close working relationship between the teachers that is made to order for efficient program coordination and articulation. Second, outside the school system the close ties that usually prevail between the school and community form a ready-made foundation on which to build cooperating programs. In our community the choice of German as the target language was influenced by the predominant ethnic background of the community.

The Filley FLES Program, set in a rural Nebraska town with a school population of 132, is now in its third year. This program has been designed to take advantage of these two characteristics in implementing the following objectives:

1. All pupils will be required to study foreign language from grades 3 through 8. Students will have the opportunity to satisfy the two-year requirement for college entrance by the end of eighth grade.
2. The school will develop an articulated program using content-based instruction. For this approach, the foreign language subject matter will parallel selected areas of the curriculum content of the classroom at each grade level. The student will have the option of continuing in an articulated foreign language program in the high school.
3. The foreign language program will involve the families and community as much as possible in order to generalize the language use beyond the classroom.

Within the school system

Close cooperation between faculty members in the small school is a definite asset to program development. To achieve common goals such a working relationship is essential because content-based instruction involves joint planning sessions for the foreign language and classroom teachers. During these sessions the classroom teachers indicate which content areas they would like to have reviewed or reinforced. These suggestions are utilized in planning foreign language units that augment and/or reinforce the curriculum in math, geography, health, language arts, and science. When the sequential articulation of the classroom instruction is followed, there is a similar, consistently progressive articulation in the foreign language class. In effect, parallel instruction of content occurs in the two classes.

Using parallel methods can also be helpful. One method often used by our elementary school teachers is the whole-

language approach, which has been used effectively in developing some of the content-based foreign language teaching units. Whole language relies on considerable oral language and numerous activities that adapt well to foreign language teaching. Moreover, since it involves the use of words in a variety of contexts and applications that extend into disciplines other than language arts, this approach adapts well to content-based instruction. Whole language emphasizes that "language is learned most easily when it is whole, functional, and meaningful; when the focus is on what it is used for, and not the language itself." (Cutting, 1989). This method is especially appropriate for foreign language instruction because it closely parallels the way children learn their first language.

The whole-language approach was used to design lessons involving a story written on light refraction, which was based on a fourth grade science unit. The story illustrated the principle of light and its components, which ultimately separate into rainbow colors. For the pupil the focus of the foreign language class sessions was science using the medium of the foreign language; for the foreign language teacher the focus was language acquisition using the medium of science content.

In whole-language classes, the teacher often works from a large "big book" version of a story, perhaps presenting it to the pupils in increments of a page or two for each lesson. The pupils participate in a discussion of the text, then proceed to activities that provide "whole" contexts for new words, while pursuing content-related concepts.

In the story on light refraction, "light bulb" characters of different colors, shapes, and sizes represent the varying wavelengths of the color spectrum in the rainbow. The pupils discuss the related size and color differences, which reinforces the science subject content for the classroom teacher. Other science-related activities include using the prism to see the varying color bands and making a color wheel spin on a pencil.

A discussion on differences can relate to social studies content and deal with self-concept and accepting individual differences. For example, the teacher describes his/her eye, hair, or skin color and asks for volunteers to identify their own. Or, the teacher names a favorite color or a favorite food color and asks for volunteers to name theirs. Pupils may then make individual rainbows where the empty sections of the rainbow are each labeled and colored appropriately according to each pupil's eye, hair, and skin color, favorite color, favorite vegetable color, etc.

At the close of each lesson, each pupil receives a copy of the corresponding pages in the story on light to read and to color. When the book is finished, the pages are bound and each child takes a copy to take home to share with the family. The completed loop of instruction ties together the regular classroom lesson with the foreign language lesson as one of a series of related materials.

Young Authors from page 1

By providing a large quantity of comprehensible reading material, a program of young authors also encourages children to read. If there are twenty-five children in the classroom and every child writes a book, each child has at least twenty-four other titles that are likely to offer successful reading experiences. Success breeds success.

Such a program is inexpensive. Students sometimes create books from classroom writing paper and make covers from construction paper. Hardcover books without print (available from Treetop Publishing, Racine, WI) are inexpensive and very popular.

A young authors program may begin as early as kindergarten. As soon as children have learned to write and can copy from the chalkboard, they can create a class book. For example, a kindergarten French class wrote a counting book and used various fruits as illustrations. For each writing activity, the children selected a fruit for the day. They talked about the fruit, giving its color, size, shape, texture, etc. They gave examples of other fruits with similar characteristics. To determine if a fruit was popular or not, the teacher wrote down the names of the children who liked the fruit. On the chalkboard, the teacher then wrote in French: "There is one apple. Lavonne and Robert like apples." All of the children copied the sentences and then illustrated the page as they chose.

Since one of the objectives was to create a class book, every child could not create every page. In order to select one page to represent each number, the work of every student was displayed around the room. Through discussion, the teacher helped the children identify characteristics they thought were important for a page in the class book. Among the suggestions the children made were that the page should be neat, that the words should be "right," and that the apple should look like an apple and be the "right" color.

Each child was then given a post-it note and asked to stick it on the page he or she felt should go into the class book, based on the suggestions they had made. Notice that the teacher didn't ask the children to pick the "best" page, rather the one which best fit the characteristics they had determined to be important. The remaining pages were assembled into individual counting books for each student.

Color, number, shape, and alphabet books are also popular among first graders. A file of 4" x 6" index cards with one illustration per card helps students with correct spelling. Students are encouraged to look in the card file, to use other books, or to talk with their classmates for ideas. Language experience stories are also very popular in the primary grades. Students dictate a story to the teacher about a common experience and then practice reading the stories they wrote.

A group of fourth graders assembled a book of shape poetry. Each poem had to fit a particular shape, such as:

XXXX		X		XXXXX
XXXX	or	XXX	or	XXXXX
XXXX		XXXXX		XXXXX
		XXX		
		X		

As students acquire more language and become more comfortable expressing themselves in the language, they also become more comfortable creating individual writing projects.

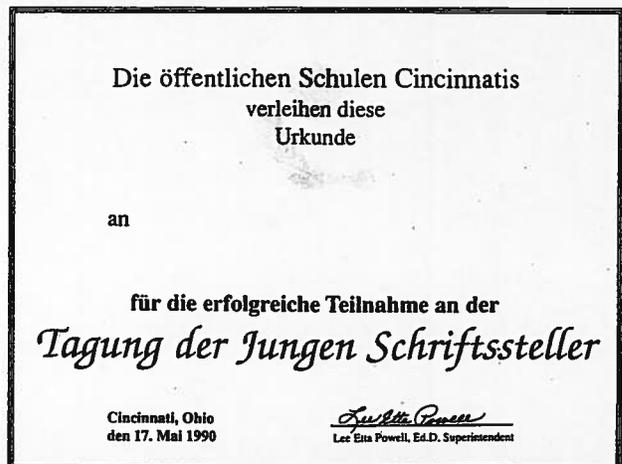
Whether it is a story about the family going to McDonald's, an invasion from outer space, or a tale in which true love triumphs over evil, it is important that every child publish at least one book. As students grow and learn, they also assume more responsibility for writing, revising, and editing their own work and the work of their classmates.

The published books remain either in the classroom library or in the school library for future classes to enjoy. The plea "but can't I take my book home to keep?" was solved very creatively by one school. Students published their original book in a hardbound format. They were then encouraged to make a second copy. It was bound to manila-folder-type material. This "paperback edition" was theirs to take home and keep.

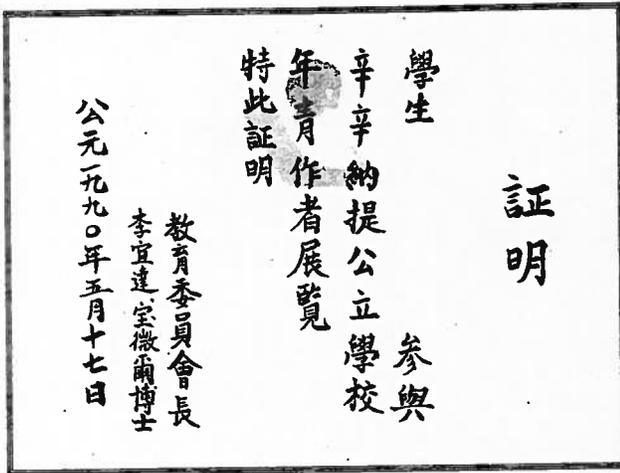
Every school celebrates its young authors in its own special way, but in addition a district-wide Young Authors Conference is held in the Cincinnati Convention Center each year in May. The children hear a presentation by a published author. They then break up into assigned groups of eight to ten children each to share the books they have written during the year. Each small group will have children from various schools throughout the district. Foreign language professionals from local colleges and universities, as well as individuals from the community, have very generously given their time to serve as small-group leaders. This makes it possible to conduct the small-group sessions in the target language. The Young Authors Conference gives the children an opportunity to interact with students other than their classmates, and it provides an opportunity to use their communication skills with adults other than their teachers.

Each student participant also receives a Certificate of Participation written in the second language (see examples of German and Chinese certificates at end of article), a bookmark with suggestions for further reading, and a brand-new blank book for the next story.

Although developing young authors is a time-consuming process, most teachers agree that it is an investment worth making. A young authors program is a double success because it gives children purposeful writing experiences and has allowed the classroom library to grow considerably in just a few years and with a relatively small financial investment. The smudged and dog-eared pages of these student-authored titles attest to their popularity among the children.



Young Authors from page 6



Filley FLES Project from page 5

The practice of content-based instruction benefits foreign language instruction in at least two ways. First, using instructional systems already in place in the regular classroom, the foreign language teacher has a basis for cooperating with ideas as well as with materials. Second, with the development of themes through activities involving oral language, reading, and cooperative learning, whole-language instruction helps the child internalize the language more efficiently.

Outside the school system

In the small community the school serves as a focal point for activities and entertainment. Given the closeness of family and community involvement, a rich resource exists by which the program can be extended. For example, elementary school pupils are given oral assignments in German to complete at home or with a designated community member. Typical assignments can range from questions on colors, numbers, household vocabulary, and family description to questions on family background, place of origin, and date of entry into the United States. The students then report the results to the class. Such assignments readily reinforce the geography, social studies, history, and math concepts that are currently being studied in the classroom.

Family and community members are invited to participate in classroom instruction and activities such as dialogues and storytelling. Such activities bring family members together and strengthen the community support for the foreign language program. Pupils perform songs and dances for various community institutions and functions, such as festivals, programs, and retirement homes. These activities foster the development of self-esteem and enhance general appreciation of culture.

The design of this program places the foreign language acquisition process in a natural setting, whether or not the pupil shares the ethnic heritage of the target language. This technique makes the language an integral part of the pupil's life, both culturally and personally, and helps to generalize the process to an arena outside the school setting.

Findings after two years

The administration, parents, and community have been enthusiastic and supportive throughout the development and refinement of the Filley FLES Program. Their response clearly reflects their satisfaction in being both contributors and participants in the school project.

The pupils themselves are very gratified to be able to communicate successfully in another language and to use it voluntarily outside the classroom. They are eager to contribute cultural elements from home, such as letters, recipes, or stories. Also, they frequently discover additional relevant information from outside sources such as television, books, or general social contacts and spontaneously apply it to the regular classroom situations.

Articulation from the elementary school program into the junior high and the high school programs has posed some scheduling problems; however, the administration has worked persistently and creatively to solve them. As it now stands, German I is placed at the seventh grade level. Any high school student who wants to begin a foreign language course must take it with the seventh grade students.

Mixing junior and senior high school students is feasible in our small school because grades 7-12 are in the same building. The age differences have not presented problems. While having a small school setting has an advantage because of fewer numbers, this fact probably does not account for the ease of age mixing. More likely, age mixing is readily facilitated because the focus of the instruction is on content instead of age-related, preset expectations of performance.

This year's eighth grade students who were in the elementary school program are in a standard high school German II class with sophomores and juniors, working in a high school text (Moeller, Liedloff & Kent, 1989). The younger students have little difficulty keeping up with the written work and consistently outperform the older students in oral skills.

One unexpected benefit of the elementary school program is the unifying effect the common language study has achieved between the older students in the high school and the younger ones in elementary school. The older pupils often share vocabulary with younger siblings in the lower grades. This common bond permits more meaningful participation by all ages in activities such as storytelling, sampling ethnic foods, and celebrating holiday festivities. The net effect is that the pupils, teachers, and community report enthusiasm for the elementary school foreign language program.

References

- Cutting, B. (1989). *Getting started in whole language*. Bothell, WA: The Wright Group, distributors in the USA for Wendy Pye Ltd.
- Moeller, J., Liedloff, H., & Kent, C. (1989). *German today 2*. [4th ed.] Boston, MA: Houghton Mifflin.

Teaching Methods Editor: Audrey Heining-Boynton

***Dreams, Realities, and Nightmares* Report Now Available**

The Joint National Committee for Languages' 1990-91 annual state survey of foreign language education is now available. For the report, state supervisors were asked to describe the components of the ideal state foreign language program and potential problems facing the expansion of foreign language education. The report also contains a state-by-state listing of the current status of foreign language education in the United States, including recent enrollment figures, requirements, languages offered, teacher certification standards, and innovative programs. *Dreams, Realities, and Nightmares: The Present and Future of Foreign Language Education in the United States* is available for \$3.00 (\$2.00 each for multiple copies) from the American Council on the Teaching of Foreign Languages (ACTFL), 6 Executive Plaza, Yonkers, NY 10701-6810, (914-963-8830).

Order *Loseblattsammlung* Now

The 1990 and 1991 issues of the *Kinder Lernen Deutsch Loseblattsammlung* are now available. This semiannual publication for elementary school German programs is packed full of teaching ideas, which are arranged by themes: activities, songs, rhymes, and games. The price of two issues per year is \$10.00. If you are a new subscriber and would like both the 1990 and 1991 editions, the notebook binder, and dividers to make referencing easier, the cost is \$20.00. To receive this collection of classroom-tested ideas, activities, and methods recommended by your colleagues, send your name, school name (if mailing to school), address, and a check to: AATG, 112 Haddontowne Court #104, Cherry Hill, NJ 08034.

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